

## Child Protection Policy

Heronshaw School  
Lichfield Down  
Walnut Tree  
Milton Keynes  
MK7 7PG  
01908 608380

### **Covid 19- Coronavirus**

Information and guidance about the school's processes and procedures during any period of closure/partial closure can be found at the end of this policy.  
See **Appendix 3** at the end of this document.

### **About this document**

This policy has been developed from the Milton Keynes Local Authority guidance and it has been developed with reference to schools' statutory responsibilities and takes account of national guidance and local procedures as follows:

- Keeping Children Safe in Education, 2021  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Working together to safeguard children (2018):  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/779401/Working\\_Together\\_to\\_Safeguard-Children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf)
- MK Safeguarding Children Board's multi-agency procedures  
<http://mkscb.procedures.org.uk>

# CHILD PROTECTION POLICY AND PROCEDURES

## 1. KEY CONTACTS AT HERONSHAW SCHOOL

Headteacher	<b>Jamie Ainscow</b> <a href="mailto:jainscow@heronshawschool.co.uk">jainscow@heronshawschool.co.uk</a> 01908 608380
Designated Safeguarding Lead (DSL)	<b>Kirsty Outtram</b> (Deputy Head) 01908 608380
Deputy DSL	<b>Jamie Ainscow</b> <a href="mailto:jainscow@heronshawschool.co.uk">jainscow@heronshawschool.co.uk</a> 01908 608380
Designated Safeguarding Officers (DSOs)	<b>Penny Meehan</b> (School Parent Liaison Coordinator) <a href="mailto:pmeehan@heronshawschool.co.uk">pmeehan@heronshawschool.co.uk</a> 01908 608380 ( <i>Mon-Thu</i> )
	<b>Gemma Langford</b> (Phase Lead) <a href="mailto:glangford@heronshawschool.co.uk">glangford@heronshawschool.co.uk</a> 01908 608380
	<b>Nicole Zastron</b> (Phase Lead) <a href="mailto:nzastron@heronshawschool.co.uk">nzastron@heronshawschool.co.uk</a> 01908 608380
	<b>Momtaz Begum</b> <a href="mailto:mbegum@heronshawschool.co.uk">mbegum@heronshawschool.co.uk</a> 01908 608380
Designated Online Safety Lead	<b>Jamie Ainscow</b> (Headteacher)
Designated Mental Health Lead	<b>Kirsty Outtram</b> (Deputy Head)
Wellbeing Team	<b>Kate Nichols</b> (Class teacher) <b>Momtaz Begum</b> (Class teacher/SEND/CO)
Designated Prevent Lead	<b>Kirsty Outtram</b> (Deputy Head)
Designated Child Exploitations Lead	<b>Kirsty Outtram</b> (Deputy Head)
Designated Looked After Child Lead (CLA)	<b>Jamie Ainscow</b> (Headteacher)
Chair of the Local Governing Body Designated Governor for Safeguarding Designated Governor for Safer Recruitment	<b>Danielle Chapman</b> <a href="mailto:dchapman@iftl.co.uk">dchapman@iftl.co.uk</a> 01908 608380 ( <i>School main office</i> )

## 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 a 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.

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

*It is also recognised 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:*

List of policies and guidance that are to all schools –

- Pupil behaviour policy, including Anti-bullying policy
- Positive Handling policy
- Online safety policy
- Health and safety policy including administration of medicines
- Procedures for assessing and managing risk e.g. school trips
- Safer recruitment policies and practice
- Staff induction policy
- Code of conduct for staff - staff handbook
- First aid and Paediatric first aid policy
- Equality policy
- Allegations against staff
- Complaints policy

### **3. SAFEGUARDING POLICY STATEMENT, PRINCIPLES AND AIMS**

#### **Safeguarding policy statement**

Safeguarding is everybody's business. At Heronshaw School we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child.

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

Therefore all school staff will 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 will receive safeguarding and child protection updates (via weekly safeguarding and child protection supervision meetings, email, e-bulletins and staff meetings) at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

The Designated Safeguarding Lead will ensure 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.

