



## CHILD PROTECTION POLICY AND PROCEDURES SEPT 2017

### 1. KEY CONTACTS in school/setting

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**Deputy Designated Safeguarding Lead:**

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**Members of safeguarding team:**

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Headteacher

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**Designated LAC (Looked After Children) lead:**

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**Chair of Governing Board:**

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**Designated governor for safeguarding:**

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**Designated governor for safer recruitment:**

Name: Mark Bull  
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## 2. INTRODUCTION

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

The purpose of this child protection policy is to:

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

This policy will form part of a suite of documents and policies that relate to the school's safeguarding responsibilities.

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

- Anti-bullying policy
- Behaviour policy which includes the use of physical intervention
- E-safety policy
- Photo and images policy
- Health and safety policy including risk assessment, First Aid and Paediatric First Aid
- Medication of pupils in school policy
- Intimate care policy
- Off site visits and outside learning policy
- Safer recruitment policy
- Staff induction policy
- Code of conduct for staff
- Equality policy
- Allegations against staff within Discipline Policy applicable to school staff other than Headteachers
- Whistleblowing policy
- Complaints policy

## 3. SAFEGUARDING POLICY STATEMENT, PRINCIPLES AND AIMS

### Safeguarding statement

**Safeguarding is everybody's business.** The Walnuts school has a moral and statutory responsibility to safeguard and promote the welfare of all pupils. All Walnuts school staff have a responsibility to provide a safe environment for children in which they can learn and we recognise that school staff are well placed to observe outward signs of abuse, changes in behaviour and failure to develop, because they have daily contact with children.

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

The Designated Safeguarding Lead ensures that all temporary staff and volunteers are made aware of the school's safeguarding policies and procedures, including the child protection policy and staff code of conduct or behaviour policy. This is done through meeting with individuals and providing them with a written leaflet summarising the school's safeguarding procedures.

The procedures contained in this policy are consistent with Milton Keynes Safeguarding Children Board (MKSCB) procedures and they apply to all staff, volunteers and governors.

### **Safeguarding policy principles**

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

### **Safeguarding policy aims**

- To raise awareness among all school staff of the need to safeguard all children and of their responsibilities in identifying and reporting abuse.
- To ensure school leaders have mechanisms in place to confirm that all staff have read the policy and, as a minimum, Keeping Children Safe in Education Part One and Appendix A.
- To ensure all staff know the name of the the Designated Safeguarding Lead/Leads and are aware of their role and responsibilities.
- To support staff to understand and discharge their roles and responsibilities as detailed in Part One of Keeping Children Safe in Education, 2016.
- To ensure arrangements are in place to safeguard and promote the welfare of children and young people, particularly those who are most disadvantaged, and that a structured procedure is in place which all staff and volunteers follow when dealing with safeguarding concerns .
- To provide a safe environment in which children can learn and develop, where they feel secure, listened to and encouraged to talk.
- To ensure appropriate systems are in place for seeking and taking into account children's wishes and feelings when making decisions, taking action and deciding what services to provide to protect individual children.
- To establish and maintain an environment in which school staff and volunteers feel able to raise any concerns they may have in relation to child safety and well-being, confident in the knowledge that they will be listened to.
- To promote partnership working with parents and professionals.
- To ensure the school curriculum includes opportunities for children to develop the skills they need to recognise and stay safe from abuse.
- To ensure safer recruitment and safe workforce practices are in place and followed.
- To ensure robust procedures are in place for the recognition and referral of child protection or child welfare concerns.
- To take account of and inform policies related to the protection of children from specific forms of risk and abuse including: anti-bullying, the risk of radicalisation, child sexual exploitation and female genital mutilation (FGM).

- To recognise that additional barriers can exist when recognising abuse and neglect in children with special educational needs and disabilities.
- To provide systematic monitoring of and support for children and young people who are in care or subject to child protection plans, proactively contributing to the implementation of their plan.

