



MILTON KEYNES EDUCATION TRUST

NEW CHAPTER

Child Protection Policy

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KEY CONTACTS

Contact should be made through the school on 01908 677954

MKET Executive Headteacher:

Ms Michelle Currie

MKET Senior designated safeguarding lead:

Mrs Ann Purser

Headteacher:

Mrs J Mickleburgh

Designated safeguarding lead:

Mrs J Mickleburgh

Deputy designated safeguarding lead:

Mr J Billing and Pastoral Lead (Miss Sweet)

Designated on-line safety lead:

Mrs E Williams

Designated PREVENT lead:

Pastoral Lead Mr D Hopkins

Designated CSE lead:

Pastoral Lead Mr D Hopkins

Designated SENCO & CLA leads:

Mrs Trigg

Chair of governing body

Mr S Haddy

Designated governor for safeguarding:

Mr D Hopkins

Designated governor for safer recruitment:

Mr D Hopkins

1 SAFEGUARDING STATEMENT

1.1 Safeguarding is everybody's business. New Chapter is committed to ensuring that all our children and young people are safe and feel safe; that children, parents and 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 at risk of, harm.

1.2 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 Hub (MASH) by phoning 01908 253169 or 253170 during office hours or, Emergency Social Work Team 01908 265545 out of office hours.

1.3 This policy applies to all adults, including volunteers, working in or on behalf of New Chapter.

2.0 GENERAL PRINCIPLES

2.1 Safeguarding and the welfare of children is the responsibility of all school staff. All adults have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm. They must understand and discharge their roles and responsibilities as details in Part One of Keeping Children Safe in Education, 2018.

2.2 New Chapter will ensure that 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.

2.3 Staff (and other adults working for or on behalf of the school) will receive appropriate child protection and safeguarding training (which is updated regularly), to ensure they are aware of their roles in the early recognition of abuse or neglect and the appropriate procedures to follow.

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

2.5 We will ensure that arrangements are in place to safeguard and promote the welfare of children and young people by:

- a) Ensuring that the welfare of the child is paramount
- b) Ensuring that all children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- c) Establishing a safe environment in which children can learn and develop, where they feel secure and are encouraged to talk and are listened to
- d) Providing children and young people with opportunities to discuss issues and report problems affecting their safety and welfare
- e) Safeguarding their welfare, particularly those children and young people who are most disadvantaged
- f) Including opportunities in the curriculum for children to develop the skills they need to recognise when they are at risk and how to get help when they need it.
- g) Ensuring safe recruitment practices – following safer recruitment process and ongoing suitability is considered to prevent the opportunities for harm to pupils.

- h) Ensuring robust procedures for recognition and referral where there are welfare or child protection concerns
- i) Raising awareness amongst staff of child protection issues and ensuring staff are equipped to deal with concerns and keep children safe
- j) 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
- k) Promoting partnership working with parents and professionals

3.0 DEFINITIONS

3.1 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 2018*).

3.2 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 2018*).

3.3 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.

3.4 Designated Safeguarding Lead (DSL) refers to the designated safeguarding lead at the school.

3.5 Early Help involves identifying children and families that may be at risk of future difficulties and providing timely and effective support. It can involve other services including education, health and police.

3.6 Child refers to all young people under the age of 18. It applies to students at the school and extends to visiting children and students from other establishments.

3.7 Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

3.8 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.

4.0 LEGISLATION AND GUIDANCE

4.1 In order to safeguard and promote the welfare of children and young people New Chapter will act in accordance with the following legislation and guidance:

- a) Children Act, 1989
- b) Children Act, 2004
- c) Education Act, 2002 (Section 175/157) – outlines the responsibilities of Local Authorities and School Governing Bodies to: “ensure that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils”.
- d) Disqualification under the Childcare Act, (2006) (as amended 2018)
- e) Keeping Children Safe in Education, DfE September 2018

- f) The Education (Pupil Information) (England) Regulations 2005
- g) Sexual Offences Act, 2003
- h) Sexual Violence and Sexual Harassment between children (2018)
- i) Counter terrorism and Security Act 2015 (PREVENT duty) Section 26
- j) Female genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- k) Inspection Framework: education, skills and early years and any accompanying or revised inspection evaluation schedules and handbooks
- l) School inspection handbooks for Section 5 and Section 8 inspections - Handbook for inspecting schools in England under section 5 of the Education Act 2005
- m) 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)
- n) Serious Crime Act 2015

5.0 LOCAL CHILD PROTECTION PROCEDURES

5.1 New Chapter 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 to safeguard children, 2018*.

5.2 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.

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

5.4 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.

