

Child Protection and Safeguarding Policy

In line with 'Keeping Children Safe in Education' (KCSIE) 2025



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 2025

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

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

This policy was adopted on **September 2025**

The policy is to be reviewed by **September 2026**

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1. Contacts - Please note that contacts have been updated

School contacts		
Role	Name	Contact details
Executive Headteacher	David May	(01296 720295) d.may@threeschools.org
The Designated Safeguarding Leads for child protection (DSL)	David May	(01296 720295) d.may@threeschools.org
Designated Teacher for Children Looked After (DT for CLA)	David May	(01296 720295) d.may@threeschools.org
Mental Health Lead	David May	(01296 720295) d.may@threeschools.org
Prevent Lead	David May	(01296 720295) d.may@threeschools.org
Additional Designated Safeguarding Lead(s):	Tristan Thorp (SB, M & DP)	(01296 720295) t.thorp@threeschools.org
	Heidi Martin (DP)	(01296 720306) h.martin@threeschools.org
	Charlene Smuts (M)	(01296 720305) c.smuts@threeschools.org
	Rebecca Chapman-Hill (SB, M & DP)	(01296 720306) r.chapman-hill@threeschools.org
	Kelly Hall (KF)	(01296 720305) k.hall@threeschools.org
Nominated Safeguarding Governor:	Alison Terry	a.terry@governors.threeschools.org
Chair of Governors:	Kaye Rudd (Swanbourne)	k.rudd@governors.threeschools.org
	Alison Terry (M & DP)	a.terry@governors.threeschools.org

Contacts in The Local Authority

<p>Education Safeguarding Advisory Service</p> <p>ESAS offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.</p>	<p>01296 387981</p> <p>Secure-esasduty@buckinghamshire.gov.uk</p>
<p>First Response Team (aka MASH) (including Early Help, Channel)</p> <p>The First Response Team process all new referrals to social care, including children with disabilities. Referrals are assessed by the team to check the seriousness and urgency of the concerns and whether Section 17 and/or Section 47 of the Children Act 1989 apply. The First Response Team will ensure that the referral reaches the appropriate team for assistance in a quick and efficient manner.</p>	<p>01296 383962</p> <p>Out of hours 0800 999 7677</p> <p>Secure-cypfirstresponse@buckinghamshire.gov.uk</p>
<p>Local Authority Designated Officer (LADO)</p> <p>The Buckinghamshire Local Authority Designated Officer (LADO) is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Buckinghamshire on either a paid or voluntary basis</p>	<p>01296 382070</p> <p>Secure-lado@buckinghamshire.gov.uk</p>
<p>Bucks Family Information Service</p> <p>Information for families on a range of issues including childcare, finances, parenting and education</p>	<p>01296 383293</p>
<p>Buckinghamshire Safeguarding Children Partnership (BSCP) Procedures, policies and practice guidelines</p>	

<p>Schools Web School bulletin, Safeguarding links, A-Z guide to information and services</p>	
<p>Thames Valley Police</p>	<p>101 (999 in case of emergency)</p>

This policy should be read in conjunction with the following policies and other policies you feel it would be useful to refer to:

- Anti-bullying
- Attendance
- Behaviour
- Children Looked After
- Complaints
- Equalities
- GDPR
- Lettings
- SEN/Inclusion
- Health & Safety (including managing children with medical needs) & First Aid
- Photography
- E-Safety (including use of mobile/electronic devices)
- Staff Code of Conduct
- PSHE - to include RE & RSE
- Visitors
- Whistleblowing
- Safer Recruitment
- Record Keeping

Definitions

'Safeguarding and promoting the welfare of children is defined for the purpose of this policy as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is in or outside the family home, including online
- 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
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- Taking action to enable all children to have the best outcomes inline with outcomes set out in the Children's Social Care National Framework.

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.'
(*Working Together December 2023*)

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Further information regarding the categories of abuse can be found in the appendix to this document.

Children includes everyone under the age of 18.

2. Introduction

This policy has been developed in accordance with following legislation and guidance:

- Children Act 1989 (amended 2004)
- “Working Together to Safeguard Children” [Working together to safeguard children - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Keeping Children Safe in Education 2025”- statutory guidance for schools and further education colleges
https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf
- Information Sharing Guidance for Safeguarding Practitioners [Information sharing advice for safeguarding practitioners - GOV.UK](http://www.gov.uk)
- Children Missing Education; Statutory Guidance for Local Authorities - Sept 2016 [Children missing education - GOV.UK](http://www.gov.uk)
- Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act - 2015 [Prevent Duty Guidance](http://www.gov.uk)
- The Equality Act - 2010 [Equality Act 2010: guidance - GOV.UK](http://www.gov.uk)
- What to do if you’re worried a child is being abused - March 2015 [What to do if you are worried a child is being abused](http://www.gov.uk)
- Statutory guidance on FGM [Multi-agency Statutory Guidance on Female Genital Mutilation](http://www.gov.uk)

Clear governance and leadership is central to embedding a safeguarding culture. The Governing Body takes its responsibility seriously under **section 175 of the Education Act 2002** to safeguard and promote the welfare of children; working together with other agencies to ensure effective and robust arrangements are in place within our school to identify and support those children who are suffering harm or whom may be at risk of harm.

Maintained schools and pupil referral units insert:

- Section 175 of the [Education Act 2002](http://www.gov.uk), places a duty on schools and local authorities to safeguard and promote the welfare of pupils

- Part 1 of the schedule to the Non-Maintained Special Schools (England) Regulations 2015, which places a duty on non-maintained special schools to safeguard and promote the welfare of pupils at the school.

Governors will ensure all staff at the school have read and understood their responsibilities pertaining to **Part 1, Part 5 and Annexe B of Keeping Children Safe in Education**.

All staff are required to read and adhere to the **Staff Code of Conduct**.

Every member of the school community is responsible for contributing to a positive culture of safeguarding.

The school recognises that as well as risks to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their homes, including online and from other children. Staff must remain vigilant and alert to these potential risks.

The aims of this policy are:

To provide an environment in which children feel safe, secure, valued and respected.

To ensure that senior leaders, teaching staff and non-teaching staff, supply staff, governors and volunteers:

- Are aware of the need to safeguard and promote the wellbeing of children
- Identify the need for early support
- Promptly report concerns, in line with guidance from the Buckinghamshire Continuum of Need
- Are trained to recognise signs and indicators of abuse

To provide systematic means of monitoring children known to be or thought to be at risk of harm and ensure contribution to assessments of need and support plans for those children.

To ensure The Three Schools have a clear system for communicating concerns both internally and with external agencies in line with the Working Together guidance.

To ensure the school has robust systems in place to accurately record safeguarding and child protection concerns.

To develop effective working relationships with all other agencies involved in safeguarding, supporting the needs of children at our school.

To ensure that all staff appointed have been through the safer recruitment process and understand the principles of safer working practices as set out in our **Staff Code of Conduct**.

To ensure that all staff understand the processes in place to manage an allegation against a staff member, governor or volunteer.

To ensure that any community users of our facilities have due regard to expectations of how they should maintain a safe environment, which supports children's wellbeing.

This policy is published on our website, www.threeschools.org and hard copies are available from the school office.

3. Responsibilities

All **staff, supply staff, volunteers, visitors, governors and contractors** understand that safeguarding children is everyone's responsibility. Any person who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred must report it immediately to **David May (Designated Safeguarding Lead; DSL)** or, in his absence, to a **Deputy DSL (See Below)**. In the absence of either of the above, concerns will be brought to the attention of the most senior member of staff on site.

DSL and Deputy DSLs at The Three Schools

DSL - David May (SB, M and DP) (01296 720295)

d.may@threeschools.org

Deputy DSL – (SB, M and DP) Tristan Thorp (01296 720295)

t.thorp@threeschools.org

Deputy DSL - Heidi Martin (DP) (01296 720306)

h.martin@threeschools.org

Deputy DSL - Rebecca Chapman-Hill (DP) (01296 720306)

r.chapman-hill@threeschools.org

Deputy DSL – Charlene Smuts (M) (01296 720305)

c.smuts@threeschools.org

Deputy DSL - Kelly Hall (KF) (01296 720305)

k.hall@threeschools.org

Staff must maintain a good working knowledge of the Buckinghamshire Continuum of Need [The Continuum of Need - Buckinghamshire Safeguarding Children Partnership \(buckssafeguarding.org.uk\)](http://TheContinuumofNeed-BuckinghamshireSafeguardingChildrenPartnership(buckssafeguarding.org.uk)) (**Appendix B**), [Threshold Document – Levels of need when working with children and families in Milton Keynes](#) (**Appendix C**) and any updates and how it should be used to inform decision making regarding a referral to First Response.

Staff must have the skills, knowledge and understanding to keep both looked after children and previously looked after children safe.

Staff must understand vulnerability and that barriers exist when recognising abuse. Consider the following groups who may have increased vulnerability:

- Young carers

- Children with SEND
- Children living with domestic abuse
- Children who experiencing poor mental health
- Children whose parents suffer with poor mental health, including substance misuse
- Criminal exploitation, including sexual exploitation, County Lines radicalisation and gang involvement
- Look after children and previously look after children
- Children who have a social worker
- Privately fostered children
- Asylum seekers
- So-called Honour Based Violence, including FGM and forced marriage
- Children who frequently go missing or whose attendance is a concern
- Children who are part of the LGBTQ+ group
- Children who are at risk of discrimination due to faith and belief, race or ethnicity
- Children who have English as an additional language (EAL)
- Children who are living in temporary accommodation.

The Governing Body understands and fulfils its safeguarding responsibilities.

It must:

Ensure that the Headteacher/DSL creates and maintains a strong, positive culture of safeguarding within the school.

Ensure that this policy reflects the unique features of the community we serve and the needs of the pupils attending our provision. This policy will be reviewed at least annually and whenever new guidance is issued.

Regularly monitor and evaluate the effectiveness of this Child Protection Policy through half termly meetings with the DSL (David May) and the Governor responsible for Safeguarding and Child Protection (Alison Terry).

Appoint a Designated Safeguarding Lead (DSL), who is a member of the Senior Leadership Team (SLT) and has the required level of authority and also appoint at least one Deputy DSL. The roles and responsibilities of the DSL and Deputy DSL are made explicit in those post-holders' job descriptions. If not the DSL, the Headteacher

still maintains overall responsibility for safeguarding and child protection within the school.

Recognise the importance of the role of the DSL, ensuring they have sufficient time, training, skills and resources to be effective. Refresher training must be attended every 2 years, in addition knowledge and skills must be refreshed at regular intervals, at least annually.

Ensure that all staff complete safeguarding training to include their roles and responsibilities with regards to the school IT system's online filtering and monitoring.

Ensure measures are in place for the governing body to have oversight of how the school's delivery against its safeguarding responsibilities are exercised and evidenced, to include reviewing online filtering and monitoring on a regular basis and at least annually. Ensure robust structures are in place to challenge the Headteacher where there are any identified gaps in practice or procedures are not followed.

Recognise the vital contribution that the school can make in helping children to keep safe, through incorporation of safeguarding within the curriculum. This will also be taught through the PSHE curriculum and relevant issues through the Relationship Education (primary schools) or Relationship Sex Education (secondary schools, mandatory from Sept. 2020). Ensure that through curriculum content and delivery children understand how to keep themselves safe.

Ensure that school is following the statutory RSE guidance –[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/relationships-and-sex-education-rse-and-health-education)

Ensure safe and effective recruitment policies and disciplinary procedures are in place.

Ensure resources are allocated to meet the needs of pupils requiring child Protection or early intervention.

Ensure the DSL completes an Annual Safeguarding Report for Governors and a copy is shared with the Education Safeguarding Advisory Service at Buckinghamshire Council.

It is the duty of the Chair of Governors **Kaye Rudd (Swanbourne) & Alison Terry (Mursley and Drayton Parslow)** to liaise with relevant agencies if any allegations are made against the Headteacher. If there are concerns that issues are not being progressed in an expedient manner, staff/pupils/parents/carers should escalate concerns to the Local Authority Designated Officer (LADO) via First Response.

The Governing body must ensure that procedures are in place to manage, record and escalate as appropriate safeguarding concerns of allegations against staff, supply staff, governors, volunteers, visitors or contractors where they could pose a risk of harm to children. This must include those concerns that do not meet threshold (low-level concerns). The guidance in Part four of [Keeping children safe in education \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61444/keeping-children-safe-in-education) must be followed if there were any such concerns.

The Governing Body must ensure that a named teacher is designated for Looked After Children and that an up to date list of children who are subject to a Care Order or are accommodated by the Local Authority is regularly reviewed and updated. The school must work with the Virtual Schools Team to support the educational attainment for those children who are Looked After.

The Governing Body must have assurance that any alternative provision attended by children on roll has appropriate safeguarding arrangements and child protection policies in place. The Governing Body must ensure that any children, at such a provision, are visited whilst they are attending, that the curriculum is appropriate to the needs of the child and that attendance is monitored daily.

