



## Child Protection Policy

March 2017 to March 2018

Whitehouse Primary School  
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**Date: March 2017**

**Next review date: March 2018** (unless legislation changes require an earlier review date)

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# 1. INTRODUCTION

## 1.1 KEY CONTACTS

<b>Head of School / Principal / senior officer:</b>	<b>Linda Kelly LKelly@whitehouseprimary.co.uk</b>
<b>Designated Senior Safeguarding Lead:</b>	<b>Linda Kelly (Head of School)</b>
<b>Designated Deputy Safeguarding Lead:</b>	<b>Judy Bennett (Teacher) JBennett@whitehouseprimary.co.uk</b>
<b>Designated LAC (Looked After Children) lead:</b>	<b>Linda Kelly (Head of School)</b>
<b>Prevent Lead</b>	<b>Linda Kelly (Head of School)</b>
<b>Chair of governing body:</b>	<b>Marilyn Hubbard</b>
<b>Designated governor for safeguarding and safer recruitment:</b>	<b>Paddy Navin</b>
<b>Local Authority Designated Officer (LADO):</b>	<b>Jo Clifford 01908 254300 lado@Milton-keynes.gov.uk</b>
<b>Milton Keynes Council Multi-Agency Safeguarding Hub (MASH)</b>	<b>01908 253169/70 children@milton-keynes.gov.uk</b>

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## 1.2 SAFEGUARD STATEMENT

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

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

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

This policy applies to all adults, including volunteers, working in or on behalf of Whitehouse Primary School.

## 1.3 GENERAL PRINCIPLES

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

We will ensure there are appropriate systems in place for seeking and taking into account the child's wishes and feelings when making decisions, taking action and deciding what services to provide to protect individual children. In line with the *Education Act 2002* and *Keeping Children Safe in Education September 2016* we will ensure that arrangements are in place to safeguard and promote the welfare of children and young people by:

- Establishing a safe environment in which children can learn and develop, where they feel secure and are encouraged to talk and are listened to.
- Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well-being of a child.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Providing children and young people with opportunities to discuss issues and report problems affecting their safety and welfare.
- Safeguarding their welfare, particularly those children and young people who are most disadvantaged including children with Special Education Needs
- Ensure that children, who have additional/unmet needs are supported appropriately. This could include referral to early help services or specialist services if they are a child in need or have been / are at risk of being abused and neglected.

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- Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Ensuring safe recruitment practices
- Ensuring robust procedures for recognition and referral where there are welfare or child protection concerns
- Raising awareness amongst staff of child protection issues and ensuring staff are equipped to deal with concerns and keep children safe
- Staff members working with children are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- Monitoring and supporting children and young people who are in care or subject to child protection plans and contributing to the implementation of their plan
- Promoting partnership working with parents and professionals.

## 2. DEFINITIONS

### Safeguarding

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

### Child protection

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

### 3. STATUTORY FRAMEWORK

In order to safeguard and promote the welfare of children, Whitehouse Primary School will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (Section 175/157)  
Outlines that Local Authorities and School Governing Bodies have a responsibility 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”.
- Keeping Children Safe in Education (DfE, September 2016)
- Keeping Children Safe in Education: Part One  
**All staff** must as a minimum read the separate 15-page document.
- Working Together to Safeguard Children (DfE 2015)  
All organisations who work with children and young people are bound by the overarching statutory inter-agency guidance Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (DfE March 2015): **Working together to safeguard children**
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74 ,Serious Crime Act 2015)
- Inspection Framework  
Whitehouse Primary School notes the guidance on standards and expectations for safeguarding children published by Ofsted and aims to achieve these. This includes the new inspection framework: ‘Inspecting safeguarding in early years, education and skills’ (August 2016) and any accompanying inspection evaluation schedules and handbooks. **Inspecting safeguarding in early years, education and skills settings**

**See Appendix one and Appendix two of this policy for a brief summary of KCSE 2016 (does not replace staff responsibility to read all of part one) and the declaration signing form.**

## 4. ROLES AND RESPONSIBILITIES

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

It is the role of the governing body and the school leadership team to ensure that the Designated Leads for Safeguarding have received the necessary training, have access to the resources needed to enable them to carry out their responsibilities and have regular professional supervision to support them in this role. They will be given time to effectively fulfil the duties that their role demands.