5.5 New Chapter 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.

6.0 ROLES AND RESPONSIBILITIES

6.1 All adults working with or on behalf of children have a responsibility to provide a safe environment in which they can learn and to protect them.

6.2 All staff should be prepared to identify children who may benefit from early help. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures.

6.3 The names of those carrying out these responsibilities for the current year are listed at the front of this document.

6.4 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.

6.5 They will be given time to effectively fulfil the duties that their role demands.

6.6 During term time, the Designated Safeguarding Lead, a Deputy Designated Safeguarding Lead or a member of SLT will be available during school hours for staff and parents in the school to discuss any safeguarding concerns.

7.0 DESIGNATED SAFEGUARDING LEAD RESPONSIBILITIES

7.1 Full details of the Designated Safeguarding Lead's responsibilities can be found in Keeping Children Safe in Education, 2018. In summary responsibilities include:

- a) 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
- b) 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, 2018; to advise other staff; and to offer support to those requiring this
- c) 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
- d) 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
- e) Ensuring a statement is published that informs parents and carers about the school's duties and responsibilities under child protection procedures. The school will publish its child protection policy online on the school website and make copies available to parents on request.

7.2a In detail the Designated Safeguarding Lead is responsible for: **Managing referrals and cases**

1. 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), to the LADO (in cases of allegations against staff) and to the Channel programme where there is a radicalisation concern
2. Liaising with the Headteacher /Deputy Headteacher/Senior Officer to inform him/ her of issues - especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
3. 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
4. Supporting staff who make referral
5. 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
6. Ensuring they have details of looked after children's social workers and the name of the virtual school Headteacher in the authority that is responsible for the child

7.2b Training

1. The Designated Safeguarding Leads will undergo formal training every two years and will also undertake Prevent awareness training. In addition to this training, their knowledge and skills will be kept up-to-date (via e-bulletins, meeting other DSLs, and taking time to read and digest safeguarding developments) at least annually to:
2. Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments – also known as CAF
3. 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
4. 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
5. Be alert to the specific needs of children in need, those with special educational needs and young carers.
6. 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.
7. Be able to keep detailed, accurate, secure written records of concerns and referrals
8. Obtain access to resources and attend any relevant or refresher training courses
9. 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

7.2c Raising Awareness

The Designated Safeguarding Lead needs to:

1. Ensure the school's child protection policies and procedures are known, understood and used appropriately
2. Ensure the school's 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
3. Ensure that the school's 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
4. Link with Milton Keynes Safeguarding Children's Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding
5. 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
6. 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

8.0 ALL STAFF RESPONSIBILITIES

8.1 All staff members, including the Headteacher (if they are not a designated lead) will receive a mandatory induction to familiarise themselves with:

- a) Relevant policies and procedures, including child protection, whistleblowing and acceptable use of technology
- b) Staff code of conduct and safe working practices
- c) What to Do If You Are Concerned About a Child: Advice for Practitioners (DfE, 2015)
- d) The four main categories of maltreatment: physical abuse, emotional abuse, sexual abuse and neglect. Alongside indicators of maltreatment.
- e) Information regarding child sexual exploitation, female genital mutilation and Prevent
- f) Information on what to do if they have concerns about a child or young person
- g) To read and understand Part One of Keeping Children Safe in Education, 2018. Staff and leaders working directly with children and young people must also read Annex A
- h) To attend child protection training, every three years as a minimum. In addition staff will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings) as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively
- i) 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

8.1 The Headteacher, in conjunction with the Designated Leads for Safeguarding, will complete an annual safeguarding audit which will be submitted electronically to the Milton Keynes Safeguarding Children Board (MKSCB) within the notified timeframe.

8.2 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 will be included in the school's development planning.

9.0 GOVERNING BOARD RESPONSIBILITIES

9.1 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.

9.2 The role of the Nominated Governor for Safeguarding is to ensure that the school has effective child protection policy and procedures in place and that the policy and structures supporting safeguarding children are reviewed annually.

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

9.4 Additional information to support Governing Boards in carrying out their duties can be found in Keeping Children Safe in Education, 2018 - Annex C.

9.5 In summary responsibilities placed on Governing Boards include:

- a) Appointing an appropriate senior member(s) of staff to act as the Designated Safeguarding Lead(s).

- b) Ensuring, in conjunction with the Headteacher that the Designated Safeguarding Lead fulfils the role and upholds MKET's statutory responsibilities
- c) Supporting inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified
- d) 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
- e) Ensuring staff are provided with Part One of Keeping Children Safe in Education, 2018 – Appendix 1 and are aware of specific safeguarding issues
- f) Ensuring that staff induction is in place with regards to child protection and safeguarding
- g) 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)
- h) Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- i) Ensuring that children are taught about safeguarding in an age appropriate way to enable them to recognise when they are at risk and how to get help when they need it.
- j) Ensuring appropriate filters and monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material
- k) That there is a nominated governor for child protection on the Governing Board

10.0 WHEN TO BE CONCERNED

10.1 At New Chapter we operate a child-centred and coordinated approach to safeguarding. This means that child protection, safeguarding and promoting the welfare of children is **everyone's responsibility**.