Any outside agencies providing services or activities to the school have provided assurances that they have safeguarding policies and procedures in place.

The Governing Body has a statutory duty to appoint a Nominated Governor for safeguarding. The Nominated Governor must be familiar with [Buckinghamshire Safeguarding Children Partnership](#) procedures, Local Authority procedures and guidance issued by the Department for Education. The Nominated Governor must:

- Work with the DSL to produce the Child Protection Policy annually.
- Undertake appropriate safeguarding training, to include Prevent and Safer Recruitment training.
- Ensure child protection is regularly discussed at Governing Body meetings
- Meet at least termly with the DSL to review and monitor the school's delivery on its safeguarding responsibilities, to review the Single Central Record and complete an audit of the staff files
- Ensure that filtering and monitoring systems are in place and take part in the review
- Take responsibility to ensure that the school is meeting the OFSTED requirements as set out in the inspection guidance:

[Education inspection framework \(EIF\) - GOV.UK \(www.gov.uk\)](#)

All governors must complete safeguarding training on appointment, to also include Prevent training. This training must be regularly updated in line with national or local guidance. The governing body must ensure that relevant staff have due regard to the relevant data protection principles set out in the Data Protection Act 2018 and the GDPR, which allow them to share or withhold personal information when it is necessary to safeguard any child.

We have a **Designated Safeguarding Lead (DSL)** – **David May** who is responsible for:

Creating a culture of safeguarding within the school where children are protected from harm.

Ensuring all staff receive an effective induction and ongoing training to support them to recognise and report any concerns.

Ensuring children receive the right help at the right time using the Buckinghamshire Continuum of Need document.

Ensuring referrals to partner agencies, are followed up in writing, including referrals to First Response and Early Help (FSS).

Establishing and maintaining a safe and secure system for recording safeguarding and child protection records. These records must be audited regularly to ensure all actions are completed.

Ensuring all child protection files are held separately from pupils' educational records.

Maintaining the record for staff safeguarding training.

Ensuring that the safeguarding team contact details and photos are displayed in prominent areas around the school and also on the website.

Being the designated point of contact for staff to be able to discuss and share their concerns.

Ensuring the online filtering and monitoring system is reviewed regularly, at least annually.

Being available to staff and outside agencies during school hours and term time for consultation on safeguarding concerns raised.

Having responsibility to ensure that cover is arranged outside of term-time during working hours, with the expectation that all meetings in school holidays are attended including those convened at short notice.

During residential and extended school hours, ensuring arrangements are in place for staff to have a point of contact.

Contributing effectively to multiagency working, for the safeguarding and promotion of the welfare of children, as set out in Working Together.

Providing the **Headteacher/DSL (David May)** with an annual report for the Governing Body, detailing how school delivers on its safeguarding responsibilities and any child protection issues within the school. The Governing Body will use this report to fulfil its responsibility to provide the Local Authority with information about their safeguarding policies and procedures.

Meeting at least once a term with the Nominated Governor (**Alison Terry**) to share oversight of the safeguarding provision within the setting, monitor performance and develop plans to rectify any gaps in policy or procedure. A record will be kept of these meetings. Providing the Headteacher (if DSL is not Headteacher) with up-to-date information of any issues.

Meeting the statutory requirement to keep up to date with knowledge, enabling them to fulfil their role, including attending mandatory and any other additional relevant training.

Referring immediately to the Police, using the guidance, When to call the police [2491596 C&YP schools guides.indd \(npcc.police.uk\)](#) for any cases where a criminal offence may have been committed or risk of harm is imminent.

Completing DSL refresher training every 2 years and updating their skills and knowledge on a regular basis and at least annually, through means such as training, reading bulletins or attending DSL forums.

To fulfil the DSL responsibilities as set out in the KCSIE, Annexe C.

The school's **Headteacher (David May)** is responsible for:

Ensuring that this policy is updated annually or before to reflect any changes to guidance and/or legislation.

Ensuring that this policy is published on the school website.

Recording, reviewing and making decisions on any low-level concerns, may be in conjunction with the DSL.

Liaising with the LADO in the event of an allegation being made against a member of the staff, volunteer or an organisation using the school premises.

Liaising with the DSL to ensure they have appropriate time, funding, training and resources to fulfil their role.

Ensuring that appropriate cover is in place to attend strategy meetings or CP conferences that take place during the school holidays or in the event that the DSL is absent.

Ensuring that a designated 'Appropriate Adult' is in place in order to support children in line with the Police and Criminal Evidence (PACE) act, [PACE Code C 2023 \(accessible\) - GOV.UK \(www.gov.uk\)](#) which advises that "The role of the appropriate adult (AA) is to safeguard the rights, entitlements and welfare of juveniles and vulnerable persons", with there being further elaboration that the AA is expected to observe that the police are acting properly and fairly in relation to a vulnerable detained persons rights and entitlements, as well as helping the detained person understand their rights. This can also be found as part the school's Searching and Screening Policy.

4. Procedures

Our school procedures for all staff, supply staff, governors, volunteers, visitors and contractors in safeguarding and protecting children from harm are in line with Buckinghamshire Council and [Buckinghamshire Safeguarding Children Partnership](#)

safeguarding procedures, “**Working Together to Safeguard Children**” [Working together to safeguard children - GOV.UK \(www.gov.uk\)](http://www.gov.uk),

“**Keeping Children Safe in Education**” [Keeping children safe in education \(publishing.service.gov.uk\)](http://publishing.service.gov.uk) and statutory guidance issued under section 29 of the **Counter-Terrorism and Security Act 2015** [Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](http://www.gov.uk).

We will ensure:

Visitors are:

- Clearly identified with visitor/contractor passes.
- Met and directed by school staff/representatives.
- Signed in and out of the premises by school staff using the e-reception iPad system
- Given restricted access to only specific areas of the school, as appropriate.
- Escorted by a member of staff/representative as required.
- Given access to pupils restricted to the purpose of their visit.
- Given a safeguarding leaflet to read or directed to a poster informing them of how to report a concern (Shown below and **Appendix D**).

Safeguarding
It's everybody's business
Are you concerned about a child or young person?

Do you think a child or young person you know might be suffering from any of the following?

Physical abuse being hit, kicked or punched
Physical neglect not being properly fed or clothed, poor hygiene
Sexual abuse exposed to inappropriate sexual behaviour, language or assault
Emotional abuse constantly criticised, ignored, humiliated, exposed to domestic violence

What should you do to help? Act promptly Make a note of your concerns Give as much information as you can about the child or family.	Please don't Ignore your concerns Think someone else will call Try to deal with it on your own family.
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Safeguarding is everyone's business.
At Drayton Parslow, Mursley and Swanbourne schools please contact:

Executive Headteacher	Mr David May	Designated Safeguard Lead
Deputy Headteacher	Mr Tristan Thorp	Deputy DSL
Assistant Headteacher	Mrs Heidi Martin	Deputy DSL (Drayton Parslow)
SENCO	Mrs Rebecca Chapman-Hill	Deputy DSL
Key Stage Leader	Mrs Charlene Smuts	Deputy DSL (Mursley)
Pre-School Leader	Mrs Kelly Hall	Deputy DSL (Kingfishers)
Governor	Mrs Alison Terry	Child Protection Governor

If you are a visitor with safeguarding concerns, please make these known to a designated person **BEFORE** leaving the premises.

First Response on: Office hours 0845 4600 001 or out of hours 0800 999 7677

All members of staff safeguarding years, attend

must complete training every 3

annual refresher training and partake in any training opportunities arranged or delivered by the DSL. Updates must be cascaded to all staff throughout, the year. All new staff will receive safeguarding and child protection training on induction to include online safety and the school's filtering and monitoring system.

All staff will read the Child Protection policy, Part 1 and Part 5 of the KCSIE, at least Annually, will sign a declaration to show that the guidance has been reviewed and they have a clear understanding of their role. There are audit methods in place to ensure that staff have understood the content.

All parents/carers must be made aware of the school's responsibilities in regard to child protection procedures through this policy.

All staff, including supply staff, must follow the reporting procedures as follows when reporting any child protection concerns;

- Staff must ensure the child is in a safe place and in receipt of support
- Staff must initially make a verbal report to the DSL to alert them to the safeguarding/child protection concern
- Staff must make a written report using the school record keeping process
- All concern forms are located on the **CPOMS system** for each school which will alert the DSL to the concern.
- **CPOMS for Swanbourne** <https://swanbournecofe.cpoms.net/>
- **CPOMS for Mursley and Kingfishers** <https://mursley.cpoms.net/>
- **CPOMS for Drayton Parslow** <https://draytonparslow.cpoms.net/>
- Staff must ensure the time and date of the incident is recorded
- A factual account of the incident must be recorded, including who was involved, what was said/seen/heard, where the incident took place and any actual words or phrases used by the child
- Use **CPOMS** body map (**Appendix K**) to record any injuries seen or reported by the child.
- Staff will then add notes/comments/drawings, upload the form onto the **CPOMS system** as per the instructions on the form.
- Staff must sign and date the report giving details of their role within school
- The DSL must record when the report was passed to them and what action was taken alongside any outcomes achieved.
- The DSL must ensure the child's wishes and feelings are taken into consideration when deciding on next steps.

Through our **Attendance Policy**, we have a robust system for monitoring attendance which is in line with the latest national attendance guidance, and will act to address absenteeism (including unexplainable and/or persistent absence) with parents/carers and pupils promptly and identify any safeguarding issues arising.

We have a robust 'first day alert' call system to establish reasons for nonattendance.

All children attending our school are required to have a minimum of two identified emergency contacts. Any pupil whose absence is causing concern and where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education (CME) using the **Buckinghamshire CME Protocol**. Any absence, of a pupil who is currently subject to a child protection or child in need plan is immediately referred to their social worker.

The Three Schools have a mandatory duty to inform the local authority, via the First Response Team, if they become aware that a child under the age of 16 years is living 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.

All staff, parents/carers and children are made aware of the school's complaints and escalation processes, which can be activated in the event of concerns not being resolved after the first point of contact.

Our lettings policy reflects the ongoing responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time. School must have sight of the up-to-date **Child Protection Policy** of any organisation hiring the school's facilities.

The school operates **Safer Recruitment** practices. Governors ensure that staff who are involved in the recruitment process have received safer recruitment training. Robust procedures are in place in order to prevent and deter people who are unsuitable to work with children, from applying or being employed by the school.

Allegations against members of staff, supply staff, governors, including volunteers and contractors are referred to the Local Authority Designated Officer (LADO).

Our procedures are reviewed and updated annually as a minimum, or as there are changes to legislation.

Children are encouraged to share any concerns or worries with staff and are regularly reminded about this as part of the curriculum, assemblies, classroom time or when working in a 1 to 1 capacity with a teacher, TA or Learning Mentor.

5. Record-Keeping and Retention of Records

When a disclosure of abuse or an allegation against a member of staff or volunteer has been made, no matter how low level, our school must have a record of this.

These records are maintained in a way that is confidential and secure, in accordance with our **Record Keeping Policy** and **Data Protection Legislation**.

Records should include:

- a clear and comprehensive summary of the concern
- a clear, detailed and robust chronology must be maintained
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome.

There is a statutory requirement for our school to pass any child protection records to the pupil's next school. This must take place within 5 days of the 1st day of term or within 5 days of an in-year transfer. There must be an auditable system in place to evidence this has taken place. Safeguarding records will be sent separately from the general files using a secure method. No records should be maintained within the school once the files have been transferred.

The last statutory school maintains child protection files until a pupil reaches the age of 25 years, therefore if the transfer school is unknown, or a pupil is going to be electively home educated, any child protection files will remain at our school in a secure location. Child protection files will only be destroyed when the pupil reaches their 25th birthday.

We have a robust system for reviewing our archived information held. Our files are stored and disposed of in line with GDPR protocols, local and national retention policies.

We record low level concerns regarding staff, governors and volunteers and review them regularly to look for patterns, escalation or increase in frequency of concerns and take appropriate action as required.

6. Alternative Provision

When a child is accessing an alternative provision, the school remains responsible for the safeguarding of that child.

The Three Schools will obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e., those checks that schools would otherwise perform on their own staff).

The Three Schools will always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. We will regularly review the alternative provision placements.

Alternative Provision DFE statutory guidance

[Alternative provision - GOV.UK](#)

and

Education for children with health needs who cannot attend school - GOV.UK
(www.gov.uk) – DFE statutory guidance.

7. Confidentiality

We recognise that all matters relating to child protection are confidential. The Headteacher or Designated Safeguarding Lead must only disclose personal information about a pupil to other members of staff on a need to know basis. Staff must not keep duplicate or personal records of child protection concerns. All information must be reported to the Designated Safeguarding Lead and securely stored in the designated location within the school, separate from the pupil records.

All staff are aware they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another as they have a duty to share. Staff must, however, reassure the child that information will only be shared with those people who will be able to help them and therefore need to know.

