Child Protection and Safeguarding Policy

In line with 'Keeping Children Safe in Education' (KCSIE) 2020

Swanbourne CE School (VA)

Mursley CE School (VC)

Drayton Parslow Village School

Kingfishers Pre-School (Mursley)
(In this policy known as the Three Schools)

(Copies of this policy are available for staff, parents, visitors and volunteers on request from the school office).

This policy was updated – September 2020

The policy must be reviewed and updated at least every 12 months.

The Three Schools recognise their responsibility for safeguarding and child protection.

Contents

Overview

This document sets out the procedures for The Three Schools in relation to Safeguarding and Child Protection. The content mirrors the model Buckinghamshire Safeguarding Children Board document and is compliant with other Local Safeguarding Children Board (LSCB) policies. It is compliant with 'Keeping Children Safe in Education' 2020 and the required statutory content.

This policy also reflects DfE guidance dated 27th March 2020 in respect of Coronavirus (COVID-19): safeguarding in schools, colleges and other providers and later guidance on the partial re-opening of schools from 1st June 2020. https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers

This policy has been updated to reflect changes in KCSIE 2020
 ▪ Legislative changes e.g. reflecting mandatory Relationship Education, Relationship and Sex Education and Health Education from September 2020
 ▪ additional information to support schools protect children e.g. mental health, domestic abuse, child criminal and sexual exploitation and county lines.
 ▪ clarifications to help the sector better understand and/or follow guidance

Whilst acknowledging the pressure that schools are under, it remains essential that as far as possible they continue to be safe places for children. This policy supports governing bodies, senior leadership teams and designated safeguarding leads (DSLs) so they can continue to have appropriate regard to KCSIE 2020 and keep their children safe. It suggests where schools might consider safeguarding policy and process differently when compared to business as usual (**Appendix J**).

The way schools are currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual, however, a number of important safeguarding principles remain the same:
 • with regard to safeguarding, the best interests of children must always continue to come first
 • if anyone in a school or college has a safeguarding concern about any child they should continue to act and act immediately
 • a DSL or deputy should be available
 • it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
 • children should continue to be protected when they are online

The Three Schools take a whole federation approach to safeguarding. This allows that any new policies and processes in response to COVID-19 are not weakening its approach to safeguarding or undermining this child protection policy.

Part 1

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1. Introduction

This policy has been developed in accordance with the principles established by the 'Children Act' 1989 and 2004; and in line with the following:

 ▪ Working Together to Safeguard Children 2018'
 ▪ "Keeping Children Safe in Education"- statutory guidance for schools and further education colleges. Sept 2020
 ▪ DBS Guide to Child Workforce Roles (2018)
 ▪ What to do if you are worried a Child is being Abused' 2015
 ▪ Safeguarding Vulnerable Groups Act 2006.
 ▪ Children Missing Education; Statutory Guidance for Local Authorities Sept 2016
 ▪ Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act 2015

- Sexual Violence and Sexual Harassment between Children – May 2018
- The Equality Act 2010
- The United Nations Convention on the Rights of the Child (UNCRC)
- 'Framework for the Assessment of Children in Need and their Families' 2000
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers - July 2018
- Buckinghamshire Multi-Agency Information-Sharing Code of Practice - August 2017
- Milton Keynes - Guidance on Drafting a Child Protection Policy for Schools and Settings – Sept 2016

The Governing Body of The Three Schools takes seriously its responsibility under Section 11 of the Children Act, section 175 of the Education Act 2002 and duties paragraph 7 of the Schedule to Education (Independent School Standards) (England) Regulations 2014 under "working together" to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements exist within the school to identify, and support those children who are suffering harm or are likely to suffer harm.

We believe clear governance and leadership is central to imbedding a safeguarding culture and recognise that all staff and governors have a full and active part to play in protecting our pupils from harm. We recognise that in all matters of safeguarding the child's welfare is our paramount concern.

Our schools will provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child free from discrimination or bullying where children can learn and develop happily. Trustees recognise that as well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation outside their homes and from other children. Staff will remain vigilant and alert to these potential risks.

**This policy applies to all staff, governors and volunteers working in our school
and to pupils in our care**

This policy has been written in line with 'Keeping Children Safe in Education' 2020.

Governors will ensure all staff at the Three Schools have read and understood their responsibilities pertaining to Part 1, Part 5 and Annex A of Keeping Children Safe in Education Sept 2020 and have an auditable system in place to evidence this. In addition, all staff are required to read and adhere to the Staff Code of Conduct which governs behaviours expected of them as well as having an understanding of the Behavioural Policy for children and our Attendance Policy

2. Terminology

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

- **Child protection** refers to the processes undertaken to meet statutory obligations laid out in the Children Act 2004 and associated guidance (see Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children – July 2018) in respect of those children who have been identified as suffering, or being at risk of suffering harm;

- **Staff** refers to all those working for or on behalf of the Three Schools, full time or part time. In this specific context it applies to those in both a paid and voluntary capacity and those working at the school for a third party;

- **Child** refers to all children and young people who have not yet reached their 18th birthday; Some children have additional vulnerabilities e.g. those looked after/previously looked or with a disability, these

vulnerabilities do not change the definition but do place an additional responsibility on schools to have regard for their specific context and the additional/enhanced support they offer.

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

3. Aims

The aims in adopting this policy are:

- To support children and young peoples' development in ways that will foster security, confidence and resilience, free from maltreatment and discrimination

- To preventing impairment of children's mental and physical health or development

- To provide an environment in which children and young people feel safe, secure, valued and respected and feel confident that they know how to approach adults if they are in difficulties.

- To ensure all teaching and non-teaching staff, are aware of the need to safeguard and promote the wellbeing of children. Identifying the need for support early to promote well-being and promptly reporting cases of actual or suspected abuse.

