

<b>Oxley Park Academy</b>	Page 1 of 23
	Issued: 19/06/18
<b>SAFEGUARDING &amp; CHILD PROTECTION POLICY</b>	Review date: Autumn 2018
<b>Approval by</b>	FULL GOVERNING BODY/ A&C COMMITTEE/ HR & FINANCE COMMITTEE/ BH&S COMMITTEE/ ACADEMY PRINCIPAL



## 1. 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.

Child protection is a part of safeguarding and promoting welfare. This refers to activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm.

**All school staff at Oxley Park Academy have a responsibility to provide a safe environment for children in which they can learn and school staff are well placed to observe outward signs of abuse, changes in behaviour and failure to develop, because they have daily contact with children.** 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 (2015) and Keeping Children Safe in Education, 2016.

The school is also aware of and compliant with Specific Safeguarding Issues: paragraph 29 Keeping Children Safe in Education, 2016 and the policy and guidance to which this links. These specific safeguarding issues include:

- Preventing radicalisation
- Child sexual exploitation
- FGM

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school.

In particular this policy should be read in conjunction with the Safer Recruitment Policy, Behaviour Policy, Anti-Bullying Policy, The Use of Restrictive Physical Intervention Policy, Staff Code of Conduct, Health and Safety policy, PREVENT, Administration of medicines, toileting/intimate care policies/care plans for individual children, Complaints policy, Online safety Policy and ICT Acceptable Usage Policy.

### **Purpose of a Child Protection Policy**

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

### **Milton Keynes Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures**

The school follows the procedures established by the Milton Keynes Safeguarding Children Board.

## **School Staff & Volunteers**

All school staff have a responsibility to provide a safe environment in which children can learn.

School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

All school staff will receive regular appropriate safeguarding children training so that they are knowledgeable and 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 members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the Designated Safeguarding Lead or member of the Designated Team including Child Protection Policy and staff behaviour policy (Code of Conduct)

## **Mission Statement**

Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern.

Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well-being of a child.

Ensure children know that there are adults in the school whom they can approach if they are worried. Ensure that children, who have additional/unmet needs are supported appropriately. This could include referral to early help services or specialist services if they are a child in need or have been / are at risk of being abused and neglected.

Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

## **Implementation, and Review of Protection Policy**

### **Monitoring the Child**

The policy will be reviewed annually by the governing body. It will be implemented through the school's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the Designated safeguarding lead or member of the Designated Safeguarding Team and through staff performance measures.

## 2. Statutory Framework

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (Section 175/157)  
*Outlines that Local Authorities and School Governing Bodies have a responsibility 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”.*
- Milton Keynes Safeguarding Children Board
- Keeping Children Safe in Education (DfE, September 2016)
- Keeping Children Safe in Education: Part One- information for all school and college staff (DfE, September 2016) – APPENDIX 1
- Working Together to Safeguard Children (DfE 2015)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74 ,Serious Crime Act 2015)
- Disqualification under the Childcare Act 2006
- Serious Crime Act 2015

## 3. The Designated Safeguarding Lead or member of the Designated Safeguarding Team

*N.B. Keeping Children Safe in Education, DfE 2016 refers to this role as Designated Safeguarding Lead -*

**Governing bodies and proprietors should ensure that the school designates an appropriate senior member of staff to take lead responsibility for child protection. This person(s) should have 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 and or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Out of school hours, a designated member of the safeguarding team will be available.

