



COLD HARBOUR
C of E Primary School

Child Protection Policy 2017

| | Date | Signature |
|--|----------|-----------|
| Discussed at Staff meeting | 27.09.17 | |
| Discussed at Finance & Personnel governors | Oct 2017 | |
| FGB: | | |

Responsibility of Finance & Personnel Committee
Next Review Date: Sept. 2018

Cold Harbour CE Primary School

Policy Ethos Statement

Ensuring that our children have every opportunity to develop the confidence and capacity to become successful, lifelong learners is a key task for us.

Cold Harbour CE Primary School is a school committed to 'Growing, Learning, Achieving Together' with strong Christian values underpinning this.

- ✓ **Growing** in confidence, faith, personal awareness and ability.
- ✓ **Learning** in creative, fun, technologically assisted and investigative ways.
- ✓ **Achieving** as individuals, teams and as a whole school community across a diverse range of opportunities.
- ✓ **Together** through our shared Christian values of tolerance, faith, guidance, respect and nurture.

This policy will clearly define how the procedures and opportunities in school will enable all children to achieve our key aims.

'Do all the good you can,
By all the means you can,
In all the ways you can,
In all the places you can,
At all the times you can,
To all the people you can,
As long as ever you can.'

(John Wesley)



**CHILD PROTECTION POLICY
COLD HARBOUR CE PRIMARY SCHOOL**

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KEY CONTACTS in Cold Harbour C of E Primary School

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|---|
| Name of school: Cold Harbour CE Primary School |
| Head teacher : Name: Christine Ryan Contact details: Cold Harbour CE Primary School 01908 270377 |
| Designated child protection member of staff: Name: Christine Ryan Contact details: Cold Harbour CE Primary School 01908 270377 |
| Deputy designated child protection members of staff: Name: Vicki Thurstance, Ruth Burgess Contact details: Cold Harbour CE Primary School 01908 270377 |
| Members of Safeguarding Team Name: Vicki Thurstance Name: Ruth Burgess Name: Nana Brago (e-safety) Name: Angela Wood (Children in Care) |
| Nominated governor for child protection: Name: Sharon Power Contact details: 01908 270377 |
| Chair of Governors Name: Sharon Power Contact details: 01908 270377 |
| Nominated governors for safer recruitment: Name: Sharon Power Contact details: 01908 270377 |
| Nominated governors for safeguarding: Name: Sharon Power Contact details: 01908 270377 |
| Designated teacher for children in care Angela Wood |
| Multi Agency Safeguarding Hub (MASH) 01908 253169 / 01908 253170 Out of Hours (evenings, weekends and bank holiday) 01908 265545 |
| Staff Training every 3 years (last training 27.09.17) Governor Training |

1. PURPOSE OF POLICY

1. The purpose of this policy is to provide protection for the children and young people who receive a service from this school and to provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk of, harm.

2. This policy applies to all permanent staff, in addition to supply staff, volunteers, or anyone working or volunteering on behalf of this school/setting.

3. This school is committed to delivering good outcomes for children and young people by providing a safe learning environment that promotes their welfare and helps them to develop socially and emotionally so that they can make the most of their life chances.

- Cold Harbour CE Primary School has developed a child protection policy which is reviewed annually and conforms to statutory requirements and local safeguarding children board (MKSCB) procedures .
- The policy is provided to all staff, including volunteers, at induction.
- All staff have read part one of Keeping Children Safe in Education.
- The head teacher and at least one governor have completed safer recruitment training.
- The school operates safer recruitment procedures and ensures that all appropriate checks, including Disclosure & Barring Service (DBS) checks, are carried out on new staff and volunteers who will work with children.
- All safer recruitment checks are evidenced in the Single Central Record (SCR) and this is checked regularly for accuracy.
- A senior member of the school's leadership team has been designated to take lead responsibility for dealing with child protection issues and they have received appropriate training to equip them to fulfil the role.

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

- providing a safe, healthy learning environment that allows them to develop to their full potential
- safeguarding their welfare, particularly those children and young people who are most disadvantaged
- providing children and young people with opportunities to discuss issues and report problems affecting their safety and welfare
- ensuring safe recruitment practices

- ensuring robust procedures for recognition and referral where there are welfare or child protection concerns
- raising awareness amongst staff of child protection issues and ensuring staff are equipped to deal with concerns
- monitoring and supporting children and young people who are subject to child protection plans and contributing to the implementation of their plan
- promoting partnership working with parents and professionals.
- being aware of the new statutory safeguarding guidance for school and colleges (DFE, 2016) Keeping Children Safe in Education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

1.1 Safeguarding Statement

5. Safeguarding is everybody's business. Cold Harbour CE School is committed to ensuring that all our children and young people are safe and feel safe; that children, parents/carers and staff are able to talk about any safeguarding concerns and feel assured that they will be listened to; and that all staff and volunteers are aware of and implement safeguarding procedures and guidance, including what to do if they suspect a child or young person may be experiencing, or be at risk of, harm.

In any case where an adult is concerned that a child is, or may be, at risk of significant harm they must make a referral directly to Milton Keynes Council Multi-Agency Safeguarding Hub (MASH) – 01908 253169 ; 01908 253170 or Out of hours 01908 265545

If a child or other person is at immediate risk of harm, the first response should always be to call the police on 999.

6. This policy applies to all adults, including volunteers, working in or on behalf of Cold Harbour CE School

1.2 General Principles

Safeguarding and the welfare of children is the responsibility of all school staff.

7. We will ensure there are appropriate systems in place for seeking and taking into account the child's wishes and feelings when making decisions, taking action and deciding what services to provide to protect individual children.

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

- Establishing a safe environment in which children can learn and develop, where they feel secure and are encouraged to talk and are listened to
- Providing children and young people with opportunities to discuss issues and report problems affecting their safety and welfare.

- Safeguarding their welfare, particularly those children and young people who are most disadvantaged
- Including opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse
- Ensuring safe recruitment practices
- Ensuring robust procedures for recognition and referral where there are welfare or child protection concerns
- Raising awareness amongst staff of child protection issues and ensuring staff are equipped to deal with concerns and keep children safe
- Monitoring and supporting children and young people who are in care or subject to child protection plans and contributing to the implementation of their plan
- Promoting partnership working with parents and professionals

1.3 Definitions

9. Child protection is a part of safeguarding and promoting welfare. This refers to activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm (*Working Together to Safeguard Children 2015*).

10. Safeguarding is the action we take to promote the welfare of children and protect them from harm and it is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. Safeguarding covers a broad agenda and aims to achieve the following:

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

(based on definition used in the Children Act 2004, and in the government guidance document *Working Together To Safeguard Children 2015*)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

1.4 Legislation and guidance

Statutory Guidance

11. Cold Harbour CE School adopts the key statutory guidance *Keeping Children Safe in Education* published by Department for Education (Sept. 2016) and any subsequently published supplementary advice, including *Childcare disqualification requirements – supplementary advice* (published October 2014), which outlines the requirements placed on schools by childcare legislation:

[Keeping children safe in education childcare disqualification requirements-supplementary_advice.pdf](#)

12. *Keeping Children Safe in Education* guidance incorporates:

- What school and college staff should know and do
- The role of the school or college
- The role of school and college staff
- What school and college staff need to know

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

13. All staff should as a minimum read the ***Keeping Children Safe in Education: Information for All School and College Staff*** (Part One of the main guidance).

14. All organisations who work with children and young people are bound by the overarching statutory inter-agency guidance ***Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (DfE March 2015)***:

[Working together to safeguard children - Publications - GOV.UK](#)

Cold Harbour CE School notes the guidance on standards and expectations for safeguarding children published by Ofsted and aims to achieve these.

15. This includes ***Inspecting safeguarding in maintained schools and academies July 2016*** and the inspection evaluation schedule as set out in the ***school inspection handbook 2016***.

1.5 Local Child Protection Procedures

16. Cold Harbour CE School is aware of and compliant with multi-agency child protection procedures that have been agreed locally through Milton Keynes Safeguarding Children Board (MKSCB) and which are based on statutory guidance *Working Together 2015*.

[Milton Keynes Safeguarding Children Board procedures](#)

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

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

18. Schools are not investigating agencies and it essential that child protection issues are addressed through agreed procedures, however schools continue to play a role after referral and need to develop strong links with partner agencies, particularly Children's Social Care.

19. Cold Harbour CE School recognises the importance of multi-agency working and will ensure that staff are able to attend or appropriately contribute to all relevant meetings including Family Support (Child in Need) Meetings; Child Protection Conferences; Core Groups; Strategy Meetings.