We will always undertake to share our intention to refer a child to Social Care (First Response) with their parent/carer's consent, 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 First Response on this point. We recognise that GDPR data Protection Act 2018 must not be a barrier for sharing information regarding safeguarding concerns in line with **'Working Together'**. Gov guidance link:

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

8. Recognising abuse

In the event of a child disclosing abuse staff must:

Refer to the following guidance:

“What to do if You're Worried a Child is Being Abused”
[Stat guidance template \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/614242/what-to-do-if-youre-worried-a-child-is-being-abused.pdf)

Listen to the child, allowing the child to tell you what has happened in their own way and at their own pace. Staff must not interrupt a child who is freely recalling significant events. Remain calm. Be reassuring and supportive, endeavouring not to respond emotionally.

Do not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said or to gain sufficient information to know that this is a safeguarding concern. Staff are trained to use TED; Tell, Explain, Describe.

Dealing with Disclosures **(Appendix F)**

Make an accurate record of what they have seen/heard using the school's record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child, as possible. Staff must not substitute anatomically correct names for body part names used by the child.

Reassure the child that they did the right thing in telling someone.

Staff must explain to the child what will happen next and the need for the information to be shared with the DSL.

In the unlikely event the DSL and the deputy DSL are not available, staff are aware they must share their concerns with the most senior member of staff.

If there is immediate risk of harm to a child, staff will NOT DELAY and will ring 999.

The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded.

Reporting systems for children:

At The Three Schools children are made to feel safe and secure to share any concerns that they may have and know the systems in place for making any such report.

It's normal for pupils to feel overwhelmed and confused when disclosing or sharing a concern. Child abuse is a difficult subject that can be hard to accept and even harder to talk about. Children who are abused are often threatened by the perpetrators to keep the abuse a secret. Thus, telling an adult takes a great amount of courage.

Children have to grapple with a lot of issues, including the fear that no one will believe them. So, care must be taken to **remain calm** and to **show support** to the child throughout the disclosure phase. The following guidelines will **help lessen the risk of causing more trauma** to the child and/or compromising a criminal investigation during the disclosure phase. **(See Appendix F – Dealing with Disclosures);**

Receive:

Listen to what is being said without displaying shock or disbelief. A common reaction to news as unpleasant and shocking as child abuse is denial. However, if you display denial to a child, or show shock or disgust at what they are saying, the child may be afraid to continue and will shut down.

Accept what is being said without judgement.

Take it seriously.

Reassure:

Reassure the child, but only so far as is honest and reliable. Don't make promises that you can't be sure to keep, e.g., "everything will be all right now". Reassure the child that they did nothing wrong and that you take what is said seriously.

Don't promise confidentiality – never agree to keep secrets. You have a duty to report your concerns.

Tell the child that you will need to tell some people, but only those whose job it is to protect children.

Acknowledge how difficult it must have been to talk. It takes a lot for a child to come forward about abuse.

React:

Listen quietly, carefully and patiently. Do not assume anything – don't speculate or jump to conclusions.

Do not investigate, interrogate or decide if the child is telling the truth. Remember that an allegation of child abuse may lead to a criminal investigation, so don't do anything that may jeopardise a police investigation. Let the child explain to you in his or her own words what happened, but don't ask leading questions.

Do ask open questions like "Is there anything else that you want to tell me?"

Communicate with the child in a way that is appropriate to their age, understanding and preference.

This is especially important for children with disabilities and for children whose preferred language is not English.

Do not ask the child to repeat what they have told you to another member of staff. Explain what you have to do next and whom you have to talk to.

Refer directly to the named child protection officer or designated person in your organisation (as set out in this child protection policy).

Do not discuss the case with anyone outside the child protection team.

Record:

Make some very brief notes at the time and write them up in detail as soon as possible.

Do not destroy your original notes in case they are required by Court.

Record the date, time, place, words used by the child and how the child appeared to you – be specific. Record the actual words used; including any swear words or slang.

Record statements and observable things, not your interpretations or assumptions – keep it factual.

Following a report of concerns the DSL must:

Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to First Response and the police if it is appropriate, referring to the guidance, When To Call The Police:

[when-to-call-the-police--guidance-for-schools-and-colleges.pdf \(npcc.police.uk\)](https://www.npcc.police.uk/when-to-call-the-police--guidance-for-schools-and-colleges.pdf)

The rationale for this decision should be recorded by the DSL.

School **must** try to discuss any concerns about a child's welfare with parents/carers and, where possible, obtain **informed** consent before making a referral to First Response. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with First Response or the police whether the parents/carers should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views **must** also be taken into account.

If there are grounds to suspect a child is suffering or is likely to suffer significant harm, the DSL (or Deputy) must contact First Response by telephone immediately, in first instance and then complete the Multi Agency Referral Form (MARF).

If the child is in immediate danger and urgent protective action is required, the police and/or ambulance must be called, via 999. The DSL must notify First Response of the occurrence, what action has been taken and to take advice about informing parents/carers.

9. Multi-agency working

The Three Schools know what the role of schools is, as a relevant agency, within the three safeguarding partner arrangements and as required, will contribute to multi-agency working, in line with the statutory guidance 'Working Together to Safeguard Children'.

When named as a relevant agency and involved in safeguarding arrangements, The Three Schools will co-operate alongside other agencies with the published arrangements.

The Three Schools will contribute to inter-agency plans to offer children support of early help and those children supported through child protection plans.

The Three Schools will allow access for and work with children's social care to conduct or consider whether to conduct as section 17 or section 47 assessment.

If, following a referral, the situation is not improving for the child, the DSL will follow the escalation process.

10. Supporting Staff

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 Headteacher or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union as appropriate.

11. Safer Recruitment

The Three Schools follow the guidance as set out in the KCSIE together with the information provided by the Bucks Safeguarding Children Partnership to ensure that all the appropriate checks have been carried out on new staff and volunteers.

[Safer Employment & the LADO \(Allegations\) - Buckinghamshire Safeguarding Children Partnership \(buckssafeguarding.org.uk\)](http://buckssafeguarding.org.uk)

12. Allegations against staff, supply staff, volunteers and contractors (including Governors)

Here at The Three Schools, we have our own procedures for managing concerns and/or allegations against those working in school to include staff, supply teachers, volunteers and contractors.

KCSIE date removed - Part four contains comprehensive guidance covering the two levels of allegations/concern:

1. allegations that may meet the harms threshold
2. Allegations/concerns that do not meet the harms threshold - referred to for the purpose of this guidance as 'low level concerns'.

All school staff, supply staff, volunteers and contractors 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 (Please see the **Lone Working Policy** for further guidance and details).

We understand that a pupil may make an allegation against a member of staff, member of supply staff, volunteer or contractor. If such an allegation is made, the member of staff notified of the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present. If the allegation is made against the Headteacher, the Chairs of Governors must be informed.

At The Three Schools, we recognise that an allegation may be made if a member of staff, a member of supply staff, a governor, a volunteer or a contractor has:

- 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
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviours both inside and outside of school.

The Headteacher/Senior Teacher/Chair of governors (where the allegation is in reference to the Head Teacher) on all such occasions must immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO).

The Head Teacher/Senior Teacher/ Chair of Governors must:

Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member, supply staff member, governor, volunteer or contractor against whom the allegation is made, as well as supporting other staff, supply staff members, governors, volunteers and contractors 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.

The school will follow the local safeguarding procedures for managing allegations against staff, supply staff, governors, volunteers and contractors, a copy of which can be found **(Appendix E – Managing Allegations Flowchart)**.

If the allegation is made against a member of staff supplied by an external agency, the agency will be kept fully informed and involved in any enquiries from the LADO.

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.

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, supply staff member, governor, volunteer or contractor 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.

Where there are low level concerns recorded against a member of staff, these should be reviewed regularly, and if they are considered significant, the processes for allegations should be followed.

13. Whistleblowing

We have a **Whistleblowing Policy** which can be found on the Staff TEAMS Drive. Staff are required to familiarise themselves with this document during their induction period.

All staff must be aware of their duty to raise concerns about unsafe practice or the attitude or actions of colleagues and report their concerns to the Headteacher or Chair of Governors.

Low-level concerns

At The Three Schools, all staff know they have a responsibility to share any concerns, no matter how small, about any adults working in school to **David May (DSL)**. Staff are made aware of what a low-level concern might look like using the examples from the KCSIE page 10. All reports will be dealt with effectively and recorded, enabling the school to identify any concerning behaviour and support any adults becoming the subject of false low-level concerns. **(Appendix J)**

14. Physical intervention/Positive handling

Our policy on physical intervention/positive handling by staff is set out separately, as part of our **Positive Behaviour Policy** and follows the government guidance.

[Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

15. Anti-Bullying

Anti-Bullying is referenced within the **Anti-Bullying Policy** and measures are in place to prevent and respond to all forms of bullying, which acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

16. Discriminatory Incidents

In line with the **Equalities Act 2010**, our **Equalities Policy** addresses all forms of discriminatory incidents. Any incidents are recorded and shared with the Governing Body in line with the procedures in the **Anti-Bullying Policy**.

17. Health and Safety

We recognise the importance of safeguarding pupils throughout the school day. Our **Health and Safety policy** reflects the consideration we give to the protection of our children, both physically and emotionally, within the school environment.

Part of the safeguarding measures we have in place include the safe dropping off and collection of pupils at the start and end of the school day.

All **EYFS and KS1 pupils** are dropped off and collected by a responsible adult, **KS2 pupils** are dropped off by a responsible adult and are either collected by a responsible adult or are escorted to the County Bus by a member of staff and will be collected by a responsible adult at their appropriate bus stop.

Pupils who leave the site during the school day do so only with the written permission of a parent/carer and are collected by an authorised adult where appropriate. Schools should be notified by the parents/carers regarding whom they have authorised for this task. Pupils who arrive late to school or are leaving early will be signed out using the iPad at the front of each school office to update the registers held on the SIMS system for Fire and Emergency procedures).

Pupils attending Wraparound Care for morning or afternoon sessions are dropped off and collected by a responsible adult to ensure safe handover of pupils from extended provision at the start and end of the school day. Schools should be notified by the parents/carers regarding whom they have authorised for this task.

In the event of a pupil going missing during the course of the school day we will carry out immediate checks to ensure the pupil is not on site, we will then make contact with the pupil's parents/carers and inform the police.

When the school is hired out to a 3rd party provider, we ensure that they have appropriate arrangements in place to keep children safe through the sight of their child protection and safer recruitment procedures.

At The Three Schools we ensure that we are aware of the content of materials used by any visiting speakers prior to their visit.

18. Prevent Duty

We are aware of the Prevent Duty under **Section 26 of the Counter Terrorism and Security Act 2015** to protect young people from being drawn into terrorism.

All school staff and governors have completed Prevent training and we have training logs to evidence this.

We have in place and monitor appropriate web filtering systems.

The DSLs and senior leaders are familiar with their duties under The Prevent Duty Guidance: [Revised Prevent duty guidance: for England and Wales - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Prevent-Duty-Guidance-2017.pdf) (www.gov.uk)

19. Online Safety

All staff are aware of the school policy for **Online-Safety** which sets out our expectations relating to:

- Creating a safer online learning environment,
- Giving everyone the skills, knowledge and understanding to help children stay safe on-line, question the information they are accessing and support the development of critical thinking,
- Inspiring safe and responsible use of mobile technologies, to combat behaviours on-line which may make pupils vulnerable, including the sending of nude or semi-nude images.
- Use of camera equipment, including smart 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, social media and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

School are aware of the risks posed by children in the online world; in particular non-age appropriate content linked to self-harm, suicide, grooming and radicalisation.

Pupils, staff and parents/carers are supported to understand the risks posed by:

- the **CONTENT** accessed by pupils – risks such as misinformation, disinformation, including fake news and conspiracy theories.
- their **CONDUCT** on-line
- who they have **CONTACT** within the digital world
- **COMMERCE** - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Further information can be found in our **Online safety policy**

The Three Schools have online filtering and monitoring systems (**Securely**) in place to ensure children are safeguarded from potentially harmful online material. These systems are regularly monitored, at least annually, by the DSL, IT provider and nominated governor. A record will be kept of the reviews.

The Three Schools will follow the advice as given by the government, to advise and support children with any online learning taking place at home to ensure this is done so safely.

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 school are respectfully requested to turn all mobile devices off.

Staff use of mobile technology whilst on site is set out in the **Staff Code of Conduct**.

All staff receive online awareness training in order to understand the risks children are exposed to. On induction and at least once per academic year.

All staff have an understanding of expectations roles and responsibilities with regards to the online filtering and monitoring processes.

The DfE has published Generative AI: product safety expectations to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education.

[Generative AI: product safety expectations - GOV.UK](#)

20. Sending nude or semi-nude images

Sending nude images or semi-nude images, 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 children experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.

Further advice and guidance can be found using the link below:

[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#)

Staff, pupils and parents/carers 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 images of pupils themselves if they are under the age of 18.

Any disclosures/incidents that occur 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:

[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#)

produced by the UK Council for Internet Safety. The DSL will inform parents/carers of any incidents.

