



MEREVALLEY FEDERATION

CHILD PROTECTION POLICY

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Key Contacts in School

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EMERSON VALLEY SCHOOL	
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Deputy Safeguarding Lead	Mrs Jacqui Avola
Contact details:	learningmentors@emersonvalley.org.uk
Safeguarding Officers	Miss Michelle Durrant / Mr Kieran Wallbank
Contact details:	office@emersonvalley.org.uk

MEREBROOK INFANT SCHOOL	
Designated Safeguarding Lead	Miss Tracy Hurwood
Contact details:	office@merebrookschoo.co.uk
Deputy Safeguarding Lead	Miss Lynsey Elliott
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Chair of Governing Board:	Mr Nick Sharp
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Designated Governor for Safeguarding:	Mr Nathan Barrington
Contact details:	office@emersonvalley.org.uk
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Appendix 4 - INTRODUCTION

Merevalley Federation aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly training in recognising and reporting safeguarding issues

Appendix 5 - 1 DEFINITIONS

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

Appendix 6 - 2 OVERVIEW

Appendix 6.1 - 2.1 Policy Principles

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

Appendix 6.2 - 2.2 Policy Aims

- To raise awareness among *all* school staff of the need to safeguard all children and of their responsibilities in identifying and reporting abuse.
- To ensure school leaders have mechanisms in place to confirm that *all* staff have read the policy and, as a minimum, Keeping Children Safe in Education Part One.
- To ensure all staff know the name of the Designated Safeguarding Lead/Leads and are aware of their role and responsibilities.

- To support staff to understand and discharge their roles and responsibilities as detailed in Part One of Keeping Children Safe in Education, 2021.
- To ensure arrangements are in place to safeguard and promote the welfare of children and young people, particularly those who are most disadvantaged, and that a structured procedure is in place which all staff and volunteers follow when dealing with safeguarding concerns .
- To provide a safe environment in which children can learn and develop, where they feel secure, listened to and encouraged to talk.
- To ensure appropriate systems are in place for seeking and taking into account children's wishes and feelings when making decisions, taking action and deciding what services to provide to protect individual children.
- To establish and maintain an environment in which school staff and volunteers feel able to raise any concerns they may have in relation to child safety and well-being, confident in the knowledge that they will be listened to.
- To promote partnership working with parents and professionals.
- To ensure the school curriculum includes opportunities for children to develop the skills they need to recognise and stay safe from abuse.
- To ensure safer recruitment and safe workforce practices are in place and followed.
- To ensure robust procedures are in place for the recognition and referral of child protection or child welfare concerns.
- To take account of and inform policies related to the protection of children from specific forms of risk and abuse including: anti-bullying, the risk of radicalisation, child sexual exploitation (CSE), Child Criminal Exploitation (CCE) and Female Genital Mutilation (FGM).
- To recognise that additional barriers can exist when recognising abuse and neglect in children with special educational needs and disabilities.
- To provide systematic monitoring of and support for children and young people who are in care or subject to child protection plans, proactively contributing to the implementation of their plan.

Appendix 7 - 3 LEGISLATION AND GUIDANCE

Appendix 7.1 - 3.1 Statutory Guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2021\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#).

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

Appendix 7.2 - 3.2 Milton Keynes Safeguarding Board Procedures

Merevalley Federation is aware of and compliant with multi-agency child protection procedures that have been agreed locally through Milton Keynes Safeguarding Board (MKSB) and which are based on statutory guidance *Working Together 2018*.

Merevalley Federation understands that it has a responsibility to ensure that it has appropriate procedures in place for responding to a situation in which:

- A child may have been abused or neglected or is at risk of abuse or neglect
- A member of staff has behaved in a way that has, or may have harmed a child or that indicates they would pose a risk of harm.

Appendix 7.3 - 3.3 MKSB Levels of Need Document

The MKSB Levels of Need Document provides guidance for Merevalley Federation when identifying and acting on child safety and welfare concerns, including:

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

This is represented through the Milton Keynes ‘Effective Support Windscreen’, which can be seen in Appendix 1.