### 4.1 Designated Senior Safeguarding Lead

- The Designated Safeguarding Lead will refer cases of suspected abuse to the Milton Keynes Local Authority.
- The Governing body has ensured that Whitehouse Primary School designates an appropriate senior member of staff to take lead responsibility for child protection. This person 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.
- It is the role of the Designated Leads for Safeguarding to ensure that the child protection procedures are followed within the school and to make appropriate, timely referrals to the Milton Keynes Multi-Agency Safeguarding Hub (MASH) in accordance with MKSCB multi-agency safeguarding procedures.
- The Designated Senior Lead for Safeguarding is to ensure contact is made with, Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern.
- It is the role of the Designated Leads for Safeguarding to ensure that all staff who are employed within the school, including temporary staff and volunteers, are aware of the school's internal procedures in addition to the government guidance *Keeping Children Safe in Education: Information for All School and College Staff*; to advise other staff; and to offer support to those requiring this.
- Act as a 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.
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status and contact arrangements with birth parents or those with parental responsibility.
- Ensure they have details of the CLA's social worker and the name of the virtual school Head of School in the authority that looks after the child.
- The Head of School, in conjunction with the Designated Leads for Safeguarding, will provide an annual report for the governing body detailing any changes to the policy and procedures;

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training undertaken by all staff and governors; and other relevant safeguarding issues. This report is provided to the Head of Safeguarding Milton Keynes Council by the end of Term 2 (December), to be collated with other Annual Reports to Governing Bodies for the purposes of providing assurance to MKSCB.

- The DSL and/or a deputy should always be available to staff during school hours in term time.

## **TRAINING**

The Designated Senior Lead will undergo formal training every two years. The DSL will also undertake Prevent awareness training. In addition to this training, their knowledge and skills will be refreshed (for example via e-bulletins, meeting other DSLs, or 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.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the Whitehouse's safeguarding and child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Understand and support Whitehouse staff with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Be able to keep detailed, accurate, secure records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

**See Appendix 7 for DSL Job Description**

## **STAFF TRAINING**

- The Designated Safeguarding Lead ensures all members of staff are provided with opportunities to receive training by the designated teacher in order to develop their understanding of the signs and indicators of abuse every three years. However, at Whitehouse this happens yearly in order for all staff to be up to date with current issues and changes.
- The Designated Safeguarding Lead is to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required below via GOV.UK and other government websites.
- Introducing the requirement for all staff to receive safeguarding updates at least annually, on top of the existing requirement for appropriate safeguarding training that is regularly

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updated.

## **RAISING AWARENESS**

- The designated safeguarding lead should ensure Whitehouse policies are known, understood and used appropriately.
- Ensure our safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role Whitehouse in this.
- Link with the Milton Keynes Safeguarding Children's Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave Whitehouse the file for safeguarding and any child protection information is sent to any 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.

### **4.2 The Governing Body**

Governing bodies and proprietors 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 or colleges are effective and comply with the law at all times.

The nominated governor for child protection is:

NAME: ***Paddy Navin***

The responsibilities placed on the governing body include:

- their contribution to 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 is in place, together with a staff behaviour policy.
- ensuring staff are provided with Part One of Keeping Children Safe in Education (DfE 2016) – Appendix 1 and are aware of specific safeguarding issues (**See Appendix 6 of this policy for more details of specific safeguarding issues**).
- ensuring that staff induction is in place with regards to child protection and safeguarding.
- appointing an appropriate senior member of staff to act as the Lead Designated Senior Person.
- ensuring that all of the Designated Senior Persons should undergo formal child protection training every two years (in line with LCSB guidance) and receive regular (annual)

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safeguarding refreshers (for example via e-bulletins, meeting other DSPs, 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 as part of providing a broad and balanced curriculum.
- ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. Additional information to support governing bodies and proprietors is provided in Annex C of: **Keeping Children Safe in Education (DFE 2016)**- available at [http://www.thegrid.org.uk/info/welfare/child\\_protection/policy/national.shtml](http://www.thegrid.org.uk/info/welfare/child_protection/policy/national.shtml) Having a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements.

## 5. WHEN TO BE CONCERNED

Safeguarding and promoting the welfare of children is **everyone's responsibility**. In order to fulfil this responsibility effectively, all professionals must 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.

All staff at Whitehouse Primary School 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.

Whitehouse staff are aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect**. They should 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.

See [Appendix 4 for information on indicators of abuse](#) and [Appendix 6 for specific safeguarding issues](#).

### 5.1 EARLY HELP

All staff should be aware of the **early help process**, and understand their role in identifying emerging problems, 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 monitoring the situation and feeding back to the Designated Senior Person any ongoing/escalating concerns so that consideration can be given to a referral to Children's Services (Safeguarding and Specialist Services) if the child's situation doesn't appear to be improving.

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Staff and volunteers working within the School should 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.**

Whitehouse' staff are aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect**. They should 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.