All schools must ensure that the procedures contained in this policy are consistent with Milton Keynes Safeguarding Children Board (MKSCB) procedures and that they apply to all staff, volunteers and governors.

#### **Safeguarding policy principles**

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

### Safeguarding policy aims

- To raise awareness among all school staff of the need to safeguard all children and of their responsibilities in identifying and reporting abuse.
- To ensure school leaders have mechanisms in place to confirm that all staff have read the policy and, as a minimum, Keeping Children Safe in Education Part One and Appendix A.
- To ensure all staff know the name of the Designated Safeguarding Leads and are aware of their role and responsibilities.
- To support staff to understand and discharge their roles and responsibilities as detailed in Part One of Keeping Children Safe in Education, 2021.
- To ensure arrangements are in place to safeguard and promote the welfare of children and young people, particularly those who are most disadvantaged, and that a structured procedure is in place which all staff and volunteers follow when dealing with safeguarding concerns .
- To provide a safe environment in which children can learn and develop, where they feel secure, listened to and encouraged to talk.
- To ensure appropriate systems are in place for seeking and taking into account children's wishes and feelings when making decisions, taking action and deciding what services to provide to protect individual children.
- To establish and maintain an environment in which school staff and volunteers feel able to raise any concerns they may have in relation to child safety and well-being, confident in the knowledge that they will be listened to.
- To promote partnership working with parents and 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, county lines 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 all schools will act 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 2021)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Counter Terrorism and Security Act 2015 (PREVENT duty) Section 26
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- Inspection Framework: education, skills and early years and an accompanying or revised inspection evaluation schedules and handbooks
  - School inspection handbooks for Section 5 and Section 8 inspections - Handbook for inspecting schools in England under section 5 of the Education Act 2005
- Working Together to Safeguard Children (DfE 2018) – which requires schools to follow multi-agency child protection procedures that have been agreed locally through Milton Keynes Safeguarding Children Board (MKSCB)
- Serious Crime Act 2015

## Local child protection procedures

If the school suspects or has reason to believe a child is at risk of the following:

- 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.

The school would ensure it 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 2018).

The Designated Safeguarding Leads, staff and governors are aware of the guidance, its implications and will ensure through the following procedures that this guidance is adhered to.

The school 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:

<https://mkscb.procedures.org.uk/ykyxsg/mk-levels-of-need/mk-levels-of-need>

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

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

**The school procedures in reporting cases of this nature are as follows:**

- Any incident or concern **must** be reported to the DSL or Deputy DSL within 10 minutes.
- Any disclosure needs to be recorded on Safeguard, the school's online recording program with any original notes scanned and attached to the file.
- Children should not be questioned about what they have said and no one should agree to keep any promises.
- A DSL or Deputy DSL will call the MASH for advice and explain the concern immediately. The DSL/Deputy DSL will then complete a Multi-Agency Referral Form (MARF) online within 1 hour of the phone call, where this has been requested by MASH.

- The DSL will keep in contact with the hub to ensure they are aware of school closing times and if the child is allowed to go home with parents.

## 5. DEFINITIONS, SIGNS, SYMPTOM AND DUTY

**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. (see the contacts at the start of this document for names of DSLs).

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

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

**Abuse:** The term abuse covers neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Additional information can be found in Working together to safeguard children and Keeping Children Safe in Education, 2021

### Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology

Some of the following signs may be indicators of sexual exploitation:

1. Children who appear with unexplained gifts or new possessions;
2. Children who associate with other young people involved in exploitation;
3. Children who have older boyfriends or girlfriends;
4. Children who suffer from sexually transmitted infections or become pregnant;
5. Children who suffer from changes in emotional well-being;
6. Children who misuse drugs and alcohol;
7. Children who go missing for periods of time or regularly come home late; and
8. Children who regularly miss school or education or do not take part in education.

### 'Honour based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of [the Multi agency statutory guidance on FGM \(pages 59-61 focus on the role of](#)

schools and colleges) and pages 13-14 of the [Multi-agency guidelines: Handling case of forced marriage](#).

## Actions

If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see following section).