- To provide a systematic means of monitoring children known or thought to be at risk of harm and ensure we, the Three Schools, contribute to assessments of need and support plans for those children.

- To acknowledge the need for effective and appropriate communication ensuring staff know how and when to share information to protect children in a way that is legal and ethical.

- To ensure The Three Schools have a clear system for communicating concerns and models for open communication between children, teachers, parents and other adults working with children.

- To underpin a structured procedure within each school, which will be followed by all members of the school community in cases of suspected abuse.

- To ensure each school has robust systems in place which accurately records safeguarding and child protection concerns, which are clearly understood by staff and adhered to. Actions taken to address concerns and outcome achieved are clearly and accurately recorded and these records are appropriately stored.

- To develop effective working relationships, guided by local documentation detailing safeguarding thresholds and LCSB guidance, with all other agencies involved in safeguarding and promoting the needs of children at our schools.

- To ensure that all staff appointed within our schools, have been through a 'safer recruitment' process and understand the principles of safer working practices as set out in the Staff Code of Conduct, which stipulates their duty to challenge and report where behaviours of colleagues may have stepped outside of agreed safe practices.

- To provide clarity to other community users of our facilities with regard to our expectations of how they should maintain a safe environment which supports children's welfare and development.

4. The roles and responsibilities of school staff

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

- **All our** school staff have a responsibility to provide a safe environment in which children can learn;

- The Three Schools has a designated safeguarding lead who provides support to our staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care;

- All our staff are equipped to identify children who may benefit from early help. Staff know in the first instance to discuss their concerns with the designated safeguarding lead, and understand they may be required to support other agencies and professionals in assessments for early help;

- The Teachers' Standards 2012 state that teachers, including Headteachers, should safeguard children's wellbeing and maintain public interest in the teaching professions as part of their professional duties.

5. What school staff need to know

All our staff members are aware of the systems within our schools which support safeguarding, these are explained to them as part of their induction and include:
- This child protection and safeguarding policy;
- 'Keeping Children Safe in Education' 2020, part 1 and annex A;
- The staff code of conduct;
- The role and information about the role of the DSL including, the identity of the Designated Safeguarding Lead (DSL) and any deputies
- The Whistleblowing policy;
- The Three Schools' Behavioural Policy and the schools' policies and procedures with regards to peer on peer abuse;
- The Three Schools' Attendance Policy – particularly for those "Missing education"
- Procedures for managing allegations about staff or volunteers;
- What to do if they have a concern about a child.

- **All** staff members receive appropriate safeguarding and child protection training at induction and in addition, receive safeguarding and child protection updates, when required but at least annually, to provide them with relevant skills and knowledge to be able to safeguard the children in our setting effectively;

- All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

- **All** staff are made aware of the early help process and understand their role in this. This includes staff being able to identify emerging problems, liaising with our designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, where appropriate, acting as the lead professional in undertaking any early help assessment;

- **All** staff are aware of the process for making child protection referrals to social care and statutory assessments that may follow, under the Children Act 1989. They also understand the role that may have to play in such assessments;

- **All** staff know what to do if a child tells them he/she is being abused or neglected. Staff understand how to maintain an appropriate level of confidentiality, whilst at the same time understand the requirement around sharing information appropriately with the designated safeguarding lead and other relevant professionals;

- **All** staff are aware that there are children potentially at greater risk of harm and who need a social worker (Child in Need and Child Protection Plans); Children may need a social worker due to safeguarding or welfare needs and need this help due to abuse, neglect and complex family circumstances;

- Staff will never promise a child that they will not tell anyone about the allegation/disclosure that the child has made, as this may ultimately not be in the best interests of the child.

- **All** Staff know they should not use personal devices such as mobile phones or cameras to take photos or videos of pupils and will use school provided equipment for this purpose. Other specific events which involve photographs of pupils (i.e. press, external providers etc.) will only occur with the permission of the headteacher and designated person. Staff are also aware through the 'Code of Conduct' that mobile phones should NOT be used in class or while on duty, e.g. play and lunchtimes. School policies for Early Years Foundation Stage reflect the statutory requirements[1] on the use of cameras and mobile phones.

- **All** staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.

6. What school staff should look out for

- **All** staff members are aware of the signs of abuse and neglect, so they are able to identify children who may be in need of help or protection (see annex C – Threshold Document and part 2 of this policy for the definitions);

- **All** staff members have an awareness of safeguarding issues that can put children at risk of harm and of indicators and behaviours that are linked to children being in danger (see paragraph 24 of this policy for more information):

- **All** staff members know that children can abuse other children (see paragraph 27 of this policy);

- **All** staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. Advice from the DfE, provides more information on understanding and identifying abuse and neglect, https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2;

- Where safeguarding is concerned Staff members at our school are advised to maintain an attitude at all times of **"it could happen here"**. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child;

- Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the Designated Safeguarding Lead (DSL).

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[1] Statutory framework for the early years foundation stage

7. **What school staff should do if they have concerns about a child**

- If staff members have any **concerns** about a child (as opposed to a child being in immediate danger) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the relevant Local Authority. (Appendix C: Thresholds Document - Accessing Services for Children in Buckinghamshire or Appendix D: Threshold Document – Levels of need when working with children and families in Milton Keynes)

- If anyone other than the designated safeguarding lead makes the referral, they should inform the designated safeguarding lead, as soon as possible;

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

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

- If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving;

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

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

If, a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, they should be informed, as soon as possible, that a referral has been made.