## 5.2 CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

### **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.
- ❖ 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 and therefore the potential risk of exposure to abusive behaviour can be increased.
- ❖ A disabled child's understanding of abuse.
- ❖ Lack of choice/participation.
- ❖ Isolation.

## 5.3 PEER ON PEER ABUSE – Allegations against another child.

Whitehouse Primary School an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

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Peer on peer abuse is when a child might have been abused by another child.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, any concern must be referred to the DSL particularly if:

When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse and peer-on-peer exploitation.

## **Procedures**

- When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL would contact the MASH to discuss the concern. The DSL will follow through the outcomes of the discussion and make a referral where appropriate.

### **5.3 Preventing Extremism and Radicalisation**

From 1 July 2015, all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the *Prevent Duty for Schools*:

[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)

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Whitehouse Primary School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. There is no place for extremist views of any kind in our school, whether from internal sources –pupils, staff or governors, or external sources - school community, external agencies or individuals.

Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern. We also recognise that if we fail to challenge extremist views, we are failing to protect our pupils.

As a school, we assess risk regularly in regards to radicalisation and extremism. This can be found in our Prevent Risk Assessment. Our Designated Safeguarding Leads, teaching staff and key support staff will be Prevent trained. The DSL is to carry out their role in accordance with their responsibilities outlined in Annex B of *'Keeping Children Safe in Education'* and as part of this responsibility, they will act as the point of contact within our school for any concerns relating to radicalisation and extremism. The 'Prevent Awareness' trained DSL will make referrals in accordance with the Local Authority MASH Team and Channel Programme. **(For further information, please refer to the Whitehouse Prevent Policy and Prevent leaflet).**

#### 5.4 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, all Whitehouse staff must 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.

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** and pages 59-61 focus on the role of schools.

#### 5.5 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

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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. (Statutory Definition of CSE).

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

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

At Whitehouse Primary School, we strive to support and teach learners about how to make positive choices and informed decisions in their relationships so that they develop awareness and can protect themselves from all potential forms of sexual exploitation and abuse. Whitehouse Primary School promotes healthy friendships and relationships through the school ethos, school policies and the curriculum. An awareness of the risk factors and signs and indicators of CSE is key for all staff as is how to access support and guidance.

- If staff have concerns regarding Child Sexual Exploitation they must inform the Designated Safeguarding Lead immediately. [\(See Appendix 6 of this policy for more details of specific safeguarding issues\).](#)

## 6. 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
- If necessary, make a written record
- Pass the information to the Designated Safeguarding Lead without delay.

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## 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 Fairfield's staff member receives a disclosure about potential harm caused by another staff member, they should see section 11 of this policy– *Allegations involving school staff/volunteers*.

**See Appendix 3 for the flow chart for 'What to do if you are worried a child is being abused.'**

## 7. RECORD KEEPING

All concerns, discussions and decisions made and the reasons for those decisions should be recorded.

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

- Record as soon as possible after the conversation and discuss immediately with the DSL.
- Staff are to use their record/notes made to support them if they are required to 'make a concern' or 'communication' via [www.safeguardsoftware.co.uk](http://www.safeguardsoftware.co.uk). The Designated Safeguarding Lead will action staff when needed to make a 'concern'.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child.
- Use the body map from 'safeguard software' if necessary.
- Record statements and observations rather than interpretations or assumptions

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

The Designated Senior 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 Senior Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Senior Lead at the receiving school, in a secure manner, and separate from the child's academic file.

## 8. CONFIDENTIALITY

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers at Whitehouse Primary School.

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- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe. This may ultimately not be in the best interests of the child.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.
- Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only.
- ***Whitehouse Primary School is guided by local procedures for information sharing and confidentiality, which are set out in chapter 2.4 Milton Keynes Safeguarding Children Board procedures.***

## 9. PROCEDURES

### 9.1 LOCAL CHILD PROTECTION PROCEDURES

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

#### ***Milton Keynes Safeguarding Children Board procedures***

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

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

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

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

## 9.2 WHITEHOUSE PRIMARY SCHOOL PROCEDURES

Whitehouse Primary School procedures for safeguarding children will be in line with Milton Keynes LA and Milton Keynes Area Child Protection Committee Child Protection Procedures, "Working Together to Safeguard and Promote the Welfare of Children.

We also acknowledge and adhere to the recommendations and requirements stated in the Keeping Children Safe In Education April 2014 DfE documents (9 page and 50 page versions).