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The Designated Safeguarding Leads for Child Protection in this school are:

**NAME:** Mr Noel Springett-McHugh (Academy Principal)  
Mrs Karen Draper (Oxley Park Campus Principal)

and

Deputy Designated Safeguarding Team for Child Protection in this school are:

- Deb Frayne-Johnson (Assistant Principal)
- Amy McClaren (Strategic Support)
- Juliette Phillips (Personalisation Manager)

**The broad areas of responsibility for the Designated Safeguarding lead or member of the Designated Safeguarding Team are:**

➤ **Managing referrals and cases**

- Refer all cases of suspected abuse or neglect to the MASH (Milton Keynes Multi-agency Safeguarding Hub) in accordance with MKSCB multi-agency safeguarding procedures, Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern
- Liaise with the Academy Principal/Campus Principal to inform them of issues- especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- Act as a 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
- Support staff who make referrals
- Share 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.
- Ensure they have details of the CLA's social worker and the name of the virtual school Vice Principal (Michele Mellor) that looks after the child.

➤ **Training**

The Safeguarding Designated Safeguarding Lead or member of the Designated Safeguarding Team should undergo formal training every two years. The DSL should also undertake Prevent awareness training. In addition to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at least annually to:

1. 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 such as early help assessments- also known as CAF
2. Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
3. 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
4. Be alert to the specific needs of children in need, those with special educational needs and young carers
5. Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
6. Be able to keep detailed, accurate, secure written records of concerns and referrals

7. Obtain access to resources and attend any relevant or refresher training courses
8. Encourage a culture of listening to children and taking account of their wishes and feelings, amongst all staff, in any measures the school may put in place to protect them

#### ➤ **Raising Awareness**

- The designated safeguarding lead should ensure the school's policies 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, and work with governing bodies or proprietors regarding this.
- Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the Milton Keynes Safeguarding Children's Board (MKSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school, ensure the file for safeguarding and any child protection information is sent to any new school 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 destroy any information held on the child in line with data protection guidelines.

#### **4. Staff Responsibilities**

All staff members will receive an induction to familiarise themselves with:

- Relevant policies and procedures, including child protection, whistleblowing and acceptable use of technology.
- Staff Code of Conduct.
- 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.

All staff are aware of their safeguarding responsibilities and know that any concerns should be reported to a member of the Designated Safeguarding Team as soon as possible. Staff make a written record of their concern on the Niggle Form. All staff are fully aware of the protocols and procedure they should follow should they have a concern and what to do if a child discloses to them.

### **Staff Training and Awareness Raising**

All school staff receive appropriate and regular safeguarding children training 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 receive safeguarding and child protection updates (via email, e-bulletins and staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

The Designated Safeguarding Lead ensures 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 Policy.

### **5. Quality Assurance of Safeguarding in School**

It is the Principal's responsibility to complete an Annual Report to the Governing Body on Safeguarding Children in School, to be submitted electronically to Governor Services at Milton Keynes Council within the notified timeframe.

This document serves two purposes:

1. To provide a report to the governing/trust board and local authority on safeguarding practice that enables them to monitor compliance with the requirements of Keeping Children Safe in Education 2016 ('KCSIE')
2. To support the school to identify best practice and CPD opportunities.

### **6. The Governing Body**

Governing bodies and proprietors 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.

The nominated governor for child protection is:

**NAME** Mrs Susan Marshall

The responsibilities placed on governing bodies and proprietors include:

- their contribution to 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 is in place, together with a staff behaviour Code of Conduct
- ensuring staff are provided with Part One of Keeping Children Safe in Education (DfE 2016) – Appendix 1 and are aware of specific safeguarding issues
- ensuring that staff induction is in place with regards to child protection and safeguarding
- appointing an appropriate senior member of staff to act as the Designated Safeguarding lead or member of the Designated Team. It is a matter for individual schools as to whether they

choose to have one or more Deputy Safeguarding Designated Safeguarding Lead or member of the Designated Safeguarding Team.

- ensuring that the Designated Safeguarding lead and members of the Designated Safeguarding Team (including deputies) should undergo formal child protection training every two years (in line with MKSCB 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 appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. Additional information to support governing bodies and proprietors is provided in Annex C of **Keeping Children Safe in Education(DFE 2016)**
- Having a senior lead to take leadership responsibility for the organisation's safeguarding arrangements

## 7. When to be concerned

### 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.

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

### Children who may require Early Help

All staff should be aware of the **early help process**, and understand their role in identifying emerging problems, 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 monitoring the situation and feeding back to the Designated Safeguarding Lead or member of the Designated Safeguarding Team any ongoing/escalating concerns so that consideration can be given to a referral to the MASH if the child's situation doesn't appear to be improving.