#### 4. STATUTORY FRAMEWORK AND LOCAL GUIDANCE

In order to safeguard and promote the welfare of children and young people the school acts in accordance with the following legislation and guidance:

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

*“ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils”.*
- Disqualification under the Childcare Act, 2006
- Keeping Children Safe in Education (DfE, September 2016)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Counter Terrorism and Security Act 2015 (PREVENT duty) Section 26
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- Inspection Framework: education, skills and early years and any accompanying or revised inspection evaluation schedules and handbooks
- School inspection handbooks for Section 5 and Section 8 inspections - Handbook for inspecting schools in England under section 5 of the Education Act 2005
- Working Together to Safeguard Children (DfE 2015) – which requires schools to follow multi-agency child protection procedures that have been agreed locally through Milton Keynes Safeguarding Children Board (MKSCB)
- Serious Crime Act 2015

#### Local child protection procedures

The school has appropriate procedures in place for responding to situations in which a:

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

and is compliant with multi-agency child protection procedures that have been agreed locally through Milton Keynes Safeguarding Children Board (MKSCB), which are based on the statutory guidance Working Together to Safeguard Children (DfE 2015).

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

The school works closely with the Local Authority Children with Disabilities Team and understands that it will continue to play a role after any referral and will use the links it has developed with partner agencies, particularly Children’s Social Care, via the MASH.

**MKSCB inter-agency procedures** include detailed chapters on:  
<http://www.mkscb.org/policy-procedures/>

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

**MKSCB levels of need document** provides guidance on procedures when identifying and acting on child safety and welfare concerns, including:  
<http://www.mkscb.org/wp-content/uploads/2016/04/MKSCB-Levels-of-Need-updated-July-2016-FINAL-DOCUMENT.pdf>

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

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

## 5. DEFINITIONS

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

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

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

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

**Child:** Child refers to all young people attending the Walnuts School whatever their age. It applies to pupils in the school and extends to visiting children and students from other establishments

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

**Abuse:** The term abuse covers neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Additional information can be found in Working together to safeguard children and Keeping Children Safe in Education, 2016

## 6. ROLES AND RESPONSIBILITIES

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

## **The Designated Safeguarding Lead**

The school has a Safeguarding Team which is led by Andrew Tomsett, Deputy Headteacher and Designated Safeguarding Lead, and who have all completed the Designated Lead Training which is regularly updated. The other members of the team are Kim Harman (Assistant Head, Head of Lower School), Doris Evans (Assistant Head, Head of Lower School), Sara Tunnicliffe (Assistant Head, Head of Lower School), Rosemarie Cooper (Head of Care) and Jo Yates (Headteacher)

During term time, the Designated Safeguarding Lead and/or a Deputy Designated Safeguarding Lead will always be available during school hours for staff and parents in the school to discuss any safeguarding concerns. The Designated Safeguarding Lead will also be available when out of hours/out of term activities are taking place.

## **Designated Safeguarding Lead responsibilities**

Full details of the Designated Safeguarding Lead's responsibilities can be found in Keeping Children Safe in Education, 2016. In summary these responsibilities include:

- Ensuring that child protection procedures are followed within the school and to make appropriate, timely referrals to the Milton Keynes Multi-Agency Safeguarding Hub (MASH) in accordance with the Milton Keynes Safeguarding Children Board's multi-agency safeguarding procedures.
- Ensuring that all staff employed within the school, including temporary staff and volunteers, are aware of the school's internal procedures in addition to the government guidance Keeping Children Safe in Education, 2016; to advise other staff; and to offer support to those requiring this.
- Undertaking specialist child protection training, this will be updated at a minimum of every two years. Designated Safeguarding Leads will also receive training on managing allegations, female genital mutilation, child sexual exploitation and Prevent, and will be available to provide advice and support to staff on these issues.
- Linking with the Milton Keynes Safeguarding Children Board and ensuring that all staff are aware of relevant training opportunities, as well as updates in local policies on safeguarding.
- Ensuring a statement is published that informs parents and carers about the school's duties and responsibilities under child protection procedures. The school must publish its child protection policy online on the school website and make copies available to parents on request.