2 ROLES AND RESPONSIBILITIES

1. Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children 2015*. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

2. The designated safeguarding lead will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

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

2.1 The role of school staff

4 School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

5 All school and college staff have a responsibility to provide a safe environment in which children can learn.

6 Every school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

7 All school and college staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage.

8 Detailed information on early help can be found in Chapter 1 of Working together to safeguard children 6 years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

9 Any staff member who has a concern about a child's welfare should follow the referral processes set out in 3.3. Staff may be required to support social workers and other agencies following any referral.

10 The Teachers' Standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.⁴

2.2 Milton Keynes Children and Families Services

11. Milton Keynes Council Children and Families services support schools and settings to safeguard and promote the welfare of children and young people by:

- Providing services under the Children Act 1989 for those children who have been assessed as being in need, in need of protection or requiring alternative accommodation
- Providing the school/setting with advice, support and guidance, policy and procedures and training
- Dealing with allegations against members of staff and volunteers
- Taking responsibility for those children who are not in education by adhering to Milton Keynes Children Missing Education guidance
<http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/school-attendance>
- Issuing an up to date Health and Safety Manual to all schools and settings
- The provision of an Off-site Visits and Journeys policy which sets out the responsibilities of governing bodies and offers guidance for arranging trips:
[http://www.milton-keynes.gov.uk/MK_Offsite_Visits_Policy_Revised_Sept_2014\(1\).pdf](http://www.milton-keynes.gov.uk/MK_Offsite_Visits_Policy_Revised_Sept_2014(1).pdf)

2.3 Role of the designated child protection member of staff

12. The Designated Safeguarding Lead has received 'train the trainer' training in Prevent awareness training and the school has appropriate arrangements in place to prevent pupils being drawn into terrorism in line with the Prevent duty.

- '*Prevent Duty Guidance: for England & Wales*', HM Government (2015)
- '*The Prevent duty: Departmental advice for schools and childcare providers*', DfE (2015)
- '*Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools*', DfE (2014)
- '*Keeping Children Safe in Education*', DfE (2016)

13. The designated safeguarding lead has also received 'train the trainer' training in Child Sexual Exploitation (CSE) and awareness training in Female Genital Mutilation (FGM). Staff are aware of their duty to report any concerns and aware of mandatory reporting duty.

14. The school will ensure that a senior member of staff is appointed to the role of designated member of staff to take lead responsibility for child protection issues, and that another member of staff is appointed to deputise in their absence.

Their role is to:

- Refer cases on appropriately to relevant agencies.
- Provide advice and guidance for staff on child protection issues.

- Take the lead in developing, monitoring and reviewing the school/setting's child protection policy and procedures.
- Oversee child protection systems within the school/setting, including management of records, provision of information to other agencies and the monitoring of children and young people who are subject to child protection procedures.
- Link with and report to the Head Teacher/teacher in charge and the nominated governor for child protection within the school/setting.
- Provide a link between the school and other agencies, particularly Children's Social Care and the Milton Keynes Safeguarding Children Board (MKSCB).
- Ensure staff are aware of the school policies and procedures and that appropriate training is taken up at the required frequency
- Ensure parents are fully aware of the school policies and procedures and that they are kept informed and involved.
- Attend designated safeguarding training every two years.
- Attend interagency training at least every 3 years.

15. It is the role of the Designated Leads for Safeguarding to ensure that:

- the child protection procedures are followed within the school, and to make appropriate, timely referrals to Children's Social Care in accordance with MKSCB multi-agency safeguarding procedures.
- all staff who are employed within the school, including temporary staff and volunteers, are aware of the school's internal procedures in addition to the government guidance *Keeping Children Safe in Education: Information for All School and College Staff*, to advise other staff; and to offer support to those requiring this.

2.4 Role of the Governing Body

16. The role of the Nominated Governor for Safeguarding is to ensure that the school has effective child protection policy and procedures in place and that the policy and structures supporting safeguarding children are reviewed annually. Governors must not be given details relating to individual child protection cases or situations, in order to ensure confidentiality is not breached.

17. The governing body will ensure that:

- The school leadership team to ensure that the Designated Leads for Safeguarding have received the necessary training and have access to the resources needed to enable them to carry out their responsibilities. They will be given time to effectively fulfil the duties that their role demands.
- The school's safeguarding policies and procedures are consistent with Milton Keynes Safeguarding Children Board (MKSCB) procedures and that these are regularly monitored, reviewed and updated where necessary. (Appendix 4)

- There is a responsible safeguarding governor and a designated child protection member of staff who reports directly to the governing body on the implementation of child protection policies.
- The Annual Safeguarding Report to Governors is completed and shared in line with guidelines <http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/school-governors/key-documents-and-policies-for-governors>
- Parents are made aware of the school safeguarding policies and procedures.
- The school has appropriate procedures in place to ensure safe recruitment practices and to deal with allegations against staff or volunteers.
- All staff should receive safeguarding information within their induction in line with MKSCB recommendations for induction training.
- The designated member/deputies/safeguarding child protection team should have undertaken training: designated teacher training at two yearly intervals; inter-agency safeguarding training at a minimum of three yearly intervals. All staff and adults who work or volunteer with children must undertake appropriate safeguarding and child protection training, relevant to the type of school/setting and kept up to date by refreshing training every three years. Other training may assist the designated lead in their responsibilities such as Managing Allegations or briefings on specific topics such as FGM.
- Action is taken where any weaknesses in child protection or safeguarding policy and practice are apparent within the school/setting.
- Other organisations using the premises to provide extended or after-school/setting activities have appropriate safeguarding and child protection policies and procedures in place to complement the schools policies.
- Ensure that any person who interviews a candidate for a post or, if there is a selection panel, at least one panel member has completed the safer recruitment training.
- A statement in the school brochure will inform parents and carers about our school's duties and responsibilities under child protection procedures. Parents can obtain a copy of the school Child Protection Policy on request.

For further information on governor services- <http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/school-governors>

2.5 Head Teacher / Senior Person

18. The headteacher, in conjunction with the Designated Leads for Safeguarding, will provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors; and other relevant safeguarding issues. This report is provided to the Head of Safeguarding Milton Keynes Council by the end of Term 2 (December), to be collated with other Annual Reports to Governing Bodies for the purposes of providing assurance to MKSCB.

19. The Head Teacher will ensure that:

- The school leadership team will ensure that Designated Leads for Safeguarding attend the required training and that they refresh their training every two years.
- All other staff (teaching and non-teaching) must be offered an appropriate level of training and must undergo refresher training every three years.
- Staff are fully aware of the school's safeguarding and child protection policies and that these policies are fully implemented.
- The designated child protection member of staff is given sufficient support, time and resources to carry out their responsibilities.
- Staff are released to attend child protection conferences, professionals meetings, team around the family meetings, core group meetings and any other meetings held to discuss potential safeguarding issues concerning children and young people at the school.
- Safe recruitment practice is followed in all cases whenever recruiting to all paid or unpaid volunteer posts.
- Referral is made to the disclosure and barring service where there are concerns that a person has caused harm or poses a future risk of harm to children and as a consequence has been dismissed or has resigned. Further information can be found at:
<https://www.gov.uk/government/organisations/disclosure-and-barring-service/about>
- The school/setting offers a safe environment for staff and children and young people to raise concerns about poor or unsafe practice
- Appropriate action is taken whenever an allegation is made against a member of staff. Allegations should be referred to the **Local Authority Designated Officer (LADO)** within 24 hours of the school being made aware **01908 254300**
Managing allegations and concerns regarding staff in education settings and schools (Revised July 2013)
<http://www.milton-keynes.gov.uk/children-young-people-families/children-s-social-care/the-role-of-the-lado-local-authority-designated-officer>

3 SAFEGUARDING CHILDREN

1. Safeguarding is a preventative agenda that helps children and young people to achieve their full potential regardless of negative factors such as poverty or social exclusion by providing services and support to overcome barriers to achievement.

2. **Safeguarding** is protecting children from maltreatment; preventing the impairment of health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. (*Working Together to Safeguard Children 2015*).

3.1 What school staff should know and do

3. Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, **all** professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

4. Read part One of '*Keeping Children Safe in Education*', *DfE (2016)*

5. The Headteacher and at least one Governor have completed safer recruitment training.

6. The school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on new staff and volunteers who will work with children including all relevant Disclosure & Barring Checks.

7. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.¹ Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

8. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

9. Children includes everyone under the age of 18.

10. All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction.

This should include:

- the child protection policy;
- the staff behaviour policy (sometimes called a code of conduct); and
- the role of the designated safeguarding lead.

Copies of policies and a copy of Part one of Keeping children safe in education) is provided to staff at induction.

11. All staff members receive appropriate safeguarding and child protection training which is regularly updated.

In addition **all staff members** receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

12. **All** staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

13. **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.

