St Mary Magdalene Catholic Primary School

CHILD PROTECTION AND SAFEGUARDING POLICY

'Growing Together in Faith & Love'

October 2026
For review October 2027

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Key Contacts	
Internal School Contact	
St Mary Magdalene Catholic Primary School	Ardwell Lane Greenleys Milton Keynes MK12 6AY 01908 321746
Headteacher	Mrs Rosemarie Jones office@st-marymagdalene.milton-keynes.sch.uk
Designated safeguarding lead	Mrs Rosemarie Jones
Deputy designated safeguarding lead	Mrs Kathryn Williams
Deputy designated safeguarding lead	Mrs Sara Messina
Deputy designated safeguarding lead	Mr Owen Jones
Designated safeguarding lead	Mrs Colette Lighthill
Early Years designated safeguarding lead	Mrs Chloe Ledger
Designated safeguarding lead After School Club	Mrs Tracey Swaby
Designated LAC (Looked After Children) lead	Mr Williams
Chair of governing body	Mrs Faye Duncan office@st-marymagdalene.milton-keynes.sch.uk
Designated governors for safeguarding	Mrs Kyrene Poku office@st-marymagdalene.milton-keynes.sch.uk
Designated governor for safer recruitment	Mrs M Holland
E-safety lead	Mr Gabrio Thonet
Prevent lead	Mrs Rosemarie Jones
CSE lead	Mrs Rosemarie Jones Mrs Kathryn Williams
Local Contacts – Safeguarding	
Milton Keynes Multi Agency Safeguarding Hub (MASH)	Monday to Thursday – 9.00 am to 5.00 pm Friday – 9.00 am-4.30 pm Tel: 01908 523 169 / 01908 253 170 E-mail: children@milton-keynes.gov.uk
Out of Hours	Tel: 01908 265545
Local Authority Designated Officer (LADO)	Denise Goodson Mel Perkins 01908 254307 lado@milton-keynes.gov.uk
MK Together Safeguarding Partnership	Tel: 01908 254373 Email: mktogether@milton-keynes.gov.uk Home | mk-together (mktogether.co.uk)
Channel Helpline (radicalisation)	Report online material promoting terrorism or extremism - GOV.UK (www.gov.uk) Tel: 01865 555618 or 101 Email: PreventGateway@thamesvalley.pnn.police.uk
Female Genital Mutilation	Contact MASH for concerns about children – immediate risk and support Tel 101 – Mandatory Reporting Duty FGM Screening Tool - FGM-Screening-Tool-final-March-2020.doc (live.com)

Domestic Violence Team - DAIU (Police) & Child Abuse Investigation Team - CAIU (Police)	Tel: 101 (non-urgent) / 999 (urgent)
MK-Act - Confidential domestic abuse helpline, support, courses and refuge	Tel : Helpline: 0344 375 4307 Monday to Friday 10:00 am – 4:00 pm
Children with Disabilities Team	Tel: 01908 253617 (Mon-Thurs 9.30 am to 5.00 pm and Fri 9.30 am to 4.30 pm) Email: childrendisabilityteam@milton-keynes.gov.uk
Milton Keynes Early Years	Tel: 01908 254929 Email: Belinda.Woodcock@milton-keynes.gov.uk
Milton Keynes Inclusion and Intervention team (SENDIAS)	Tel: 01908 254518 Email: Contact@mksendias.org.uk SENDIAS website
Milton Keynes SEND Team	Tel: 01908 657825 Email: SENDSupport@milton-keynes.gov.uk
National Contacts	
Ofsted – Inspection Framework and complaints	Tel: 0300 123 1231 Ofsted Whistle Blowing - whistleblowing@ofsted.gov.uk
NSPCC- Advice and guidance and helplines	NSPCC Whistleblowing helpline 0800 028 0285 Bengali/Sylehti: 0800 096 7714 Gujarati: 0800 096 7715 Hindi: 0800 096 7716 Punjabi: 0800 096 7717 Urdu: 0800 096 7718 Asian (in English): 0800 096 7719
Prevent Referrals – Support for cases of radicalisation.	Contact MASH for concerns about children Report online material promoting terrorism or extremism - GOV.UK (www.gov.uk) Tel: 01865 555618 or 101 Email: PreventGateway@thamesvalley.pnn.police.uk **For concerns relating to extremism:** The Department of Education dedicated telephone helpline for staff and governors: 020 7340 7264
Police anti-terrorist hotline - to report an immediate threat to life or property	Tel: 0800 789 321 ACT Early | Prevent radicalisation – for advice, case studies and statistics
NSPCC FGM Helpline	0800 028 3550
Sexual Abuse Helpline NSPCC dedicated helpline to support anyone who has experienced sexual abuse in educational	0800 136 663

1 Safeguarding Statement

St Mary Magdalene Catholic Primary School actively promotes a culture of safety and inclusiveness. This means that all staff, governors, parents, children, volunteers and other agencies are made aware of the importance of safeguarding within this school.

We create a safe inclusive space for children by ensuring that we include the relevant policies and procedures and ensure that staff are actively engaging with them.