In detail the Designated Safeguarding Lead is responsible for:

### **Managing referrals and cases**

- Referring all cases of suspected abuse or neglect to the Milton Keynes Multi-Agency Safeguarding Hub (MASH), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern.
- Liaising with the Headteacher /Principal/Senior Officer to inform him/ her of issues - especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- Being the source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

- Supporting staff who make referrals.
- Sharing information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensuring they have details of looked after children's social workers and the name of the virtual school Headteacher in the authority that is responsible for the child.

## **Training**

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

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

## **Raising Awareness**

The Designated Safeguarding Lead needs to:

- Ensure the school's child protection policies and procedures are known, understood and used appropriately.
- Ensure the school's safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, working with the school's governing board regarding this.
- Ensure that the school's safeguarding and child protection policy is publicly available and that parents are aware that referrals concerning suspected abuse or neglect may be made and what role the school plays in this.

- Link with Milton Keynes Safeguarding Children's Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- When children leave the school, ensure the safeguarding file and any child protection information is sent to the new school /college as soon as possible but transferred separately from the main pupil file.
- Obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines

### **All staff responsibilities**

- Induction training: All staff members, including the Headteacher, will receive a mandatory induction to familiarise themselves with:
  - Relevant policies and procedures, including child protection, whistleblowing and acceptable use of technology
  - Staff code of conduct and safe working practices
  - Keeping Children Safe in Education, DfE, 2016
  - What to Do If You Are Concerned About a Child: Advice for Practitioners (DfE, 2015)
  - Information about the signs and indicators of abuse and neglect
  - Information regarding child sexual exploitation, female genital mutilation and Prevent
  - Information on what to do if they have concerns about a child or young person.
- All staff must read and sign to say that they understand Part 1 of Keeping Children Safe in Education, 2016. Staff and leaders working directly with children and young people must also read and sign to say that they understand Annex A.
- All staff attend child protection training, every three years as a minimum, and updates on safeguarding and child protection, as required, but at least annually.
- All staff are made aware of the mandatory duty, introduced by the Serious Crime Act 2015 that requires teachers to report known cases of Female Genital Mutilation involving children under the age of 18 to the police.

### **Quality assurance of safeguarding in school**

It is the Headteacher's responsibility, in conjunction with the Designated Lead for Safeguarding, to complete an annual safeguarding audit, to be submitted electronically to the Milton Keynes Safeguarding Children Board (MKSCB) within the notified timeframe.

Audit outcomes are shared with the Governing Board and will form the basis of the school's own Annual Report to Governors which details key actions to be taken as a result of the audit.

### **Governing Board responsibilities**

Governing Boards must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times.

Additional information to support Governing Boards in carrying out their duties can be found in Keeping Children Safe in Education, 2016 - Annex C.



In summary responsibilities placed on Governing Boards include:

- Appointing an appropriate senior member of staff to act as the Designated Safeguarding Lead. It is a matter for individual schools as to whether they choose to have one or more Deputy Designated Safeguarding Lead; at The Walnuts School all the Senior Management Team undertake Designated Safeguarding Lead Training.
- Ensuring, in conjunction with the Headteacher, that the Designated Safeguarding Lead fulfils the role and upholds the school's statutory responsibilities.
- Supporting inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
- Ensuring that an effective child protection policy and procedures are in place and that the policy and structures supporting safeguarding children are reviewed annually, together with a staff behaviour policy or code of conduct.
- Ensuring staff are provided with Part One of Keeping Children Safe in Education, 2016 – Appendix 1 and are aware of specific safeguarding issues.
- Ensuring that staff induction is in place with regards to child protection and safeguarding.
- Ensuring that all of the Designated Safeguarding Leads (including deputies) undergo formal child protection training every two years (in line with MKCSB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).
- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Ensuring that children are taught about safeguarding in an age appropriate way.
- Ensuring appropriate filters and monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material.
- That there is a nominated governor for child protection on the Governing Board

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

At The Walnuts, governors receive an update from the Designated Safeguarding Lead at the Pupil, Parents and Community Committee meetings which are held termly.