We will ensure that:

- The governing body understands and fulfills its safeguarding responsibilities.
- We have designated senior members of the Leadership Team for child protection who has undertaken Basic Child Protection Training in accordance with Milton Keynes Child Protection Committee, and who undertakes other training as recommended by the LA every two years.
- We have a member of staff who will act in the designated teacher's absence who has, also received basic multi-agency training, and who will have been briefed in the role.
- All members of staff are provided with opportunities to receive training by the designated teacher in order to develop their understanding of the signs and indicators of abuse every three years. However, at Whitehouse Primary this happens yearly in order for all staff to be up to date with current issues and changes.
- All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.
- All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the schools' Child Protection Policy, and reference to it in our prospectus/brochure and website.
- Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any one time.
- Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.
- Our selection and recruitment policy includes all checks on staff suitability including Criminal Records Bureau checks as recommended by the LA and in accordance with current legislation.
- The name of any member of staff considered not suitable to work with children will be notified to the DfES Teachers' Misconduct Team, with the advice and support of Education Personnel and in accordance with the Barring Regulations.
- Our procedures will be annually reviewed and up-dated.
- The name of the Designated Teacher will be clearly shown in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

All adults, (including supply teachers and volunteers) new to our school will be given a written statement about the school's policy and procedures, a copy of our child protection policy, the name and contact details of the designated person and the booklet "What to do if You're Worried a Child

is Being Abused”, and have these explained, as part of their induction into the school. [Please see Appendix 5 Whitehouse Induction](#)

The “Barring Regulations” are the Procedures for Barring or Restricting People Working with Children in Education” DfES July 2003

If any member of staff is concerned about a child, he or she must inform the Designated Senior 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** (persons employed or engaged to carry out teaching work at schools and other institutions in England) , 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.](#)

### ***Keeping Children Safe In Education 2016***

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.

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan.

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

The Designated Senior Lead is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

## **10. COMMUNICATION WITH PARENTS**

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

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We will:

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

If at any time a referral has been requested, parents will be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:

The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;

- Leading to an unreasonable delay;
- Leading to the risk of loss of evidential material;
- Where it would place a member of staff at risk.

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

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

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

Whitehouse Primary School is guided by local procedures for managing allegations against staff, carers and volunteers, which are set out in chapter 2.8 **Milton Keynes Safeguarding Children Board procedures.**

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If staff members have concerns about another staff member then this should be referred to the Head of School. Where there are concerns about the Head of School,, this should be referred to the Chair of Governors.

In the event of allegations of abuse being made against the Head of School, where the Head of School is also the sole proprietor of an independent school or where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO). Staff may consider discussing any concerns with the Designated Senior Person if appropriate make any referral via them. (See Keeping Children Safe in Education: Part Four, DfE 2016, for further information).

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head of School .

The Head of School /Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer:

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

All staff and volunteers have a legal duty to raise concerns where they feel individuals or schools are failing to safeguard and promote the welfare of children. Where it is not possible to raise concerns within the school/setting, staff and volunteers may report concerns to MKC Head of Delivery for Setting and School Effectiveness: [Cheryl.Eyre@milton-keynes.gov.uk](mailto:Cheryl.Eyre@milton-keynes.gov.uk) - 01908 254683

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **11.1 SAFER WORKING PRACTICE**

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/ school code of conduct / staff behaviour

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policy and Safer Recruitment Consortium document *Guidance for safer working practice for those working with children and young people in education settings (September 2015)* available at: [http://www.thegrid.org.uk/info/welfare/child\\_protection/allegations/safe.shtml](http://www.thegrid.org.uk/info/welfare/child_protection/allegations/safe.shtml)

The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998). Please see our behaviour management policy for more information.

## 12. USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

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

## 13. CROSS REFERENCE TO OTHER POLICIES

Whitehouse Primary School recognises that a number of other school policies and procedures form part of the wider safeguarding and child welfare agenda and therefore this Child Protection Policy should be read in conjunction with the policies, including the ones listed below:

- Anti-bullying policy
- E-safety policy
- Health and safety policy
- Procedures for accessing risk e.g. school trips
- Safer recruitment policies and practice
- Induction and Code of Conduct for staff/Handbook
- Whistleblowing Policy
- Prevent Policy
- Safeguarding Policy

## 14.POLICY REVIEW

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

## 15.CONTACTS AND FURTHER INFORMATION

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

**Multi-Agency Safeguarding Hub (MASH):**

Tel: 01908 253169 or 253170 during office hours or

Emergency Social Work Team 01908 265545 out of office hours

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

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

Contact the MASH as above

Or:

Local Authority Designated Office (LADO)