9. **What schools should do if they have concerns about another staff member**

If staff members have concerns about another staff member, then this must be referred to the Headteacher/ Principal. Where there are concerns about the Headteacher or Principal this should be referred to the Chair of Governors. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them. **Full details can be found in Part 2 of this guidance.**

Allegations might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity with children in a school or college because they:
- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The reason is because of transferrable risk. Where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children. For example, a member of staff is involved in domestic violence at home. No children were involved, but schools/colleges need to consider what triggered these actions and could a child in the school trigger the same reaction, therefore being put at risk.

It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in The Three Schools is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and, at the same time supports the person who is the subject of the allegation. In these situations, please refer the case for guidance and support to

10. Supporting Staff

At the Three Schools, we recognise that staff becoming involved with a child who has suffered harm, or appears to be likely to suffer harm, could find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support if necessary. This could be provided by the Headteachers or another trusted colleague, Occupational Health, and/or a representative of a professional body, Employee Assistance Programme (PAM) or trade union, as appropriate.

In consultation with all staff, we have adopted a Code of Conduct for staff working in our school. This forms part of staff induction and is in the staff handbook. All staff know how to access the Code of Conduct to refer to it.

All staff are required to sign that they have read, understood and agree to comply with the agreed standards of practice set out in the staff Code of Conduct.

11. Allegations against staff and volunteers (including Governors)

All school staff and volunteers must take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults. There must be no 1:1 contact between staff and pupils which is not "open to the casual observer".

We understand that a pupil may make an allegation against a member of staff or volunteer. If such an allegation is made, the member of staff notified of the allegation will immediately inform the Headteachers or the most senior teacher if the Headteachers are not present.

The Headteachers/Senior Teacher on all such occasions must immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO). The purpose of an initial discussion is for the LADO and the Case Manager to consider the nature, content and context of the allegation and agree a course of action.

The Executive Headteachers must:

- Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member or volunteer against whom the allegation is made, as well as supporting other staff and volunteers within the workplace.
- Follow all advice given by the LADO relating to supporting the child making the allegation, as well as other children connected to the organisation.
- Ensure feedback is provided to the LADO about the outcome of any internal investigations.
- If the allegation made to a member of staff concerns the Headteachers, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO without notifying the Headteachers first.
- The school will follow the local safeguarding procedures for managing allegations against staff and volunteers, a copy of which can be found in the School Office on each school site.
- Suspension of the member of staff against whom an allegation has been made needs careful consideration and, if necessary, we will consult with the LADO in making this decision. Guidance will also be sought from HR.

- If a suspension is made, restrictions will apply to all staff and volunteers regarding contact with them whilst they are suspended, including contact via social media, such as Facebook and Twitter.
- Our lettings agreement for other users requires that the organiser will follow the Buckinghamshire Council procedures for managing allegations against staff and where necessary, the suspension of adults from school premises.
- Should an individual staff member, governor or volunteer be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse or neglect, they must immediately inform the Head Teacher. In these circumstances, the school will need to assess whether there is any potential for risk of transfer to the workplace and the individual's own work with children.

12. **Key personnel and contacts at our school and wider:**

Role	Name	Contact details
The designated safeguarding lead for child protection in this school	Carol-Anne McCollum David May	(01296 720295) thethreeschools@gmail.com (01296 720295) dmay@swanbourne.bucks.sch.uk
Additional Designated Safeguarding Lead(s):	Heidi Martin (DP) Lorna Sandmann (DP) Rebecca Chapman-Hill (DP) Alison Featherston (SB) Kelly Hall (KF) Theresa Wheeldon (M)	(01296 720306) hmartin5@swanbourne.bucks.sch.uk (01296 720306) lsandmann@draytonparslow.bucks.sch.uk (01296 720306) rhill6@swanbourne.bucks.sch.uk (01296 720295) afeatherston@swanbourne.bucks.sch.uk (01296 720305) khall@mursley.bucks.sch.uk (01296 720305) twheeldon@mursley.bucks.sch.uk
Executive Head Teachers:	Carol-Anne McCollum David May	(01296 720295) threeschools@gmail.com (01296 720296) dmay@swanbourne.bucks.sch.uk
Designated Teacher for looked after, or previously looked after children	Carol-Anne McCollum David May	(01296 720295) threeschools@gmail.com (01296 720296) dmay@swanbourne.bucks.sch.uk
Nominated Safeguarding Governor:	Rob Francis	rfrancis@governors.swanbourne.bucks.sch.uk
Chair of Governors:	Kaye Rudd (Swanbourne) Rob Francis (M & DP)	krudd@governors.swanbourne.bucks.sch.uk rfrancis@governors.swanbourne.bucks.sch.uk
Contacts in Buckinghamshire		
Local Authority Designated Officer (LADO):		01296 382070
Jonathan Kempster		01296 383703
Maria Thompson		01296 383825
Education Safeguarding Advisor		01296 382732
Education Safeguarding Advisory Service		01296 382912

First Response Team (including Early Help, Channel)	01296 383962
Equalities Manager - Bullying/Prevent Lead for schools	01296 382461
Children's Services, Out of Hours:	0800 999 7677
Contacts in Milton Keynes	
Local Authority Designated Officer (LADO)	
Bill Cook	01908 254300
Multi Agency Safeguarding Hub (MASH)	01908 253169 or 01908 253170
Children's Social Care:	01908 253169/70 out of hours: 01908 265545
Other Contacts	
RU Safe? **(Barnardo's - Child Sexual Exploitation Service)**	01494 461112
Thames Valley Police	101 (999 in case of emergency)
Bucks Family Information Service	0845 688 4944 https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/home.page
MK Families Information Services	https://www.milton-keynes.gov.uk/children-young-people-families
NSPCC	0800 800 5000
Childline	0800 11 11
Kidscape Bullying Helpline	0845 1205 204
Female Genital Mutilation	0800 0283550 fgmhelp@nspcc.org.uk
Samaritans	0845 790 9090
CEOP **(Child Exploitation and Online Protection)**	https://www.ceop.police.uk/safety-centre/
Foreign and Commonwealth Office (Forced Marriages Section)	0207 008 0151
Crimestoppers	0800 555 111

13. Roles and responsibilities

All schools must nominate a senior member of staff to coordinate child protection arrangements and this person is named in this policy guidance. The schools ensures that the designated safeguarding lead or a deputy will be on site at all times that the schools are functioning.