## 7. WHEN TO BE CONCERNED

The school operates a child-centred and coordinated approach to safeguarding:

Safeguarding and promoting the welfare of children is **everyone's responsibility**. 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.

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

## Children who may require early help

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

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

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

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

## Children with special educational needs and disabilities

All children attending The Walnuts are considered vulnerable as a result of their special educational needs. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

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

Current research has identified how children with disabilities are one of only two identified factors that increase a child to sexual abuse/exploitation. However, children with disabilities are often not identified as being sexually exploited. Staff should be aware of CSE indicators (see Section 14. Specific safeguarding Issues) and the CSE screening tool on the Local Safeguarding board website (<http://www.mkscb.org/professionals-volunteers/child-sexual-exploitation-information-for-professionals/>)

## **Walnuts School Procedures**

If any member of staff is concerned about a child he or she must inform the Designated Safeguarding Lead. The DSL will decide whether the concerns should be referred to Children's Services: Safeguarding and Specialist Services. If it is decided to make a referral to Children's Services: Safeguarding and Specialist Services this will be discussed with the parents, unless to do so would place the child at further risk of harm.

While it is the DSLs role to make referrals, any staff member can make a referral to Children's Services. If a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM), a referral should be made to Children's Services and/or the Police immediately. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the teacher must report this to the police. This is a mandatory reporting duty. See Appendix 1- Keeping Children Safe in Education (DfE 2016): Annex A for further details. [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550511/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations.

### **Dealing with a disclosure**

If a child discloses that he or she has been abused in some way, the member of staff /volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record
- Pass the information to the Designated Safeguarding Lead without delay.

Support:

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Senior Person.

If a Walnuts staff member receives a disclosure about potential harm caused by another staff member, they should see section 11 of this policy– Allegations against members of staff and volunteers.

## 8. SAFER RECRUITMENT

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

- The Headteacher and other staff responsible for recruitment and members of the Governing Board (as appropriate) complete safer recruitment training which is updated as required.
- At least one person on any appointment panel is safer recruitment trained.
- There is a Single Central Record of all staff and regular volunteers.
- Written recruitment and selection policies and procedures are in place.
- All staff are subjected to the appropriate statutory checks before being allowed to work with children.
- All governors have enhanced DBS checks.
- If considered appropriate, checks beyond what is required may be requested.
- Volunteers are appropriately supervised.

### Safe Working Practice

The school has a Code of Conduct that staff understand and have agreed to.

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

## 9. INFORMATION SHARING AND CONFIDENTIALITY

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

National guidance can be found in: Information sharing advice for safeguarding practitioners - Publications - GOV.UK

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

Local procedures for information sharing and confidentiality, can be found in: [Milton Keynes Safeguarding Children Board procedures - Chapter 2.4](#)

<http://mkscb.procedures.org.uk/>

In summary:

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

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

- Make a record of the date, time and place of the conversation, as soon as possible. Record the child's own words, along with any observations on what has been seen and any noticeable non-verbal behaviour. Use school documentation, where possible. Date and sign the record.
- Not destroy the original notes in case they are needed by a court.

- Record factual statements and observations rather than interpretations or assumptions.

## **10. RECORD KEEPING**

All concerns, discussions and decisions made and the reasons for those decisions are recorded in writing by the Designated Safeguarding Lead.

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

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

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

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

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

The 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. If a concern is raised about the practice or behaviour of a member of staff this information will be recorded and passed to the Headteacher, Jo Yates or the Designated Safeguarding Lead, Andrew Tomsett. The local authority designated officer (LADO) will be contacted and the relevant guidance will be followed.