Tel: Jo Clifford 01908 254300

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

**If in doubt – consult.**

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

**Tel: 01908 254962 or email: [sue.butler@milton-keynes.gov.uk](mailto:sue.butler@milton-keynes.gov.uk)**

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

**Tel: 01908 254307 or email: [jo.hooper@milton-keynes.gov.uk](mailto:jo.hooper@milton-keynes.gov.uk)**

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

Milton Keynes Safeguarding Children Board website: [www.mkscb.org/mkscb/](http://www.mkscb.org/mkscb/)

## APPENDIX 1: KEEPING CHILDREN SAFE IN EDUCATION (DfE 2016)

### Part One: Information for all school and college staff

#### Annex A: Further information

On publication of this Child Protection Policy (July 2016), the May 2016 version of the statutory guidance '**Keeping Children Safe in Education**' available online, has been denoted by DfE as 'for information only'. The guidance commences on 5<sup>th</sup> September 2016. The DfE have confirmed that this guidance will be updated annually thereafter.

The existing version of the statutory guidance mentions that there will be also be updates likely before September 2016 in respect to the definition of Child Sexual Exploitation and also regulations relating to Children Missing from Education.

The CPSLO Service have therefore decided to provide the hyperlink only to Keeping Children Safe in Education in this policy rather than the document in its entirety, due to likely frequent change in content.

**It is essential that all staff have access to this online document and read Part 1 and Annex, which provides further information on:**

- children missing from education
- child sexual exploitation
- 'honour based' violence
- FGM mandatory reporting duty
- forced marriage
- preventing radicalisation

This is to assist staff to understand and discharge their role and responsibilities as set out in this guidance.

Staff are asked to sign to say they have read these sections (please see Appendix 2) and should subsequently be re-directed to these online documents again should any changes occur.

**Link to Keeping Children Safe in Education:**

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

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## APPENDIX 2: DECLARATION FOR STAFF

### Child Protection Policy and Keeping Children Safe in Education (DfE 2016)

School name ..... Academic Year .....

Please sign and return to .....(DSP) by .....

I, \_\_\_\_\_ have read and am familiar with the contents of the following documents and understand my role and responsibilities as set out in these document(s):

- (1) The School's Child Protection Policy
- (2) **Part 1 and Annex A** of 'Keeping Children Safe in Education' DfE Guidance, 2016
- (3) Staff Handbook
- (4) Staff Code of Conduct
- (5) IFtL Whistleblowing Policy
- (6) IFtL Managing Allegations Against Staff Policy
- (7) School Behaviour Policy

I am aware that the DSPs are:

.....  
.....  
.....  
.....

and I know it is my statutory duty to discuss any concerns that I may have with them. I understand failure to adhere to child protection and safeguarding procedures can lead to disciplinary actions.

I know that further guidance, together with copies of the policies mentioned above, are available on the school website, in the main reception office and with the DSP's.

Signed \_\_\_\_\_ Date \_\_\_\_\_

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## APPENDIX 3: WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED: ADVICE FOR PRACTITIONERS (DfE 2015)

### Flowchart

#### Be alert

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation.
- Know what systems the school have in place regarding support for safeguarding e.g. induction training , staff behaviour policy / code of conduct and the role of the Designated Safeguarding Lead ( DSP) .

#### Question behaviours

- Talk and listen to the views of children, be non - judgemental.
- Observe any change in behaviours and question any unexplained marks / injuries
- To raise concerns about poor or unsafe practice , refer to the Head of School, if the concerns is about the Head of School, report to Chair of Governors. Utilise whistleblowing procedure.

#### Ask for help

- Record and share information appropriately with regard to confidentiality
- If staff members have concerns, raise these with the school's Designated Safeguarding Lead ( DSP)
- Responsibility to take appropriate action, do not delay.

#### Refer

- DSP will make referrals to children services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Mk MASH on 01908 253169 Or 01908 253170 or out fo hours - 01908 265545.

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## APPENDIX 4: INDICATORS OF ABUSE AND NEGLECT

The framework for understanding children's needs:



*Working Together to Safeguard Children (DFE, 2015)*

<b>Physical abuse</b>	
<i>Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.</i>	
<b>Child</b>	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size	Aggression towards others, emotional and behaviour problems
Burns and Scalds – shape, definition, size, depth, scars	
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injurie	Fabricated or induced illness -
<b>Parent</b>	<b>Family/environment</b>
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault

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Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of child	

<b>Emotional abuse</b>	
<i>Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, not giving the child opportunities to express their views, 'making fun' of what they say or how they communicate - hearing the ill-treatment of another and serious bullying (including cyber bullying).</i>	
<b>Child</b>	
Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
<b>Parent</b>	
<b>Family/environment</b>	
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

<b>Neglect</b>	
<i>Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.</i>	
<b>Child</b>	
Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery

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Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
<b>Parent</b>	<b>Family/environment</b>
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

<b>Sexual abuse</b>	
<i>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 or non-contact activities, such as involving children in looking at sexual images or being groomed on line / child exploitation.</i>	
<b>Child</b>	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
<b>Parent</b>	<b>Family/environment</b>
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

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## APPENDIX 5: Safeguarding Induction Leaflet

Everyone at Whitehouse Primary School shares an objective to help keep children and young people safe by providing a safe environment, identifying children and young people who are suffering or likely to suffer significant harm and taking appropriate action.