The Governing Body

The Governing Body of The Three Schools under its delegated powers understands and fulfils its statutory safeguarding responsibilities and undertakes to regularly review safeguarding related policies and procedures that operate in the schools.

The Governing Body of The Three Schools has a crucial role in monitoring and challenging staff on the effectiveness of safeguarding arrangements.

The Governing Body of The Three Schools will ensure that:

- All members of the governing body understand and fulfil their responsibilities;
- There is a designated safeguarding lead who is a member of the senior leadership team and a deputy for safeguarding and child protection who is a senior leader or reports directly to a senior leader - Both will have undertaken the approved LSCB training in inter-agency working, in addition to basic child protection training. Their roles and responsibilities are made explicit in those post-holder's job descriptions;
- The Three Schools have in place a child protection policy that reflects the unique features of the community it serves and the needs of the pupils attending its provision.
- Additionally, it ensures the school has a staff behaviour (code of conduct), whistle blowing and other procedures that are consistent with statutory requirements. These, with the Child Protection/Safeguarding policy, are reviewed annually and made available to parents on the school's website and, on request in printed format;
- Procedures exist for dealing with allegations of abuse made against members of staff including allegations made against the Executive Headteachers;
- The needs of pupils for early intervention and Child Protection, are fully understood and resources allocated to meet identified needs.
- Safer recruitment procedures are followed that include the requirement for appropriate checks in line with national guidance;
- A training strategy is agreed by governors that ensures all staff, including the Executive Headteachers, receive child protection training, with refresher training at three-yearly intervals. The designated safeguarding lead should receive refresher training at two-yearly intervals;
- Regular update sessions for staff regarding safeguarding are provided so that staff are kept up to date with any changes and to ensure that safeguarding remains a priority at the schools;
- Arrangements are in place to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection;
- They nominate a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Executive Headteachers.
- An annual report will be submitted to both the local authority about how the Governing Body's duties have been carried out. Any weaknesses or areas of concern will be rectified without delay.
- Ensure measures are in place to have oversight of how the school's delivery on its responsibilities are exercised and evidenced, following up with the Executive Head Teachers any identified gaps in practice or where procedures may not have been followed.
- The schools operates a safer recruitment procedure that includes:
    - statutory checks on staff suitability to work with children and the prohibition regulations;
    - seeking at least two references with checks being made to verify the identity of the person completing these;
    - ensuring safeguarding messages are contained in recruitment materials and adverts;
    - all recruitment interviews contain questions or scenarios of a safeguarding nature;
    - ensuring that there is at least one person on every recruitment panel who has completed Safer Recruitment training.
    - ensuring that **at least one** member of the governing body has completed safer recruitment training to be repeated **every five years**.

- Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal, social, health and economic education (PSHE) and through Relationship and Sex Education (RSE); Through circle time, SEAL, and assemblies, children are taught about safeguarding through an awareness of key safeguarding messages and planned visits from national and local safeguarding bodies (i.e. NSPCC). ChildLine and NSPCC posters are exhibited throughout the schools and the children are aware of the services both agencies provide.
- Appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future;
- Appropriate online filtering and monitoring systems are in place;
- Enhanced DBS checks are in place for all members of the Governing Body; a section 128 check is also required for all those in "management positions" in an academy. Where that person is engaged in regulated activity, a DBS check with barred list information is obtained and this will identify any section 128 direction. Where a person is not engaging in regulated activity, and a barred list check cannot therefore be carried out, a separate check is made to see if that person is subject to a section 128 direction (for process see https://www.safeguardinginschools.co.uk/complete-prohibition-checks-including-s128-check/)
  Enhanced DBS checks are however not mandatory for any Associate members appointed by the board to a Governing body;
  (*Note: Where a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned, the Designated Safeguarding Lead will make a referral to the Disclosure and Barring Service, as required by the Safeguarding Vulnerable Groups Act 2006, and the Executive Headteachers will ensure that he or she has done so).
- Any weaknesses in Child Protection are remedied immediately.

The Nominated Governor will:

- Work with the DSL to draft the Child Protection Policy.
- Undertake the training available for Nominated Governors.
- Ensure child protection is, as a minimum, an annual agenda item for the Governing Body.
- Meet regularly with the DSL to review and monitor the school's delivery on its safeguarding responsibilities.

The Executive Headteachers will:

- Ensure that the safeguarding and child protection policy and procedures are implemented and followed by all staff;
- Allocate sufficient time and resources to enable the designated safeguarding lead and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- Ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with The Three Schools' Whistleblowing procedures;
- Ensure that children's safety and welfare is addressed through the curriculum.