Contact should be made by secure email to [lado@milton-keynes.gcsx.gov.uk](mailto:lado@milton-keynes.gcsx.gov.uk), by emailing Safeguarding Service – Business Support or by ringing through to Safeguarding Business Support on 01908 254300.

In the event that the LADO is not available, the LADO role is always covered by other Safeguarding Team members, who will be contactable through the same methods.

If the allegation is against the headteacher, the person receiving the allegation will contact the LADO or nominated governor directly.

## **12. ALLEGATIONS AGAINST PUPILS AND PEER ON PEER ABUSE (see also Anti-bullying and E-safety policies)**

Children and young people can be perpetrators of abuse. This can manifest itself in many ways and may include gender issues. It may include children and young people being sexually touched/assaulted or subjected to initiation-type violence. Peer-on-peer

abuse may also involve sexting - the taking and sharing of self-generated sexual imagery.

### **Sexting:**

Sharing images or videos of a sexual or indecent nature that are:

- Of children (anyone under the age of 18), or
- Generated by children

It is against the law to take, make, share or possess such images.

Sexting can be a form of peer-on-peer abuse.

Staff should:

- Confiscate and secure the device(s) involved
- Consider whether to inform the police
- Not view the images unless there is a good and clear reason to do so, based on the designated safeguarding lead's professional judgement
- Record the incident, whether or not a referral was made

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

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

## **13. THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS**

The school's visitor policy and lettings policy are adhered to when decisions are made as to whether to grant access to visitors and other organisations. Where services or activities are provided separately by another body using the school premises, the Governing Board will seek assurance that the organisation concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

## **14. SPECIFIC SAFEGUARDING ISSUES**

All staff receive PREVENT training as part of their induction and the school has staff trained to deliver CSE and FGM training through a rolling programme. Local multi-agency information and guidance is available on the Milton Keynes Safeguarding Children Board website, <http://www.mkscb.org/>

A list of Specific Safeguarding Issues is listed on Page 12 of Keeping Children Safe in Education, 2016 and includes:

### **PREVENTING RADICALISATION**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

#### **What to do:**

If you are concerned about a pupil, you should follow the school's normal safeguarding procedures, including discussing it with the designated PREVENT lead (Clara

McDermott) and designated safeguarding lead (Andrew Tomsett). You should always take action if you are worried.

The Department for Education has a dedicated telephone helpline to enable school staff to raise concerns about extremism directly: 020 7340 7264. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk)

Call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

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

### **Prevent:**

Schools have a duty to prevent children from being drawn into terrorism, under section 26 of the Counter-Terrorism and Security Act 2015. All staff have access to appropriate training to equip you to identify children at risk, if needed. If you have not completed the training or want a refresher, please speak to the designated PREVENT lead.

You should also help your students to stay safe online at school and at home.

### **What to look for:**

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period. Staff should be alert to changes in pupils' behaviour.

Signs that a pupil is being radicalised can include:

- Refusal to engage with, or become abusive to, peers who are different to themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger or secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook and Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination, but these signs can also be part of normal teenage behaviour. You should have confidence in your instincts and seek advice if something feels wrong.

### **Where to go next:**

- Resources, Educate against hate  
<http://educateagainsthate.com/school-leaders/?filter=guidance-and-training-school-leaders>

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- The Prevent duty, GOV.UK – DfE (Adobe pdf file)  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)
- Why we're doing more to protect children from radicalisation, NSPCC  
<https://www.nspcc.org.uk/what-we-do/news-opinion/why-doing-more-protect-children-radicalisation/>

## **CHILD SEXUAL EXPLOITATION**

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they're in a loving, consensual relationship.

