

CHILD PROTECTION POLICY AND PROCEDURES

1. KEY CONTACTS in schools/settings

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2. INTRODUCTION

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and taking action to enable all children to have the best life chances.

The purpose of a child protection policy is to:

- Inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children.
- Enable everyone to have a clear understanding of how these responsibilities should be carried out.

A child protection policy will form part of a suite of documents and policies that relate to the school's safeguarding responsibilities.

It also recognises that a number of other school policies and procedures form part of the wider safeguarding and child welfare agenda and therefore the child protection policy should be read in conjunction with the policies and procedures listed below:

- Anti-bullying policy
- Pupil behaviour policy and expectations
- Restorative Principles and well-being scales
- E-safety and ICT / Online safety policy/mobile devices and phones
- Health and safety policy including administration of medicines
- Asthma and epipens
- Procedures for assessing and managing risk e.g. school trips
- Safer recruitment policies and practice
- Staff induction policy
- Code of conduct for staff
- First aid and Paediatric first aid policy
- Equality policy
- Allegations against staff and whistleblowing
- Complaints policy
- PREVENT
- Female Genital Mutilation (FGM)
- Child Sexual Exploitation (CSE)
- PSHE
- SEN policy and disability access

3. SAFEGUARDING POLICY STATEMENT, PRINCIPLES AND AIMS

Safeguarding statement

Safeguarding is everybody's business. The Bridge Partnership recognises it has a moral and statutory responsibility to safeguard and promote the welfare of all pupils and every member of its learning community. Everybody is responsible and accountable for their actions and behaviours.

All school staff have a responsibility to provide a safe environment for children in which they can learn and everybody is well placed to observe outward signs of abuse, changes in behaviour and failure to develop and thrive, because they have daily contact with children.

Therefore all school staff will receive appropriate safeguarding children training (which is updated regularly), to ensure they are aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. In addition all staff will receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

The Designated Safeguarding Leads will ensure that all temporary staff and volunteers are made aware of the school's safeguarding policies and procedures, including the child protection policy and staff code of conduct or behaviour policy. Visitors to school must read the safeguarding statement.

The Bridge Partnership will ensure that the procedures contained in this policy are consistent with Milton Keynes Safeguarding Children Board (MKSCB) procedures and that they apply to all staff, volunteers and governors.

Safeguarding 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.

Safeguarding 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 and Appendix A.
- To ensure all staff know the name of the 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, 2016.
- 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 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.

4. STATUTORY FRAMEWORK AND LOCAL GUIDANCE

In order to safeguard and promote the welfare of children and young people The Bridge Partnership will act in accordance with the following legislation and guidance:

- Children Act, 1989
- Children Act, 2004
- Education Act, 2002 (Section 175/157) - outlines the responsibility of Local Authorities and School Governing Boards to:

“ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils”.

- Disqualification under the Childcare Act, 2006
- Keeping Children Safe in Education (DfE, September 2016, update available online in readiness for implementation Sept '18)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Counter Terrorism and Security Act 2015 (PREVENT duty) Section 26
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- Inspection Framework: education, skills and early years and any accompanying or revised inspection evaluation schedules and handbooks
- School inspection handbooks for Section 5 and Section 8 inspections - Handbook for inspecting schools in England under section 5 of the Education Act 2005
- Working Together to Safeguard Children (DfE 2015) – which requires schools to follow multi-agency child protection procedures that have been agreed locally through Milton Keynes Safeguarding Children Board (MKSCB)
- Serious Crime Act 2015

Local child protection procedures

The Bridge Partnership has appropriate procedures in place for responding to situations in which a:

- child may have been abused or neglected or is at risk of abuse or neglect
- 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.

The Bridge Partnership is compliant with multi-agency child protection procedures that have been agreed locally through Milton Keynes Safeguarding Children Board (MKSCB), which are based on the statutory guidance Working Together to Safeguard Children (DfE 2015). Key documents including the whistle blowing procedures are clearly displayed in the staffroom/s.

The Designated Safeguarding Lead, staff and governors at The Bridge Partnership are aware of the guidance, its implications and the need to ensure that child protection issues are addressed using agreed procedures.