The school has ensured that the designated safeguarding lead (DSL):

- Creates a culture of safeguarding where children are protected from harm. Helping staff to be professionally curious, question behaviours and to "think the unthinkable" if they have concerns for a student
- Is appropriately trained and records are kept to show this is updated every 2 years;
- Acts as a source of support and expertise to the school community;
- Ensures that all appropriate procedures are in place as set out in local authority guidance;
- Has an understanding of the Local Authority Safeguarding Procedures;
- Establishes and imbeds a policy and process for recording and storing information about child protection concerns and outcomes achieved, enabling records to be reviewed and an overview gained, to support timely interventions and allowing prompt follow up, if it is felt the needs of the student are not being met. Ensures

that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file;

- Refers cases of suspected neglect and/or abuse to the three designated safeguarding partners children's social care or police in accordance with this guidance and local procedure and in in line with Working Together to Safeguard Children. The DSL understands when they should consider calling the police and what to expect when they do;
- Notifies children's social care if a child with a child protection plan remains absent without a valid parental contact having been established, on the second day of absence at the latest.
- Ensures that when a child with a child protection plan leaves the schools, their information is passed to their new school and the child's social worker is informed;
- Attends and/or contributes to child protection conferences in accordance with local procedure and guidance;
- Coordinates the schools' contribution to child protection plans;
- Develops effective links with relevant statutory and voluntary agencies;
- Ensures that all staff sign to indicate that they have read and understood this policy;
- Ensures that the schools' child protection policy is updated annually;
- Liaises with the nominated governor and Executive Headteachers (where the role is not carried out by the Headteacher) as appropriate;
- Keeps a record of staff attendance at child protection training;
- Provide the Executive Headteachers, with an annual report for the Governing Body, detailing how the schools deliver on their safeguarding responsibilities and any child protection issues within the school. The Governing Body will report its responsibility to the LA no later than the December of the academic year, following the academic year to which the report applies;
- Makes this policy available to parents.

Deputy designated safeguarding lead (DSL)

The role-holder will be appropriately trained and, in the absence of the designated safeguarding lead, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

All staff will:

- Follow the Local Authority guidance in all cases of abuse, or suspected abuse. These can be found at http://www.bucks-lscb.org.uk/concerned-about-child/professionals-report-a-concern/ or Milton Keynes, Levels of need when working with children and their families or use contacts from the Key Contacts list in section 12
- attend annual training opportunities arranged or delivered by the DSL, in order to develop their understanding of the signs and indicators of abuse, how to respond to a pupil who discloses abuse and the procedure to be followed to promote a child's welfare. Staff will be supported to further develop their understanding as mechanisms are enhanced via team meetings, newsletters and e mail updates.

We will therefore:

- Implement and follow part 1 of this guidance;
- Understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children;
- Support the child's development in ways that will foster security, confidence and resilience;
- Provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties;
- Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we contribute to assessments of need and support plans for those children where appropriate;
- Ensure that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral. Guidance on record keeping can be found at appendix F and

14. Multi agency working

Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

The three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. Governing bodies and school senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow their local arrangements.

15. Supporting Children

We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth. We also accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our schools will support all children and young people by:

- Encouraging the development of self-esteem and resilience in every aspect of life;
- Promoting a caring, safe and positive environment;
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- Notifying Social Care as soon as there is a significant concern;
- Notifying Social Care when a child/young person attending the centre is privately fostered;
- Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the designated safeguarding lead at the pupil's new school immediately.

16. Confidentiality

We recognise that all matters relating to child protection are confidential and the designated safeguarding lead will disclose personal information about a child or young person to other members of staff on a need to know basis only.

However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and all staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.

We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with the Schools Safeguarding Team or Social Care on this point. We will take no names consultations with our local Authority Designated Officer/ Assessment Teams / Multi Agency Safeguarding and Early Help Hub (MASH) (referenced on page 9) to discuss concerns we may have, but we understand that if they then ask for a name, we will disclose those details and it will become a referral.

The Governing Body should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data.
- not providing pupils' personal data where the serious harm test under the legislation explained on the [Disclosure and Barring service website](#), is met and guidance sought from the [Data protection: toolkit for schools](#) .

17. Supporting Staff

We recognise that staff working in the schools who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting;

We will support such staff by providing an opportunity to talk through their anxieties with the Designated Person and to seek further support. This could be provided by another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate;

We have adopted the Buckinghamshire guidance on conduct for staff at our school. This forms part of staff induction. We understand that staff should have access to advice on the boundaries of appropriate behaviour;

We recognise that our Designated Person(s) should have access to support and appropriate workshops, courses or meetings as organised by the LA.

18. Allegations against staff and adults

All staff and adults (including supply staff, contractors and volunteers) should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults (see Lone Working Policy);

We understand that a child or young person may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Executive Headteachers or the most senior member of staff available;

The manager on all such occasions will discuss the content of the allegation with the Designated Officer for the Local Authority (LADO), **before taking any action.**

> **In Buckinghamshire, the Local Area Designated Officer (LADO) can be contacted on**
> - **01296 382070 or**
> - **Jonathan Kempster 01296 383703 or**
> - **Maria Thompson 01296 383825**

> - **In Milton Keynes, the Local Authority Designated Officer (LADO) is Bill Cook and can be contacted on 01908 254300 lado@Milton-keynes.gov.uk**

If the allegation made to a member of staff **concerns the DSL or Executive Headteacher**, the person receiving the allegation will immediately inform the **Chair of Governors** who will consult with the relevant LADO, **without notifying the Executive Headteachers first;**

The school will follow the procedures for managing allegations against staff, as outlined in 'Keeping Children Safe in Education' 2020;

Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult with the LADO in such circumstances;

Where a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned, the Designated Safeguarding Lead will make a referral to the Disclosure Barring Service, as required by the Safeguarding Vulnerable Groups Act 2006, and the Executive Headteachers will ensure that he or she has done so. **This is a legal duty and failure to refer when the criteria are met is a criminal offence.**
Supply teachers - In some circumstances schools and colleges will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency.

Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome.

Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The school will usually take the lead

When using an agency, schools and colleges should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies

Our lettings agreement for other users requires that the organiser will follow LA procedures for managing allegations against staff and, where necessary, the suspension of adults from premises.

See flowchart appendix B.

19. Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so;

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues and appropriate advice will be sought from the LADO or Safeguarding Team where necessary.

- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. (**0808 800 5000** – line is available from 8:00 AM to 8:00 PM, Monday to Friday; Email: help@nspcc.org.uk)

- A tool to support safeguarding concerns to be reported can be found on our website which has the Department for Education "Report a concern" button.

- Full details are provided in our whistleblowing policy.

20. Physical Intervention/Positive Handling

- Our policy on physical intervention/positive handling by staff is set out separately, as part of our Behaviour Policy. It complies with LA Guidance and DfE guidance on 'Use of reasonable
Force to Control or Restrain Pupils' 2013 (reviewed July 2015);

- Such events should be recorded and signed by a witness;

- We recommend that staff who are likely to need to use physical intervention should be appropriately trained;

- We understand that physical intervention of a nature which is both unreasonable and disproportionate to the circumstances and or causes injury or distress to a child may be considered under child protection or disciplinary procedures;

- Full details are in our Behaviour policy.

21. Anti-Bullying

- Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. Bullying is a safeguarding matter that if left unresolved can become a child protection matter. Our school will take seriously any bullying concerns, and both investigate and act to protect pupils where appropriate;

- We will liaise with the anti-bullying co-ordinator/officer where appropriate; http://www.bucks-lscb.org.uk/wp-content/uploads/BSCB-Procedures/Bullying/Bullying-Guidance.pdf https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer/localoffer-search/service/374

- Full details are in our Anti-bullying policy.

22. Attendance

- The school's Attendance Policy has robust systems in place for monitoring attendance and we will act to address absenteeism with parents and pupils promptly to effect change and identify any safeguarding issues arising.

- All children attending our school are required to have a minimum of two identified emergency contact, this is to support prompt communication in the event of a serious incident or a child missing from schools

- We have a robust 'first day alert' call system to establish reasons for non-attendance.

- Any pupil absent for ten school days, where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education using the CME Protocol. (see Children Missing from Education Policy)

- Any absence of two consecutive school days, without satisfactory explanation, of a pupil currently subject to a child protection plan will be referred to their social worker on the second day of absence at the latest.

- Parents must inform the schools if there are any changes to where a pupil will be living. The school has a mandatory duty to inform the local authority Via the **First Response Team**, if a child under the age of 16 yrs., lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days. This is defined as being a private fostering arrangement.

23. Health & Safety

- Our Health & Safety policy, reflects the consideration we give to the protection of our children both physically within the school environment and, for example, in relation to internet use, and when away from the school when undertaking school trips and visits;

- Full details are in our Health and Safety policy.

24. Children with Special Educational Needs

At our schools we recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. This policy reflects the fact that 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 disability without further exploration;

- Children with SEN and disabilities can be disproportionally impacted by things like bullying- without outwardly showing any signs;

- Communication barriers and difficulties in overcoming these barriers.

Children with SEN and disabilities can face additional safeguarding challenges. The Governing body ensures its child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and

- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges leaders and managers will consider the need for extra pastoral support for children with SEN and disabilities to identify and mitigate these risks.

Following the theme of children looked after or who may have SEN and/ disabilities, the use of reasonable force is emphasised in KCSIE 2020, as something that schools need to be cautious about. There are some circumstances when reasonable force might be a possibility, or it might be part of a strategy to deal with an incident of very challenging behaviour, but this guidance, along with previous comments from Ofsted, is very much about creating individual plans in order to minimise the likelihood of challenging behaviour, and when it does occur, that there is less use of physical restraint and other restrictive methods

25. Children potentially at greater risk of harm

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

26. Types of abuse and neglect

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

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

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

- **Emotional abuse**: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's mental health and emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. These and other forms of emotional abuse may also signal that children are at risk from, or are involved with, serious violent crime including receiving unexplained gifts/new possessions, increased absence from school and changes in friendship/relationships with others/groups; significant decline in performance, self-harm, signs of assault/unexplained injury.

- **Sexual abuse**: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

   They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet); up-skirting, typically when a photograph is taken under a child or young person's clothing without them knowing to obtain sexual gratification, or cause the victim humiliation, distress, or alarm (and which is now a criminal offence). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children;

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

27.Specific safeguarding issues

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

They understand safeguarding and protection of students has to be view within the context of the pupil's lived experience and the factors around him/her which may impact on this; friends, family school and their community

The changing landscape of safeguarding and protecting children from harm requires staff to be aware of children being trafficked both from abroad and locally as part of ongoing exploitation, financial or sexual. Our admissions processes will therefore ask for proof of identification and who has parental responsibility for a student – where managed at point of entry by the Local Authority this process will have been initiated by them. We will however ask parents/carers to update contact details and alert us to changes of address or care arrangements within 48 hrs of a change.

All staff are made aware that safeguarding issues can manifest themselves via peer on peer abuse, themes of exploitation and management of sexual violence and sexual harassment. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting. Staff are made clear of our policy and procedures with regards to peer on peer abuse;

- Bullying including cyberbullying:
  http://www.bucks-lscb.org.uk/professionals/e-learning
  https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer/localoffer-search/service/374

- Child Criminal Exploitation (CCE)
  https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/

- Children missing education:
  http://www.bucks-lscb.org.uk/wp-content/uploads/BSCB-Procedures/Children_Who_Go_Missing_from_Education_Procedure.pdf
  https://www.milton-keynes.gov.uk/teachers/documents/Children_Missing_Education_and_Home_Education_September_2012.pdf

- Child missing from home or care:
  https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/307867/Statutory_Guidance_-_Missing_from_care__3_.pdf

- Child sexual exploitation (CSE):
  http://www.bucks-lscb.org.uk/professionals/exploitation/child-sexual-exploitation-2/
  https://www.mkscb.org/professionals-volunteers/child-sexual-exploitation-information-for-professionals/