We actively challenge racism, misogyny, misandry and prejudice to anyone due to race, culture

At St Mary Magdalene Catholic Primary School , we ensure that:

- We create an inclusive culture for adults and children
- We create a safe space with trusted adults
- Safer Recruitment policies are fully implemented
- We put the child at the centre of everything we do
- We identify children who may be at risk and set up networks around them to support them
- Children know who to ask for help, are taken seriously and listened to
- Staff pick up concerns at a low level, pass them onto the DSL and record them
- There is an open-door policy for access to the DSL
- Parents are encouraged to ask for help
- There is regular supervision for those dealing with child protection issues
- Our child protection policy is clear, simple and understandable
- Good quality training is implemented into our practice
- That we understand our children and what they are doing online as well as face to face
- That all staff are vigilant, holding each other to account
- We monitor our safeguarding data and learn from any concerns raised

All of these elements help us to reduce risk, identify concerns and know how to report them through. St Mary Magdalene Catholic Primary School aspire to be a school where children are safe, listened to and fully supported. We want to support our children to thrive and support parents who may need help. We endeavour to create an environment where all children are valued, supported, and thrive. To enable this to happen we 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

2 Legislation and Statutory Guidance

This policy is underpinned by a raft of legislation and guidance that places a duty on schools, other organisations to safeguard and promote the welfare of pupils.

We actively adhere to this legislation and guidance and ensure that our staff are equipped to understand, implement and review that policies and procedures, to ensure that the school is a safe space for children and actively encourages families to seek help when they need it.

All staff receive regular safeguarding training to help them to identify concerns, know how to report them to the designated safeguarding lead or directly to MASH (where appropriate) and to challenge if they are

unhappy with a decision that is made. Additional topics are also covered to ensure staff are up to date and have a good knowledge.

2.1 Legal framework

St Mary Magdalene Catholic Primary School follows the relevant legislation and guidance, this includes (but is not limited to):

- Children Act (1989 and 2004)
- Protection of Children Act (1999)
- Safeguarding Vulnerable Groups Act (2006)
- Childcare Act (2006)
- Working Together to Safeguard Children ((2026)
- Sexual Offences Act (2003) and amendments
- Equality Act (2010)
- General Data Protection Regulations (GDPR) (2018)
- Childcare (Disqualification) Regulations (2009)
- Children and Families Act (2014)
- Care Act (2014)
- Serious Crime Act (2015) and amendments
- Counterterrorism and Security Act (2015)
- Keeping Children Safe in Education (2026)
- Prevent Duty Guidance: for England and Wales (HMG 2023)
- General Data Protection Regulations (GDPR) (2023)
- Human Rights Act (1998)
- Special Educational Needs and Disability Code of Practice (DfE&DoH 2014)
- Guide to the Equality Act and Good Practice (2010)
- SEND Code of Practice for the Early Years (2014)
- Crime and policing Act 2026
- Online safety Act 2025
- Children's wellbeing and Schools Act 2026
- Information Sharing Duty 2026

2.2 Further Guidance

- What to do if you're Worried a Child is Being Abused (HMG, 2015)
- Disclosure and Barring Service: www.gov.uk/disclosure-barring-service-check
- Revised Prevent Duty Guidance for England and Wales (HMG, 2023)
- Inspecting Safeguarding in Early Years, Education and Skills, (Ofsted, 2021)
- Safer Recruitment guidance (Safer Recruitment Consortium)
- Guidance for safer working practice for those working with children and young people in education settings (2022)
- MK Together Local Procedures
- Special Educational Needs and Disability Code of Practice (DfE 2014)
- The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)
- Public Sector Equality Duty (PSED)

The school is also aware of information and guidance distributed by the Local Authority, MK Together and other specialist organisations promoting the welfare and safeguarding of child.

3 Local Child Protection Procedures

3.1 Identifying a concern

All staff, supply staff, peripatetic staff, contractors and visiting agencies are made aware of how to raise a concern with the DSL (See Appendix A).

We ensure that all staff know what constitutes a concern, recognises signs and symptoms and that they must alert the DSL and record any concerns. They also understand that they can make a direct referral through to MASH if necessary. All staff are confident in describing the process and understand the importance of taking action and not ignoring concerns. They also are aware of how to respond to a direct disclosure made by a child or through others.

Any contractors or visiting agencies are given a leaflet detailing what to do if they notice any safeguarding issues within the school or if a child discloses to them. It details the DSL and the safeguarding team, and the information needed where there is a concern.

A DSL or member of the safeguarding team is available at all times that we have children on site. In exceptional circumstances they are available on the phone. MASH have details of how to contact a member of the safeguarding team out of hours or during school holidays.

A DSL email is accessible to all members of the safeguarding team and acts as a point of contact for children's social care out of hours

We ensure that a DSL accompanies all residential trips, as the likelihood of a disclosure being made increases. During short local visits, a DSL or member of the safeguarding team is available at school. Staff would phone and make the DSL aware of any safeguarding issue, (DSL will contact MASH if required), and they would pick it up as soon as the trip returns to the school.

We operate an open door policy for access to the DSL, staff, parents, children, contractors and visiting agencies are made aware of this.

3.2 Responding to suspicions of abuse.

We acknowledge that abuse of children can take different forms - physical, emotional, neglect and sexual. We ensure that all staff have an understanding of the additional vulnerabilities that arise from special educational needs and/or disabilities, plus inequalities of race, gender, language, religion, sexual orientation or culture, and that these receive full consideration in relation to child, young person or vulnerable adult protection. Staff are made aware of the vulnerabilities we see within our school.