The Bridge Partnership understands that it will continue to play a role after any referral and will use the links it has developed with partner agencies, particularly Children's Social Care, via the MASH.

MKSCB inter-agency procedures include detailed chapters on:
<http://www.mkscb.org/policy-procedures/>

- What to do if you have a concern
- How to make a referral
- Safer recruitment guidance
- Managing allegations against staff (LADO guidance)
- Additional guidance on more specialist safeguarding topics.

MKSCB levels of need document provides guidance on procedures when identifying and acting on child safety and welfare concerns, including:
<http://www.mkscb.org/wp-content/uploads/2016/04/MKSCB-Levels-of-Need-updated-July-2016-FINAL-DOCUMENT.pdf>

- 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).

The Bridge Partnership recognises the importance of multi-agency working and will enable staff to attend / contribute appropriately to relevant meetings including Child Protection Strategy Meetings; Family Support (Child in Need) Meetings; Child Protection Conferences; Core Groups; Child Care Reviews.

5. DEFINITIONS

Safeguarding: Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of the health or development of children, ensuring that they grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Child protection: Child protection is the aspect of safeguarding that focuses on the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff: The term staff covers all individuals working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Designated Safeguarding Lead (DSL): Refers to the designated safeguarding lead/s at the school

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

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

Abuse: The term abuse covers neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Additional information can be found in Working together to safeguard children and Keeping Children Safe in Education, 2016

6. ROLES AND RESPONSIBILITIES

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures.

The Designated Safeguarding Lead

The responsibilities of the Designated Safeguarding Lead are in line with Keeping Children Safe in Education, 2016.

Aspects of the role include: access to training, supervision, time, expectation of support from other staff, acknowledgement of the responsibility of the role and the requirement to provide a clear lead to all staff (including deputy safeguarding leads) and details of arrangements for cover outside term time.

The post holder has the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

During term time, the Designated Safeguarding Lead (DSLs) and/ or a Deputy Designated Safeguarding Leads will be available during school hours for staff and parents in the school to discuss any safeguarding concerns. On the very rare occasion DSLs are unavailable; staff can and must refer cases to the MASH.

Designated Safeguarding Lead responsibilities

Full details of the Designated Safeguarding Lead's responsibilities can be found in Keeping Children Safe in Education, 2016. In summary responsibilities include:

- Ensuring that child protection procedures are followed within the school and to make appropriate, timely referrals to the Milton Keynes Multi-Agency Safeguarding Hub (MASH) in accordance with the Milton Keynes Safeguarding Children Board's multi-agency safeguarding procedures.
- Ensuring that all staff employed within the school, including temporary staff and volunteers, are aware of the school's internal procedures in addition to the government guidance Keeping Children Safe in Education, 2016; to advise other staff; and to offer support to those requiring this.
- Undertaking specialist child protection training, this will be updated at a minimum of every two years. Designated Safeguarding Leads will also receive training on managing allegations, female genital mutilation, child sexual exploitation and Prevent, and will be available to provide advice and support to staff on these issues.
- Linking with the Milton Keynes Safeguarding Children Board and ensure that all staff are aware of relevant training opportunities, as well as updates in local policies on safeguarding.
- Ensuring a statement is published that informs parents and carers about the school's duties and responsibilities under child protection procedures. The school must publish its child protection policy online on the school website and make copies available to parents on request.

In detail the Designated Safeguarding Lead is responsible for:

Managing referrals and cases

- Referring all cases of suspected abuse or neglect to the Milton Keynes Multi-Agency Safeguarding Hub (MASH), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern.
- Liaising with the head teacher to inform him/ her of issues - especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- Being the source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

- Supporting staff who make referrals.
- Sharing information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensuring they have details of looked after children's social workers and the name of the virtual school head teacher in the authority that is responsible for the child.