21. Child on Child Abuse, including sexual violence and sexual harassment.

The Three Schools believe that all children have a right to attend school and learn in a safe environment free from harm by both adults and other pupils. We recognise that some safeguarding concerns can occur via child on child abuse.

All staff operate a zero-tolerance policy to child on child abuse and will not pass off incidents as 'banter' or 'just growing up'.

All staff recognise that child on child issues may include, but may not be limited to:

- Bullying (including cyber bullying)
- Racial abuse

- Physical abuse, such as hitting, hair-pulling, shaking, biting or other forms of physical harm
- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party (Harmful sexual behaviour HSB)
- Abuse related to sexual orientation or identity
- Sending nude or semi-nude images (consensual & non-consensual)
- Upskirting and initiation/hazing type violence and rituals
- Emotional abuse
- Abuse within intimate partner relationships

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. Incidents of child on child abuse must be reported to the DSL, who will refer to the appropriate agencies as required.

The following will be considered when dealing with incidents:

- Whether there is a large difference in power between the victim and perpetrator i.e. size, age, ability, perceived social status or vulnerabilities, including SEND, CP/CIN or CLA
- Whether the perpetrator has previously tried to harm or intimidate pupils
- Any concerns about the intentions of the alleged perpetrator
- How to best support and protect the victim and alleged perpetrator as well as any other children who may have been involved or impacted.
- Risk assessments and safety planning will be created in conjunction with external professionals.

In order to minimise the risk of child on child abuse taking place, as a school we must:

- Deliver RE/RSE/PSHE to include teaching pupils about how to keep safe and understanding what acceptable behaviour looks like
- Ensure that pupils know that all members of staff will listen to them if they have concerns and will act upon them
- Have systems in place for any pupil to be able to voice concerns
- Develop robust risk assessments if appropriate
- Refer to any other relevant policies when dealing with incidents, such as the **Behaviour Policy** and/or the **Anti-Bullying Policy**.

We recognise that 'Upskirting' involves taking a photograph under an individual's clothing without their knowledge. We understand that it causes the victim distress and humiliation and that any gender can be a victim. Staff recognise that 'Upskirting' is a criminal offence and must promptly report any such incidents to the Headteacher, DSL or most senior member of staff.

Reference will be made to the following government guidance and part 5 of the **Keeping Children Safe in Education** to ensure that all staff have an understanding of the serious nature of sexual violence and sexual harassment between children in

schools. The school ensure that they keep up with current legislation and practice referring to trusted advisors such as BSCP, NSPCC and Ofsted guidance.

Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. This can occur online, face to face (both physically and verbally) and can take place inside or outside of school. As set out in Part five of the KCSIE, all staff maintain an attitude of **'it could happen here'** and it is never acceptable.

All staff have a responsibility to address inappropriate behaviour in a timely manner, however seemingly insignificant it may appear.

All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. No child will ever be made to feel ashamed for making a report or that they are creating a problem for our school.

Support will be given to both victims and perpetrators as required.

22. Cultural Issues

As a school we are aware of the cultural diversity of the community around us and work sensitively to address the unique culture of our pupils and their families as they relate to safeguarding and child protection. This includes children at risk of harm from abuse arising from culture, ethnicity, faith and belief on the part of their parent, carer or wider community.

Staff must report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.

23. So-Called 'Honour' Based Abuse

Staff at our school understand there is a legal duty to report known cases of Female Genital Mutilation (FGM) and So Called 'Honour' Based Abuse to the police and they will do this with the support of the DSL. [Mandatory reporting of female genital mutilation: procedural information - GOV.UK](#)

Our school is aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of child abuse and a breach of children's rights. We recognise some pupils, due to capacity or additional learning needs, may not be able to give an informed consent and this will be dealt with under our child protection processes. (School name) staff can contact the Forced Marriage Unit if they need advice or information. Contact 020 7008 0151 fm@fcd.gov.uk

We are aware of the signs of FGM [Female genital mutilation \(FGM\) | NSPCC](#)

We recognise both male and female pupils may be subject to honour-based abuse.

We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff.

Any suspicions or concerns for forced marriage are reported to the DSL who will refer to First Response or the police if emergency action is required.

24. Contextual Safeguarding and extra-familial harms

Contextual Safeguarding is an approach to understanding and responding to children's experiences of significant harm beyond their families. Extra-familial harm is linked to contextual safeguarding; these concepts refer to harms that occur outside of the family system, including harmful online contact.

At The Three Schools, all staff recognise that pupils may encounter safeguarding incidents that happen outside of school and can occur between children outside of this environment. We will respond to such concerns, reporting to the appropriate agencies in order to support and protect the pupil.

All staff and especially the DSLs, will consider the context of incidents that occur outside of school to establish if situations outside of their families may be putting the pupil's welfare and safety at risk of abuse or exploitation, including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

Children who may be alleged perpetrators will also be supported to understand the impact of contextual issues on their safety and welfare.

In such cases the individual needs and vulnerabilities of each child will be considered.

Further guidance can be found at: <https://contextualsafeguarding.org.uk/>

25. Serious Violence

All staff are aware of signs and indicators which may signal that children are at risk from, or are involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in well-being or signs of assault or unexplained injuries. Staff are aware that unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

At The Three Schools, we are aware of the range risk factors which increase the likelihood of involvement in serious violence such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery. School will take appropriate measures to manage any situations arising. [Preventing youth violence and gang involvement - Practical advice for schools and colleges \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/preventing-youth-violence-and-gang-involvement-practical-advice-for-schools-and-colleges.pdf)

26. Domestic Abuse

All staff recognise that children who experience domestic abuse, including intimate partner abuse, referred to as 'teenage relationship abuse' KCSIE, can suffer long lasting emotional and psychological effects. Staff also recognise the impact on children

seeing, hearing or experiencing the effects of domestic abuse. Staff must report any concerns using the school's safeguarding procedures.

27. Children who need a social worker (Child Protection and Child In Need Plans)

Staff recognise that children may have a social worker due to safeguarding or welfare needs and this can cause them to have barriers with attendance, behaviour, learning and mental health. The Three Schools will share information with a social worker for any child whom they are supporting to ensure decisions are made in the best interests of the child. Informed decisions, will be made by staff with regards to safeguarding for those children who are being supported by a social worker.

The Virtual School lead the support for this cohort of children and The Three Schools will work in partnership with them and the Local Authority to improve outcomes for these children.

28. Mental Health

At The Three Schools, we are aware that mental health problems can be an indicator that a child has suffered or may be at risk of suffering abuse, neglect, or exploitation.

Staff recognise that traumatic adverse childhood experiences can have lasting impact throughout a child's life and this can impact on mental health, behaviour and education.

Staff will report any mental health concern that is linked to a safeguarding concern to the DSL.

Where there are concerns for a child's mental health (name of school) will seek advice from a trained professional, who would be able to make a diagnosis of a mental health problem.

[Mental health and behaviour in schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

David May and Tristan Thorp are the Senior Mental Health Leads for The Three Schools.

29. Looked After Children

The Three Schools has a named Designated Teacher (DT), **David May** is responsible for promoting the education achievement and well-being for LAC and previously LAC children.

The DT works closely with the DSL to ensure that any safeguarding concerns are responded to quickly and effectively and are shared with the appropriate agencies.

The Virtual School, who is responsible for overseeing the progress of this group of children, work in partnership with the DT and other agencies, supporting them to promote better outcomes for these children.

30.Children with family members in prison

Children who have a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. School will access support for any affected children through The National Information Centre on Children of Offenders (NICCO) who can provide information designed to support professionals working with offenders and their children.

[NICCO](#)

31. Homelessness

The Three Schools recognise that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare and that some 16 and 17 year olds could be living independently from their parents or guardians. If there are indicators that a family or individual are at risk, school will seek timely support from the local authority.

32. Modern Slavery and the National referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. If school are concerned that a child is being affected by modern slavery they will refer to the home office guidance for further information on the indicators that someone may be a victim, what support is available to victims and how to refer them to the NRM, whilst also seeking support from the local authority.

[Modern slavery: how to identify and support victims - GOV.UK \(www.gov.uk\)](#)

33. Allegations against pupils

If an allegation is made against a pupil, the school will follow the procedures in the Behaviour Policy with regards to sanctions that may need to be applied.

Where there is a risk of significant harm, a child on child referral will be made to Children's Services for either victim, perpetrator or both.

If it is necessary for a child to be interviewed by the police, or other authorities, school will ensure that parents/carers are informed as soon as possible, following advice from external agencies and that the child is supported by an appropriate adult during the interview. The safety and welfare of the child will always be carefully considered by school.

Appendix A

Everyone who works with children has a duty to safeguard and promote their welfare. They should be aware of the signs and indicators of abuse and know what to do and

to whom to speak if they become concerned about a child or if a child discloses to them.

The following is intended as a reference for school staff and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm.

The Children Act 1989 defines abuse as when a child is suffering or is likely to suffer 'significant harm'. Harm means ill treatment or the impairment of health or development. Four categories of abuse are identified:

Categories of Abuse

Child abuse is a form of maltreatment. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children people may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children 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 persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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, though it may occur alone.

Sexual Abuse

Involves forcing or enticing a child 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. Sexual abuse can take place online and technology can be used to facilitate offline abuse. 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:

- a) provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- b) protect a child from physical and emotional harm or danger
- c) ensure adequate supervision (including the use of inadequate caregivers)
- d) ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Exploitation

Exploitation is a form of child abuse and may take a number of forms:

Child Sexual Exploitation (CSE) and child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Taken from – **Keeping Children Safe in Education.**

[Home Office – Serious Violence Strategy, April 2018 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/682442/serious_violence_strategy.pdf)

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified

distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Taken from “**Keeping Children Safe in Education**”

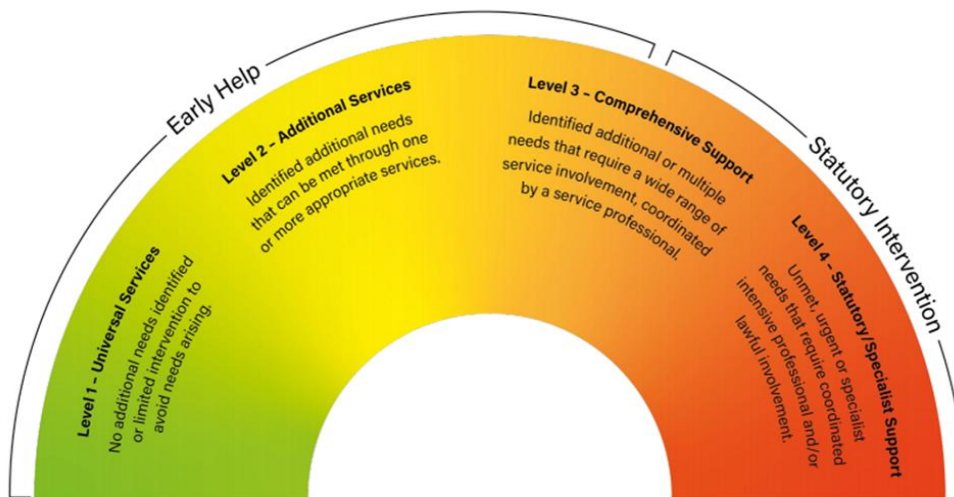
Extremism

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Harmful sexual behaviour (HSB)

Children’s sexual behaviour ranges, from normal and developmental expected to inappropriate, problematic, abusive and violent. The inappropriate, problematic, abusive and violent behaviour can cause developmental damage and is referred to as “Harmful Sexual Behaviour” (HSB).

Continuum of Need incorporating Threshold guidance



Every assessment should draw together relevant information gathered from the child and their family and from relevant practitioners including teachers and school staff, early years workers, health practitioners, the police and adult social care.

Every assessment of a child should reflect the unique characteristics of the child within their family and community context.

Each child whose referral has been accepted by children's social care should have their individual needs assessed, including an analysis of the parental capacity to meet those needs, whether they arise from issues within the family or the wider community.

Frequently, more than one child from the same family is referred and siblings within the family should always be considered.

Level 1 Universal Services	No additional needs identified or limited intervention to avoid needs arising. Children and young people whose needs are met by on-going services such as schools, GPs, Health visitors and Dentist alongside the love, care and protection of parents and carers. Children and young people in this category are making good overall progress in all areas of their development. Some limited intervention from a universal service may be needed to avoid needs arising or to meet a single identified need. The majority of children living in each local authority area will fall into this category.
Response:	Agencies should identify what they can do first to support the child and their family through their own service.
Assessment:	Agencies may use their own assessment processes to tailor the services they provide.