Staff are aware that:

- Any child may be vulnerable at certain times in their life
- Children may not feel confident raising a concern, so staff are vigilant of behaviour changes and the importance of overheard conversations
- low level concerns must be identified. These may include identifying that a child is coming in tired, a child who is wearing dirty clothes, a child who has become quiet, a child who may have a bruise, a child who has head lice. Any of these issues are insufficient to make a referral, but if a pattern of behaviour or issues build up, then it may need to be discussed or reported to MASH
- The DSL will regularly check through records, picking up on patterns of behaviour and reoccurring issues. This may lead to a discussion or referral to MASH

- When children are suffering from physical, sexual, or emotional abuse, or experiencing neglect, this may be demonstrated through:
    - significant changes in their behaviour
    - deterioration in their general well-being
    - their comments which may give cause for concern, or the things they say (direct or indirect
    - disclosure)
    - changes in their appearance, their behaviour, or their play
    - unexplained bruising, marks or signs of possible abuse or neglect; and
    - any reason to suspect neglect or abuse outside the setting
- the 'hidden harm' agenda concerning parents with drug and alcohol problems and consider other factors affecting parental capacity and risk, such as social exclusion, domestic abuse, radicalisation, mental or physical illness and parent's learning disability
- children's vulnerability is potentially increased when they are privately fostered and when we become aware that a child is being cared for under a private fostering arrangement, we inform Milton Keynes Council Private Fostering Team on 01908 253206 immediately
- if we have concerns about the welfare of a child who fails to arrive at a session when expected. The designated person will take immediate action to contact the child's parent to seek an explanation for the child's absence and be assured that the child is safe and well. If no contact is made with the child's parents and the designated person has reason to believe that the child is at risk of significant harm, the relevant professionals are contacted immediately, and local procedures are followed. If the child has current involvement with social care the social worker is notified on the day of the unexplained absence.
- other factors that affect children's vulnerability that may affect, or may have affected, children and young people using our provision, such as special educational needs and/or disabilities; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children (including harassment and
- violence). , including through internet abuse; Female Genital Mutilation and radicalisation or extremism.
- In relation to radicalisation and extremism, we follow the Prevent Duty guidance for England and Wales published by the Home Office and report to the national referral mechanism and sending to preventreferralsmiltonkeynes@thamesvalley.pnn.police.uk ,as well as raising a concern through MASH
- the mandatory duty that applies to teachers, including early years practitioners, and health workers to report cases of Female Genital Mutilation to the police immediately, all other staff should talk to the DSL . A joint referral will be made to MASH and also to the police 101, as part of the FGM duty. Immediate flight risk concerns will instigate an immediate call to Police using 999
- some children and young people are affected by group based exploitation (previously called gang activity), or complex, multiple, or organised abuse
- Some children from particular ethnic groups may be subject to forced marriage or honour-based violence or may be victims of child trafficking

Children may be harmed in the home, in the community or in clubs, services or activities they attend. Staff are aware that the risk may be inside the home, outside the home or online. We ask them to be professionally curious and question what they are seeing or hearing.

When we believe that a child in our care or that is known to us may be affected by any of these factors, we follow the procedures below for reporting child protection concerns and follow the local procedures.

Where such evidence is apparent, a dated record of the details of the concern and discusses what to do with the designated person. The information is stored securely on the child's child protection file and shared with MASH where appropriate.

In the event that a staff member or volunteer is unhappy with the decision made of the designated person or MASH, they must follow the escalation procedures.

Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be considered, but the school has a duty of care and is required to make a referral to MASH in the event of a disclosure or identifying a child protection concern. Under the information sharing duty we are able to share confidential information without consent. Where it is safe to do so, we will inform parents that we are sharing information and with whom.

. Decisions to share information are recorded and the MASH team notified as part of the referral process.

3.3 Recording suspicions of abuse and disclosures

Where a child makes a disclosure, or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff must:

- listen to the child, offers reassurance and gives assurance that she or he will take action
- They must not ask any leading questions, but clarify who is involved, where and when it happened, and what happened. The child's views must be included in any referral being made
- Write an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with the date and time; and the names of any other person present at the time
- Staff should sign, state their full name and role. It must be dated, shared with the DSL and locked in the child protection file
- The designated person is informed of the issue immediately and decides if a referral is required. The MK Together threshold document supports staff to identify the level of concern, if there is any doubt they will consult with MASH
- The DSL will also consider any other contextual information known and will include this information in any referral
- The Crime and Policing Act 2026, requires all professionals working with children to legally be required to report cases of child sexual abuse (historic and current)
- In September 2026 - concerns recorded on newly adopted CPOMS system

3.4 Making a referral to the local authority children's social care team (MASH)

Referrals should be made by the DSL, unless there are exceptional circumstances. An exceptional circumstance would be if it involved the DSL or their family member, there is no DSL available, if the DSL does not feel a referral is necessary but the staff member does or if the child is at immediate risk.