Training

The Designated Safeguarding Lead will undergo formal training every two years and will also undertake Prevent awareness training. In addition to this training, their knowledge and skills should be kept up-to-date (via e-bulletins, meeting other DSLs, and taking time to read and digest safeguarding developments) at least annually to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments – also known as CAF.
- Have a working knowledge of how local authorities conduct a child protection conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to, and understands, the school's safeguarding and child protection policy and procedures, especially new and part time staff as part of their induction.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Understand and support the school in relation to the requirements of the PREVENT duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.

- In relation to children protection measures the school should put in place and encourage, among all staff, a culture of listening to children and taking account of their wishes and feelings.

Raising Awareness

The Designated Safeguarding Lead needs to:

- Ensure the school's child protection policies and procedures are known, understood and used appropriately.
- Ensure the school's safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, working with the school's governing board regarding this.
- Ensure that the school's safeguarding and child protection policy is publicly available and that parents are aware that referrals concerning suspected abuse or neglect may be made and what role the school plays in this.
- Link with Milton Keynes Safeguarding Children's Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- When children leave the school, ensure the safeguarding file and any child protection information is sent to the new school /college as soon as possible but transferred separately from the main pupil file.
- Schools should obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then only destroy any information held on the child in line with current data protection guidelines

All staff responsibilities

- Induction training: All staff members, including the head teacher(if they are not a designated lead) will receive a mandatory induction to familiarise themselves with:
 - Relevant policies and procedures, including child protection, whistleblowing and acceptable use of technology (all staff must sign an acceptable use form)
 - Staff code of conduct and safe working practices
 - Keeping Children Safe in Education, DfE, 2016
 - What to Do If You Are Concerned About a Child: Advice for Practitioners (DfE, 2015)

- Information about the signs and indicators of abuse and neglect
 - Information regarding child sexual exploitation, female genital mutilation and Prevent
 - Information on what to do if they have concerns about a child or young person.
- To read and understand Part 1 of Keeping Children Safe in Education, 2016. Staff and leaders working directly with children and young people must also read Annex A.
 - To attend child protection training, every three years as a minimum, and updates on safeguarding and child protection, as required, but at least annually.
 - To be aware of the mandatory duty, introduced by the Serious Crime Act 2015 that requires teachers to report known cases of Female Genital Mutilation involving children under the age of 18 to the police.

Governing Board responsibilities

The Governing Body at The Bridge Partnership must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times.

Additional information to support Governing Boards in carrying out their duties can be found in Keeping Children Safe in Education, 2016 - Annex C.

In summary responsibilities placed on Governing Boards include:

- Appointing an appropriate senior member of staff to act as the Designated Safeguarding Lead. It is a matter for individual schools as to whether they choose to have one or more Deputy Designated Safeguarding Lead.
- Ensuring, in conjunction with the head teacher that the Designated Safeguarding Lead fulfils the role and upholds the school's statutory responsibilities.
- Supporting inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
- Ensuring that an effective child protection policy and procedures are in place and that the policy and structures supporting safeguarding children are reviewed annually, together with the staff code of conduct.
- Ensuring staff are provided with Part One of Keeping Children Safe in Education, 2016 – Appendix 1 and are aware of specific safeguarding issues.

- Ensuring that staff induction is in place with regards to child protection and safeguarding.
- Ensuring that all of the Designated Safeguarding Leads (including deputies) should undergo formal child protection training every two years (in line with MKCSB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).
- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Ensuring that children are taught about safeguarding in an age appropriate way.
- Ensuring appropriate filters and monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material.
- That there is a nominated governor for child protection on the Governing Board

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

7. WHEN TO BE CONCERNED

The Bridge Partnership operates a child-centred and coordinated approach to safeguarding:

Safeguarding and promoting the welfare of children is **everyone's responsibility**. In order to fulfil this responsibility effectively, all professionals should make sure their approach is **child centred**. This means that they should consider, at all times, what is in the best interests of the child.

The Bridge Partnership staff forms part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the child at all times.

Children who may require early help

All staff need to be aware of, and understand, their role in identifying emerging problems and sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help, at the right time, to address risks and prevent issues escalating. This

also includes staff being active in monitoring and feeding back ongoing or escalating concerns to the Designated Safeguarding Lead, to ensure due consideration can be given to a referral if the child's situation does not appear to be improving.