14. The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

15. **All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

3.2 What school and college staff should look out for

16. All school and college staff members should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

17. Types of abuse and neglect, and examples of safeguarding issues are described in 3.8 of this guidance.

18. Departmental advice *What to do if you are worried a child is being abused*- Advice for practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school staff. The NSPCC website also provides useful additional information on types of abuse and what to look out for.

19. Staff members working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.

20. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the designated safeguarding lead.

3.3 What school staff should do if they have concerns about a child

21. If staff members have any concerns about a child (as opposed to a child being in immediate danger - see paragraph 28) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should

be made in accordance with the referral threshold set by the Local Safeguarding Children Board: **Milton Keynes Multi-agency Safeguarding Hub (MASH)**

22. If anyone other than the designated safeguarding lead makes the referral, they should inform the designated safeguarding lead as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. The online tool Reporting child abuse to your local council directs staff to their local children's social care contact number.

23. See appendix 2 setting out the process for staff when they have concerns about a child.

24. If, after a referral, the child's situation does not appear to be improving, the designated safeguarding lead (or the person who made the referral) should press for reconsideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

25. If early help is appropriate, the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

26. If early help or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

27. If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

3.4 What school staff should do if a child is in danger or at risk of harm

28. If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. Reporting child abuse to your local council directs staff to their local children's social care contact number.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

3.5 What school staff should do if they have concerns about another staff member

29. If staff members have concerns about another staff member, then this should be referred to the headteacher. Where there are concerns about the headteacher, this should be referred to the chair of governors. . In the event of allegations of abuse being made against the headteacher, allegations should be reported directly to the designated officer(s) at the local authority. Staff may consider discussing any concerns with the school's designated

safeguarding lead **Local authority Designated Officer (LADO)** within 24 hours of the school being made aware **01908 254300**

3.6 What school staff should do if they have concerns about safeguarding practices within the school

30. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

31. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.

32. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at- Advice on whistleblowing
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

3.7 Record keeping

33. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead.

3.8 Types of abuse and neglect

34. All school and college 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.

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

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

37. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's

developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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

3.9 Specific safeguarding issues

40. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

41. All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

42. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

43. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites: (*Keeping Children safe in Education, Sept. 2016)

- bullying including cyberbullying
- children missing education – and Annex A*

- child missing from home or care
- child sexual exploitation (CSE) – and Annex A*
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – and Annex A*
- forced marriage- and Annex A*
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation – and Annex A*
- relationship abuse
- sexting
- trafficking

44. *Annex A ; Keeping children safe in education 2016; contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff who work directly with children should read the annex.

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

3.9.2 Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

3.9.3 Radicalisation_PREVENT: The Prevent strategy aims to stop people becoming terrorists or supporting terrorism. While it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist & extremist influences or prejudiced views. Under the Counter-Terrorism and Security Act 2015 we also have a duty *"to have due regard to the need to prevent people from being drawn into terrorism"*. Working in partnership with families and communities, the school plays a key role in ensuring young people and their communities are safe from the threat of terrorism.

3.9.4 Sexting : Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.'⁴ Yet when young people⁵ are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.

The advice only covers the sharing of sexual imagery by young people. Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB__1_.PDF?mc_cid=f562d91335&mc_eid=e39668fd39

(See Appendix 1)

3.9.5 Social Emotional Mental Health (SEMH): All pupils will benefit from learning and developing in a well ordered school environment that fosters and rewards good behaviour and sanctions poor and disruptive behaviour.

45. In order to help pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy. There are a variety of things that schools can do, for all their pupils and for those with particular problems, to offer that support in an effective way.

46. Where severe problems occur schools should expect the child to get support elsewhere as well, including from medical professionals working in specialist CAMHS, voluntary organisations and local GPs.

47. Schools should ensure that pupils and their families participate as fully as possible in decisions and are provided with information and support. The views, wishes and feelings of the pupil and their parents/carers should always be considered.

48. Schools can use the Strengths and Difficulties Questionnaire (SDQ) to help them judge whether individual pupils might be suffering from a diagnosable mental health problem and involve their parents/carers and the pupil in considering why they behave in certain ways.

49. There are resources available to help school staff support good mental health and emotional wellbeing. The PSHE Association has produced guidance and lesson plans to support the delivery of effective teaching on mental health issues. In addition, MindEd, a free online training tool, provides information and advice for staff on children and young people's mental health and can help to sign post staff to targeted resources when mental health problems have been identified.

49. Schools should consider if their pupils would benefit from the offer of school counselling services. The Department for Education has published advice on how to set up and improve schools counselling services. Additionally, Counselling MindEd, which is part of MindEd, is also available to support the training and supervision of counselling work with children and young people. • There are things that schools can do – including for all their pupils, for those showing early signs of problems and for families exposed to several risk factors – to intervene early and strengthen resilience, before serious mental health problems occur.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf

4. Child Protection procedures

Schools **must** be aware of and comply with the detailed guidance in *Working Together 2015* and the Milton Keynes Safeguarding Children Board inter-agency procedures.

The following procedures set out what actions the school/setting will take where there are child protection concerns regarding children and young people.

4.1 Recognition

1. All staff have a responsibility to identify those children who are suffering from abuse or neglect and to ensure that any concerns about the welfare of a child/children and young people are reported to the designated member of staff.
2. Staff should refer to the appendix for a full definition of significant harm and the specific indicators that *may* suggest a child may be at risk of suffering significant harm.
3. Any concerns held by staff should be discussed in the first instance with the designated member of staff or their deputy and advice sought on what action should be taken.

4.2 Dealing with disclosures

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

- Listen to what is said without displaying shock or disbelief and take seriously what the child is saying.
- Allow the child to talk freely.
- Reassure the child but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be made to Children's Social Care through the Multi Agency Safeguarding Hub (MASH).
- Reassure the child that what has happened is not their fault and that they were right to tell someone.
- Not ask direct questions but allow the child to tell their story.
- Not pass judgement or criticise the alleged perpetrator.
- Explain what will happen next and who has to be told.
- Make a formal record and pass this on to the designated member of staff.

5. The child's wishes: Requirement for the setting to have systems in place for seeking and taking into account the child's wishes and feelings when making decisions, taking action and deciding what services to provide to protect individual children.

6. Looked after children: Legal duty of governing bodies to appoint a designated teacher to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training.

4.2.1 Referral

7. A decision on whether or not to refer a child to the MASH Referral Hub should be made by the designated staff member or their deputy following a discussion with the member of staff who has raised concerns and having referred to the *MKSCB Levels of Need when working*

8. The **Milton Keynes Family Assessment (MKFA)** is the local version of the Common Assessment Framework (known as **CAF**), which is a nationally standardised approach to conducting an assessment of the needs of a child and deciding how these should be met. It is a simple assessment for use by professionals in all agencies to clarify concerns they may have about a child and communicate and work more effectively together. It is an expectation that a MKFA is considered where there are concerns about the child but the child is not considered to be suffering significant harm. This is a voluntary, open process that involves talking to the child and/or their parents.

9. The MKFA is designed for when:

- There are concerns about how well a child is progressing in terms of their health, welfare, behaviour, progress in learning or any other aspect of their well-being.
- The child's needs are unclear or broader than a single service can address.

The MKFA should not delay the process if a professional is concerned that a child is, or may be, at risk of significant harm. In such cases the professional must make a referral directly to Milton Keynes Multi Agency Safeguarding Hub

10. Urgent child protection referrals will be accepted by telephone but must be confirmed in writing within 48 hours.

11. Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the designated member of staff should discuss the case on a consultation basis with the Multi Agency Safeguarding Hub.

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

13. If the child already has an allocated Children's Social Care (CSC) social worker, the referral should be made directly to them. If the child is not already known to CSC, referrals should be made to the MASH Referral Hub.

14. All referrals will be acknowledged by the MASH Referral Hub within 24 hours and the referrer informed of what action will be taken.

15. It is noted that, whilst the Designated Lead has the authority to directly refer suspected child protection concerns to Children's Social Care (or the LADO in cases involving a staff member), it is considered good practice for staff to refer to the Headteacher, who will liaise with the Designated Lead to agree next steps, including referral. The exception to this is where concerns/allegations are about the Headteacher, in which case staff should refer to the Chair of Governors or equivalent.

16. Appendix 2; Action to when a child has suffered is likely to suffer harm.

4.3 The curriculum

17. Schools should include a statement about how the curriculum addresses safeguarding and child protection matters, e.g. safe movement around a classroom, hazards in practical lessons, how children and young people are taught to keep themselves safe from substance or alcohol abuse.

4.4 Supporting children and young people

18. The school will support all children and young people who have been assessed as having extra needs or are subject to a Child Protection Plan or are in the care of the Local Authority. All children and young people will be made aware of who they can approach if they have any problems and will be listened to and their concerns taken seriously.