- A phone call should proceed a referral being made and a consultation may be made before with MASH
- A MARF must be completed and submitted electronically
- MASH will work with the referring agency to make a decision on picking up the referral within 24 hours
- The outcome of referrals is formally notified to the DSL within 28 days
- If the DSL disagrees with a decision, they will escalate the referral following MK Together escalation processes

A record should be kept on the child protection systems of all actions, conversations and referrals being made. The DSL will review regularly for any patterns or series of incidents occurring.

If you are concerned a child is at immediate risk of harm call Thames Valley Police on 999. If you require advice from Thames Valley police or to report a crime, dial 101

The DSL must be notified if a social worker is allocated to a child and should be involved in any child protection conferences, child in need meetings of Team around the Family or Family Help meetings.

3.5 Female Genital Mutilation (FGM) Referrals

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".

Initial concerns are reported through to MASH, with a joint referral from the DSL and staff member.

In addition, **Any teacher** who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police- 101 (quoting the FGM mandatory reporting duty), personally, with the support of the DSL. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18 or suspects that it may be being planned** must speak to the DSL who will contact the police 101 under the mandatory reporting duty.

An FGM screening toolkit is available to support staff to identify any support that may be available.

3.6 Prevent Referrals

Prevent is the government initiative to reduce radicalisation. As a school we are required to identify and pick up signs of radicalisation and report it through the relevant authorities. We are required to ensure that staff can identify radicalisation and know how to report it.

Staff may identify radicalisation in children, parents, our own staff or other agencies working with children. All prevent issues must be reported through to the Designated Safeguarding Lead who will initially contact MASH and then follow up with a call to the police using the 101 number, a referral form should also be completed and sent to Thames Valley Police Prevent Lead who will link in with the Channel panel.
Prevent National Referral Form V3_TVP.docx (live.com)
email: PreventGateway@thamesvalley.police.uk or calling 01865 555618.

The DoE also has a dedicated support line 020 7340 7264 for advice and guidance. (non-urgent)

The anti-terrorist hotline on 0800 789 321 is available for someone in immediate danger or planning to join an extremist group

4 Escalation process

If the DSL or a staff member feel that a referral has not been taken seriously or that concerns are not being addressed or responded to appropriately, the DSL will follow MK Together escalation process. This will be fully recorded on CPOMS.

If a child appears to be at risk, the MASH team should be notified. If the referral is not accepted and School believes it should be. The DSL can escalate the case using the escalation process. Each stage will be clearly recorded on CPOMS

- Step 1- involves discussing with the MASH CLO's the reasons the case should be picked up on If there is no agreement then the next stage is instigated
- Step 2- The DSL discusses with the duty social worker why they believe it needs to be picked up If there is no agreement then the next stage is instigated
- Step 3 - The DSL discusses with the MASH lead why they believe it needs to be picked up If there is no agreement then the next stage is instigated
- Step 4 - The Headteacher discusses with the Children's Services Lead why they believe it needs to be picked up If there is no agreement then the next stage is instigated
- Step 5 - MK Together allocate someone to mediate between the Organisations

Concerns about staff behaviour is dealt with via the Managing allegations against staff policy.

5 Informing Parents

Concerns are usually discussed with parents to gain their view of events, unless it puts the child at risk or interferes with the course of a police investigation. Advice will be sought from MASH if necessary.

If a referral to social care is required, parents are informed that the referral will be made, unless it places the child at increased risk, there is a flight risk, a sexual abuse allegation against a parent or partner, or we suspect fabricated or induced illness. All consultations and decisions are clearly documented.

6 Liaison with other agencies

St Mary Magdalene Catholic Primary School, work to local procedures. We refer to 'What to do if you're worried a child is being abused' and the MK Levels of Need to help us identify when a referral needs to be made. Parents and staff are familiar with who to contact if they have any concerns.

We maintain a list of contact details of social workers already working with our children, to ensure that the school and children's social care work well together.

The DSL is aware of all referrals to other agencies and any agency worker supporting children in school. Any incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere) are notified to Ofsted as required.

We fully support staff and families after a referral is made.

There may be occasions where police may be required to interview or search a child. In the event of this, the DSL refers to PACE guidance relating to an appropriate person being present.

In the event of any organisation behaving in a way that is harmful to a child's welfare, the meeting with the child will be halted, the agency informed of the workers behaviour and a referral may be made to the LADO detailing the concerning behaviour identified.

The DSL will always put the welfare of the child first.

6.1 Child Protection Plan

A record of any Child Protection Plan is on file, and we work closely with other agencies to support the family.

Any confidential records kept on a child may be shared (if requested) with those who hold parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure.

6.2 Family Help Plans

If the referral does not meet the threshold for child protection, but does meet the criteria for family help, a worker from the Family Help Team will be allocated to undertake an assessment and pull a Team around the Family meeting (TAF) together involving all relevant agencies. We work closely with these to ensure that children and families access the support needed. This may involve direct work with the child and family, working with other agencies and monitoring and working to a plan. Where it does not meet the criteria for a Family Help support , the Family Hub or the school may take the lead practitioner role and co-ordinate these meetings. The Designated Safeguarding Lead may consider escalating a case if the situation is worsening or does not improve for the child. We can only lead on Early Help cases, any safeguarding issues should be led by Children's Social Care

We know where to go to for early support and an Early Help Directory has been compiled to support children and families living in difficult family circumstances.