10.2 In order to fulfil this responsibility effectively, all staff will ensure their approach is **child centred**. This means that they should consider, at all times, what is in the **best interests of the child**.

10.3 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.

11.0 CHILDREN WHO MAY REQUIRE EARLY HELP

11.1 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.

11.2 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.

11.3 All adults working at New Chapter need to be alert to the potential need for early help for children also who are more vulnerable i.e:

- a) Children with a disability and/or specific additional needs
- b) Children with special educational needs
- c) Children who are acting as a young carer

- d) Children who are showing signs of engaging in anti-social or criminal behaviour
- e) Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence
- f) Children who are showing early signs of abuse and/or neglect
- g) Looked after children

11.4 All staff need to be aware of the main categories of maltreatment: physical abuse, emotional abuse, sexual abuse and neglect.

11.5 They must also be aware of the indicators of maltreatment and specific child protection and safeguarding issues so that they are able to identify cases of children who may be in need of help or protection.

12.0 CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

12.1 Additional barriers can exist when recognising abuse and neglect in this group of children which can include:

- a) Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration
- b) Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs
- c) Communication barriers and difficulties
- d) A reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- e) 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
- f) A disabled child's understanding of abuse
- g) Lack of choice/participation
- h) Isolation

13.0 SAFER RECRUITMENT

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

- a) Ensuring the Headteacher, other staff responsible for recruitment and one member of the governing body completes safer recruitment training
- b) Ensuring the upkeep of a Single Central Record of all staff and regular volunteers
- c) Ensuring written recruitment and selection policies and procedures are in place
- d) Adhering to statutory responsibilities to check staff who work with children
- e) Taking proportionate decisions on whether to ask for any checks beyond what is required
- f) Ensuring that volunteers are appropriately supervised
- g) Ensuring that at least one person on any appointment panel is safer recruitment trained

13.2 New Chapter is compliant with guidance contained in part 3 of Keeping Children Safe in Education, 2018 – Part 3 and in local procedures for managing safer recruitment processes, which are set out in MKSCB procedures – chapter 2

14.0 SAFE WORKING PRACTICE

14.1 New Chapter has developed a clear Code of Conduct that staff understand and have agreed to. **Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings, 2009** can be downloaded from the DFE archive site; whilst old, it does give some useful guidance.

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

15.0 INFORMATION SHARING and CONFIDENTIALITY

15.1 Safeguarding children raises issues of confidentiality that must be understood by staff and volunteers. National guidance can be found in:

15.2 Information sharing advice for safeguarding practitioners - Publications - GOV.UK

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

15.3 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/>

15.4 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 (via My Concern <https://www.myconcern.education>) to the Designated Leads for Safeguarding as soon as possible and the child should be told who their disclosure will be shared with.

15.5 Staff will be informed of relevant information in respect of individual cases regarding child protection in line with Information Sharing 2018 guidelines.

15. 6 If a child has made a disclosure, the member of staff/volunteer should:

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

15.7 New Chapter's procedures are guided by national guidance and adhere to local procedures and are clearly explained in New Chapter's **Child Protection and Safeguarding – Guidance for Staff and Governors 2016-2017** which all staff and governors must read.

16.0 RECORD KEEPING

16.1 All concerns, discussions and decisions made and the reasons for those decisions should be immediately reported on My Concern (<https://www.myconcern.education>).

16.2 Staff are aware that they must make a record of child protection issues and events as soon as possible. Any written child protection records must not be made in the child's academic file.

16.3 Electronic records are 'protected' and are accessible only by nominated individuals. Previous written Child Protection records are stored in locked filing cabinets.

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

16.5 If a student 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.

17.0 ALLEGATIONS AGAINST MEMBERS OF STAFF and VOLUNTEERS (LADO procedures)

17.1 New Chapter 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.

17.2 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.

17.3 Keeping Children Safe in Education, 2018 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**.

17.4 New Chapter is 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>

18.0 ALLEGATIONS AGAINST PUPILS AND PEER ON PEER ABUSE

18.1 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.

18.2 We are also responsible for understanding, and responding to, young people's experiences of significant harm beyond their families, referred to as contextual safeguarding.

18.3 We have a duty of care to recognise the different relationships that children form in their neighbourhoods and online as well as in school which can feature violence and abuse.