## FGM mandatory reporting duty

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

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at [Mandatory reporting of female genital mutilation procedural information](#).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still discuss any such case with the school designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

## Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

## Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying

children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

## PREVENT

As part of the counter terrorism and security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'prevent duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the designated safeguarding lead. The designated safeguarding lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have. We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

### Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, artwork or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

## Children Missing in Education

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

We monitor attendance carefully and address poor or irregular attendance without delay. In response to the guidance in Keeping Children Safe in Education (2021) the school has:

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

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

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

## Private Fostering

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

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster care or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

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

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

## ROLES AND RESPONSIBILITIES

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

### The Designated Safeguarding Lead

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

*See DSL Job description in appendix.*

The postholder has the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

During term time, the Senior Designated Safeguarding Lead and additional Designated Safeguarding Leads will always be available during school hours for staff and parents in the school to discuss any safeguarding concerns.

### Designated Safeguarding Lead responsibilities

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

- Ensuring that child protection procedures are followed within the school and to make appropriate, timely referrals to the Milton Keynes Multi- Agency Safeguarding Hub (MASH) in accordance with the Milton Keynes Safeguarding Children Board's multi-agency safeguarding procedures.
- Ensuring that all staff employed within the school, including temporary staff and volunteers, are aware of the school's internal procedures in addition to the government guidance Keeping Children Safe in Education, 2021 to advise other staff; and to offer support to those requiring this.
- Undertaking specialist child protection training, this will be updated at a minimum of every two years. Designated Safeguarding Leads will also receive training on managing allegations, female genital mutilation, child sexual exploitation and Prevent, and will be available to provide advice and support to staff on these issues.

- Linking with the Milton Keynes Safeguarding Children Board and ensure that all staff are aware of relevant training opportunities, as well as updates in local policies on safeguarding.
- Ensuring a statement is published that informs parents and carers about the school's duties and responsibilities under child protection procedures. The school must publish its child protection policy online on the school website and make copies available to parents on request.

In detail the Designated Safeguarding Lead is responsible for:

The Designated Safeguarding Lead is responsible for safeguarding and child protection at Heronshaw School. The key role of the Designated Safeguarding Lead is to:

- manage referrals from school staff or any others from outside the school;
- work with external agencies and professionals on matter of safety and safeguarding;
- undertake training;
- raise awareness of safeguarding and child protection amongst the staff and parents; and ensure that child protection information is transferred to the pupil's new school

### 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 Head of School /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 Head of School in the authority that is responsible for the child.

### Training

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

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments (EHA).
- 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.

All staff will receive safeguarding training on an annual basis and will receive updates in a weekly safeguarding meeting, to ensure everyone is up to date and all records are up to date and following school procedure. In this meeting supervision also takes place.

**Staff have a duty to inform a DSL if they are unsure of any aspect of training and update on the day of such meetings.**

## Raising Awareness

The Designated Safeguarding Lead needs to:

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

## All staff responsibilities

Induction training: All staff members, including the Head of School (if they are not a designated lead) 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, 2021
- [What to Do If You Are Concerned About a Child: Advice for Practitioners \(DfE, 2015\)](#)
- Information about the signs and indicators of abuse and neglect
- Information regarding child sexual exploitation, female genital mutilation and Prevent
- Information on what to do if they have concerns about a child or young person.
- To read and understand Part 1 of Keeping Children Safe in Education, 2021. Staff and leaders working directly with children and young people must also read Annex A.
- To attend child protection training, every three years as a minimum and updates on safeguarding and child protection, as required, but at least annually.
- To be aware of the mandatory duty, introduced by the Serious Crime Act 2015 that requires teachers to report known cases of Female Genital Mutilation involving children under the age of 18 to the police.

## Quality assurance of safeguarding in school

It is the Head of School'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 - actions to be included in the school's development planning.

## 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, 2021 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.
- Ensuring, in conjunction with the Head of School, 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, 2021 – Appendix 1 and are aware of specific safeguarding issues.
- Ensuring that staff induction is in place with regards to child protection and safeguarding.
- Ensuring that all of the Designated Safeguarding Leads (including deputies) should undergo formal child protection training every two years (in line with 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.