Development of the baby or child		Parent and carers	Family and environment elements
Health <ul style="list-style-type: none"> Physically well Nutritious diet Adequate hygiene and dress Developmental and health checks and immunisations up to date Developmental milestones and motor skills appropriate Good height/weight Sexual activity appropriate for age Good mental health Not misusing substances or engaging in risk taking behaviours 	Identity and self-esteem <ul style="list-style-type: none"> Positive sense of self and abilities Sense of belonging and acceptance by others Confident in social situations Can discriminate between safe and unsafe contacts 	Basic care, safety and protection <ul style="list-style-type: none"> Provide for child's physical needs, e.g. food, drink, appropriate clothing, medical and dental care Protection from danger or significant harm, in the home and elsewhere Demonstrates appropriate awareness of safety 	Family functioning and well-being <ul style="list-style-type: none"> Good relationships within family, including when parents are separated Sense of wider family, friends and community, networks Parents/carers provide consistent positive role modelling No physical or mental health needs or if present do not impact on the ability to parent
Emotional development <ul style="list-style-type: none"> Good quality early attachments Able to adapt to change Able to understand others' feelings (appropriate to age and stage of development) Quality of attachment with caregivers 	Family and social relationships <ul style="list-style-type: none"> Stable and affectionate relationships with carers Good relationships with siblings and peers Developing independent and self-care skills 	Emotional warmth and stability <ul style="list-style-type: none"> Shows warm regard, praise and encouragement Ensures stable relationships Provides consistency of emotional warmth over time 	Housing, work and income <ul style="list-style-type: none"> Accommodation has basic amenities and appropriate facilities, and can meet family needs Parents/carers able to manage the working or unemployment arrangements Managing budget to meet individual needs
Behavioural developments <ul style="list-style-type: none"> Takes responsibility for own behaviour Responds appropriately to boundaries and constructive guidance Interacts appropriately 	Learning <ul style="list-style-type: none"> Access to books and toys Attends school/nursery Acquires a wide range of skills and interests Enjoys and participates in learning activities Has experiences of success and achievement Sound links between home and school Planning for career and adult life 	Guidance, boundaries and stimulation <ul style="list-style-type: none"> Encourages learning and development through interaction and play Enables child/young person to experience success Ensure the child can develop a sense of right and wrong Child / young person accesses leisure facilities as appropriate to age and interests 	Social and community including education <ul style="list-style-type: none"> Family feels part of the community Good social and friendship networks exists Community is generally supportive of families with children / young people No concerns of exploitation or risk of online harm Child's positive sense of self and abilities reduces the risk that they will be targeted by peers or adults who wish to exploit them No concerns of discrimination

Useful contacts:	Please visit Buckinghamshire Safeguarding Children Partnership website – buckssafeguarding.org.uk/childrenpartnership/
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Level 2 Additional Services	ADDITIONAL NEEDS: Children and young people with additional needs (not just SEN), that can be met through a single agency response or through agencies working together to provide a coordinated partnership response. The support required may only be short term, but if ignored, these issues could lead to escalating.		
Response:	Agencies should refer to a single agency to meet identified need. Agencies can be identified through the Buckinghamshire Family Information Service website which provides details to local support services and access to family support and information of wider early help approaches. Towards the top end of level 2, agencies may need to work together to provide a coordinated service to support a child and their family who need support from more than one agency. Schools are advised to consult with their Link Family Support Worker to discuss the child/family support needs and agree next steps which may include a Request for Family Support (L2) or submission of a MARF (1,3/4).		
Assessment:	Agencies who have carried out their own specific assessment (for example the Outcome Star or Children's Neglect Tool Kit), should consider sharing those outcomes as this will be particularly helpful when more than one agency may be involved.		
Development of the baby or child		Parent and carers	Family and environment elements
Health <ul style="list-style-type: none"> Inadequate diet e.g. no breakfast Missing immunisations/checks Child is susceptible to persistent minor health problems or accidents Slow in reaching developmental milestones Minor concerns re diet, hygiene, clothing Weight not increasing at rate expected, or obesity Dental care not sufficient Vulnerable to emotional problems, perhaps in response to life events such as parental separation e.g. child seems unduly anxious, angry or defiant Early sexual activity or awareness Experimenting with tobacco, alcohol or illegal drugs Frequent accidents or A & E attendance or admissions to hospital 	Identity and self-esteem <ul style="list-style-type: none"> Some insecurities around identity expressed e.g. low self-esteem May experience bullying around difference May be perpetrating bullying behaviour Child can be over friendly or withdrawn with strangers Child/young person provocative in behaviour/appearance e.g. inappropriately dressed for school 	Basic care, safety and protection <ul style="list-style-type: none"> Basic care is not provided consistently Hazardous use of safety equipment e.g. fireguards Parent/carer engagement with services is poor Parent/carer requires advice on parenting issues Some concerns around child's physical needs being met Young, inexperienced parents Teenage pregnancy Inappropriate childcare arrangements and/or too many carers Some exposure to dangerous situations in the home or community Unnecessary or frequent visits to doctor/casualty Parent/carer stresses starting to affect ability to ensure child's safety 	Family functioning and well-being <ul style="list-style-type: none"> Parents/carers have some conflicts or difficulties that can involve the child/young person A child or young person has experienced loss of significant adult, e.g. through bereavement or separation Parent/carer has physical/mental health difficulties A child/young person is taking on a caring role in relation to their parent/carer, or is looking after younger siblings Privately fostered Adopted Limited friends and family support Child looked after by many different adults Parent / carer has learning needs Physical or mental health needs
Emotional development <ul style="list-style-type: none"> Some difficulties with family relationships Some difficulties with peer group relationships and with adults, e.g. 'clingy', anxious or withdrawn Some evidence of inappropriate responses and actions Starting to show difficulties expressing empathy 	Family and social relationships <ul style="list-style-type: none"> Lack of positive role models Child has some difficulties sustaining relationships Unresolved issues arising from parents' separation, step parenting or bereavement 	Emotional warmth and stability <ul style="list-style-type: none"> Inconsistent responses to child/young person by parent/carer Parents struggling to have their own emotional needs met Child/young person not able to develop other positive relationships Child/young person's key relationships with family members not kept up Starting to show difficulties with attachments 	Housing, work and income <ul style="list-style-type: none"> Poor housing Some problems over basic facilities Family seeking asylum or refugees Periods of unemployment of parent/carer Parents/carers have limited formal education Low income Financial/debt problems
	Self-care skills and independence <ul style="list-style-type: none"> Disability limits amount of self-care possible Not always adequate self-care, e.g. poor hygiene Child slow to develop age-appropriate self-care skills 		Social and community including education <ul style="list-style-type: none"> Family new to the area or with limited contact with community members
	Learning <ul style="list-style-type: none"> Disability limits amount of self-care possible 		

<ul style="list-style-type: none"> Limited engagement in play with others 	<ul style="list-style-type: none"> Have some identified learning needs that result in a school level response Language and communication difficulties Some school absence Poor punctuality/pattern of regular school absences Not always engaged in play/learning, e.g. poor concentration Not thought to be reaching his/her education potential Reduced access to books/toys Home-School links not well established Limited evidence of progression planning At risk of making poor decision about progression Limited participation of young person in education, employment or training 	<p>Guidance, boundaries and stimulation</p> <ul style="list-style-type: none"> Parent/carer offers inconsistent boundaries Lack of routine in the home Child/young person spends considerable time alone, e.g. watching television Child / young person is not often exposed to new experiences; has limited access to leisure activities Child / young person can behave in an anti-social way in the neighbourhood, e.g. petty crime Possible risk of online harm 	<ul style="list-style-type: none"> Some social exclusion or conflict experiences; low tolerance Community characterised by negativity towards children/young people Difficulty accessing community facilities Child has a negative sense of self and abilities and suffers with low self-esteem making them vulnerable to peers and adults who pay them attention and/or show them affection but do so in order to exploit them (CE) Some concerns of possible discrimination
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Useful contacts: Please visit Buckinghamshire Safeguarding Children Partnership website – buckssafeguarding.org.uk/childrenpartnership/

Level 3	Children and young people who have multiple and complex needs requiring a multi-agency Early Help response with a lead professional. Level 3 also includes the threshold for a Child in Need. Although a Child in Need requires a statutory response from Children's Social Care, a statutory intervention is not necessarily required. For this reason, the threshold for a Child in Need falls in level 3, but where a statutory intervention is required from Children's Social Care this would fall into level 4. It should be noted that at this level Early Help involvement is still an option. Children and young people in this category have increasing levels of unmet needs that are more significant and complex. The range, depth or significance of the problems faced by children at level 3 may begin to prevent them from achieving or maintaining a reasonable standard of health or development if they don't receive appropriate services. They are likely to require targeted and/or longer-term intervention from specialist services.
Comprehensive Support	
Response:	Agencies should contact First Response (aka MASH) using the Multi-Agency Referral Form (MARF). Once contact is made, the case is then screened by Children's Social Care in the MASH and a decision is made within 72 hours as to what service level is needed in relation to the Continuum of Need. If contact needs to be made out of hours, you can call the Emergency Duty Team on 0800 999 7677. Schools will need to consult with their link support worker to discuss concerns from which a decision to complete a MARF will be decided.
Assessment:	The key tools for assessing need are the Outcomes Star, Children's Neglect Tool and a Child in Need assessment (a statutory assessment led by Children's Social Care under Section 17 of the Children Act 1989). However other agencies may use their own assessment tools in the first instance.

Development of the baby or child		Parent and carers	Family and environment elements
<p>Health</p> <ul style="list-style-type: none"> Physically unwell Concerns re diet, hygiene, clothing Child has some chronic/recurring health problems; not treated, or badly managed Missing routine and non-routine health appointments Weight gain – drop in centiles Limited or restricted diet, e.g. no breakfast; no lunch money Concerns about developmental progress, e.g. overweight/underweight; bedwetting/soiling Developmental milestones are unlikely to be met Dental decay Smokes/ other regular substance misuse 'Unsafe' sexual activity Learning significantly affected by health problems Significant speech language difficulties/delay or disordered development Child has significant disability Mental health issues emerging Sexual activity which cause concern and/or sexually harmful behaviour 	<p>Identity and self-esteem</p> <ul style="list-style-type: none"> Child subject to persistent discrimination, (e.g. racial, sexual or due to disabilities) Demonstrates significantly low self-esteem/confidence in a range of situations Victim of crime or bullying Signs of deteriorating emotional well-being/mental health May not discriminate effectively with strangers Clothing is regularly unwashed or unsuitable Presentation (including hygiene) significantly impacts on all relationships Child lacks confidence or is watchful or wary of carers/people May be aggressive in behaviour/appearance <p>Family and social relationships</p> <ul style="list-style-type: none"> Relationships with carers characterised by inconsistencies Child has lack of positive role models Child appears to have undifferentiated attachments Misses school or leisure activities Involved in conflicts with peers/siblings Lack of friends/social network May have previously had periods of LA accommodation 	<p>Basic care, safety and protection</p> <ul style="list-style-type: none"> Parent/carer is struggling to provide adequate care Parents have found it difficult to care for previous child/young person Inappropriate care arrangements Instability and domestic violence in the home Parent's mental health problems or substance misuse significantly affect care of child/young person Non-compliance of parents/carers with services Practitioners have serious concerns Experiencing unsafe situations Child/young person caring for siblings/parent Child/young person perceived to be a problem by parents Child/young person may be subject to neglect Child/young person previously looked after by LA <p>Emotional warmth and stability</p> <ul style="list-style-type: none"> Child receives erratic or inconsistent care Child has episodes of poor-quality care Parental/carer instability/emotional needs affects capacity to nurture Some relationship difficulties 	<p>Family functioning and well-being</p> <ul style="list-style-type: none"> Incidents of domestic abuse between parents/carers Acrimonious divorce/separation Family has serious physical and mental health difficulties Family has poor relationship with extended family or little communication Family is socially isolated Parent / carer has Learning needs Physical or mental health needs which impact on parenting capacity. <p>Housing, work and income</p> <ul style="list-style-type: none"> Poor state of repair, temporary or overcrowded, or unsafe Living in interim accommodation Experiencing frequent moves Intentionally homeless Parents/carers experience stress due to unemployment or 'overworking'; may be impacting on other aspects of family life e.g. marital relationship Parents/carers find it difficult to obtain employment due to poor basic skills Serious debts/poverty impact on ability to have basic needs met