This leaflet has been given to you to make sure you understand what is expected of you.

Please seek advice from your Designated Safeguarding Lead (Matthew Shotton) for Child Protection if you are unclear about anything in this leaflet.

### When and what might I be concerned about?

At any time you may be concerned about information which suggests a child is being neglected or experiencing physical, emotional or sexual harm.

You may observe physical signs, notice changes in the child's behaviour or presentation, pick up signs of emotional distress or have a child disclose a harmful experience to you.

Harm to a child can be caused by:

- A parent/carer
- A family member/friend
- Another child
- A stranger
- A member of staff/volunteer

### What should I do if a child discloses that s/he is being harmed?

#### 1. Listen

Listen carefully to what is being said to you, do not interrupt.

#### 2. Reassure

Reassure the pupil that it is not their fault. Stress that it was the right thing to tell. Be calm, attentive and non-judgemental.

**Do not** promise to keep what is said a secret.

Ask **non-leading** questions (**TED**) to clarify if necessary:

Tell me more...

Explain that to me...

Describe what happened....

Allow the child to say what they need to say, do not stop them.

Then follow the steps in the flowchart

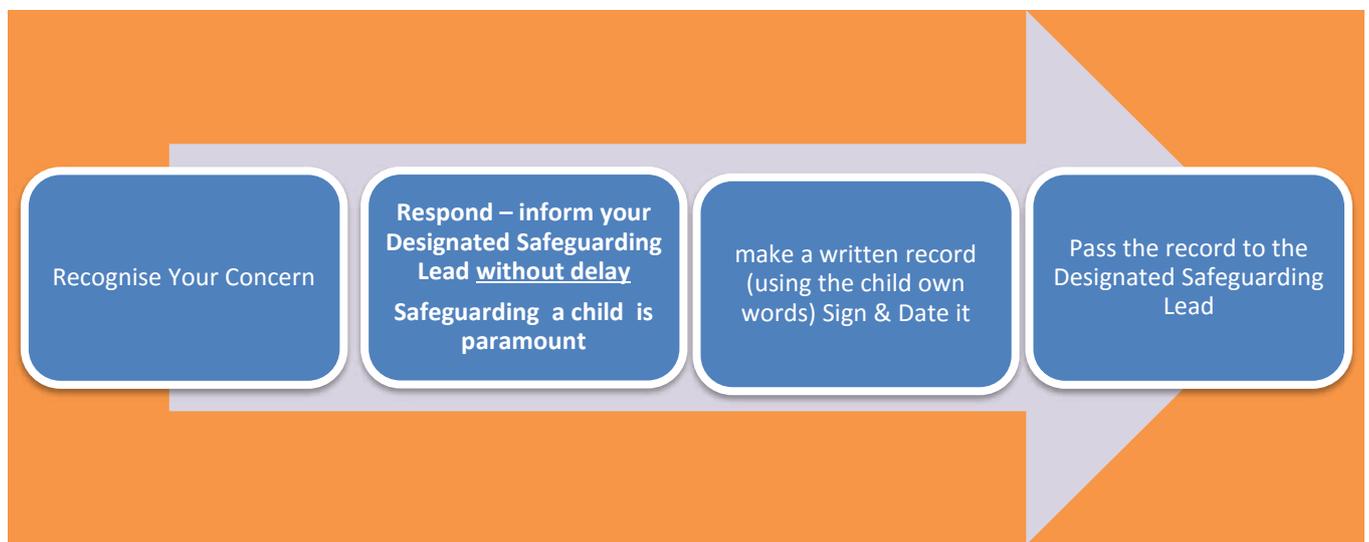
The information you have may not be enough on its own for a Child Protection referral, however it will help your Designated Safeguarding Lead to make a decision about risk of harm to the child.

### **What should I do if the alleged abuser is a member of the staff or a Volunteer?**

If your concern is about a staff member or volunteer, you should report this to the Designated Safeguarding Lead.

If your concern is about the Designated Safeguarding Lead, you should report such allegations to the Local Authority Designated Officer. Contact details can be found on the bottom of this leaflet.