4.5 Use of cameras and photographic images of children & young people

19. In Early Years / Special Education settings video/photographic evidence is often used to record progress a child is making in order to inform future planning. The school/setting will always secure the consent of a pupil's parent/carer before taking an image of a pupil or using an image in a public forum (this would include the use of cameras on mobile telephones).

4.6 Working with parents and carers

20. Parents and carers have the main responsibility for safeguarding and promoting their child's welfare and the school/setting recognises the importance of working in partnership with them to ensure the welfare and safety of children and young people.

21. The school will:

- Make parents aware of the school's statutory role in safeguarding and promoting the welfare of children and young people, including the duty to refer children and young people on where necessary, by making all school/setting policies available on the school/setting web-site or on request.
- Provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff.
- Consult with and involve parents and carers in the development of school policies to ensure their views are taken into account.
- Ensure a robust complaints system is in place to deal with issues raised by parents and carers.
- Provide advice and signpost parents and carers to other services and resources where children and young people need extra support.
- Advise parents on the availability of early help and support them through the referral and support process.

4.7 Inter-agency working

22. The school recognises its duty under the Children Act 2004 to work in partnership with other professionals and agencies within the children's workforce in order to deliver integrated services that focus on prevention.

23. To achieve this, the school/setting will lawfully share information with agencies in order to ensure children and young people receive appropriate services, and will use the MK Family Assessment (Common Assessment Framework) to assess those children with additional need or considerable needs and make appropriate referrals to agencies on behalf of the children and young people.

24. The school recognises the central role they play in safeguarding children and young people and will ensure that a representative attends all multi-agency meetings such as Child Protection Conferences and Core Group meetings.

25. The school will liaise with Milton Keynes Council's Multi Agency Safeguarding Hub **(MASH) 01908 253169** for safeguarding advice wherever there are any concerns or issues relating to safeguarding practice or individual child protection matters.

5. SAFE LEARNING ENVIRONMENT

5.1 Safer Recruitment, selection and pre-employment vetting

1. It is vital that schools and colleges create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children. . This part of the guidance describes in detail those checks that are, or may be, required for any individual working in any capacity at, or visiting, the school or college. Governing bodies and proprietors must act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence including criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information.

2. The level of DBS certificate required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in a school or college, as outlined in this guidance.

3. An enhanced DBS certificate will be required as the majority of staff will be engaging in regulated activity. In summary, a person will be considered to be engaging in regulated activity if, as a result of their work, they:

- will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children; or
- will carry out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- engage in intimate or personal care or overnight activity, even if this happens only once. A more detailed description of regulated activity is provided.

4. The school recognises that safe recruitment practices are an essential part of creating a safe environment for children and will ensure that staff working in the school/setting are suitable do to so and do not pose any kind of risk.

5. The school will therefore carry out extensive enquiries on applicants for all positions, including voluntary and support roles. No staff member, volunteer or governor will be allowed to take up posts until all checks and enquiries have been satisfactorily completed.

6. Any new member of staff recruited by the school will be appointed by a panel that includes at least one member who has completed safer recruitment training (provided both through Milton Keynes Council and also through Milton Keynes Safeguarding Board MKSCB) and whose training was completed successfully within the last 5 years. Refresher training is an ongoing requirement of safe recruitment.

7. The school will also ensure that all current staff who have regular or unsupervised contact with children and young people have been subject to an enhanced with Children's Barred List DBS check. The school/setting observes guidance contained in

MKSCB Model Safer Recruitment Guidance (2015)

http://mkscb.org/wp-content/uploads/2016/01/MKSCB_Safer_Recruitment_Guidance_revised_Dec_2014.pdf

and the accompanying **MKSCB Safer Workforce practice checklist (2014)**

http://mkscb.org/wpcontent/uploads/2016/01/MKSCB_Safer_Workforce_practice_checklist_rev_Dec_20141.pdf

8. Although the Headteacher will have day-to-day responsibility for the recruitment of staff, the nominated governor for safer recruitment will ensure that they maintain an overview of recruitment systems in order to scrutinise practice and ensure all statutory checks are carried out.

9. The Headteacher will ensure that a single central record of all staff that includes details of all checks carried out and the outcome of these checks is maintained for the school/setting.

10. Where staff working in the school are sourced by a third party provider e.g. supply agencies, the Headteacher/Governing Body must obtain written confirmation from the agency that the same safer recruitment checks which are required for the school's own staff, have been completed for supply staff. In relation to DBS Disclosures the written confirmation from the agency must confirm that relevant DBS Disclosures have been requested for an individual, whether or not the Disclosure has been received, and if received, whether it included any disclosure information. Where there is disclosed information, the school/setting must obtain a copy of the DBS Disclosure from the agency before the individual starts work. N.B. the school/setting no longer gets a copy, it is up to applicant to provide their number when completed

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

- Ensuring the headteacher, other staff responsible for recruitment and one member of the governing body completes safer recruitment training
- Ensuring the upkeep of a Single Central Record of all staff and regular volunteers
- Ensuring written recruitment and selection policies and procedures are in place
- Adhering to statutory responsibilities to check staff who work with children
- Taking proportionate decisions on whether to ask for any checks beyond what is required
- Ensuring that volunteers are appropriately supervised

Cold Harbour CE School **is guided by local procedures for managing safer recruitment processes, which are set out in chapters 44 and 45 Milton Keynes Safeguarding Children Board procedures**

5.1.1 Current practice

The school observes guidance contained in the following documents:

12. Government guidance *Safeguarding Children and Safer Recruitment in Education* is being updated, alongside accompanying guidance. There has been new guidance *Keeping Children Safe in Education : (DFE 2016) Information for all school and college staff* is read and signed by all staff on induction.

13. The school maintains a single central record of all staff, adults and volunteers who come into regular contact with children and young people which must include the following information:

14. Identity checks – “Safeguarding Children and Safer Recruitment in Education” –a form of photographic identity should be seen except where for exceptional reasons none is available;

15. A check made to establish that the person is not barred from regulated activity relating to children (the enhanced DBS check currently covers this);
16. Checks made to establish that the person meets the requirements with respect to teacher/Headteacher qualifications;
17. An enhanced with Children's Barred List criminal record certificate obtained in respect of the person;
18. In line with the new guidance "Keeping Children Safe", childcare disqualification checks are carried out on relevant staff working in school.
19. Further checks made because a person has lived outside the United Kingdom i.e. a Certificate of Good Conduct;
20. A check made to establish the person's right to work in the United Kingdom; and
21. The date on which each such check was completed or the certificate obtained.
22. When recruiting the school should:
 - Check, copy, validate and keep on file the applicant's identity and immigration status i.e. the right to work in the UK from their passport
 - Where the applicant has been living abroad, make enquiries in the country of origin
 - Make extensive enquiries of referees, including previous and recent employers.
 - Where there are trainees on initial teacher training (ITT) courses, it is the ITT providers' responsibility, not the school's, to ensure these checks are made. Schools/setting must be satisfied that checks have indeed been done.
 - As part of our interview process and in relation to Safeguarding children we ask all candidates the following:
 - if anyone you live with has been cautioned for, or convicted of violent or sexual criminal offense against adults and children?
 - is anyone that you live with subject of an order, direction or similar in respect of childcare, including their own children.
 - has anyone that you live with been disqualified from working with children?

5.2 Volunteers

23. The Headteacher will ensure that unpaid volunteers are recruited using safer recruitment practices:
 - Subject to a DBS check at the appropriate level if unsupervised
 - Childcare disqualification by association checks
 - Undergo a recruitment process, such as reference checks and interviews, that is appropriate to the duties assigned to them
 - Competent to carry out the duties assigned to them
 - Only assigned duties that are suitable to their qualification and experience
 - Suitably supervised by teaching staff at all times
 - Fully inducted in relation to all school policies and procedures
24. There is no need to carry out DBS checks in respect of volunteers or parents who only accompany staff and children on one-off outings or trips that do not involve overnight stays, or who only help at specific one-off events e.g. a sports day, school fete, college open day.
25. Volunteers in schools can and should be DBS checked unless supervised to the satisfactory standard i.e. supervised on a regular basis by a member of staff who is appropriately checked.

26. Schools may choose to check volunteers in their setting against the barred list. There is no duty to do an enhanced DBS check, however schools/settings may choose to request one. *N.B. It is likely that the requirements around volunteers will change in light of proposals in the recent government consultation Keeping Children Safe in Education.*

5.3 Visitors

26. Checks on visitors cannot be done but schools must use judgement about escorting visitors. Always ask to see organisational/agency identification at entry.