18.4 At New Chapter we will not tolerate this sort of behaviour and all allegations will be investigated robustly.

18.5 Procedures are clearly explained in other school policies which contribute to our safeguarding responsibilities.

18.6 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 via MyConcern.

18.7 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.

18.8 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.

19.0 THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

19.1 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.

20.0 SPECIFIC SAFEGUARDING ISSUES

20.1 Children missing from education

20.1a A child going missing from education is a potential indicator of abuse or neglect.

20.1b At New Chapter there are procedures outlined in the attendance policy for addressing unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions.

20.1c This helps identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

20.1d All absences are followed up in the following ways:

1. Checking the list of absences reported by telephone calls
2. First Day Contact – a phone call to parents/carers during the morning (if parents have not already notified school of their child's absence) asking for the reason for their child's absence from school
3. Home visit.

20.1e We ask all parents and carers to give at least two emergency contacts for their child.

20.1f It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential unauthorized attendance related safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

20.2 Child sexual exploitation

20.2a Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status.

20.2b 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.

20.2c Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them.

20.2d 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.

20.3 'Honour-based violence'

20.3a 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.

20.3b If in any doubts staff should speak to the Designated Safeguarding Lead.

20.3c 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.

20.3d 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](#).

20.3e 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).

20.4 FGM mandatory reporting duty

20.4a FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.

20.4b It is illegal in the UK and a form of child abuse with long lasting harmful consequences.

20.4c 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.

20.4d 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](#)

20.4e 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 discuss any such case with the school's designated safeguarding lead who will involve Children's Social Care as appropriate.

20.4f 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.

20.5 Forced marriage

20.5a Forcing a person into a marriage is a crime in England and Wales.

20.5b 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.

20.5c 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).

20.5 d Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage.

20.6 Preventing radicalisation

20.6a 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.

20.6b Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

20.6c 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.

20.6d 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.

20.7 Prevent

20.7a From 1 July 2015 specified authorities, including all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

20.7b The statutory Revised Prevent duty guidance: for England and Wales (for schools) summarises the requirements on schools in terms of four general themes:

1. 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 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
2. 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

3. 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
4. Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools

20.8 Channel

20.8a Staff should understand when it is appropriate to make a referral to the Channel programme.

20.8b 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.

20.8c It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

20.8d 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.

20.8e Channel panels are 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 necessary consent is obtained, arrange for support to be provided to those individuals.

20.9 Child Criminal Exploitation (CCE)

20.9a CCE often occurs without the victim being aware that they are being exploited it involves someone being encouraged, cajoled or threatened to carry out crime to benefit others.

20.9b In return they are offered friendship or peer acceptance or illegal substances. Often vulnerable children such as those with special educational needs, those in care and those experiencing problems at home are targeted.

20.9c CCE also includes County Lines, a term used to describe gangs, groups or drug networks that supply drugs from urban to suburban areas across the country, using dedicated mobile phone lines or 'deal lines'. They exploit children and vulnerable adults to move the drugs and money to and from the urban area, and to store the drugs in local markets.

20.9d They will often use intimidation, violence and weapons, including knives, corrosives and firearms.

20.9d If CCE is suspected it should be raised through MyConcern immediately.

21.0 CROSS REFERENCE TO OTHER SCHOOL POLICIES

21.1 New Chapter 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 and documents listed below:

- a) Induction and Code of Conduct for staff
- b) Child Protection and Safeguarding Guidance for Staff and Governors
- c) Keeping Children Safe in Education 2018
- d) Safer recruitment policies and practice
- e) Safe to Learn policy
- f) Attendance policy
- g) Behaviour policy
- h) Confidential reporting policy
- i) On-line safety policy
- j) Photography and Videos
- k) Health and safety policy
- l) Procedures for accessing risk e.g. school trips

22.0 POLICY REVIEW

22.1 The governing body is responsible for reviewing this policy annually and ensuring that it is compliant with current legislation and good practice.

22.2 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.

23.0 CONTACTS AND FURTHER INFORMATION

23.1 If one of the DSL's is not available at school the following contacts should be used:

23.1a 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

23.2 For allegations about people who work with children:

Contact the MASH as above or,

Local Authority Designated Office (LADO)

Tel: 01908 254300

email: lado@milton-keynes.gov.uk

23.3 If in doubt – consult.

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

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

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

If you are worried about a child and need advice the NSPCC helpline can be contacted on 0808 800 5000

23.4 For information about **safeguarding training for schools and education settings** contact Penny Giraudeau - Leadership and Governance Services

Tel: 01908 253787 or,

email: penny.giraudeau@milton-keynes.gov.uk

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

Tel: 01908 254300 or,

email: jo.hooper@milton-keynes.gov.uk

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

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