Appendix 8 - 4 EQUALITY STATEMENT

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children’s diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member’s mental health needs
- Are looked after or previously looked after
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

Appendix 9 - 5.ROLES AND RESPONSIBILITIES

Safeguarding and promoting the welfare of children is everybody's responsibility. All adults working with or on behalf of children have a responsibility to protect them. In order to fulfil this responsibility effectively, everybody should make sure their approach is child centred. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed at the front of this policy (see page 4)

Appendix 9.1 - 5.1 All Staff

All staff will read and understand part 1 of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, the online safety policy and the safeguarding response to children who go missing from education
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as peer-on-peer abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe

Appendix 9.2 - 5.2 The Role of the Designated Safeguarding Lead (DSL)

The DSLs at both schools are members of the senior leadership team. The DSL for Merebrook Infant School is Miss Tracy Hurwood (Head of School). The DSL for Emerson Valley School is Mrs Hayley White (Federation Executive Headteacher). The DSL takes lead responsibility for child protection and wider safeguarding in the school.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

When the DSL is absent, the Deputy DSLs – at Merebrook Infant School, Miss Lynsey Elliott, and at Emerson Valley School, Mrs Jacqui Avola – will act as cover.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will also keep the headteacher informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL and deputies are set out in their job description.

Appendix 9.3 - 5.3 Responsibilities of the Governing Board

The Governing Board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Appoint a Safeguarding Governor to monitor the effectiveness of this policy in conjunction with the full governing board.

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, where appropriate

All governors will read Keeping Children Safe in Education in its entirety.

Appendix 9.4 - 5.4 Responsibilities of the Executive Headteacher

The Executive Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems which support safeguarding, including this policy, as part of their induction
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

Appendix 10 -

Appendix 11 - 6 INFORMATION SHARING AND CONFIDENTIALITY

Safeguarding children raises issues of confidentiality that must be understood by staff and volunteers. All staff should be aware that:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk

- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- If they are in any doubt about sharing information, they should speak to the DSL (or deputy)

Appendix 12 - 7 RECOGNISING ABUSE AND TAKING ACTION

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Appendix 12.1 - 7.1 If a child is suffering or likely to suffer from harm, or in immediate danger

In the absence of a member of the Safeguarding Team, there is an expectation that anybody can and will make a referral to the Multi-Agency Safeguarding Hub (MASH) and/or the police **immediately** if they believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.** If the referral is made by a person that is not a member of the safeguarding team, they should tell the DSL as soon as possible after doing so

Appendix 12.2 - 7.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Report the incident to a member of the Safeguarding Team who will advise you whether you need to record anything using our online system (CPOMS)

Appendix 12.3 -

Appendix 12.4 - 7.3 If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and report this immediately to the MASH team.

7.3 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from the MASH team. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

Appendix 12.5 - 7.4 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

Appendix 12.6 - 7.5 If you have a mental health concern

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

Appendix 13 - 8 ALLEGATIONS AGAINST MEMBERS OF STAFF AND VOLUNTEERS (LADO PROCEDURES)

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

Keeping Children Safe in Education (2021) Part 4: Allegations of abuse made against teachers and other staff sets out the duties of employers and employees in handling allegations and also in caring for their employees. This section covers a range of relevant processes, incorporating **the role of the LADO**.

Merevalley Federation is guided by local procedures for managing allegations against staff, carers and volunteers, which are set out in the Milton Keynes Safeguarding Children Board procedures.

9 ALLEGATIONS OF ABUSE MADE AGAINST OTHER PUPILS

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our Federation’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

9.1 Procedures for dealing with allegations of peer-on-peer abuse

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

9.2 Creating a supportive environment in school and minimising the risk of peer-on-peer abuse

We recognise the importance of taking proactive action to minimise the risk of peer-on-peer abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of peer-on-peer abuse, and know how to identify it and respond to reports
 - That even if there are no reports of peer-on-peer abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
 - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:

- Children can show signs or act in ways they hope adults will notice and react to
- A friend may make a report
- A member of staff may overhear a conversation
- A child's behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing peer-on-peer abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns

9.3 Sharing of nudes and semi-nudes (Sexting)

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers at this stage.