- Domestic abuse:
  http://www.bucks-lscb.org.uk/parents-carers/domestic-abuse/ or
  http://www.bucks-lscb.org.uk/wp-content/uploads/BSCB-Procedures/Domestic_Abuse.pdf
  https://www.mkscb.org/about/current-safeguarding-issues-2/domestic-abuse/

- Drugs:
  https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf

- Fabricated or induced illness:
  https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf

- Faith abuse
  https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/175437/Action_Plan_-_Abuse_linked_to_Faith_or_Belief.pdf

- Female genital mutilation (FGM):
  http://www.bucks-lscb.org.uk/parents-carers/female-genital-mutilation-fgm/
  https://www.mkscb.org/about/current-safeguarding-issues-2/fgm/   and Annex A

- Forced marriage and honour-based violence:
  https://www.gov.uk/guidance/forced-marriage and Annex A

- Gang Violence, Exploitation and Drug Supply: https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence

  https://www.nationalcrimeagency.gov.uk/who-we-are/publications/15-county-lines-gang-violence-exploitation-and-drug-supply-2016

- Gender-based violence/violence against women and girls (VAWG):
  https://www.gov.uk/government/policies/violence-against-women-and-girls

- Hate:
  http://educateagainsthate.com/

- Mental health:
  https://www.gov.uk/government/publications/mental-health-and-   behaviour-in-schools--2

- Modern slavery:
  https://www.gov.uk/government/collections/modern-slavery https://www.antislavery.org/take-action/schools/

- Human trafficking:
  https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance
  http://www.nationalcrimeagency.gov.uk/crime-threats/human-trafficking

- Missing children and adult's strategy:
  https://www.gov.uk/government/publications/missing-children-and-adults-strategy

- Online safety:
  http://www.bucks-lscb.org.uk/professionals/e-learning/
  https://www.mkscb.org/parents-carers/online-safety/

- Private fostering:
  http://www.bucks-lscb.org.uk/professionals/private-fostering/
  https://www.milton-keynes.gov.uk/social-care-and-health/children/fostering

- Preventing radicalisation:
  http://www.bucks-lscb.org.uk/professionals/exploitation/prevent-radicalisation/
  https://www.mkscb.org/about/current-safeguarding-issues-2/prevent-radicalisation-and-extremism-information/ and Annex A

- Relationship abuse:
  https://www.disrespectnobody.co.uk/relationship-abuse/what-is- relationship-abuse/

- Sexual violence and sexual harassment between children:
  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

- Sexting:
  https://www.disrespectnobody.co.uk/sexting/what-is-sexting/ **and Annex A**

KCSIE 2020 Annex A contains important additional information about specific forms of abuse and safeguarding issues.

28. **Online safety**

At our schools our pupils increasingly work online and we recognise that it is crucial to safeguard our pupils from potentially harmful and inappropriate online material. As such we ensure appropriate filters and appropriate monitoring systems are in place. We share with parents/carers our policy on the school's website and provide parent information to support this aspect in the pupil's home.

All our pupils and users of the school's network will sign an 'acceptable use' statement and the staff code of conduct has specific guidance about social networking and contact, online, with pupils.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:
- **content**: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- **contact**: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- **conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

All staff are aware of The Three Schools' policy on E-Safety which sets out our expectations relating to:

- Creating a safer online learning environment
- Giving everyone the skills, knowledge and understanding to help children and young people stay safe on line, question the information they are accessing and support the development of critical thinking
- Inspiring safe and responsible use and behaviour of mobile technologies, to combat behaviours on-line which may make students vulnerable including sexting
- Use of mobile technology both within school and on school trips/ outings
- Use of camera equipment, including camera phones
- What steps to take if there are concerns and where to go for help
- Staff use of social media as set out in the Staff Code of Conduct.

Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. This includes sexting and image exchange under threat or use of coercion

Pupils, staff and parents are supported to understand the risks posed by the **CONTENT** accessed by pupils – their **CONDUCT** on line– and who they have **CONTACT** with in the digital world.

We have a separate Acceptable Use Policy which sets out the acceptable use of mobile technologies by pupils whilst onsite. This includes sanctions which will be applied when these boundaries are not adhered to.

Visitors to our schools are respectfully requested to turn all mobile devices off. This is a safeguarding measure for our students.

Staff use of mobile technology whilst on site is set out in the Staff Code of Conduct and Acceptable Use Policy.

Sexting

'Sexting', also referred to as 'youth produced sexual imagery' and which includes "up-skirting" is one of a number of 'risk-taking' behaviours associated with the use of digital technologies, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.

Staff, pupils and parents are supported via training to understand the creation and sharing of sexual imagery, such as photos or videos, of under 18s is illegal. This includes imagery of pupils themselves if they are under the age of 18.

Any youth produced sexual imagery disclosures will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in the publication 'Sexting in Schools and Colleges' produced by the UK Council for Child Internet Safety. This requires us to share reports of sexting with the police

Opportunities to teach safeguarding

In our schools we ensure our pupils are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. Teaching of on-line safety in schools https://www.gov.uk/government/publications/teaching-online-safety-in-schools or https://www.pshe-association.org.uk/curriculum-and-resources/resources/life-online-planning-resource-ensure-your-pshe   This may include covering relevant issues through personal, social, health and economic education (PSHE) and through the statutory requirements to teach relationships education and relationships and sex and health education (RSE): and health education for all pupils.
Resources that could support schools include:

- Be Internet Legends developed by Parent Zone and Google is a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils
- Disrespectnobody is Home Office advice and includes resources on healthy relationships, including sexting and pornography
- Education for a connected world framework from the UK Council for Internet Safety supports the development of the curriculum and is of particular relevance to RSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond (covering early years through to age 18) and to be central to a whole school or college approach to safeguarding and online safety.
- PSHE association provides guidance to schools on developing their PSHE curriculum
- Teaching online safety in school is departmental guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirement
- Thinkuknow is the National Crime Agency/CEOPs education programme with age specific resources
- UK Safer Internet Centre developed guidance and resources that can help with the teaching of the online safety component of the Computing Curriculum.