### **What Must I do?**



### **Important Contact Information**

The Child Protection Policy has been given to me, signed and it can be found:

**In reception, on teachers' drive, on the website and via the Safeguarding team.**

In line with this, **any concern must be reported:**

Your Designated Safeguarding Lead is:

**Linda Kelly**

Other Designated Safeguarding Teachers are:

**Judy Bennett**

Safeguarding Governor and Chair:

**Paddy Navin**

Local Authority Designated Officer is: **Jo Clifford, 01908 254300**

Milton Keynes Referral Hub is: **01908 253169/70**

Out of Hours: **01908 265545**

## APPENDIX 6: Specific Safeguarding Issues

**All** staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. **All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools/academies and colleges on the TES website <http://www.tes.co.uk/> and also on its own website [www.nspcc.org.uk](http://www.nspcc.org.uk) Schools/academies and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- child sexual exploitation (CSE) – see also below
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – see also below
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking

## **Further information on Child Sexual Exploitation and Honour Based Violence, including Female Genital Mutilation, Forced Marriage and Breast Ironing**

**Child sexual exploitation** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

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

### **Honour Based Violence, including Female Genital Mutilation, Forced Marriage and Breast Ironing.**

Further information on so-called '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 multiagency liaison with police and children's social care. Where FGM has taken place, since 17 31 October 2015 there has been a mandatory reporting duty placed on teachers<sup>17</sup> 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. 18 Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college’s 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. 17 Section 5B (11) of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides the definition for the term ‘teacher’ :” teacher” means – (a) in relation to England, a person within section 141A (1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England). 18 Section 5B (6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case. 18 The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk)

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

### Further information on preventing 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. 19 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 from 1 July 2015, specified authorities, including all schools (and, since 18 September 2015, all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". 21 This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the Revised Prevent duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare).

The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means 19 Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. 20 According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions. 21 "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act). 19 being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.

- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents / the family

should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.

- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.

- Schools should ensure that children are safe from terrorist and extremist material when accessing the internet in schools. The department has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support. There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges. The Government has launched educate against hate, a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue. 20 Channel School and college staff should understand when it is appropriate to make a referral to the Channel programme.<sup>22</sup> Channel guidance is available at: Channel guidance. An E-learning channel awareness programme for staff is available at: Channel General Awareness. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required. Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism and, where considered appropriate and the necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges that are required to have regard to Keeping children safe in education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels

#### [Additional Prevent Duty Guidance](#)

All schools within Whitehouse must comply with annex A in 2016 statutory guidance provided in KCSiE. The Prevent strategy, published by the Government in 2011, is part of the Government's overall counter-terrorism strategy, CONTEST. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. In the Act this has simply been expressed as the need to "prevent people from being drawn into terrorism".

The 2015 Prevent strategy has three specific strategic objectives:

1. respond to the ideological challenge of terrorism and the threat we face from those who promote it
2. prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
3. work with sectors and institutions where there are risks of radicalisation that need to be addressed

Since July 2015, there is duty to have due regard to the need to prevent people from being drawn into terrorism. The duty relates to provisions in the Counter-Terrorism and Security Act 2015. The guidance states that schools/academies should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. All schools within IFTL must comply with this duty.

**All schools within Whitehouse, as required by law,** are required to teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion. The Prevent duty is not intended to limit discussion of these issues. However, everyone must be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

Each school is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead (DSL).

#### **Definitions:**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism, calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs
- Seek to provoke others to terrorist acts
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts;  
or
- Foster hatred which might lead to inter-community violence in the UK.

#### **Risk assessment**

All schools within IFTL need to demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies in place to identify children at risk, and intervening as appropriate.

All schools must assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This should be based on an understanding, shared with partners, of the potential risk in the local area.

The Governing Body, the Head of School and the DSL/SPOC will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND Policy, assemblies, the use of school premises by external agencies, integration of pupils by gender and SEND, Anti-Bullying Policy and other issues specific to the school's profile, community and philosophy.

### **Training**

All schools within the IFtL must make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. They should know where and how to refer children and young people for further help. Prevent awareness training will be a key part of this.

### **IT and Safe Use policies**

Young people can be exposed to extremist influences or prejudiced views, particular those via the internet and other social media. All schools are required to ensure children are safe from terrorist and extremist material when accessing the internet in the school, including by establishing appropriate levels of filtering.

### **Reporting concerns**

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL/SPOC. [Appendix 12](#) outlines some of the indicators of vulnerability.