Staff and volunteers working within school should 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 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.

School staff members should be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect**. They should 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.

See Appendix 4 for information on indicators of abuse and Appendix 1 for specific safeguarding issues.

### **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
- ❖ 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 and therefore the potential risk of exposure to abusive behaviour can be increased.
- ❖ A disabled child's understanding of abuse.
- ❖ Lack of choice/participation
- ❖ Isolation

### **Peer on peer abuse**

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to the MASH, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting. Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as "banter" or "part of growing up". If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. 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.

In order to minimise the risk of peer on peer abuse the school:

- Provides a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Develop robust risk assessments where appropriate (e.g. Using the Risk Assessment Management Plan).
- Have relevant policies in place (e.g. behaviour policy).

The school's policy and procedures reflect the school's approach to allegations against children, including sexting. 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.

## **8. Dealing with a disclosure**

If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the Designated Safeguarding Lead or member of the Designated Team without delay

## Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Safeguarding Lead or member of the Designated Safeguarding Team.

**If a school staff member receives a disclosure about potential harm caused by another staff member, they should see section 11 of this policy– *Allegations involving school staff/volunteers*.**

## 9. Record Keeping

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the designated safeguarding lead.

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

- Record as soon as possible after the conversation. Use the school record of concern sheet (Niggle Form) wherever possible.
- Do not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions

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

The Designated Safeguarding Lead or member of the Designated Team 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 or member of the Designated Team will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead or member of the Designated Team at the receiving school, in a secure manner, and separate from the child's academic file.

## 10. Confidentiality

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate

to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe. This may ultimately not be in the best interests of the child.

- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

## 11.School Procedures

*Please see Appendix 3: What to do if you are worried a child is being abused : flowchart.*

If any member of staff is concerned about a child he or she must inform the Designated Safeguarding lead or member of the Designated Safeguarding Team. The Designated Safeguarding lead or member of the Designated Safeguarding Team will decide whether the concerns should be referred to the MASH. If it is decided to make a referral to MASH this will be discussed with the parents, unless to do so would place the child at further risk of harm.

While it is the DSL's role to make referrals, any staff member can make a referral to the MASH. If a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM), an immediate police referral should be made. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

If a **teacher** ( persons employed or engaged to carry out teaching work at schools and other institutions in England ), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the **teacher** must report this immediately to the police. **This is a mandatory reporting duty.** See Appendix 1- Keeping Children Safe in Education (DfE 2016): Annex A for further details.

Milton Keynes Multi-Agency Safeguarding Hub 01908 253169 or 01908 253170 or (including out of hours) 01908 265545

Please see the school's anti-bullying policy for more details on procedures to minimise the risk of peer on peer abuse.

The member of staff must record information regarding the concerns on a school 'niggle form' the same day. The recording must be a clear, precise, factual account of the observations.

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

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

The Designated Safeguarding lead or member of the Designated Safeguarding Team is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

## 12.Communication with parents

Oxley Park Academy will ensure the Safeguarding & Child Protection Policy is available publicly either via the school website or by other means.

Parents should be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
- Leading to an unreasonable delay;
- Leading to the risk of loss of evidential material;

(The school may also consider not informing parent(s) where this would place a member of staff/the child at risk).

Ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

### **13. Allegations involving school staff/volunteers**

The school 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 are understood and followed. All staff know who to talk to if they are concerned about the behaviour of an adult.

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children

This applies to any child the member of staff/volunteer has contact within their personal, professional or community life

#### **Staff use of Social Networking**

The purpose of the school's Social Networking Policy is to protect the reputation of employees of the school and the school as a whole from intended or unintended abuse via personal employee usage of social networking and personal internet sites.