Early Help A to Z Directory | Milton Keynes City Council (milton-keynes.gov.uk)

6.3 Pastoral Support

The referral may not need to be picked up by external services but may need support directly from the school, the Family Hub or signposting to other services. The DSL will seek advice from MASH and advise and signpost families to the support needed.

As a school we are committed to attending and being involved in relevant meetings such as Child Protection Strategy Meetings; Family Help (Child in Need) Meetings; Child Protection Conferences; Core Groups, Team around Family and Child Care Reviews. If the DSL cannot attend, another member of staff will be briefed and attend or a report will be submitted. We recognise the importance of working together to safeguard children effectively.

7 Children with Additional Vulnerabilities

Staff are fully briefed & trained to be alert to the potential need for early help/Family Help for children who are more vulnerable (This is not an exhaustive list), In addition the DSL is aware of the specific vulnerabilities we see within this school and the support that is available to those children and families. 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 Looked After or Previously Looked After
- Children living in difficult home situations such as temporary or unsuitable accommodation, homelessness or overcrowding
- Children who are showing signs of engaging in anti-social or criminal behaviour
- Children who may be living in poverty or are homeless
- Children whose family circumstances present challenges, such as substance abuse, domestic violence, adult mental health or learning disabilities
- Children who are showing early signs of abuse and/or neglect
- Children who experience discrimination due to their race, ethnicity, religion, gender identification or sexuality

- Children who may be vulnerable to specific issues such as Female Genital Mutilation, Radicalisation, Child Sexual Exploitation (including harassment and violence), County Lines and Child on Child Abuse.
- Children where they or their families have English as an additional language
- Children missing or absent from education

There are a number of specific issues which are described in the appendix B attached including:

- Child on Child Abuse (See Appendix C)
- Sexual Violence & Harassment
- Contextual Safeguarding
- Child Criminal Exploitation
- County Lines
- Elective Home Education
- Harmful sexual behaviour
- A pandemic or global incident

Staff are made aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened.

This could be due to their vulnerability, disability and/or sexual orientation or language barriers.
This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.

It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

8 When a child makes a disclosure

It takes a level of courage, for a child to make a direct disclosure, children will often love or care for the person who is abusing them. This is often the one opportunity to pick up and record, if a child does not feel listened to, they may close up and never tell anyone else.

A disclosure may be spoken, or staff may notice changes in behaviour or overhear a conversation with another child or a parent.

Some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers
- Staff must display ‘professional curiosity’ and speak to the DSL if you have concerns about a child

In the event of a disclosure, staff should remain as clam as possible, try to not appear shocked and do not stop the child from speaking.

Reassure the child that they have done the right thing in telling you, don’t make any promises and let them know that you will need to pass the disclosure onto the DSL. Listen to what they say and use lots of open positive body language to show you are listening.

React quickly, by passing the information onto the DSL. The DSL will contact the MASH team, so they can initiate an investigation.

Report. You must write everything down as soon as possible after the event. Use the exact words said by you and the child. This is about facts.

Support The school should provide a chance for you to debrief and talk about the disclosure. It is essential that staff are given this opportunity, to help them deal with the emotions they may be experiencing.

Staff should not ask any leading questions and limit questions to the 4 w's-

What happened?
Who was involved?
When did it happen?
Where did it happen?

Any disclosure on current or historic child abuse must be reported under the mandatory reporting duty . Staff are not required to make a decision about whether the child is being honest or not. Our role is to identify the concern and make sure that the DSL is made aware of it. We are also required to do a direct referral if we believe the DSL has not responded or acted appropriately.

9 Record Keeping

St Mary Magdalene Catholic Primary School hold paper child protection files, which are confidential and stored in a secure cabinet which is fire and waterproof. Any member of staff can contribute to these files, but only the DSL and safeguarding team can see full sight of these files.
From September 2026 Sr Mary Magdalene introduced CPOMS as the method of recording all child protection and welfare concerns, All members of staff can raise a concern on CPOMS, DSL and DDSL are alerted to these concerns, have access to all entries on CPOMS and will action them

All safeguarding concerns (including low level concerns), discussions, decisions made and the reasons for those decisions, must be recorded on CPOMS. If you are in any doubt about whether to record something, discuss it with the DSL. Any immediate risks are a priority and should be alerted to the DSL/DDSL immediately.

We hold records in line with our records retention schedule and ICO guidance (See data protection policy). Records will include:

- A clear and comprehensive summary of the concern
- Details of any referrals and outcome
- Details on how the concern was followed up and resolved
- Any plan in place
- A note of any action taken, decisions reached and the outcome
- Who and what information has been shared with another agency
- Decisions made about not sharing information
- Minutes of any meetings attended

Concerns and referrals are kept in a separate child protection file for each child

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to DSL/DDSL

Safeguarding records relating to individual children will be retained for dob plus 25 years after they have left the school. CPOMS will archive files, as children leave us, but we can call these records back if needed for an investigation or case review.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file within 5 days in year or start of new term. CPOMS is an electronic transfer to the named DSL In addition, if the concerns are significant or complex, and/or social services are involved, or there is a concern about sexual abuse, child on child abuse or prevent the DSL will speak to the DSL of the receiving school, before they transfer and provide information to enable them to make any necessary preparations to ensure the safety of the child. The DSL will make a decision if the file needs to be transferred earlier, if the receiving school needs to prepare and make arrangements to safeguard the child and other pupils.