## 6. WHEN TO BE CONCERNED

The school must operate 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.

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

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

- Children with a disability and/or specific additional needs.

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

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

## Children with special educational needs and disabilities

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

## 7. 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. These include:

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

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

### Safe Working Practice

Ensure the school, has developed a clear Code of Conduct that staff understand and have agreed to. The Code of Practice offers guidance to staff on the way they should behave when working with children.

## 8. 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-publications) <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/) <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 within a 10 minute time frame 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.
- Notes must not be kept in notebooks or diaries where they may be seen by others.
- Not destroy the original notes in case they are needed by a court.
- Record only factual statements and observations rather than interpretations or assumptions.

Ensure the school's procedures are guided by national guidance and adhere to local procedures.

## 9. RECORD KEEPING

All concerns, discussions and decisions made and the reasons for those decisions should be recorded on Safeguard, the safeguarding computer program.

- When adults in school have a concern about a child or young person they should report this to a DSL within 10 minutes. No concern should be left undiscussed.
- Any notes taken on post-its, paper or otherwise at the point that a concern was raised should be kept as evidence. This will be scanned and attached to the online concern record.
- Child protection records are stored online on Safeguard. All DSLs have access to the children's records. All other staff members are able to log concerns and make further comments regarding their actions and observations.
- All staff are expected to respond to Safeguard notifications with 24 hours. An email alert will be received and all new notifications will appear in their Safeguard homepage.
- General overviews of new cases and concerns will be discussed at a strictly confidential weekly supervision meeting where decisions will be made regarding each case, where it is deemed necessary for staff to be aware of extra vigilant.
- Electronic records are 'protected' and are accessible only by nominated individuals
- Any written records are to be securely disposed of once a scanned copy has been made. Scans of any record keeping is kept in a secure folder on the portal, accessible only by DSLs.
- 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 using the Safeguard program immediately.
- Staff should immediately seek support from a DSL if they need clarification with any processes or procedures mentioned.

### Logging concerns – what must be included in records and updates:

- **Adults full name** following by their **role in brackets**. e.g. (Jane Brown (teaching assistant), Sam White (Year 1 pupil)).
- **Location** of child at time of disclosure.
- **Behaviour/appearance** of the child.
- **Exact wording used by child**, including any incorrect grammar/wording or words that were not fully understood.
- Always end with Actions and state what will be done. Who will be spoken to?
- Seek clarity from a DSL if you are unsure.

**All records logged are permanent records that cannot be deleted or amended. They must be clear and concise and may be read in court and by third parties.**

All concerns should be logged and then shared Designated Safeguarding Lead promptly. No notes 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.

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

At Heronshaw School we recognise the possibility that adults working in the school may harm children. Any concerns about the conduct of other adults in the school should be taken to the Head of School without delay (or where that is not possible, to the DSL or Deputy DSL) any concerns about the Head of School should go to the Chair of Governors who can be contacted by email through the school clerk: Hayley Cutchey [hcutchey@iftl.co.uk](mailto:hcutchey@iftl.co.uk)

**Keeping Children Safe in Education, 2021 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**.

Ensure the school's policy and procedures are guided by local procedures for managing allegations against staff, carers and volunteers, which are set out in the Milton Keynes Safeguarding Children Board procedures - Chapter 1.1.6: <http://mkscb.procedures.org.uk>

## **11. ALLEGATIONS AGAINST PUPILS AND PEER ON PEER ABUSE**

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

Peer-on-peer abuse may also involve sexting - the taking and sharing of self-generated sexual imagery. Ensure the school's policy and procedures reflect the school's approach to allegations against pupils, including sexting. Relevant policies might include the behaviour policy, anti-bullying policy, child protection policy and online safety policy.

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

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

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

Ensure 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.

## **13. SPECIFIC SAFEGUARDING ISSUES**

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

- Preventing radicalisation
- Child sexual exploitation
- FGM

Ensure that Heronshaw School is also familiar with and works in accordance with local multi- agency information and guidance as located on the Milton Keynes Safeguarding Children Board website.