**Current research has identified how children with disabilities are one of only two identified factors that increase a child to sexual abuse/exploitation.** However, children with disabilities are often not identified as being sexually exploited. Staff should be aware of CSE indicators (see Section 14. Specific safeguarding Issues) and the CSE screening tool on the Local Safeguarding board website (<http://www.mkscb.org/professionals-volunteers/child-sexual-exploitation-information-for-professionals/>)

### **What to do:**

- Discuss any suspected CSE, or risk of it, with the designated safeguarding lead (DSL)
- Do not assume it only happens to certain children, or is perpetrated by certain adults
- Teach pupils how to make positive choices and informed decisions in their relationships so they can protect themselves from, and be more aware of, sexual exploitation
- Display posters and distribute leaflets to advertise services that children can use to get information and advice about CSE

**Indicators of sexual exploitation** can include children who:

- Appear with unexplained gifts or new possessions
- Associate with other young people involved in exploitation
- Have older boyfriends or girlfriends
- Suffer from sexually transmitted infections or become pregnant
- Display inappropriate sexualised behaviour
- Suffer from changes in emotional wellbeing
- Misuse drugs and/or alcohol
- Go missing for periods of time or regularly come home late
- Regularly miss school or education, or do not take part in education

All children are at risk of CSE, but there are additional factors which can increase a child's risk of exploitation. These include:



- Experiences of child abuse
- Poverty
- Family conflict
- Poor parental role models
- An unsettled care history
- A history of running away
- Homelessness
- Learning difficulties
- Mental health difficulties
- Drug and alcohol misuse, and/or financial problems caused by addiction
- Gang membership

You should always consider the issue of consent when determining whether a child or young person is a victim of sexual exploitation, or at risk of becoming a victim. You must bear in mind that:

- A child under the age of 13 is not legally capable of consenting to sex or any other type of sexual touching
- Sexual activity with a child under 16 is an offence. It is also an offence if the young person is 16 or 17 years old but the other person holds a position of trust or authority in relation to them (for example, a teacher)
- Sexual activity with a 16 or 17 year old may still result in harm or the likelihood of harm being suffered even when it does not result in an offence
- Non-consensual sex is always rape whatever the age of the victim
- Offences may have been committed if the victim is incapacitated through drink or drugs, or the victim or their family has been subject to violence or the threat of it. In these situations, they cannot be considered to have given true consent

### **Where to go next:**

- MKSCB  
<http://www.mkscb.org/professionals-volunteers/child-sexual-exploitation-information-for-professionals/>
- Child sexual exploitation, NSPCC  
<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/>
- Working with children who are victims or at risk of sexual exploitation, Barnardo's model of practice, Barnardo's (Adobe pdf file)  
[http://www.barnardos.org.uk/cse\\_barnardo\\_s\\_model\\_of\\_practice.pdf](http://www.barnardos.org.uk/cse_barnardo_s_model_of_practice.pdf)
- How to spot CSE, NHS Choices  
<http://www.nhs.uk/Livewell/abuse/Pages/child-sexual-exploitation-signs.aspx>
- Sexual exploitation of children: Ofsted thematic report, GOV.UK – Ofsted  
<https://www.gov.uk/government/publications/sexual-exploitation-of-children-ofsted-thematic-report>

### **FEMALE GENITAL MUTILATION (FGM)**

Female genital mutilation (FGM) comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs.” The family often believes it is beneficial and in a girl or woman’s best interests – this can limit a girl’s motivation to raise concerns or talk openly about it.

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

### **Reporting FGM:**

If you discover that FGM appears to have taken place on a girl under 18:

- **If you are responsible for teaching pupils, you have a statutory duty to report this to the police and will face disciplinary sanctions if you fail to report such cases**
- You should report it as soon as possible after a case is discovered, and ideally by the close of the next working day
- **If you are not responsible for teaching pupils, you should tell the designated safeguarding lead (DSL) who will report it**
- All staff should discuss any case of known FGM with the DSL

If you suspect that FGM has taken place but do not know, or suspect a girl is at risk, or discover it has been carried out on a woman who is 18 or over, you should follow your local safeguarding procedures. The duty to report does not apply in these cases.