### **Responsibilities**

The DSL/SPOC is responsible for:

- Ensuring that staff are aware that you are the DSL/SPOC in relation to protecting pupils from radicalisation and involvement in terrorism
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism
- Raising awareness about the role and responsibilities of the academy in relation to protecting pupils from radicalisation and involvement in terrorism
- Monitoring the effect in practice of the academy's RE curriculum and assemblies to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs
- Raising awareness within the academy about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism
- Acting as the first point of contact within the academy for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism
- Collating relevant information in relation to referrals of vulnerable pupils into the LA Multi Agency Safeguarding Hub (MASH) Team or Channel process
- Reporting progress on actions to the LA Multi Agency Safeguarding Hub (MASH) Team or Channel Co-ordinator; and sharing any relevant additional information in a timely manner.

## APPENDIX 7: Whitehouse Designated Safeguarding Lead (DSL) Job Description Guidance

### The role of the DSL

A practitioner must be designated to take lead responsibility for safeguarding children. Before identifying your lead, it is important for the person with overall responsibility for the academy to ensure this person understands the responsibilities of this role and to consider whether this person is confident and competent to act upon any concerns appropriately. The designated safeguarding lead (DSL) is responsible for liaison with local statutory children services agencies and with the Local Authority Safeguarding Children Board. They must provide support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required. The lead practitioner must attend a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect. We would recommend that a deputy DSL is also identified and trained to cover in case the lead DSL is called away from the academy or is off sick.

### Points to consider:

- Do you have a lead and deputy DSL?
- It is considered best practice for the principal not to be the DSL, if an allegation against the principal occurs it can be difficult to investigate if they are the DSL.
- Have DSLs completed the recommended safeguarding training for this role? Do they refresh their training every two years?
- Do all staff and parents know who the named DSLs are for your academy and what their role and responsibilities are?

### Job description for DSL

**Job Title:** Designated Safeguarding Lead

**Responsible to:** Head of School

#### 1. Main function of the job

Acting as the main point of contact within the setting for safeguarding and child protection.

#### 2. Skills required

- The ability to foster good relationships with parents/carers, children and adults
- working/volunteering with children within the setting.
- An interest in the well-being of children and in safeguarding and child protection matters.
- A willingness to challenge opinion, where necessary, and to drive the child protection agenda.
- Strong listening skills and the ability to deal with sensitive situations with integrity.
- The confidence and good judgment to manage situations. relating to the poor conduct/behaviour of others towards a child.
- Sound understanding of the safeguarding agenda.

### 3. Main Tasks

#### Safeguarding Children:

- Implementing, promoting and reviewing the Safeguarding and Child Protection Policies and Procedures within the academy ensuring that all statutory requirements are met and adhered to.
- Acting as the main point of contact within the academy, receiving and acting upon any reported concerns. This includes ensuring that the completed paperwork is accurate, correct, fully completed and reviewed as necessary and stored in a secure and safe place and meets the statutory requirements.
- Ensuring all staff are familiar with, and adhere to the Safeguarding and Child Protection Policy that is in place and know the procedures to follow and who to go to should the need arise. This should be included as part of the staff induction programme.
- Providing support, advice and guidance to any other staff on an ongoing basis or on any specific safeguarding issue as required.
- Implementing, maintaining and updating the policy and procedures on an annual basis or as required in a timely manner.
- Ensuring that all relevant contact names and numbers are known to staff and displayed in an accessible place at all times in order that all staff and visitors are aware of their responsibilities for safeguarding and to whom they should report any concerns.
- Keeping abreast of developments and understanding the latest information on data protection, confidentiality and other legal issues that impact on the protection of children, including attending appropriate regular training and ensuring all staff have appropriate and up to date training.
- Ensuring all relevant information around Safeguarding and Child Protection is communicated to the staff team through staff meetings.
- Providing guidance on relevant matters to all staff members as appropriate and promoting best safeguarding practice at all times.
- Advocating the importance of Safeguarding and Child Protection to parents so that they know we have their child's best interests at the heart of our practice.
- Monitoring child attendance, including non-attendance, accidents logs, pre-existing injury reports, concern forms and incident forms to exclude any possible child protection issues. Ensure any relevant information is recorded and acted upon accordingly.
- Representing key link to statutory agencies (Social Care or Police) during and following any formal investigations that may have to take place. This includes maintaining confidential records of reported cases, action taken, liaising with the statutory agencies and ensuring they have access to all necessary information.
- Liaising with local children's services and the LSSCB as necessary.
- Advocating the importance of Safeguarding and Child Protection to parents, staff, volunteers and students.
- Ensuring that when on leave or absent from work for any significant period, that the role of DSL is suitably covered by the Deputy DSL or another suitably trained member of staff.
- Ensuring that the Prevent agenda is implemented and adhered to.