27. Checks on contractors Cold Harbour CE Primary School ensure that the contractor has checked their staff, (barred list check and enhanced criminal records check), if they are working regularly in the premises with opportunity for contact with children. For contractor's staff who do not work regularly at the school but may have contact, it is up to Headteachers and principals to use their professional judgement to decide whether to request checks and how far to supervise these workers

28. There is no requirement for a DBS check for those visitors who will only have contact with children on an ad hoc or irregular basis for short periods of time, or secondary pupils undertaking voluntary work or work experience in other schools. However, it is good practice to check to confirm the identity of visitors and to ensure they sign in and out, and are escorted whilst on the premises by a member of staff; or an appropriately vetted volunteer.

29. Examples of people who do not need to apply for a DBS Disclosure include:

30. Visitors who have business with the Headteacher, principal or other staff or who only have brief contact with children with a member of staff present;

31. People who visit a school only once but their work takes them into numerous schools, each as a one off visit so they do not have regular access to the same child. This would be likely to apply to visiting authors, drama companies, poets and other people who visit an individual school to deliver a one off session for pupils, but will repeat such sessions in other schools on a regular basis

32. Visitors or contractors who come on site only to carry out emergency repairs or service equipment; and who would not be expected to be left unsupervised on school/settings premises.

33. Secondary pupils on Key Stage 4 work experience in other schools, or nursery classes; secondary pupils undertaking work in another school as part of voluntary service, citizenship or vocational studies; or Key Stage 5 or sixth form pupils in connection with a short careers or subject placement. In these cases the school placing the pupil should ensure that he/she is suitable for the placement in question.

34. People who are on site before or after school or college hours and where there is no opportunity for contact with children: e.g. local groups who hire premises for community or leisure activities; cleaners who only come in after children have gone home, or before they arrive; and Initial teacher training tutors and staff visiting schools and colleges to observe trainee teachers, provided that they are supervised at all times by someone who DBS (this might include the student teacher themselves)

35. Responsibility for determining the requirement for DBS check of an individual visitor or contractor before being allowed access to the building, will rest with the Headteacher and/or Governing Body. This will be dependant on the level of access they are likely to have to

children and taking into account Health and Safety requirements for contractors and safeguarding guidance. All visitors and contractors will be:

- informed to report to reception on arrival
- expected to wear a name-badge or carry some form of identification at all times when on the school premises
- suitably supervised by school staff at all times
- made aware of school health and safety procedures.

36. The Headteacher and the school Governing Body will ensure that any contract entered into with contractors sets out clearly the expectations for workers' behaviour and the responsibility of contractors to monitor and ensure compliance with school policies.

37. Children should not be allowed in areas where builders are working for health and safety reasons, as well as for safeguarding purposes, so there should be no reason for contractors to have contact with them. However, the school/setting should ensure that the contract for building projects makes it clear that any of the contractor's staff who come into contact with children must undergo appropriate checks. The contractor is also responsible for ensuring that any subcontractors they may use follow the same process.

38. If contractors will be able to access areas of the school where they will come into contact with children, the school should ensure that the areas can be monitored. The school should also ensure that all contractors sign in as visitors to the school site.

39. Visiting organisations such as theatre groups who will be performing for or working directly with children and young people will be expected to have adequate child protection procedures in place and must agree with class teachers in advance what level of supervision or contact they will have regarding children and young people.

5.4 Staff

5.4.1 Induction and training

40. The Designated Leads for Safeguarding will undertake specialist child protection training, which will be updated at a minimum of every two years. The headteacher (*where not a designated lead*) and all staff members will undertake child protection training which is updated at a minimum of 3 yearly, in line with advice from MKSCB.

41. The Designated Safeguarding Lead has received 'train the trainer' training in Prevent awareness training and the school has appropriate arrangements in place to prevent pupils being drawn into terrorism in line with the Prevent duty.

42. The designated safeguarding lead has also received 'train the trainer' training in Child Sexual Exploitation (CSE) and awareness training in Female Genital Mutilation (FGM). Staff are aware of their duty to report any concerns and aware of mandatory reporting duty.

- '*Prevent Duty Guidance: for England & Wales*', HM Government (2015)
- '*The Prevent duty: Departmental advice for schools and childcare providers*', DfE (2015)
- '*Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools*', DfE (2014)
- '*Keeping Children Safe in Education*', DfE (2016)

43. The Headteacher/designated member will ensure that all staff are fully inducted and are made aware of the school's Child Protection Policy and safeguarding policies and procedures and that staff are fully aware of their role in implementing these.

44. The Headteacher/designated staff member will ensure that all staff are fully trained with regard to the school's child protection procedures and that staff receive updated safeguarding and child protection training on a minimum of every 2 years basis in line with MKSCB guidance on basic single agency safeguarding training specification. Principal elements of specific training should include the following:

- Identification of the signs and symptoms of abuse and risk factors
- Relevant legislation and guidance and national and locally agreed procedures
- Schools own procedures
- Managing disclosures
- Information Sharing and Confidentiality
- Recording and keeping safe records – transfer of information
- How local statutory services are configured and referral processes
- Thresholds for referral
- Working with parents
- Multi agency and Children's Social Care assessments
- Child protection conference processes
- Local safeguarding issues

Information on safeguarding training and designated teacher training for schools in Milton Keynes can be found at <http://www.mkscb.org/mkscb/>

45. School/setting staff will be offered additional inter-agency safeguarding training provided by Milton Keynes Safeguarding Children Board which should enable them to:

- Develop knowledge, skills and the ability to work together on the procedures for safeguarding and promoting the welfare of children, including those suffering or at risk of suffering significant harm
- Describe inter-agency roles and responsibilities for safeguarding children
- Understand what will happen once they have informed someone about those concerns
- Make a full contribution to the process of child protection and have an understanding of the purpose of inter-agency activities and the decisions required at each stage of the child protection process
- Demonstrate skills in effective collaboration between agencies to achieve intended outcomes for the child and their family.

46. The designated staff members will receive:

- Specific training on the role of the designated staff member every two years (see link above)
- Specialist inter-agency safeguarding training courses provided by Milton Keynes Safeguarding Children Board (MKSCB) at least every three years plus Forced marriage and Female Genital Mutilation

- Training on managing allegations against staff and the role of the LADO

47. Staff will also have access through MKSCB to training on the role of Children and Family Practices and the use of the Milton Keynes Family Assessment (Common Assessment Framework) as part of their safeguarding training.

5.4.2 Conduct and Safe Teaching practice

48. The school/setting expects staff and volunteers to set a good example to children and young people through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and maintain appropriate boundaries.

49. The Headteacher will ensure that each member of staff, including volunteers, signs a code of conduct agreement on appointment that sets out the school expectations with regards to standards of professional behaviour and that all staff receive copies of relevant policies.

50. Staff and volunteers should be aware of current guidance on safe teaching practice contained in the DCF *“Guidance for safer working practice for adults working with children & young people”* (2009)

http://www.mkscb.org/mkscb/documents/Guidance_for_safer_working_practice_for_adults_who_work_with_children_and_young_people1.doc

5.4.3 Restrictive Physical Intervention

51. It is the school/setting’s policy to use restrictive physical intervention only in line with Milton Keynes Safeguarding Children Board’s “Restrictive Physical Intervention” policy.

http://mkscb.proceduresonline.com/chapters/p_policy_rest_phys_int.html

52. Schools and settings should refer to the DFE guidance, 2011 (Use of Reasonable Force) Use of reasonable force - advice for school leaders, staff and governing bodies - About the Department

5.4.4 Allegations Against Staff and Volunteers

(see Keeping Children Safe in Education; part 4 for guidance regarding allegations of abuse against teachers and other staff)

53. In the event that an allegation is made against a member of staff or volunteer, the school/setting will follow Milton Keynes guidance Managing allegations and concerns regarding staff in education settings and schools. This includes where the allegation concerned is against the Headteacher/Designated Teacher.

54. This local guidance for settings and schools regarding management of allegations against people who work with children is found at:

http://mkscb.proceduresonline.com/pdfs/man_alleg_sch_settings.pdf

55. These procedures relate to the management of allegations against people who work with children and young people in any capacity, whether paid or unpaid, volunteers, casual, agency or self employed.

56. Statutory guidance requires that the Local Authority Designated Officer (LADO) should be contacted when an allegation is made against anyone who is in the position of trusted adult with children or young people.

57. The LADO role also covers people who may have significant contact with children or young people, but are not employed directly to work with them, such as support staff or caretakers.

58. The guidance should also be followed if it becomes known that an individual who is involved with children in any of the above capacities has, in their personal life, acted in a way that may have caused harm to a child. This is important as it may raise potential concerns about them in their professional capacity.

59. The LADO **must** be contacted in all cases where it is suspected or alleged that a person who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

60. The LADO is responsible for the following:

- Providing advice, information and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers and recommending a referral as appropriate
- Convening and chairing a Strategy Meeting should the allegation require investigation by police and/or social care
- Managing and overseeing individual cases from all partner agencies
- Ensuring the child's voice is heard and that they are safeguarded
- Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made
- Monitoring the progress of cases to ensure they are dealt with as quickly as possible.