Staff and volunteers working within The Bridge Partnership need to be alert to the potential need for early help for children also who are more vulnerable. For example:

- Children with a disability and/or specific additional needs.
- Children with special educational needs.
- Children who are acting as a young carer.
- Children who are showing signs of engaging in anti-social or criminal behaviour.
- Children who are displaying signs of mental health problems or not coping with day to day life
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence.
- Children who are showing early signs of abuse and/or neglect.

All staff at The Bridge Partnership need to be aware of the main categories of maltreatment: physical abuse, emotional abuse, sexual abuse and neglect. They must also be aware of the indicators of maltreatment and specific safeguarding issues so that they are able to identify cases of children who may be in need of help or protection.

Children with special educational needs and disabilities

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

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration.
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs.
- Communication barriers and difficulties.
- A reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child).
- Disabled children often rely on a wide network of carers to meet their basic

needs; therefore the potential risk of exposure to abusive behaviour can be increased.

- A disabled child's understanding of abuse.
- Lack of choice/participation
- Isolation

8. SAFER RECRUITMENT

The Governing Board and school leadership team at The Bridge Partnership are responsible for ensuring that the school follows safer recruitment processes in accordance with government requirements and MKSCB procedures. These include:

- Ensuring the head teacher, staff or governors responsible for recruitment, complete safer recruitment training. (Any governor at The Bridge Partnership may complete the training).
- Ensuring the upkeep of a Single Central Record of all staff and regular volunteers.
- Ensuring written recruitment and selection policies and procedures are in place.
- Adhering to statutory responsibilities to check staff who work with children.
- Ensuring all governors have enhanced DBS checks.
- Taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensuring that volunteers are appropriately supervised. (Regular volunteers at either school have a DBS check as part of our procedures).
- Ensuring that at least one person on any appointment panel is safer recruitment trained.
- Ensure the school, is compliant with guidance contained in Keeping Children Safe in Education, 2016 - Part 3 and in local procedures for managing safer recruitment processes, set out in Milton Keynes Safeguarding Children Board procedures - Chapter 2.

9. INFORMATION SHARING AND CONFIDENTIALITY

The Bridge Partnership recognises that safeguarding children raises issues of confidentiality that must be understood by staff and volunteers.

National guidance can be found in: [Information sharing advice for safeguarding practitioners - Publications - GOV.UK](https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice)
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Local procedures for information sharing and confidentiality, can be found in: [Milton Keynes Safeguarding Children Board procedures - Chapter 2.4](http://mkscb.procedures.org.uk/)
<http://mkscb.procedures.org.uk/>

In summary:

- All staff are aware that they must not promise to keep 'secrets' with children and that if children disclose abuse, this must be passed on to the Designated Safeguarding Lead as soon as possible and the child should be told who their disclosure will be shared with.
- Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know' basis only.

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

- Inform the DSL immediately.
- Complete a "pink form" including make a record of the date, time and place of the conversation, as soon as possible. Record the child's own words, along with any observations on what has been seen and any noticeable non-verbal behaviour. Date and sign the record.
- Ensure all documentation can be read and understood by others in case they are needed by a court.
- Record factual statements and observations rather than interpretations or assumptions.

The Bridge Partnership's procedures are guided by national guidance and adhere to local procedures.

10. RECORD KEEPING

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

- Child protection records are stored centrally in a locked cabinet within the Headteacher's office and kept secure by the Designated Safeguarding Lead (only the safeguarding team have access)
- Child protection records are not kept with a child's academic record.
- Staff are aware that they must make a record of child protection concerns and that records must be signed and fully dated.

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

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

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated 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.

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

The Bridge Partnership 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. Local arrangements for managing allegations need to be understood and followed. (See below for MK guidelines). All staff should talk to the head teacher if they are concerned about the behaviour of an adult. If the concern is about the head teacher then the member of staff should speak to the deputy designated lead, any member of the safeguarding team or the chair of governors.

Keeping Children Safe in Education, 2016 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**.