#### 14. POLICY REVIEW

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

#### 16. Staff Reading

All staff should have read the following:

- Keeping children safe in Education (2021) Part 1, and school leaders and staff work directly with children should also read Annex A.
- School's code of conduct
- School's safeguarding policy
- School's safeguarding documents

#### 17. 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) Jo Clifford

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):**

**Telephone 01908 253169 or 253170 (during office hours)**

**Emergency Social Work Team 01908 265545 (out of hours)**

**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 IFtL's Head of Professional and Governance Services, Stephanie Boak, who supports the Board of Trustees and Local Governing Bodies across IFtL in their strategic work.

Stephanie Boak - IFtL Governance Tel: 01908 533283 or email: [sboak@iftl.co.uk](mailto:sboak@iftl.co.uk)

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

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

#### Appendix 1

##### **Signs and Symptoms of Abuse and Neglect**

(Keeping Children Safe in Education (September 2020))

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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

### **Legislation related to safeguarding in schools**

There is no need to list relevant legislation, but if the school does so, it must be correct and up-to-date. The government no longer provides a separate list; the one below was correct as of July 2015. If you specify this legislation in your school policy, it is essential that you 'fact-check' it to make sure it is correct. **No warranty is expressed or given that this listing is either correct or comprehensive.**

## **Appendix 2**

### **Legislation related to safeguarding in schools (Keeping Children Safe in Education (September 2021) Education**

- The Children Act 1989 and 2004
- Education Act 2002
- The Education (Health Standards) (England) Regulations 2003
- The Further Education (Providers of Education) (England) (Regulations) 2006
- The Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007 as amended by SI 2010/1919, SI 2012/1201, SI 2012/1825, SI 2012/3158
- The School Staffing (England) Regulations 2009 as amended by SI 2012/1740 and SI 2013/1940
- The Education (Non-Maintained Special Schools) (England) Regulations 2011 as amended by SI 2015/387
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- The Children and Families Act 2014

### Appendix 3 \*UPDATED JANUARY 2022\*

#### Updated guidance related to safeguarding in respect of Covid-19 (coronavirus).

##### Contacts

All contacts in Section 1 will have access to respond to emails. The school office remains open for emails and telephone calls. Out of hours – contact MK MASH (see Section 17).

##### Child Missing in Education

During any period of full or partial school closure all children will be contacted either via online lessons or by telephone by a staff member. It is essential that parents answer these calls and that the staff member calling is able to speak with the child. If we are unable to make contact, then school will follow the procedure to report concerns to the local authority.

##### DSL responsibilities during closure

To ensure that child protection and all RAB rated monitoring cases are regularly monitored with reference to our online Safeguard system. The safeguarding core group will meet either in person or remotely to discuss current cases or new concerns.

Training will continue in the form of online reading (policies, safeguarding updates, briefings). Staff will be expected to digitally sign the staff register that will be stored on the portal.

##### Raising Concerns during period of closure

Any period of school closure can put additional strain on children and families. We recognise that this presents challenges. All adults have a responsibility to report a concern regarding a child's welfare. Please contact a DSL immediately if you have a concern. If your concern is out of school hours, then contact MK MASH. **Taking no action can put children at risk of harm.**

##### Staff Responsibilities during closure

Whilst working from home it is essential that staff remain up to date with safeguarding and child protection policies and procedures. In order to do so, they will do the following:

- Read the Child Protection policy in the light of new changes (Covid-19) (Appendix 3)
- Read the school Code of Conduct
- Read guidelines on the Acceptable Use Policy Guidance during closure.
- Re-read Keeping Children Safe in Education 2021.

##### Governance

The governor responsible for safeguarding will maintain contact with the DSL to monitor school processes and procedures.

Policy information	
Date of policy	April 2022
Policy author(s)	Jamie Ainscow
Role(s) of reviewer	Headteacher
Review date	August 2022
Published on website?	yes
Additional notes (if required)	Policy should be read in conjunction with IFtL policy and covid-19 child protection amendments). <b>DSL/DDSL and DSO amendments made April 2022.</b>