The school recognises that such sites are increasingly useful communication tools and acknowledges the right of employees to freedom of expression. However, employees must be aware of the potential legal implications of material which could be considered abusive or defamatory and must at all times bear in mind the need to remain compliant with Oxley Park Academy's Staff Code of Conduct and Social Networking Policy.

#### **Guidance/protection for staff on using social networking**

- No member of staff should interact with any pupil in the school on social networking sites
- No member of staff should interact with any ex-pupil in the school on social networking sites who is under the age of 18
- This means that no member of the school staff should request access to a pupil's area on the social networking site. Neither should they permit the pupil access to the staff members' area e.g. by accepting them as a friend.
- Where family and friends have pupils in school and there are legitimate family links, please inform the Principal in writing. However, it would not be appropriate to network during the working day on school equipment
- It is illegal for an adult to network, giving their age and status as a child

## **What school staff should do if they have concerns about safeguarding practices within the school**

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or education setting's safeguarding arrangements.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff code of conduct, should be in place for such concerns to be raised with the school senior leadership team.

If staff members have concerns about another staff member then this should be referred to the Principal. Where there are concerns about the Principal, this should be referred to the Chair of Governors.

The Chair of Governors in this school is:

**NAME:**

Ms Tracy Billingsley

**CONTACT DETAILS:**

tracy.billingsley@oxleyparkacademy.com

In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair in this school is:

**NAME:**

Mr Andrew Nash

**CONTACT DETAILS:**

andrew.nash@oxleyparkacademy.com

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.

At Oxley Park Academy we ensure the school's policy and procedures are guided by local procedures for managing allegations against staff, carers and volunteers, which are set out in the Milton Keynes Safeguarding Children Board procedures - Chapter 1.1.6: <http://mkscb.procedures.org.uk>

Where a staff member feels unable to raise an issue with their employer/through the whistleblowing procedure or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- MASH 01908 253169 or 01908 253170
- NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

### **Safer working practice**

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/school code of conduct and Safer Recruitment document ***Guidance for safer working practice for those working with children and young people in education settings (September 2015)***

### **14. The use of School premises by other organisations**

Where services or activities are provided separately by another body using the school premises, the Governing Board will seek assurance that the organisation concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection. We will ensure the

school's visitor policy and lettings policy are adhered to when decisions are made as to whether to grant access to visitors and other organisations.

### **Policy Review**

The Governing body is responsible for reviewing this 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 related policy and procedures are kept up to date.

## **Contacts and Further Information**

### **Contacts Within School**

**Designated Safeguarding Leads** : Noel Springett-McHugh and Karen Draper

**Designated Safeguarding Team**:, Deb Frayne-Johnson, Juliette Phillips, Amy McClaren

**Designated Look After Children Lead**: Juliette Phillips

**Designated Safeguarding Governor**: Sue Marshall

**Safer Recruitment Governors**: Sarah Waby & Sue Marshall

### **Local Authority Contacts**

**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](mailto: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 (Interim)

Tel: 01908 254306

email: [lado@milton-keynes.gov.uk](mailto:lado@milton-keynes.gov.uk)

**For information about safeguarding training for schools and education settings.**

Penny Giraudeau - Leadership and Governance Services Tel: 01908 253787

or email: [penny.giraudeau@milton-keynes.gov.uk](mailto:penny.giraudeau@milton-keynes.gov.uk)

**For general queries regarding safeguarding.**

MKC Children & Families Head of Safeguarding: Tel: 01908 254307 or email: [jo.hooper@milton-keynes.gov.uk](mailto:jo.hooper@milton-keynes.gov.uk)

**Milton Keynes Safeguarding Children Board. Detailed information and guidance about safeguarding children and inter-agency training opportunities.**

[www.mkscb.org](http://www.mkscb.org)

NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.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](mailto: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.**

CURRENTLY UNDER REVIEW

## APPENDIX 1 : KEEPING CHILDREN SAFE IN EDUCATION (DfE 2016)

### Part One: Information for all school and college staff

#### Annex A: Further information

It is **essential** that **all** staff have access to a copy of this document and read Part 1 and Annex , which provides further information on:

- children missing from education
- child sexual exploitation
- ‘honour based’ violence
- FGM mandatory reporting duty
- forced marriage
- preventing radicalisation

This is to assist staff to understand and discharge their role and responsibilities as set out in this guidance.