<p>Emotional development</p> <ul style="list-style-type: none"> Good quality early attachments e.g. conduct disorder, ADHD, anxiety; depression; eating disorder; self-harming Frequent accidents 	<ul style="list-style-type: none"> Concerns of absences from home without parental consent *Emerging behaviours which could suggest CSE <p>Self-care skills and independence</p> <ul style="list-style-type: none"> Disability prevents self-care in a significant range of tasks Child takes little or no responsibility for self-care tasks compared with peers Child lacks a sense of safety and often puts him/herself in danger Child is main carer for family member <p>Learning</p> <ul style="list-style-type: none"> Identified learning needs that are being addressed at school level. Regular underachievement causing concern at school Poor nursery/school attendance and punctuality Poor home-nursery school link Some fixed-term exclusions Very limited interests/skills displayed Not in education (under 16) Not in education, employment, or training post 16 	<ul style="list-style-type: none"> Child has no other positive relationships Child has multiple carers; may have no significant relationship to any of them Child has been 'Looked After' by the LA <p>Guidance, boundaries and stimulation</p> <ul style="list-style-type: none"> Erratic or inadequate guidance provided Parents struggle/refuse to set effective boundaries e.g. too loose/tight/physical chastisement Child/young person behaves in anti-social way in the neighbourhood Parent/carer does not offer a good role model, e.g. by behaving in an anti-social way Child not receiving positive stimulation, with lack of new experiences or activities Child/young person under undue parental pressure to achieve/aspire Exposure to online forums increasing risk of online harm. 	<ul style="list-style-type: none"> Low income plus adverse additional factors e.g. up to borrowing limit of Social Care Fund Rent arrears put family at risk of eviction or proceedings initiated <p>Social and community including education</p> <ul style="list-style-type: none"> Parents/carers socially excluded/isolated Lack of a support network Low community support for families Acrimonious relationships within community Poor quality access to universal and targeted services Concerns expressed by others Child's negative sense of self/low self-esteem contributes to their involvement with peers and/or adults thought to be treating them badly and/or encouraging their involvement in self-harm and/or criminal behaviour. Child regularly goes missing and family do not know where Child is. Incidents and/or increase of discrimination
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Useful contacts: Please visit Buckinghamshire Safeguarding Children Partnership website – buckssafeguarding.org.uk/childrenpartnership/

Level 4 Statutory / Specialist Support	Children and young people with a high level of unmet or complex needs or children who are in need of protection. Children and young people in this category are identified as having suffered or likely to be suffering significant harm or significant impairment to their health or development. Harm is defined under 4 possible categories: physical abuse, emotional abuse, sexual abuse and neglect. These children require intensive support under Section 47 of the Children Act 1989 (Child Protection Plan). Sometimes 'Significant Harm' will be a single, traumatic event, but more often it is an accumulation of significant events, both acute and longstanding over time, such as in situations of neglect.		
Response:	Agencies should contact First Response using the Multi-Agency Referral Form (MARF) or by calling 01296 383962 (or 0800 999 7677 for the out of hours Emergency Duty Team). If there is a concern that a child is immediately at risk, call the Police on 999.		
Assessment:	Statutory assessment will take place under the provisions of the Children Act 1989. This will be led by Children's Social Care. Where a child is assessed to have met the threshold for statutory intervention there are various options available to ensure a child is protected from harm. This includes making the child subject to a Child Protection Plan or taking the child into care.		
Development of the baby or child	Parent and carers	Family and environment elements	
Health	Identity and self-esteem	Basic care, safety and protection	Family functioning and well-being
<ul style="list-style-type: none"> Child/young person has severe/chronic health problems Child/young person's weight and height both under the 0.4th centile Other developmental milestones unlikely to be met; failure to thrive Lack of food may be linked with neglect Refusing medical care endangering life/development Seriously obese Dental decay and no access to treatment Persistent and high-risk substance misuse Dangerous sexual activity and/or early teenage pregnancy Child sexual exploitation (CSE) Suspected imminent risk of FGM (female genital mutilation) Sexual abuse Self-harming Non-accidental injury Acute mental health problems e.g. severe depression; threat of suicide; psychotic episode Physical/learning disability requiring constant supervision 	<ul style="list-style-type: none"> Child/young person experiences persistent discrimination; internalised and reflected in poor self-image Failed Education Supervision Order – 3 prosecutions for non-attendance: family refusing to engage Socially isolated and lacking appropriate role models Alienates self from others Bullying Lack of confidence is incapacitating Victim of crime; may fear persecution by others Poor and inappropriate self-presentation Child/young person likely to put self at risk Child sexual exploitation (CSE) Evident mental health needs 	<ul style="list-style-type: none"> Parents/carers unable to provide 'good enough' parenting that is adequate and safe; Parent/carer's mental health or substance misuse significantly affect care of child Parents/carers unable to care for previous children Instability and violence in the home continually Parents/carers involved in crime Parents unable to restrict access to home by dangerous adults Parents/carers own needs mean they are unable to keep child/young person safe Chronic and serious domestic violence involving child/young person Unexplained injuries Parents not engaging with professionals Allegation or reasonable suspicion of serious injury, abuse or neglect. Unable to manage severe challenging behaviour without support –high risk of family breakdown Suspected/evidence of fabricated or induced illness Unable to meet child/young person's physical or emotional needs Disclosure from parent of abuse to child/young person Escalating or serious domestic violence 	<ul style="list-style-type: none"> Significant parental/carer discord and persistent domestic violence Family characterised by conflict and serious chronic relationship difficulties History of rejection Poor relationships between siblings and wider family No effective support from extended family Destructive/unhelpful involvement from extended family Child/young person has been identified as a child/young person in need, but parents/carers have refused support Family involved in criminal activity; parent or sibling has received custodial sentence Individual posing a risk to children in, or known to household Unsafe home environment Family home used for drug taking, prostitution, illegal activities Family have physical or mental health needs that impact on parenting capacity Parent / care has Learning needs that impact on parenting capacity
	Family and social relationships		Housing, work and income
	<ul style="list-style-type: none"> Repeated missing persons episodes Relationships with family experienced as negative ('low warmth, high criticism') Rejection by a parent/carer; family no longer want to care for - or have abandoned - child/young person Periods accommodated by Council Family breakdown related to child's behavioural difficulties 		<ul style="list-style-type: none"> Homeless - or imminent Housing dangerous or seriously threatening to health Physical accommodation places child in danger Chronic unemployment that has severely affected parents' own identities Family unable to gain employment due to significant lack of basic skills or long-term substance misuse Extreme poverty/debt impacting on ability to care for child No expectation that young person will work

<ul style="list-style-type: none"> Disclosure of abuse from child/young person Evidence of significant harm or neglect Disclosure of abuse/physical injury caused by a professional 	<ul style="list-style-type: none"> Subject to physical, emotional or sexual abuse or neglect Child Exploitation (CE) Suspected imminent risk of FGM (female genital mutilation) Child is main carer for family member 	Emotional warmth and stability	Social and community including education
Emotional development	Self-care skills and independence	<ul style="list-style-type: none"> Parents/carers inconsistent, highly critical, rejecting or apathetic towards child Family life chaotic Child/young person beyond parental/carers' control Parent's own emotional experiences impacting on their ability to meet child/young person's needs Child has no-one to care for him/her Child/young person threatened with rejection from home Requesting young child be accommodated 	<ul style="list-style-type: none"> Family chronically socially excluded No supportive network Community are hostile to family Child frequently goes missing and fails to account for their locations or discloses situations indicating risk of CE Child trafficked to UK for sexual exploitation Currently being discriminated and/or on going and increasing incidents of discrimination
<ul style="list-style-type: none"> Puts self or others in danger e.g. missing from home Severe emotional/behavioural challenges Unable to connect cause and effect of own actions Unable to display empathy Suffers from periods of severe depression Self-harming or suicide attempts 	<ul style="list-style-type: none"> Severe disability – child/young person relies totally on other people to meet care needs Child neglects to use self-care skills due to alternative priorities, e.g. substance misuse 	Guidance, boundaries and stimulation	
Behavioural developments	Learning	<ul style="list-style-type: none"> No effective boundaries set by parents/carers Multiple carers with no consistency Child regularly behaves in an anti-social way in the neighbourhood No constructive leisure Exposure to online forums evident to resulting in harm 	
<ul style="list-style-type: none"> Unable to determine boundaries, roles and responsibilities appropriately Cannot maintain peer relationships e.g. is aggressive, bully, bullied Regularly involved in anti-social/criminal activities Repeated missing persons episodes Prosecution of offences resulting in court orders, custodial sentences, ASBOs Non-compliant or poor response to support Professional concerns – but difficulty accessing child/young person Unaccompanied refugee/asylum seeker Privately fostered Abusing other children Young Sex Offenders Serious or persistent offending behaviour likely to lead to custody/remand in secure unit/prison Subject to Family Support or Child Protection Plan 	<ul style="list-style-type: none"> Puts self or others at risk through behaviour No, or acrimonious, home-nursery or school link Young child with few, if any, achievements No school placement Child/young person is out of school Has no access to leisure activities Multiple fixed term exclusions or risk of permanent exclusion Consistently poor or no educational attainment progress 		

Appendix C Threshold Document – Levels of need when working with children and families in Milton Keynes

Level 1		UNIVERSAL NEEDS: Children who make good overall progress in most areas of development and receive appropriate universal services, such as health care and education. They may also use leisure and play facilities or voluntary sector services.	
DEVELOPMENT OF THE BABY OR CHILD	IDENTITY AND SELF-ESTEEM	PARENTS AND CARERS	FAMILY AND ENVIRONMENT ELEMENTS
<ul style="list-style-type: none"> Physically well Nutritious diet Adequate hygiene and dress Developmental and health checks and immunisations up to date Developmental milestones & motor skills appropriate Good height/weight Sexual activity appropriate for age Good mental health 	<ul style="list-style-type: none"> Positive sense of self and abilities Sense of belonging and acceptance by others Confident in social situations Can discriminate between safe and unsafe contacts 	<ul style="list-style-type: none"> Basic care, safety and protection Provide for child's physical needs, eg food, drink, appropriate clothing, medical and dental care Protection from danger or significant harm, in the home and elsewhere 	<ul style="list-style-type: none"> Family functioning and well-being Good relationships within family, including when parents are separated Sense of wider family, friends and community, networks
Emotional development	Family and social relationships	Emotional warmth and stability	Housing, work and income
<ul style="list-style-type: none"> Good quality early attachments Able to adapt to change Able to understand others' feelings 	<ul style="list-style-type: none"> Stable and affectionate relationships with carers Good relationships with siblings and peers Developing independent and self care skills 	<ul style="list-style-type: none"> Shows warm regard, praise and encouragement Ensures stable relationships Provides consistency of emotional warmth over time 	<ul style="list-style-type: none"> Accommodation has basic amenities and appropriate facilities, and can meet family needs Parents/carers able to manage the working or unemployment arrangements Managing budget to meet individual needs
Behavioural developments	Learning	Guidance, boundaries and stimulation	Social and community including education
<ul style="list-style-type: none"> Takes responsibility for own behaviour Responds appropriately to boundaries and constructive guidance Plays positively 	<ul style="list-style-type: none"> Access to books and toys Acquires a wide range of skills and interests Enjoys and participates in learning activities Has experiences of success and achievement Sound links between home and school Planning for career and adult life 	<ul style="list-style-type: none"> Encourages learning and development through interaction and play Enables child/young person to experience success Ensure the child can develop a sense of right and wrong Child/young person accesses leisure facilities as appropriate to age and interests 	<ul style="list-style-type: none"> Family feels part of the community Good social and friendship networks exists Community is generally supportive of families with children/young people
Level 2		ADDITIONAL NEEDS: Children whose needs require some extra support. A single universal or targeted service or two services are likely to be involved; there is not a 'team around the family' and a Lead Professional is not required.	
DEVELOPMENT OF THE BABY OR CHILD	IDENTITY AND SELF-ESTEEM	PARENTS AND CARERS	FAMILY AND ENVIRONMENT ELEMENTS
<ul style="list-style-type: none"> Inadequate diet, eg no breakfast Missing immunisations/checks Child is susceptible to persistent minor health problems or accidents Slow in reaching developmental milestones Minor concerns re diet, hygiene, clothing Weight not increasing at rate expected, or obesity Dental care not sufficient Vulnerable to emotional problems, perhaps in response to life events such as parental separation or child seems unduly anxious, angry or defiant Early sexual activity or awareness Experimenting with tobacco, alcohol or illegal drugs Frequent accidents or A & E attendance or admissions to hospital 	<ul style="list-style-type: none"> Some insecurities around identity expressed eg low self-esteem May experience bullying around difference May be perpetrating bullying behaviour Child can be over friendly or withdrawn with strangers Child/young person provocative in behaviour/appearance eg inappropriately dressed for school 	<ul style="list-style-type: none"> Basic care, safety and protection Basic care is not provided consistently Haphazard use of safety equipment eg fireguards Parent/carer engagement with services is poor Parent/carer requires advice on parenting issues Some concerns around child's physical needs being met Young, inexperienced parents Teenage pregnancy Inappropriate child care arrangements and/or too many carers Some exposure to dangerous situations in the home or community Unnecessary or frequent visits to doctor/casualty Parent/carer stresses starting to affect ability to ensure child's safety 	<ul style="list-style-type: none"> Family functioning and well-being Parents/carers have some conflicts or difficulties that can involve the child/young person A child or young person has experienced loss of significant adult, eg through bereavement or separation Parent/carer has physical/mental health difficulties A child/young person is taking on a caring role in relation to their parent/carer, or is looking after younger siblings Privately fostered Adopted Limited friends and family support Child looked after by many different adults
Emotional development	Family and social relationships	Emotional warmth and stability	Housing, work and income
<ul style="list-style-type: none"> Some difficulties with family relationships Some difficulties with peer group relationships and with adults, eg 'clinging', anxious or withdrawn Some evidence of inappropriate responses and actions Starting to show difficulties expressing empathy Limited engagement in play with others Victim of abuse, but risk now managed 	<ul style="list-style-type: none"> Lack of positive role models Child has some difficulties sustaining relationships Unresolved issues arising from parents' separation, step parenting or bereavement 	<ul style="list-style-type: none"> Inconsistent responses to child/young person by parent/carer Parents struggling to have their own emotional needs met Child/young person not able to develop other positive relationships Child/young person's key relationships with family members not kept up Starting to show difficulties with attachments 	<ul style="list-style-type: none"> Poor housing Some problems over basic facilities Family seeking asylum or refugees Periods of unemployment of parent/carer Parents/carers have limited formal education Low income Financial/debt problems No recourse to public funds
Behavioural development	Self-care skills and independence	Guidance, boundaries and stimulation	Social and community including education
<ul style="list-style-type: none"> Not always able to understand how own actions impact on others Finds accepting responsibility for own actions difficult Responds inappropriately to boundaries and constructive guidance Finds positive interaction difficult with peers in structured contexts 	<ul style="list-style-type: none"> Disability limits amount of self-care possible Not always adequate self-care, eg poor hygiene Child slow to develop age-appropriate self-care skills 	<ul style="list-style-type: none"> Parent/carer offers inconsistent boundaries Lack of routine in the home Child/young person spends considerable time alone eg watching television Child/young person is not often exposed to new experiences; has limited access to leisure activities Child/young person can behave in an anti-social way in the neighbourhood, eg petty crime 	<ul style="list-style-type: none"> Family new to the area or with limited contact with community members Some social exclusion or conflict experiences; low tolerance Community characterised by negativity towards children/young people Difficult accessing community facilities
Learning	Family and social relationships	Learning	Self-care skills and independence
<ul style="list-style-type: none"> Not always engaged in play/learning, eg poor concentration Not thought to be reaching his/her education potential Reduced access to books/toys Home-School links not well established Limited evidence of progression planning At risk of making poor decision about progression Limited participation of young person in education, employment or training 	<ul style="list-style-type: none"> Repeated missing persons episodes Relationships with family experienced as negative ('low warmth, high criticism') 	<ul style="list-style-type: none"> Identified learning needs that are being addressed at school level Regular underachievement causing concern at school Poor nurses/school attendance and punctuality Poor home-nursery school link Some fixed-term exclusions Very limited interests/skills displayed Not in education (under 16) Not in education, employment, or training post-16 	<ul style="list-style-type: none"> Disability prevents self-care in a significant range of tasks Child takes little or no responsibility for self-care tasks compared with peers Child lacks a sense of safety and often puts him/herself in danger Child is main carer for family member
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Safeguarding