61. If you become aware of any concerns or allegations in respect of the above, you must notify the LADO and your manager without delay and within one working day. If the LADO is not available, refer to Integrated Support and Social Care (ISSC) Referral Hub on 01908 253169/3170.

62. The LADO will decide whether there is a need for a **Strategy Discussion** if there are sufficient grounds to believe a child has suffered or is likely to have suffered significant harm. The Strategy Discussion will decide whether enquiries should be made under s47 Children Act 1989. The Strategy Discussion would usually be in the form of a meeting, but may take place by telephone where appropriate (e.g. expediency).

63. There may be three strands of enquiry in the consideration of an allegation:

- Police investigation of any possible criminal offence
- Enquiries and assessment by Children's Social Care about whether a child is in need of protection or in need of services
- Consideration by an employer of disciplinary action in respect of the individual.

64. It is important to note that, whilst the LADO (or ISSC Referral Hub) will always provide advice, immediate **management action to ensure the protection of child(ren) from harm rests with the Headteacher/Chair of Governors** and does not have to wait until a Strategy Meeting. This may include temporarily removing the alleged perpetrator/named adult from their role, through suspension if necessary.

65. The LADO (or the ISSC Referral Hub if the LADO is unavailable) can be consulted to discuss any issues in relation to managing allegations against people who work with children and to assist if you are uncertain whether the criteria for LADO involvement are met.

5.4.5 Whistle Blowing

66. The school/setting recognises that there may be circumstances where staff and children and young people feel unable to raise concerns or incidents of malpractice within the school/setting environment as there is reasonable doubt that these would be dealt with adequately. All schools and settings will have a Whistle Blowing policy which is easily accessible.

67. All staff and volunteers have a legal duty to raise concerns where they feel individuals or schools are failing to safeguard and promote the welfare of children. Where it is not possible to raise concerns within the school/setting, staff and volunteers may report concerns to MKC Head of Delivery for Setting and School Effectiveness (see key contacts at Appendix 6).

5.5 E-Safety

68. E-Safety is a whole-school responsibility. This will be led by a school senior manager responsible for e-safety who will draw upon support from colleagues and advisers with technological expertise to understand issues and problems.

- Useful links and model school e-safety policies can be found at [Milton Keynes Safeguarding Childrens Board www.mkscb.org](http://www.mkscb.org)
- See also the Safer MK website [Milton Keynes Community Safety Partnership](http://www.mkscb.org)
- See also Child exploitation and online protection www.ceop.gov.uk
- The school senior manager responsible for e-safety will ensure that they keep up to date with current e-safety issues

6 MONITORING AND REVIEWING POLICIES

1. To enable the school to monitor the safety of the premises and the school/setting environment, as well as the implementation of policies, the Headteacher will ensure that:
2. The school/setting keeps a central record of all accidents and incidents including what action was taken and by whom
3. Staff are aware of their responsibility to record accidents and incidents
4. The Headteacher has an overview of all accidents/incidents and will check for any patterns emerging
5. Prejudice based incidents are recorded and dealt with in accordance with Government guidance and the Equality Act 2010
6. Serious accidents and incidents are reported to the Governing Body AND are scrutinised on a regular basis by the Governing Body to identify any problems or weaknesses around the school/setting's safeguarding policies and procedures or any emerging patterns, and to agree any course of action.
7. The designated member of staff ensures a high standard of recording of child protection concerns

6.1 Professional and personal standards of conduct and behaviour

Managing allegations and concerns regarding staff in education settings and schools (July 2014)

http://mkscb.proceduresonline.com/pdfs/man_alleg_sch_settings.pdf

Policy and procedures for safer recruitment in schools: <http://www.mkscb.org/mkscb/>

6.1.1 First aid and administering medicine

8. Guidance for safer working practice for those working with children and young people in education settings October 2015, section 23

6.1.2 Photography and videos

9. Guidance for safer working practice for those working with children and young people in education settings October 2015, section 24

10. Photographic images of children guidelines for schools:

<http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>

6.1.3 Positions of power and trust for the purposes of the Sexual Offences Act 2003 section 3: 10

<http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>

6.1.4 Confidentiality

11. Part of MKSCB interagency procedures- Information sharing and confidentiality section: <http://www.mkscb.org/mkscb-professionalsandvolunteers/documents/>

6.1.5 SRE (Sex and Relationship Education)

12. Government SRE Guidance 2000:

<https://www.gov.uk/government/publications/sex-and-relationship-education>

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/sex-and-relationship-education-sre-21st-century>

6.2 Making a referral or consulting Milton Keynes Council children and families integrated referral hub

12. Milton Keynes multi-agency safeguarding hub (MASH) 01908 253169 or 253170

Seeking advice and support for families:

- [Milton Keynes Council- Children and Families Practices](#)

6.3 Managing allegations against staff

13. *Managing allegations and concerns regarding staff in education settings and schools (July 2014)*

<http://www.milton-keynes.gov.uk>

6.4 Statutory Safeguarding Guidance

14. [Keeping Children Safe in Education](#), DfE (2016)

15. Working Together To Safeguard Children 2015

<https://www.gov.uk/government/publications/working-together-to-safeguard-children>

6.5 Milton Keynes inter-agency safeguarding guidance

16. Milton Keynes Safeguarding Children Board Inter-agency procedures

<http://www.mkscb.org>

6.6 Safe Working Practice

17. Cold Harbour CE School has developed a clear Code of Practice that staff understand and have agreed to. (*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings, 2015*)

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

<http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>

7 INFORMATION SHARING and CONFIDENTIALITY

1. All staff are aware that they must not promise to keep 'secrets' with children and that if children disclose abuse, this must be passed on to the Designated Leads for Safeguarding as soon as possible and the child should be told who their disclosure will be shared with.
2. Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only.
3. Cold Harbour CE School **is guided by local procedures for information sharing and confidentiality, which are set out in chapter 4 Milton Keynes Safeguarding Children Board procedures**

7.1 Record Keeping

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

7.2 Allegations against members of staff and volunteers (LADO procedures)

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

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

7. Cold Harbour CE School **is guided by local procedures for managing allegations against staff, carers and volunteers, which are set out in chapter 13 Milton Keynes Safeguarding Children Board procedures**

7.3 The use of school premises by other organisations

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

7.4 Cross reference to other school policies

9. Cold Harbour CE School recognises that a number of other school policies and procedures form part of the wider safeguarding and child welfare agenda and therefore this Child Protection Policy should be read in conjunction with the policies listed below:

- Anti bullying policy
- E-safety policy
- Photography and Videos
- Health and safety policy
- Procedures for accessing risk e.g. school trips
- Safer recruitment policies and practice
- Safeguarding policy
- SEND policy
- Induction and Code of Conduct for staff

8 POLICY REVIEW

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

9 CONTACTS AND FURTHER INFORMATION

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

Multi-Agency Safeguarding Hub (MASH):

Tel: 01908 253169 or 253170 during office hours or
Emergency Social Work Team 01908 265545 out of office hours
email: children@milton-keynes.gov.uk

For allegations about people who work with children:

Contact the MASH as above

Or:

Local Authority Designated Office (LADO)

Tel: 01908 254306

email: lado@milton-keynes.gov.uk

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

Tel: 01908 254962 or email: sue.butler@milton-keynes.gov.uk

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

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

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

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

Appendix 1: Sexting

Initial response Keeping Children Safe in Education statutory guidance sets out that all schools should have an effective child protection policy. Youth produced sexual imagery and a school's approach to it should be reflected in the policy.

All incidents involving youth produced sexual imagery should be responded to in line with the school's safeguarding and child protection policy.

When an incident involving youth produced sexual imagery comes to a school or college's attention:

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

Disclosure

Disclosures about youth produced sexual imagery can happen in a variety of ways. The young person affected may inform a class teacher, the DSL in school, or any member of the school or college staff. They may report through an existing reporting structure, or a friend or parent may inform someone in school or college, or inform the police directly.

All members of staff (including non teaching) should be made aware of how to recognise and refer any disclosures of incidents involving youth produced sexual imagery. This should be covered within staff training and within the school or college's child protection policy.

A young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

Initial review meeting The initial review meeting should consider the initial evidence and aim to establish:

- Whether there is an immediate risk to a young person or young people
- If a referral should be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person – in most cases, imagery should not be viewed
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms. This may be unknown.
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the young people involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved - in most cases parents should be involved

An immediate referral to police and/or children's social care¹⁶ should be made if at this initial stage:

1. The incident involves an adult
2. There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)

3. What you know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
 4. The imagery involves sexual acts and any pupil in the imagery is under 1317
 5. You have reason to believe a pupil or pupil is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming
- If none of the above apply then a school may decide to respond to the incident without involving the police or children's social care (a school can choose to escalate the incident at any time if further information/concerns come to light).