- Any concerns/suspicious/allegations which fall within the scope of allegations against teachers or staff *must be reported to the worker's line manager or senior manager*. Within our schools this will be the head teacher or deputy headteachers.
- If the above manager is implicated in the allegation, the concern must be reported to a senior manager or the designated/named person for child protection in that agency. *Within our school this will be the chair of governors or any other member of the safeguarding team*.
- In either case a record of the report, which is timed, dated and includes a clear name or signature must be made.
- The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

- Any member of staff who believes that allegations or suspicions, which have been reported to the appropriate manager, are not being investigated properly has a responsibility to report it to a higher level in her/his agency or directly to the Local Authority Designated Officer (LADO).
- The Local Authority Designated Officer must be told, within one working day, of all allegations that come to the employer's attention and appear to meet the criteria (in [Section 1, Scope](#)) so that s/he can consult or refer to police and Children's Social Care as appropriate.
- If, for any reason, there are difficulties with following the above procedure, the whistle blowing procedure (see [Whistleblowing Procedure](#)) should be considered or a referral made directly to Children's Social Care and/ or the Police.
- The need for consultation must not delay a referral.

12. ALLEGATIONS AGAINST PUPILS AND PEER ON PEER ABUSE

The Bridge Partnership recognises that children and young people can be perpetrators of abuse. This can manifest itself in many ways and may include gender issues. It may include children and young people being sexually touched/assaulted or subjected to initiation-type violence. Peer-on-peer abuse may also involve sexting - the taking and sharing of self-generated sexual imagery. The Bridge Partnership recognises that distribution of indecent images is a criminal act.

Any online safety issues are reported immediately to the e-safety lead and DSL and recorded. Parents are contacted with regards to any online problems, particularly those that occur at home. Social media sites are reported to where appropriate so accounts can be closed. If patterns of abuse are apparent then parents will be called in for a formal interview about their child's online use.

Where there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm the Designated Safeguarding Lead must be informed. Advice will be sought from the Milton Keynes Multi Agency Safeguarding Hub (MASH) and a referral may be made. The police may also be informed.

The Bridge Partnership will always take action to ensure the safety and welfare of all pupils, including the victim, the accused and others who are directly or indirectly involved. Parents and carers will be informed at the earliest opportunity.

13. SPECIFIC SAFEGUARDING ISSUES

Preventing radicalisation (Prevent)

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments will be undertaken to reduce this risk and all school personnel concerns will be reported to the Designated Safeguarding Lead. All staff receive Prevent training and the DSL has taken part in 'train the trainer' professional development. Any concerns are reported to Thames Valley Police and the Channel Panel.

Child sexual exploitation

We have a duty to safeguard children, young people and families from child sexual exploitation. We know that sexual exploitation (SE) of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Therefore it is our duty to report any concerns that we have about children at risk of SE to the police and social services.

Female Genital Mutilation (FGM)

We are aware that female genital mutilation (FGM) affects girls particularly from North African countries, including Egypt, Sudan, Somalia and Sierra Leone, and it is illegal to allow girls to undergo this practice either in this country or abroad. Therefore it is our duty to report any concerns that we have about girls at risk of FGM to the police and social services.

Forced Marriage

We are aware that Forced Marriage (FM) is illegal. Therefore it is our duty to report any concerns that we have about girls at risk of FM to the police and social services.

14. 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. Also 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.

15. CONTACTS AND FURTHER INFORMATION

To make a referral or consult regarding concerns about a child:

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

For allegations about people who work with children

Contact the MILTON KEYNES COUNCIL MASH as above
or:
Local Authority Designated Office (LADO) Jo Clifford
Tel: 01908 254306
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

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

For information about safeguarding training for schools and education settings contact Penny Giraudeau - Leadership and Governance Services Tel: 01908 253787 or email: penny.giraudeau@milton-keynes.gov.uk

For general queries regarding safeguarding, please feel free to contact the MKC Children & Families Head of Safeguarding: **Tel: 01908 254307 or email: jo.hooper@milton-keynes.gov.uk**

More information and guidance about safeguarding children and inter-agency training opportunities can be found on: **Milton Keynes Safeguarding Children Board website: www.mkscb.org**