### **Preventing FGM:**

You must make sure that:

- You understand your role in protecting those who have undergone, or are at risk of, FGM
- You know who to refer cases to and understand the importance of timely information sharing, both internally and with other agencies

### **What to look for:**

It will be rare for you to see visual evidence of FGM and you should **not** be examining pupils.

Indicators that a girl has already been subjected to FGM include:

- Confiding in a professional that FGM has taken place
- A mother/family member discloses that the child has had FGM
- A family/child already being known to social services in relation to other safeguarding issues
- Having difficulty walking, sitting or standing or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Prolonged or repeated absences from school
- Increased emotional and psychological needs - for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

## **Risk factors:**

The biggest risk factor to consider when deciding whether a girl may be at risk of FGM is whether her family has a history of practising FGM. It is also important to consider whether FGM is known to be practised in her community or country of origin.

Other potential signs that a girl may be at risk include:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK community
- Confiding to a professional that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation, for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations / anti-malarial medication

This is not an exhaustive list of risk factors.

## **Where to go next:**

- Multi-agency statutory guidance on FGM, GOV.UK – HM Government (Adobe pdf file)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/512906/Multi\\_Agency\\_Statutory\\_Guidance\\_on\\_FGM\\_-\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf)

- FGM: frequently asked questions, FORWARD (Adobe pdf file)  
[http://www.forwarduk.org.uk/wp-content/uploads/2014/12/Forward\\_-FGM-FAQ.pdf](http://www.forwarduk.org.uk/wp-content/uploads/2014/12/Forward_-FGM-FAQ.pdf)
- FGM, World Health Organisation  
<http://www.who.int/mediacentre/factsheets/fs241/en/>
- FGM support materials, GOV.UK – Home Office  
<https://www.gov.uk/government/publications/fgm-support-materials>

## **CHILDREN MISSING FROM EDUCATION (CME)**

A child missing from education is a child of compulsory school age who is not on a school roll or being educated elsewhere. A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation.

## **What to do:**

- Monitor attendance closely and address poor or irregular attendance through your school's policy
- Refer poor attendance to the designated safeguarding lead (DSL) and investigate any unexplained absences

- Encourage parents to inform you of any changes to their information, to help the school and LA when making enquiries about missing children
- Be alert to signs of potential safeguarding concerns, such as travelling to conflict zones, female genital mutilation and forced marriage
- If you suspect a child is suffering from harm or neglect, you should follow your local child protection procedures. You should make an immediate referral to your LA children's social care team and, if appropriate, the police if a child is in immediate danger or at risk of harm

### **What to look for:**

There are many circumstances where a child may become missing from education, but some children are particularly at risk.

These include children who:

- Are at risk of harm or neglect
- Come from GRT families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

### **Where to go next:**

- Children missing education: families' experiences, National Children's Bureau (Adobe pdf file)

<https://www.ncb.org.uk/sites/default/files/field/attachment/CME%20the%20final%20report%20.pdf>

Members of The Key for School Leaders can access the following article by clicking on the link below, or putting the reference number in the search bar:

- Children missing education (CME): policies and procedures, The Key for School Leaders (ref 13544)

<https://schoolleaders.thekeysupport.com/administration-and-management/policies-documents/pastoral/children-missing-education-policies/>

## **15. POLICY REVIEW**

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

The policy is next due for review in September 2018

## 16. CONTACTS AND FURTHER INFORMATION

To make a referral or consult regarding concerns about a child:

**Milton Keynes Council Multi-Agency Safeguarding Hub (MASH):**

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

**For allegations about people who work with children**

Contact the MILTON KEYNES COUNCIL MASH as above

or:

Local Authority Designated Office (LADO)

Tel: 01908 254306

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

***If in doubt – consult.***

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

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

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

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

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

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