Allegations against staff that have been substantiated or unsubstantiated are kept until retirement age or plus 10 years (whichever is later).

Unfounded allegations are kept as a summary document, until the person leaves the school.
False and malicious allegations are removed immediately the investigation is completed.
Low level concerns that are investigated internally are kept until the member of staff leaves the organisation.

9.1 Review of Records

All records are regularly reviewed and checked. The DSL will review individual child protection files on CPOMS and the Headteacher will review allegations against staff. They will be looking for patterns of behaviour and consistency in responses. These reviews may lead to cases being escalated and referred through, a change in policy, a need for training identified or disciplinary action being taken.

10 Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the MK Together Partnership's multi-agency safeguarding procedures.

Visiting agencies, supply staff, peripatetic staff and bought in services are also expected to comply with our safeguarding polices and are required to notify the DSL of any concerns, as well as reporting through their own organisations' procedures. If the concern meets the harm criteria, it will also be referred to the LADO.

Our policy and procedures also apply to extended school and off-site activities including residential visits.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. We use any opportunity to teach children about safeguarding as well as planned lessons and focussed session (such as internet safety day, anti-Bullying day etc.)

This is all underpinned by our:

- Behaviour Policy
- Pastoral support system
- Planned programmed of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tacking issues such as:
    - Healthy and respectful relationships
    - Boundaries and consent
    - Stereotyping, prejudice and equality
    - Body confidence and self-esteem
    - How to recognise an abusive relationship (including coercive and controlling behaviour)

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital mutilation (FGM) and how to access support
- What constitutes sexual harassment and sexual violence and why they're always unacceptable

We actively encourage children to help them understand what safe looks like and to report any concerns they may have to a member of staff or other adult they feel safe talking to. We support this by providing a safe environment with trusted adults, to enable children to feel confident that all concerns are taken seriously and addressed in an appropriate way. It is essential that the voice of the child is considered in any concern raised or any referral made.

Everyone has a part to play on creating a safe inclusive culture within our school.

10.1 Role of Staff

All staff and volunteers have a responsibility to provide a safe environment in which children can learn and should be prepared to identify children who may benefit from early help/Family Help or who are at risk of significant harm. Family Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Staff and volunteers' responsibilities:

- All staff will always put the safeguarding of children first
- Any staff member who has a concern about a child's welfare should follow the referral processes.
- All staff should be aware of vulnerabilities and the support that may be offered.
- Staff should expect to support social workers and other agencies following any referral.
- Every school should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
- Staff must report any concerns directly to the designated safeguarding lead (and any deputies) to assess any further action that should be taken.
- In the event of a DSL not being available, staff are confident in knowing how to make a direct referral to MASH.
- All staff aware of internet safety and the role of the DSL, in leading on this.
- The Teachers' Standards 2012 state that teachers (which includes Headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties
- All staff are aware that we need to challenge prejudice when we see it and will report any concerns to the headteacher
- All staff are aware of systems within their school or college which support safeguarding,
- All staff are aware of how to respond to disclosures from children.

All staff have received:

- Induction which includes an understanding of:
  - child protection policy (including children missing from education and children absent from education)
  - behaviour policy
  - Whistleblowing Policy
  - code of conduct
  - role of the designated safeguarding lead & safeguarding team
  - Identity of the safeguarding governor
  - Details of the E-safety policies
  - KCSIE Part 1 and Appendix A

    - Role of the LADO and contact details
- Basic Safeguarding Training every two years with safeguarding updates in between
- Training covering specific safeguarding issues such as FGM, CSE and Prevent
- Training around internet safety and how to keep safe online and the role of the DSL leading on filtering and monitoring
- An awareness around early help, Family Help and the vulnerabilities which may make a child more likely to be abused
- An awareness that they should be able to reassure all victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment, nor should a victim ever be made to feel ashamed for making a report

All staff are made aware of the support that they can access through the Safeguarding Team and other agencies.

All staff are encouraged to report concerns and act if they do not believe that the policy is being followed or that children are not being protected

10.2 The Designated Safeguarding Lead (DSL)

DSLs are a member of the senior leadership team. Our DSL is **Mrs Sara Messina (Assistant Headteacher) and Mr Jones (Assistant Headteacher).** The DSL takes lead responsibility for child protection and wider safeguarding.

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

Deputy DSL is **Mrs Kathryn Williams (Deputy head)**. If the DSL and deputies are not available, **Mrs C Ledger/Mrs C Lighthill/Mrs T Swaby** will act as cover.

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

- Support staff in the school, encouraging them to always put the safeguarding of children first
- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and multiagency 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
- Have a good understanding of harmful sexual behaviour and sexual violence
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search.
- To ensure that staff get feedback on any concern raised
- Take lead responsibility for the internet and for filtering and monitoring within the school.

The full responsibilities of the DSL and deputies are set out in their job description (Appendix 3).

10.3 Governing Body

The Governing body has a strategic responsibility to ensure that the school is compliant under legislation requirements. They must ensure that they comply with their duties under legislation. They must have regard to this guidance, ensuring policies, procedures and training is effective and complies with the law at all times. They facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development and ensuring that the school vision aligns with practice.