It's everybody's business
Are you concerned about a child or young person?

Do you think a child or young person you know might be suffering from any of the following?

Physical abuse being hit, kicked or punched

Physical neglect not being properly fed or clothed, poor hygiene

Sexual abuse exposed to inappropriate sexual behaviour, language or assault

Emotional abuse constantly criticised, ignored, humiliated, exposed to domestic violence

What should you do to help?

Act promptly

Make a note of your concerns

Give as much information as you can about the child or family.

Please don't

Ignore your concerns

Think someone else will call

Try to deal with it on your own

Safeguarding is everyone's business.

At Drayton Parslow, Mursley and Swanbourne schools please contact;

Executive Headteacher	Mr David May	Designated Safeguard Lead
Deputy Headteacher	Mr Tristan Thorp	Deputy DSL
Assistant Headteacher	Mrs Heidi Martin	Deputy DSL (Drayton Parslow)
SENCO	Mrs Rebecca Chapman-Hill	Deputy DSL
Key Stage Leader	Mrs Charlene Smuts	Deputy DSL (Mursley)
Pre-School Leader	Mrs Kelly Hall	Deputy DSL (Kingfishers)
Governor	Mrs Alison Terry	Child Protection Governor

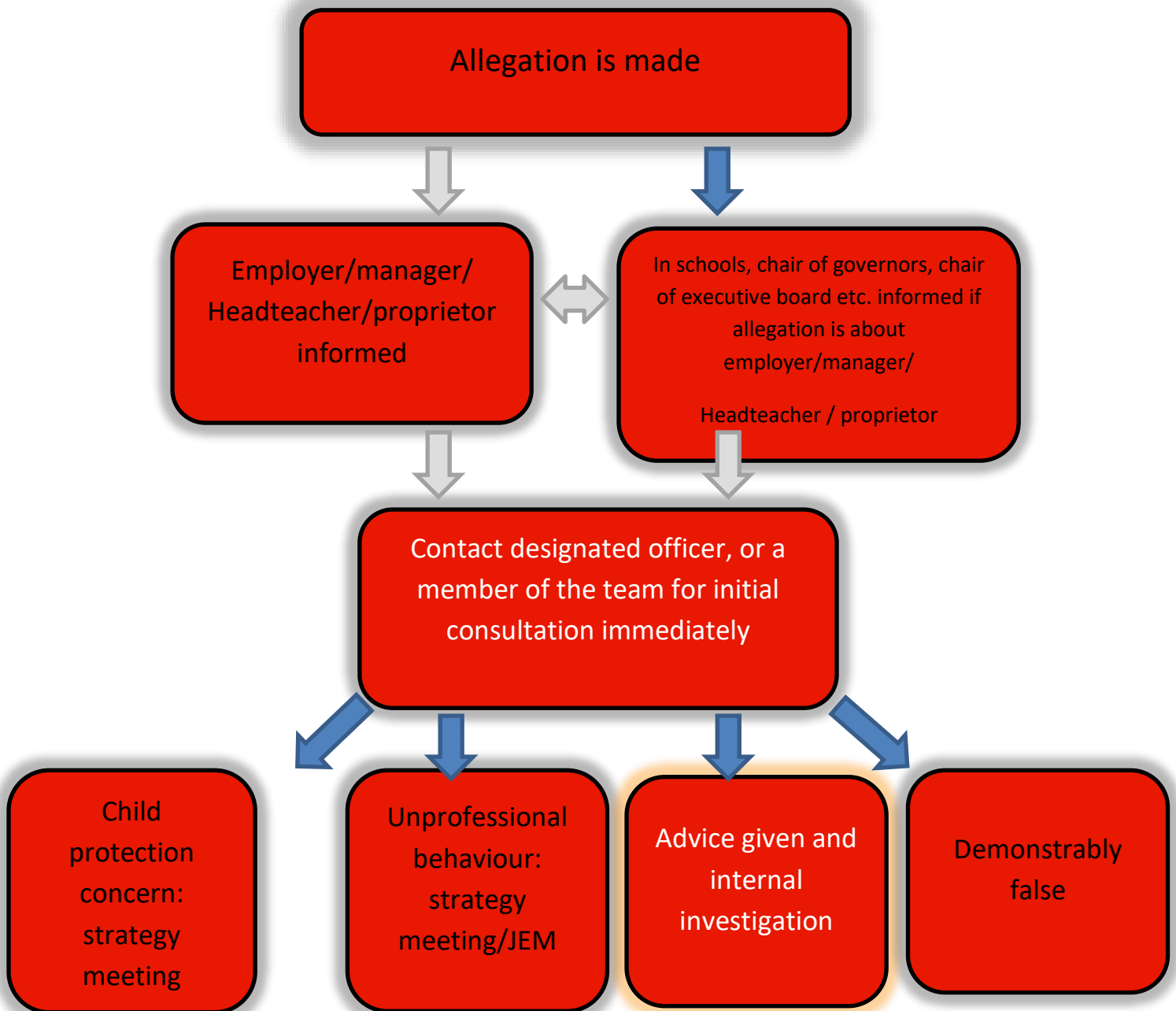
If you are a visitor with safeguarding concerns, please make these known to a designated person **BEFORE** leaving the premises.

First Response on: Office hours 0845 4600 001 or out of hours 0800 999 7677

Appendix E – Allegation Flowchart

Allegation flowchart

Below is a procedure to follow if you have a concern that a person who works with children and young people may have behaved inappropriately or you have received information that may constitute an allegation you must:



Please note JEM: Joint Evaluation Meeting

Appendix F – Dealing with Disclosures

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 disbelief 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...	Explain about	Describe 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 Headteacher who will consult with the LADO before taking action.

Any allegation / disclosure regarding the Executive Headteachers MUST be referred immediately to the Chair of Governors who will consult with the LADO without notifying the Executive Headteachers.

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.

Child Protection Records held within Settings

This section provides guidance to schools and other educational establishments on record keeping, to enable the designated member of staff with a responsibility for child protection to ensure that all child protection information and concerns are kept in an appropriate and useful manner.

Deficiencies in record keeping have been identified by several child death enquiries as a problem area that requires attention from all agencies.

Good record keeping is essential in safeguarding the welfare of children and young people, particularly with regards to children/young people who are subject to child protection plans or who are identified as vulnerable. For this reason, it is advisable to carry out a regular audit of all child protection information kept in school, to ensure that procedures are being followed correctly.

1. What kind of information should be recorded?

Any member of staff who has a concern about a child should make a written note. This must be passed on to the designated person, (although a personal copy may be kept in a secure place). The note should be timed, dated and signed, with your name printed alongside the signature.

Notes must be made as soon as possible and certainly within 24 hours of the incident giving rise to the concern. (This is important, in case the note is needed for submission to court). Notes do not have to be officially (or beautifully!) presented. The important thing is that they are:

- Factual
- Using a child's own words where possible
- A record of what you saw and heard

Professional opinions are acceptable but only if you state the facts or observations upon which your opinion is based.

If a referral is made to the Assessment Team or Thames Valley Police, Child Abuse Investigation Unit a written record of all concerns held should be sent and a copy of the referral should be kept by the school.

Nagging Doubts about a Child's Safety and Welfare

Sometimes, things which seem to be insignificant or trivial at the time turn out to be vital pieces of information later.

A record should be made of any information, including hearsay and 'nagging doubts', which give you cause for concern about a child. Much of this information may not appear to be very significant on its own, but it could contribute to a 'jigsaw' picture of abuse that should not be ignored. Remember no concern is too small

If there has been no specific incident or information, make a written note. Try to identify what is really making you feel worried. Record these concerns on the same record of concern form for your records.

It is crucial that actions and outcomes are recorded on these forms, including any consultation that has been carried out with any other professionals.

2. How should notes and reports be made?

It is impossible to say, at the time of making a child protection note, who will eventually have access to it, or when. It may be consulted months or even years after it was written. Always bear in mind that someone who is a complete stranger to you and your school may need to read your record at some stage in the future.

Ideally, logs of incidents should be typed. If hand written, notes should be clearly legible and written in ink. All notes and reports must contain the following:

- Date of the incident
- Date and time of the record being made
- Name and date of birth of the child(ren) concerned
- A factual account of what happened, and the location where the incident took place (keeping it in the child's words)
- A note of any other people involved e.g., as witnesses
- Questions that the adult asked (remember do not ask leading questions)
- Action taken, and any future plans e.g., monitor and review
- Any other agencies informed:
 - Names,
 - Dates,
 - Times of anyone spoken to.
- Printed name of the person making the record
- Job title of the person making the record
- Signature (print name alongside)

The source of the information should be identified e.g., 'Mrs Bell, a midday supervisor, informed me that...' Or 'I saw John in the playground at break time....'

Information should be factual or based on fact. Record what you saw, heard etc. and try not to be vague or woolly (e.g. 'Jenny was crying and rocking' rather than 'Jenny was upset')

Opinion is acceptable provided that you can give some justification for holding it (e.g. 'Sam ran and hid under the table when his mother arrived to take him home and clung to me when I tried to get him out. He appeared to be frightened.')

Make a note of what you have done with the information (e.g. 'I consulted the Headteacher, Mr Wilson, and he said he would...')

Try to avoid specialist jargon (e.g. 'he is SAP') which someone from another agency would not necessarily understand, right the information in full (School Action Plus)

Records and Reports for Child Protection Conferences

Reports prepared for Child Protection Conferences should focus on the child's:

- Educational Progress and Achievements
- Attendance
- Behaviour
- Participation
- Relationships with other children and young people
- Appearance, (where appropriate)
- Interaction with other children and adults

If relevant, reports should include what is known about the child's relationships with his or her family and the family structure. Reports should be objective and based on evidence. They should distinguish between fact, observation, allegation and opinion.

Settings should:

- Make reports available to the child's parents prior to the Child Protection Conference unless to do so would place the child at risk of significant harm
- Provide written reports to the Child Protection Conference
- Arrange for an appropriate person from the school to attend the Child Protection Conference

3. Where should child protection information be kept?

The child protection file should contain all reports, notes and correspondence referring to a child. This should be kept in one secure place e.g. a locked filing cabinet in the Designated Safeguarding Lead's office. Files on extended family members should be kept together and cross-referenced. This file should be kept separate to the child's educational school record.

A note or symbol (e.g. a blue star) should be placed on the cover of the school file for the child, indicating that there is a child protection file relating to the child. All staff who may need to consult the child's school file should be made aware what the symbol means, and who to consult if they see it.