The decision to respond to the incident without involving the police or children's social care would be made in cases when the DSL is confident that they have enough information to assess the risks to pupils involved and the risks can be managed within the school's pastoral support and disciplinary framework and if appropriate local network of support. 1

The local area Multi-Agency Safeguarding Hub would be the most appropriate first point of contact.

The decision should be made by the DSL with input from the Headteacher and input from other members of staff if appropriate.

The decision should be recorded in line with school policy. The decision should be in line with the school's child protection procedures and should be based on consideration of the best interests of the young people involved.

This should take into account proportionality as well as the welfare and protection of the young people. The decision should be reviewed throughout the process of responding to the incident.

If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the school to manage the incident directly.

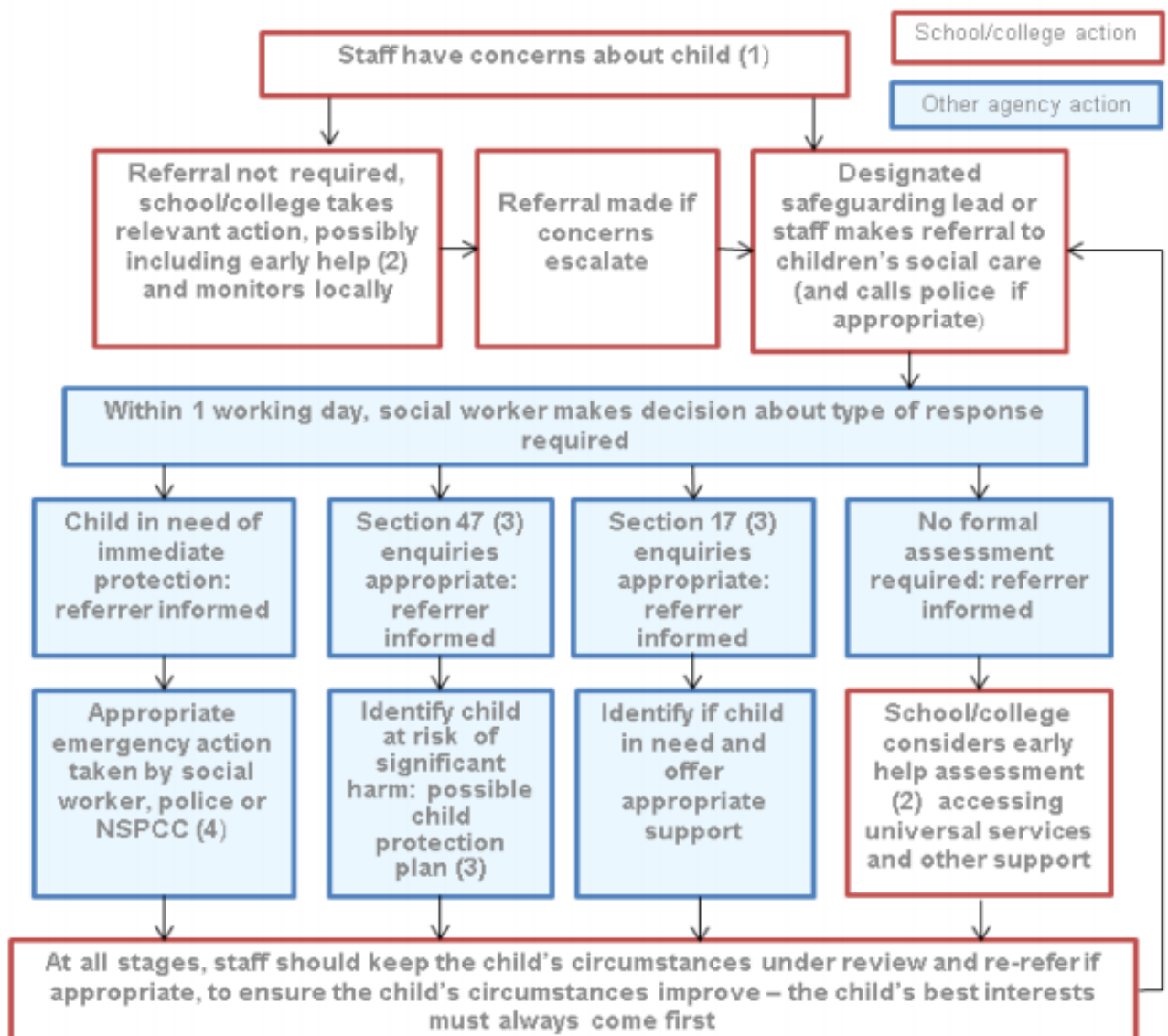
In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to police and/or children's social care.

If you have any doubts about whether to involve other agencies, you should make a referral to the police.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB__1_.PDF?mc_cid=f562d91335&mc_eid=e39668fd39

Appendix 2:

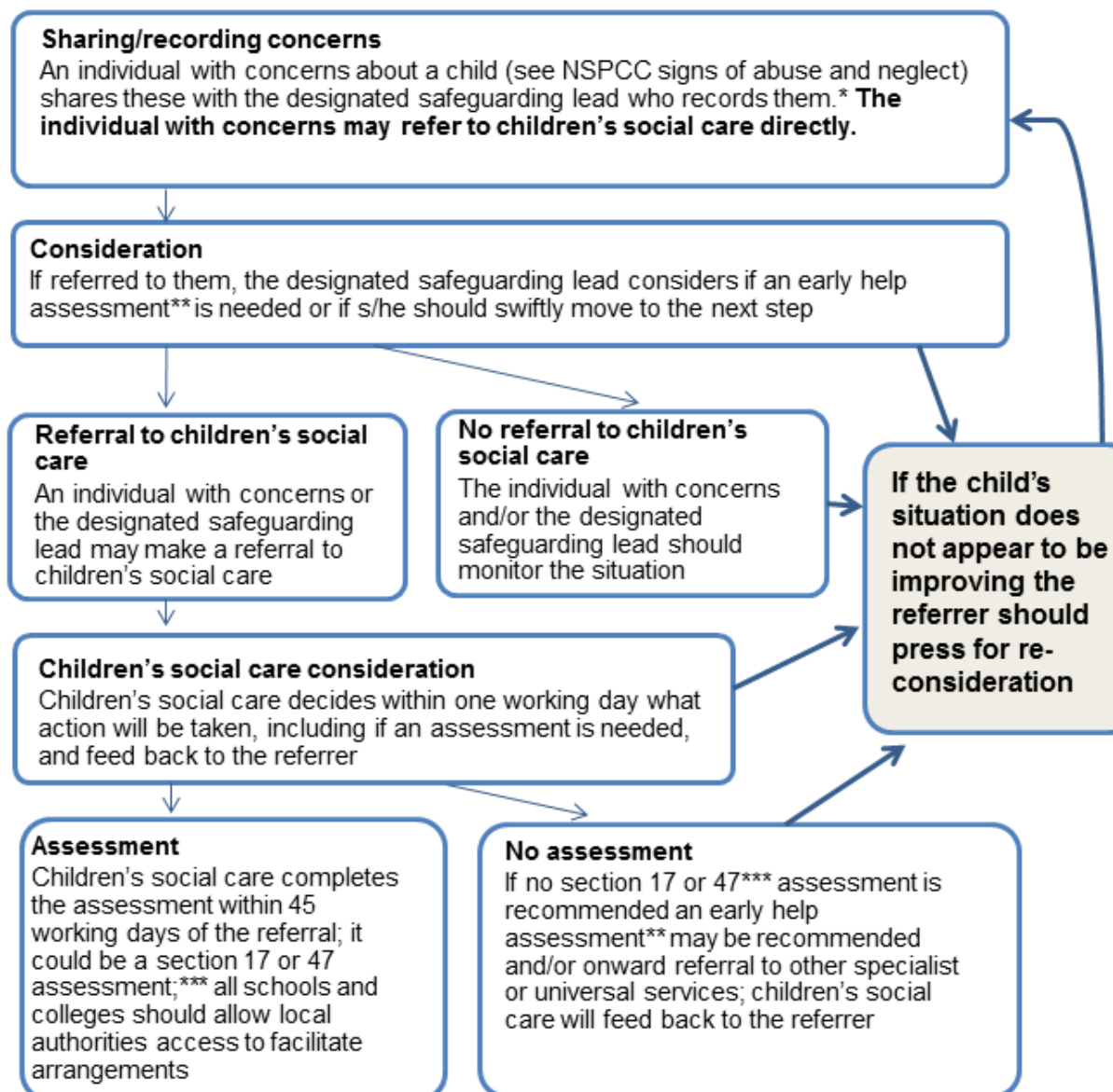
Actions where there are concerns about a child



Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

Anybody can make a referral.



* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

** Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

Appendix 3: Indicators of abuse and neglect


Possible indicators of abuse and neglect

N.B. This is not an exhaustive list

| | |
|---|--|
| Neglect | <ul style="list-style-type: none"> • Inadequate or inappropriate clothing • Appears underweight and unwell and seems constantly hungry • Failure to thrive physically and appears tired and listless • Dirty or unhygienic appearance • Frequent unexplained absences from school/setting • Lack of parental supervision |
| Physical abuse | <ul style="list-style-type: none"> • Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury • Injuries in unexpected places or that are not typical of normal childhood injuries or accidents • High frequency of injuries • Parents seem unconcerned or fail to seek adequate medical treatment |
| Sexual abuse | <ul style="list-style-type: none"> • Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child's age/stage of development • Sexual risk taking behaviour including involvement in sexual exploitation/older boyfriend • Continual, inappropriate or excessive masturbation • Physical symptoms such as injuries to genital or anal area or bruising, sexually transmitted infections, pregnancy • Unwillingness to undress for sports |
| Emotional abuse | <ul style="list-style-type: none"> • Developmental delay • Attachment difficulties with parents and others • Withdrawal and low self-esteem |
| Indirect indicators of abuse and neglect | <ul style="list-style-type: none"> • Sudden changes in behaviour • Withdrawal and low self-esteem • Eating disorders • Aggressive behaviour towards others • Sudden unexplained absences from school/setting • Drug/alcohol misuse • Running away/going missing |
| Parental attributes | <ul style="list-style-type: none"> • Misusing drugs and/or alcohol • Physical/mental health or learning difficulties • Domestic violence • Avoiding contact with school/setting and other professionals |

Appendix 4: Safeguarding concern form (Green form)

Concern No: of


RECORD OF SAFEGUARDING CONCERN

Date: Child's Name:

Year-Group: Class:

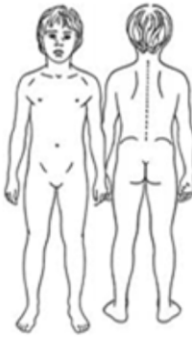
Your Name and Job Title:

Known Siblings (inc. Class):

Specific details of concern:
(child led disclosure, 3rd party disclosure, visual evidence)

Have you included Dates, times, location, names, exact phrasing/ quotes
(highlight when checked)

Physical Marks causing concern:
(record on the images below with specific factual details relating to size, location and colour)



Any TED (Tell me about...; Explain to me...; Describe to me) outcomes:

Designated Officer Received: (Sign and Date)

Follow-up:

| Date and time | By whom? | Actions taken | Outcomes/further follow-up needed? |
|---------------|----------|---------------|------------------------------------|
| | | | |
| | | | |
| | | | |
| | | | |
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| | | | |

Appendix 5: Safeguarding children monitoring form

Safeguarding children monitoring/incident form

Name of school:

Name of child:

NC year:

Class:

DOB:

Status: monitoring due to concerns subject to child protection plan

Concerns/risks

Attendance and punctuality

Periods of exclusion (including dates)

Contact with parents/family

Health and physical appearance

Behaviour and emotional presentation (including any sexualised behaviour)

Concerning incidents

Peer relationships

Academic performance and achievement

Views of child and parents

Outcomes of monitoring

- continue monitoring carry out CAF referral to ISSC???
- referral to health services referral for education support services
- referral for behavioural support referral on behalf of parent/carer

Action taken

Name of staff member:

Date:

Appendix 6: Key Contacts

| NAME | ORGANISATION | E-MAIL & TEL NO. |
|---|---|--|
| Multi-Agency Safeguarding Hub (MASH) | Children and Families Milton Keynes Council | Duty Desk: 01908 253169 / 70 (out of hours 01908 265545) |
| Vikki Blakeston | Team Manager Integrated Support and Social Care Referral Hub Milton Keynes Council | Vikki.Blakeston@milton-keynes.gov.uk 01908 253226 |
| Jo Hooper | Head of Productivity: Safeguarding Milton Keynes Council | Jo.Hooper@Milton-Keynes.gov.uk 01908 254307 |
| Melinda May | Head of Children's Social Work Milton Keynes Council | Melinda.May@milton-keynes.gov.uk 01908 253127 |
| Bill Cook | Local Authority Designated Officer (LADO) | @milton-keynes.gov.uk 01908 254306 |
| CAIU (Child Abuse Investigation Unit) | Thames Valley Police | CAIU (Child Abuse Investigation Unit) 01908 276140 |
| Cheryl Eyre | Head of Delivery for Setting and School Effectiveness Milton Keynes Council | Cheryl.Eyre@milton-keynes.gov.uk 01908 254683 |

Appendix 7: Safeguarding Compliance Checklist for Governors

| Date of completion: Person(s) undertaking the check: | Further Guidance | Evidence of compliance | Action req. Y / N |
|---|---|------------------------------------|-------------------|
| 1. The school has developed a safeguarding and child protection policy which is reviewed annually and conforms to statutory requirements and NSCB procedures. The policy is clearly dated, highlighting the timescale for review. | Whole School Policy for Safeguarding Children Incorporating Child Protection (2016) | Date policy was last reviewed: | |
| 2. The policy is provided to all staff (including volunteers) at induction. | | <i>Induction checklist</i> | |
| 3. The policy is publicly available via the school or college website or by other means and parents are made aware of the school's statutory responsibilities in accordance with the policy. | | | |
| 4. All staff have read Part One of ' Keeping Children Safe in Education ', DfE (2016) | 'Keeping Children Safe in Education' , DfE (2016) | | |
| 5. The Headteacher and at least one Governor have completed safer recruitment training. | Safer Recruitment Training Guidance | <i>Training Log, certification</i> | |
| 6. The school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on new staff and volunteers who will work with children including all relevant Disclosure & Barring Checks. | 'Keeping Children Safe in Education' , DfE (2016) Schools' People Net | | |
| 7. All safer recruitment checks are evidenced in the Single Central Record and this checked regularly for accuracy. | Guidance & template for Single Central Record (Schools PeopleNet) | | |
| 8. Procedures are in place for dealing with allegations of abuse against members of staff and volunteers that comply with national and NSCB guidance. | Section 11 of the LA Model Policy Part 4 of ' Keeping Children Safe in Education ', DfE (2016) | | |
| 9. A member of the governing body (usually the chair) has been nominated to be responsible for liaising with the LA and partner agencies in the event of an allegation of abuse being made against the Headteacher. | Part 4 of ' Keeping Children Safe in Education ', DfE (2016) | | |
| 10. The school has developed a code of conduct for staff that clearly outlines the school's expectations in relation to the behaviour of all staff and volunteers. This is provided to all staff at induction. | Section 10 of the LA Model Policy DCSF Safer Working Practice Guidance | <i>Induction Checklist</i> | |
| 11. Designated Safeguarding Lead: A senior member of the school's leadership team has been designated to take lead responsibility for dealing with child protection issues, to provide advice and support to staff and work | 'Keeping Children Safe in Education' , DfE (2016) LA Training Requirements Grid | Date of last training: | |

| | | | |
|--|--|--|--|
| with other agencies and they have received appropriate training to equip them to fulfil the role. | | | |
| 12. There is an alternative person identified to fulfil the role in the DSL's absence and there is always cover for this role. | 'Keeping Children Safe in Education' , DfE (2015) | Date of last training: | |
| 13. All other staff and governors have undertaken appropriate training about their role and responsibility and refresher training at regular intervals. | LA Training Requirements Grid LA whole school training package Governor Services training | Date of last training: | |
| 14. The school keeps up to date records of all staff safeguarding training including levels of training and dates. | Guidance on maintaining on-line records of training | <i>Training Log</i> Date of last training: | |
| 15. The Designated Safeguarding Lead has received Prevent awareness training and the school has appropriate arrangements in place to prevent pupils being drawn into terrorism in line with the Prevent duty. | <ul style="list-style-type: none"> • 'Prevent Duty Guidance: for England & Wales', HM Government (2015) • 'The Prevent duty: Departmental advice for schools and childcare providers', DfE (2015) • 'Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools', DfE (2014) • 'Keeping Children Safe in Education', DfE (2016) | <i>Date of last training:</i> <i>Policy</i> <i>Curriculum content</i> <i>IT policies</i> <i>Risk assessment & partnership working (as appropriate)</i> | |
| 16. The Governing Body regularly receives a report outlining how the school is fulfilling the statutory requirements for safeguarding; these reports and any identified actions are clearly referenced in the minutes of meetings. | Template Safeguarding Report to Governing Body | <i>GB Minutes</i> | |