The Governing body must:

- Appoint a Safeguarding Governor
- Receive sufficient safeguarding training at induction, to understand the process of identification and referral, the links to MK Together and multi-agency arrangements and explore how to scrutinise and challenge the arrangements in place in school.
- Oversee the appointment of a Designated Safeguarding Lead and sufficient deputies to ensure the school is always covered.
- Ensure that DSL is appropriate to the role and ensure that adequate support, supervision, training, time and resources are available for the role.
- Ensure that there is an effective child protection policy in place and update whenever there is a change in legislation (at least annually)
- Ensure the child protection policy is in accordance with government guidance and refers to locally agreed multi-agency safeguarding arrangements put in place by Mk Together.
- Ensure the Child protection policy is available online and paper copies available.
- Ensure the Child Protection policy picks up on low level concerns.
- Ensure the Code of Conduct is adopted fully within school.
- Ensure there are arrangements for Children Missing from Education and children absent from education.
- Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty)
- Online safety is addressed within school and that adequate filters and monitoring systems are in place, to identify any inappropriate activity online
- Ensure that any filtering and monitoring system is annually reviewed and fit for purpose, picking up any concerning activity online, whilst allowing students and staff to undertake relevant research.
- Ensure arrangements in place for outside organisations, renting or using school premises have appropriate safeguarding arrangements in place (which are seen) and report any safeguarding issues to the school as well as to the MASH. Any safeguarding concerns involving staff or volunteers must also be passed onto the LADO by the school, as well as by the group renting school premises.

The Governing body will hold the school accountable for its safeguarding arrangements.

They will do this by:

- Working closely with the Headteacher/ DSL
- Receiving regular reports from the DSL
- Undertaking regular checks on the Single Central Record
- Receive reports from the Head at Governors meetings
- Consider safeguarding concerns at Governor meetings
- Report any allegations to the Police or LADO immediately
- Undertake or commission a safeguarding audit to ensure that it is fit for purpose
- Co-operate with the Safeguarding Partnership when asked for information

In the event of a safeguarding allegation being made against the Headteacher, the chair of governors will act as the 'case manager' and work closely with the LADO.

All governors have a shared responsibility for ensuring safeguarding policies and procedures are developed and implemented within school. They must read and understand 'Keeping Children Safe in Education' in its entirety. They will receive training at Induction that explores challenging and understanding data presented to them. This training should be regularly updated.

10.4 The Headteacher

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

- Ensuring that the Child Protection policy is fully implemented with the school and feeding back to the Governing body, any issues or concerns
- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Supporting the DSL and ensuring there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this 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
- Providing the Governing body with a report at every full meeting, breaking down numbers of concerns, numbers of referrals, breakdown of vulnerable pupils and safeguarding issues that impact on policy and any allegations against staff

10.5 Role of Contractors

Any contractors who visit the school regularly are expected to adhere to the School child protection policy whilst on site.

We will seek written clarification that they have the following in place:

- DBS checks (when deemed necessary)
- Safer recruitment procedures have been followed
- References are sought
- A Code of Conduct
- Child Protection Policy
- Received Child protection training

These will all be recorded on the schools Single Central Record and made aware of where and who to report any safeguarding concerns they may identify to..

10.6 Role of Alternative Education

When a pupil placed with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil. Schools should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.

There is a requirement that communication is frequent on terms of the pupil's progress and any concerns that may have been raised. A regular check is made, seeing the child in the alternative provision and checking on their welfare.

Pupils should only be in alternative education when absolutely necessary and St Mary Magdalene Catholic Primary School should ensure that children are returned to mainstream education as soon as it is possible to do so, with the relevant support.

10.7 Virtual school heads

Virtual school heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of pupils with a social worker, pupil premium children and kinship agreements. They are a source of support and guidance that the school can access.

11 Safer Recruitment

St Mary Magdalene Catholic Primary School ensure that safer recruitment protocols are fully implemented. We have procedures in place to deter unsuitable people from applying, checks to pick up on people who are unsuitable and ongoing vigilance to ensure that any concerning behaviours is picked up.

The school is committed to safeguarding and promoting the welfare of the children in our care and expects all staff and volunteers to share this commitment. We understand that to achieve this it can only be done through good procedures, inter agency cooperation and the recruitment and retention of competent and motivated staff who strive to and are able to fulfil their job roles. The school is committed to ensuring the recruitment and selection of all staff is conducted in the same manner towards everyone and is effective, efficient and promotes equal opportunities.

All posts are exempt from the Rehabilitation of Offenders Act 1974 and protection of Freedom Act 2012 which amended the Safeguarding Vulnerable Groups Act 2006, but are subject to filtering requirements. All applicants will be required to make a criminal disclosure if they get to interview stage. We cannot take filtered or protected offences into account. A criminal disclosure will trigger a risk assessment being undertaken, which considers whether the offence impacts on the safety of our children
We may also undertake an online search; any concerns will be discussed at interview.

We advertise posts, and all applicants are judged against explicit and fair criteria. Our aim is to minimise the risk of employing the wrong people.

Applicants are welcome from all backgrounds and posts are open to all. We try and ensure that our staff mix represents the diversity of our families.