4. Who should have access to child protection information?

Access to the information on file should be on a need-to-know basis among the staff. This can only be decided on a case-by-case basis. The confidentiality of the child and family should be respected as far as possible, but the welfare of the child is paramount. It would be unlikely that every member of staff would need to know the details of a case. Generally speaking, the closer the day-to-day contact with the child, the more likely the need to know an outline of the case. The school report to the child protection conference should be shared with the parent(s) before the conference takes place. All information must be shared with Social Worker and/or Police and Health, as appropriate, where there is concern that a child is at risk of significant harm.

Child protection information should not ordinarily be shared with agencies other than these statutory agencies e.g., information should not be released to solicitors etc. Where such a request is made, it is best to seek further advice and guidance from the relevant LADO team (see Part 1 Section 11).

Child Protection records can be kept on computer and are exempt from the disclosure provisions of the Data Protection Act 1984. For manual records, the Education (School Records) Regulations 1989 exempt information relating to child abuse from the requirement of disclosure. However, in cases of alleged child abuse which come to court, the school may be required to provide its child protection records.

5. What should happen to the information when a child leaves the school/ How long should information be kept?

If the child is moving to another school, the complete child protection file should be sent, under separate cover from the regular school file. It should be marked ‘Confidential, Addressee Only’, and should go to the Head Teacher or designated safeguarding lead of the receiving school. Where a pupil of 16+ years is taking up a college place, the file should be sent to the designated safeguarding lead for the receiving college or further education establishment. All relevant information including nagging doubts should be shared.

Where a pupil leaves with no Further Education (FE) place identified, the file should be retained at the school until the child’s 24th birthday. There is no need to keep a copy of material sent to a new school unless, at the discretion of the designated person, there are exceptional reasons for doing so.

The following form, copies onto school headed paper can be used to prove that a CP file has been passed on and accepted by the new setting:

School name:	
Child’s name:	
Date:	Person transferring file:
By signing this form, I am confirming that I have received the safeguarding/CP file for the above-named person who is now on role at our setting.	
Print name:	Signature:

Copies of child protection information should be kept by the final school placement until the child’s date of birth + 25 years.

Information of a child protection nature relating to an allegation against a member of staff, including where the allegation is unfounded, should be kept until the person's normal retirement age or 10 years from the date of the allegation if that's longer.

6. Sharing Information with other Schools/Agencies

Conversations between designated personnel at different schools (e.g. sharing concerns or asking for information about sibling groups) are perfectly acceptable. Where possible, consent from parents should be sought before a conversation takes place. Any relevant child protection information coming to light should be carefully logged.

If a child protection file has been started for a child who then moves school, the entire contents of the file should be sent to the receiving school/college.

The information should be sent under separate cover to the school file, in a sealed envelope to the Headteacher, marked 'Strictly Confidential'.

If a child moves without a forwarding address for home and school and no contact is received from a new school the county's Missing Pupil Procedures should be followed.

Where a child is removed from roll to be educated at home the school's child protection file should be copied to the Local Authority as soon as possible.

Remember:

- Monitor the child and record observations as factually as possible.
- A direct disclosure from a child or young person should be referred immediately to the appropriate social work team.

For supply staff and those on short contracts in The Three Schools

While working in The Three Schools, you have a duty of care towards the children/pupils/pupils here. This means that at all times you should act in a way that is consistent with their safety and welfare.

In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school designated safeguarding lead (DSL), who is Mr David May (Executive Headteacher) and can be found in Reception.

This is not an exhaustive list, but you may have become concerned as a result of:

- observing a physical injury, which you think may have been non-accidental
- observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for
- observing behaviour that leads you to be concerned about a child or young person
- a child or young person telling you that they have been subjected to some form of abuse

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the DSL. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the child, just listen and be supportive
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it and mention anyone else who was present. Then sign it, and give your record to the designated person/child protection officer, who should contact children's social care if appropriate

The Three Schools have a policy on safeguarding children and young people which you can find, together with the local procedures to be followed by all staff, in location.

Remember, if you have a concern, discuss it with the DSL.

Using school channels to communicate

- As always, staff shouldn't communicate with parents or pupils outside school channels (e.g., they shouldn't talk to parents using their personal Facebook accounts, or contact pupils using their personal email addresses or phone numbers).
- If you have expectations with parents already about contacting staff and when they'll get replies, remind them about these. Similarly, remind staff about any expectations you've already set in your code of conduct for communicating with pupils and parents, and staff-pupil relationships.

What to do in different scenarios

- A number of platforms are readily available. One popular platform used by a number of ODS schools is Microsoft Teams. However, G Suite and You Tube work equally well, are often free and are easy to use for staff, parents and pupils to access.
- You can use [any platform](#) that works for you, and the advice below will still apply.

Key Considerations

- If teachers are uploading resources to an open Google Drive (or similar system), ensure there's nothing that can identify pupils in the resources, like their names or comments addressed specifically to them, as anyone with the link can view what's in the Drive.
- If you're using Google Classroom to set work and communicate
- Decide: whether you'll allow pupils to post and comment in the communication 'Stream'; what they can talk about in posts and comments, if allowed to.
- If you allow pupils to comment, tell them they should only be talking about school work in the 'Stream' and that they could be muted (prevented from posting or commenting) for posting anything inappropriate or bullying.
- Consider giving parents the chance to opt-out of their child posting in the 'Stream' too.

If broadcasting live, or recording a lesson, staff should consider the following:

- Record against a neutral background.
- Avoid recording in their bedroom if they can (if that's not possible, use a neutral background).
- Dress like they would for school.
- Ensure that pupils are appropriately dressed through good ground rules.
- Double-check what other tabs they have open in their browser, if they're sharing their screen (e.g. no search results for adult content open in another tab).
- Use professional language.
- If staff have a personal account where they've created playlists, consider setting up a separate work account.

Consider (where appropriate and possible):

- Set their videos to '**Unlisted**' so that only people who have the link (e.g. parents who you've emailed) will be able to see the video.
- Set the audience as '**Made for kids**', so that adverts won't appear at the start of the video, and comments will be disabled.

In the child's home:

- Ask pupils to also be in a shared space in their house, rather than in their bedroom. No pyjamas for pupils either!
- If possible, try to ensure that a child is sitting in a position where background activities can't be seen (e.g. sit with his/her back to a wall).
- Ensure that parents who'll also be there are mindful of the fact that other children might see or hear them and what's in the background.
- Consider a basic ***"IT Home-School Agreement"*** regarding ground rules and protocols set.

If at all possible, consider:

- Consider recording live sessions so there's something to go back to later on if you need to and keep a log of who's doing hangouts and when. Consider checking that parents are happy with you making recordings first - tell them it's for school records only.

If /when teachers are phoning pupils, consider the following:

- Do this through parents' phones, particularly in primary school, and in all cases make sure parents are aware and agree.
- Do it in school hours as much as possible.
- Make sure someone else at school/in direct contact is aware and they keep a record of the date and time.
- Have a parent there at the child's end and have the phone on speaker phone.
- Either use an app like [3cx](#) that routes calls through your school's number rather than their own, or block their number so parents don't see it (give parents a "heads up" of what time you'll be calling if blocking numbers, so they're more likely to pick up).
- If possible, have another member of staff there. If that's not possible, record the phone call, with parents' permission. Explain you're recording for school records only. If they're using video calling, take the same steps as above.



The Three Schools Low-Level Record of Concern Regarding A Staff Member

Please use this form to share any concern – no matter how small, and even if no more than a ‘nagging doubt’ – that an adult may have acted in a manner which:

- is not consistent with The Three Schools Code of Conduct, and/or;
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult’s suitability to work with children.

Where possible please speak with the Head Teachers as soon as possible. It is also helpful to document your concerns, which can be done using this form and then passed to the Head Teachers.

When completed, please pass this form to the Head Teachers. If the concern is about either Head Teacher, please pass it onto the Chair of Governors or email them at

- Kaye Rudd (Swanbourne)
k.rudd@governors.threeschools.org
- Alison Terry (Mursley and Drayton Parslow)
a.terry@governors.threeschools.org

Remember, a low-level concern is different to an allegation (which would require staff to use the Three Schools Safeguarding Concerns Procedure using CPOMS).

See the table below for a definition:

Allegation

Behaviour which indicates that an adult who works with children has:

- 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 they may pose a risk of harm to children.

Low-Level Concern

Any concern – no matter how small, even if no more than a ‘nagging doubt’ – that an adult may have acted in a manner which:

- is not consistent with an organisation’s Code of Conduct, and/or
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult’s suitability to work with children.

Appropriate Conduct

Behaviour which is entirely consistent with the organisation’s Code of Conduct, and the law.

Low Level Concern

Name of adult writing this concern:

Name of adult whom this concern is about:

Date written:

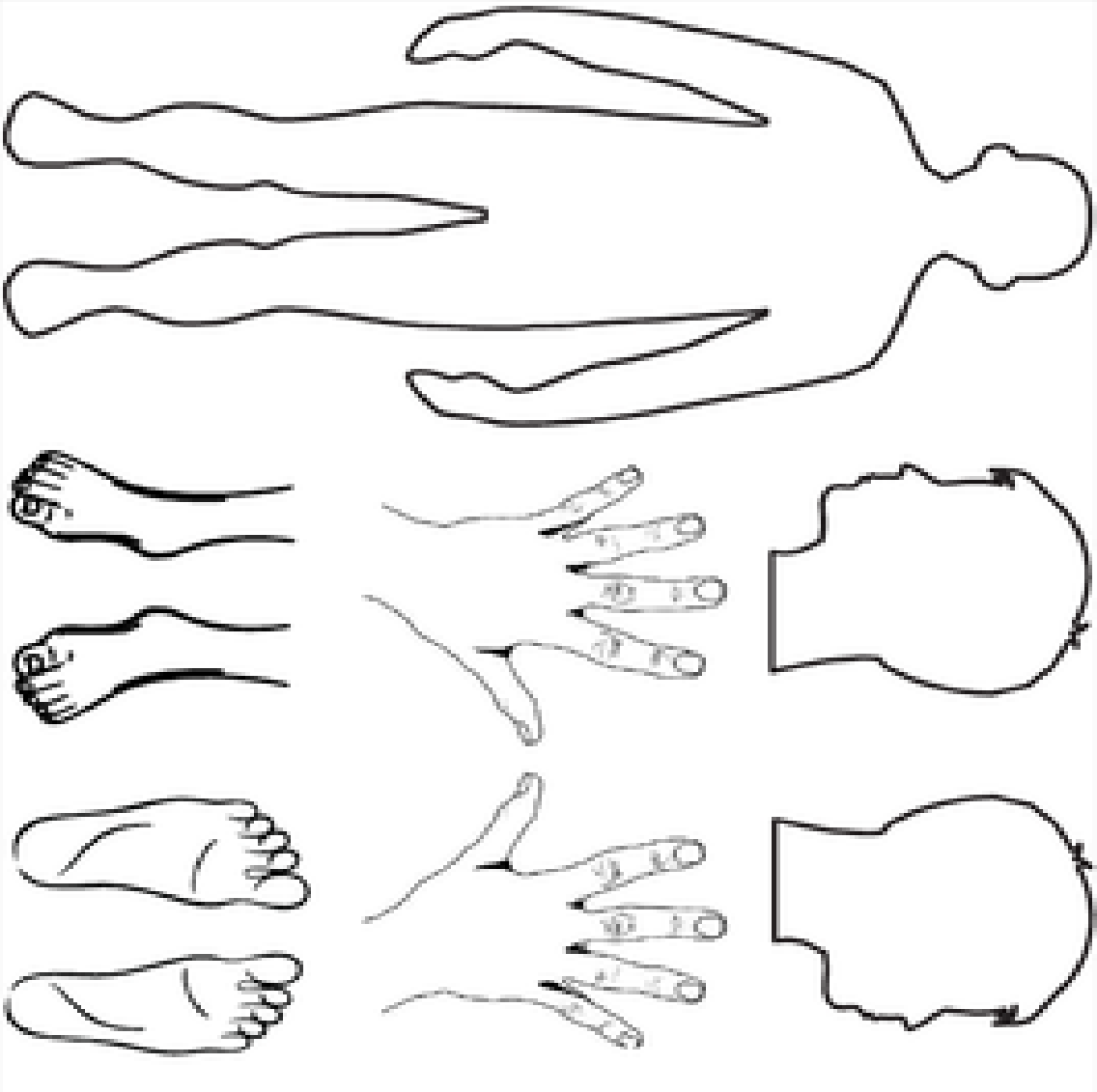
Signature:

Please write your concerns below (continue overleaf if required)

You should provide a concise record – including brief context in which the low-level concern arose, and details which are chronological, and as precise and accurate as possible – of any such concern and relevant incident(s) (and please use a separate sheet if necessary).

Consider any contextual information that may be appropriate to know.

CHILD PROTECTION BODY MAP



Name of child:

.....

Date of birth:

.....

Staff member raising concern:

.....

Date recorded:

.....

Observations:

.....

.....

.....