All staff are given a copy and asked to sign to say they have read and understood these sections and will subsequently be re-directed to these online documents again should any changes occur.

**Link to Keeping Children Safe in Education:**

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

## APPENDIX 2: DECLARATION FOR STAFF

### Child Protection Policy and Keeping Children Safe in Education (DfE 2016)

**School** Oxley Park Academy

**Academic Year** – 2017-2018

Please sign and return to **Noel Springett-McHugh** (DSL) by **Fri 12<sup>th</sup> Jan 2018**

I,]\_\_\_\_\_ have read and am familiar with the contents of the following documents and **understand** my role and responsibilities as set out in these document(s).

- (1) The School Child Protection Policy
- (2) **Part 1 and Annex A** of 'Keeping Children Safe in Education' DfE Guidance , 2016
- (3) Safeguarding at OPA Staff Briefing – INSET Jan 2018

I am aware that the DSLs are:

**Mr Noel Springett-McHugh (DSL)**  
**Mrs Karen Draper (DSL)**  
**Mrs Deb Frayne-Johnson (Deputy DSL)**  
**Mrs Amy McClaren (Deputy DSL)**  
**Mrs Juliette Phillips (Deputy DSL)**

and I able to discuss any concerns that I may have with them.

Signed \_\_\_\_\_ Date \_\_\_\_\_

**APPENDIX 3: WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED: ADVICE FOR PRACTITIONERS (DfE 2015)**

**Flowchart**

**Be alert**

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation.
- Know what systems the school have in place regarding support for safeguarding e.g. induction training , staff behaviour policy / code of conduct and the role of the Designated Safeguarding Lead.

**Question behaviours**

- Talk and listen to the views of children, be non - judgemental.
- Observe any change in behaviours and question any unexplained marks / injuries
- To raise concerns about poor or unsafe practice , refer to the HT or principal, if the concerns is about the HT or Principal, report to Chair of Governors. Utilise whistleblowing procedure.

**Ask for help**

- Record and share information appropriately with regard to confidentiality
- If staff members have concerns, raise these with a member of school's Designated Safeguarding Team
- Responsibility to take appropriate action, do not delay.

**Refer**

- The Safeguarding lead or member of the Safeguarding Team will make referrals to children services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to a member of the MASH team on 01908253169/01908253170 .

## APPENDIX 4: INDICATORS OF ABUSE AND NEGLECT

The framework for understanding children's needs:



*Working Together to Safeguard Children (DFE, 2015)*

<b>Physical abuse</b>	
<i>Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.</i>	
<b>Child</b>	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures

Repeated or multiple injuries	Fabricated or induced illness -
<b>Parent</b>	<b>Family/environment</b>
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of child	

<b>Emotional abuse</b>	
<i>Emotional abuse is 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 children that they are worthless or unloved, not giving the child opportunities to express their views, 'making fun' of what they say or how they communicate - hearing the ill-treatment of another and serious bullying (including cyber bullying).</i>	
<b>Child</b>	
Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour

Parent	Family/environment
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

Neglect	
<b><i>Neglect 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.</i></b>	
Child	
Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships

<b>Parent</b>	<b>Family/environment</b>
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

### **Sexual abuse**

***Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at sexual images or being groomed on line / child exploitation.***

### **Child**

Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying

Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
<b>Parent</b>	<b>Family/environment</b>
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.