29. **Allegations of abuse made against other children (peer on peer abuse)**

Our staff recognise that children are capable of abusing their peers. In a situation where child abuse is alleged to have been carried out by another child, our child protection procedures should be adhered to for both the victim and the alleged abuser; this means it should be considered as a child care and protection issue for both children.

Abuse between children is still abuse, and is not tolerated, or made light of.

Peer on peer abuse can take many forms, and gender issues can be prevalent when dealing with this type of abuse this could for example include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns and we recognise that these include:

- Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality;

- Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18;

- Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others;

- Serious Youth Violence – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19' i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences. Moreover, allegations of children at risk from or involved with serious violent crime are of such a serious nature as to raise safeguarding concerns.

We aim to reduce the likelihood of peer on peer abuse through:

- the established ethos of respect, friendship, courtesy and kindness;

- high expectations of behaviour;

- clear consequences for unacceptable behaviour;

- providing a developmentally appropriate PSHE curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe;

- systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed;

- robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.

Pupils will be taught how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.

Any concerns, disclosures or allegations of peer on peer abuse in any form should be referred to the DSL using the school's child protection procedures as set out in this policy. Where a concern regarding peer on peer abuse has been disclosed to the DP, advice and guidance will be sought from Children's Social Care and where it is clear a crime has been committed or there is a risk of crime being committed, the Police will be contacted.

Working with external agencies the school will respond to the unacceptable behaviour. If a pupil's behaviour negatively impacts on the safety and welfare of other pupils, then safeguards will be put in place to promote the well-being of the pupils affected and the victim and perpetrator will be provided with support.

Full details are in our Procedures for dealing with Allegations of Abuse against Staff and Volunteers and in our policy for managing allegations on peer on peer abuse.

30. Dealing with Disclosures

> **If a pupil asks to speak to you about a problem, do not promise confidentiality but**
>
> **explain that it may be necessary to consult a colleague.**

Remember the 5 Rs – Receive, Reassure, React, Record and Report

Receive
Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse. Listen quietly and actively, giving your undivided attention. Allow silences when needed. Do not show shock or disbelieve but take what is said seriously.

Reassure

Stay calm, no judgements, empathise. **Never make a promise that you can keep what a child has said a secret.** Give reassurance that only those who need to know will be told. Reassure the young person that they were right to tell you.

React

React to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but don't interrogate for full details.

Don't ask leading questions – keep the open questions e.g. 'is there anything else you want to say?'

Ask questions only to seek clarity if required; **TED** is a useful tool to use to ensure questions remain open

T	E	D
Tell me…	**E**xplain about …….	**D**escribe when, where …….

Do not criticize the perpetrator; the pupil may have affection for him/her.

Explain what you will do next – inform designated safeguarding lead, keep in contact.

Record

If possible, make brief notes about what they are telling you at the time.

Keep these notes, however rough they are.

If you are unable to make notes at the time write down what was said as soon as you can.

Note the **time, date and place** along with what **actions or behaviours**, **statements** or **conversations heard** which have given rise to the concerns. All reports should be **signed with times and dates** noted of when reports are given to the DSL.

Try to record what was said by the pupil rather than your interpretation of what they are telling you. For example, if a child has called a body part by an unfamiliar name, this should be written phonetically. Make a note of any accompanying non-verbal behaviour and how the information was imparted recreating the 'voice of the child' on the page

Record the date, time, place and any noticeable nonverbal behaviour.

Be mindful of the time the allegation is received. Whilst the child is at school, they are safe, but assessment may be needed involving other agencies to ascertain whether it is safe for the child to return home. So, a verbal report to the DSL should be made rather than delay this for a written report.

In the event of peer on peer abuse, staff should be mindful of the language they use when reporting the events. Avoid terms such as "perpetrator" and "victim" as both children may be vulnerable and to require support. Rather use pupil 1 and pupil 2.

If records are kept electronically the security of these needs to be reviewed regularly. Child protection records should not be kept in a child's general school file. They should be kept separately in a locked cabinet. (see appendix D)

Report

Report the incident to the designated safeguarding lead and do not tell any other adults or pupils what you have been told.

Any allegation / disclosure regarding a member of staff MUST be referred immediately to the Executive Headteachers who will consult with the LADO <u>before taking action.</u>

> **Never attempt to carry out an investigation of suspected abuse by interviewing the young person or any others involved. This is a highly skilled role and any attempts by yourself could affect possible criminal proceedings.**

31. Record Keeping

The designated safeguarding lead is responsible for ensuring that the necessary paperwork is completed and sent to the relevant people and stored in a safe and confidential place. This means that the records will be a coherent factual record of the concerns that are stored on individual children in a clear chronological order. Appendix F

- o https://schoolsweb.buckscc.gov.uk/safeguarding-zone/safeguarding-in-education/safeguarding-toolkit/retention-of-records/

At The Three Schools we use the recommended materials and paperwork available from Buckinghamshire Council.

Safeguarding Concern forms are printed on BLUE paper and can be found in the staff room and school office on each school site to ensure all staff have access to them. Once concern forms have been completed they must be given to the DSL by hand or left face down under the keyboard on the Executive Headteacher's desk.

The person completing the concern form will notify the DSL or Deputy DSL on their specific school site that there is a completed BLUE concern sheet.

If the concern is considered to be urgent or an emergency and the Executive Headteachers/DSL are unavailable then a Deputy DSL MUST be informed.

In the absence of the Executive Headteachers/DSL any safeguarding concerns can be addressed through contacting a Deputy DSL on that specific school site.