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Following a report of an incident, the DSL will hold a meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or the MASH team
- If it is necessary to view the imagery in order to safeguard the young person
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

9.4 Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

Appendix 14 - 10. NOTIFYING PARENTS OR CARERS

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved.

11. SPECIAL EDUCATIONAL NEEDS

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

We offer extra pastoral support for pupils with SEN and disabilities. This includes:

Add details of the pastoral support you offer for pupils with SEN and disabilities.

Appendix 15 - 12. PUPILS WITH A SOCIAL WORKER

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

Appendix 16 - 13. LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements

- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a Designated Teacher who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#). For Merebrook Infant School, this is Miss Tracy Hurwood. For Emerson Valley School, this is Mrs Hayley White.

The Designated Teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the Designated Teacher will:

- Work closely with the Safeguarding Team to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

Appendix 17 - 14. COMPLAINTS AND CONCERNS ABOUT SCHOOL SAFEGUARDING POLICIES

14.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff.

14.2 Other complaints

Other complaints that do not relate to members of staff, for example those that may relate to pupils of the premises, please refer to our Federation Complaints policy.

14.3 Whistle-blowing

The Federation has a separate Whistle-Blowing Policy which is updated annually.

15. RECORD KEEPING

All concerns, discussions and decisions made and the reasons for those decisions should be recorded on our online child protection monitoring system CPOMS. Child protection records are stored centrally and securely by the Designated Safeguarding Lead. Electronic records are 'protected' and are accessible only by nominated individuals. Written records are stored in a locked cabinet. Child protection records are *not* kept with a child's academic record. Staff are aware that they must make a record of safeguarding and child protection concerns through their CPOMS login and alert at least 2 members of the safeguarding team to this information when logging it.

All members of the safeguarding team have electronic access to all safeguarding and child protection records for children across the school. This includes the DSL, the Deputy DSL and the two safeguarding officers.

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

Appendix 18 - 16. TRAINING

Appendix 18.1 - 16.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Be in line with advice from the 3 safeguarding partners
- Have regard to the Teachers' Standards to support the expectation that all teachers:
 - Manage behaviour effectively to ensure a good and safe environment
 - Have a clear understanding of the needs of all pupils

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

Appendix 18.2 - 16.2 The DSL and deputies

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

Appendix 18.3 - 16.3 Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

16.4 Recruitment – interview panels

At least one person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

Appendix 18.4 - 16.5 Staff who have contact with pupils and families

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

Appendix 19 - 17 POLICY REVIEW

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

Appendix 20 - 18. LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

- Behaviour

- Staff Code of Conduct
- Complaints
- Health and Safety
- Attendance
- Online Safety
- Equalities Information and Objectives Statement
- Relationships and Sex Education
- First aid
- Curriculum
- Designated Teacher for Looked After and Previously Looked-After children
- Privacy notices

Appendix 21 -

Appendix 22 - 19. CONTACTS AND FURTHER INFORMATION

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

Multi-Agency Safeguarding Hub (MASH):

Tel: 01908 253169 or 253170 during office hours or

Emergency Social Work Team 01908 265545 out of office hours

email: children@milton-keynes.gov.uk

For allegations about people who work with children:

Contact the MASH as above

Or:

Local Authority Designated Office (LADO) Tel: 01908 254307 email: lado@milton-keynes.gov.uk

If in doubt – consult.

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

Tel: 01908 253169 or 253170 during office hours or

Emergency Social Work Team 01908 265545 out of office hours

email: children@milton-keynes.gov.uk

Appendix 23 - MILTON KEYNES EFFECTIVE SUPPORT WINDSCREEN