The applicant who best meets the criteria is offered the post, subject to references and suitability checks. This ensures fairness in the selection process. (See Safer Recruitment Policy and Appendix F)

Records of decisions are kept for 6 months following the interviews.

11.1 Referrals to DBS, TRA or MoJ

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in relevant conduct; or
- We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions Regulations 2009; or
- We believe the 'harm test' is satisfied in respect of the individual (ie. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left
- On the advice of the LADO

11.2 Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- There are concerns about an existing member of staff's suitability to work with children
- They have applied for a post with a higher level of responsibility
- An individual moves from a post that is not regulated activity to one that is
- There has been a break in service of 12 weeks or more

11.3 Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

11.4 Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months and make a note of the DBS number and any risk assessment undertaken.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances. They will be supervised at all times or undertake the work when children are not on site.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our risk assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

11.5 Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

11.6 Volunteers

We will:

- Obtain an enhanced DBS check or all volunteers and additionally a barred list check for any engaged in regulated activity
- Carry out a risk assessment where necessary. We will retain a record of this risk assessment

11.7 Governors

All governors will have an enhanced DBS check without barred list information, or with barred list if engaged in regulated activity.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

11.8 Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

11.9 Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

11.10 Pupils staying with host families

Where the school plans for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

12 Training

St Mary Magdalene Catholic Primary School understand the importance of training our staff on safeguarding issues. We provide training on a regular basis as well as updates, newsletters, discussion at staff meetings, bulletins and alerts.

An annual plan details all safeguarding training needed and provided, should be shared with the Governing Body.

It is essential that our staff, can recognise abuse and are confident in reporting to the DSL or directly to MASH (if necessary)

12.1 All Staff

12.2 Induction- All staff, volunteers and people providing services to children in school are required to have an induction. The induction must include understanding KCSIE Part 1 and appendix A, their role and responsibilities in relation to safeguarding, the recording system for concerns, identifying signs of possible abuse or neglect and whistleblowing.

Child protection and online training including the role of the DSL in filtering and monitoring, is part of the induction, it also gives the new starter the opportunity to become familiarise themselves with relevant policies such as child protection policy, children missing from education, E-safety policy, Confidentiality, Whistleblowing, Managing Behaviour and any other relevant policies

Staff must also read, understand and sign to say they will adhere to the code of conduct, which outlines the expectations of staff.

12.3 Additional Training

In addition, all staff must receive training around Prevent, FGM Awareness, Internet Safety and Child Sexual Exploitation. There may be additional training that is identified, based on the vulnerabilities of the children attending the school.

12.4 DSL, Deputies and Safeguarding Team

The DSL and safeguarding team are required to receive all the training required for all staff and in addition, they must access the following training.

DSL training very 2 years, and knowledge and skills in between.

Interagency Training (Working Together to Safeguard Children) every 3 years.
Prevent training for DSL every 2 years

They should also ensure that they keep up to date on current internet risks and attend any relevant training to support them to understand the safeguarding agenda as a whole.

Ideally, DSL should also link in with a DSL network to allow them to share ideas and discuss safeguarding issues.

DSL should also be linked in to MK Together and be aware of the local priorities (appendix and local concerns.

12.5 Governors

All governors must receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated.

They must be aware of:

- Knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- Assurance that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding

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, training in managing allegations is provided by the Local Authority.

12.6 Safer Recruitment Training

At least one person involved in the interview process, must have undertaken an accredited safer recruitment course. This must be updated every three years.

13 Complaints and concerns about school safeguarding policies

There may be occasions where concerns are raised about the school safeguarding policies or individual staff. There are set procedures for receiving these complaints and concerns and how they will be addressed. Most complaints will be addressed through the school complaints policy.

13.1 Allegations against staff

St Mary Magdalene Catholic Primary School have policies in place to protect children, however there are occasions where a member of staff, volunteer, supply teacher or other agency worker behaves in a way where further investigation is required. The school will involve HR as necessary.

There are two strands of safeguarding allegations against staff.

Strand one – meets the harm threshold and requires a referral to the Local Authority Designated Officer (LADO).

Strand two – does not meet the harm threshold and requires an internal investigation.

In both strands, staff should initially contact the Head, who will contact the LADO within 24 hours if they meet the harm criteria of strand one. If it is about the Head, they will notify the Chair of Governors or Safeguarding Governor who will report through to the LADO, or they will go directly to the LADO. This covers both current and historic disclosures (as the individual may still be working with children). All allegations are fully documented and recorded according to Data Protection requirements.

The LADO may also be contacted for advice and guidance.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the Headteacher, report it directly to the local authority designated officer (LADO).

13.2 Strand one

These allegations reach the Harm criteria and must be reported to the LADO within 24 hours.

The Harm criteria is met, if a member of staff, volunteer, contractor or supply teacher has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

The LADO will offer advice and guidance and lead on any external investigation required. The LADO may suggest additional training or revisiting a policy to strengthen it. Consideration will also be given to any children who may be at risk and a referral through to the MASH team if required,

13.3 Strand two

These are allegations that do not meet the Harm criteria, often referred to as low level concerns (See Low Level Concern Policy).

This includes issues such as: - showing favouritism to an individual child, shouting, or talking inappropriately to a child or failing to meet the standards within the staff handbook (code of conduct). There is no direct harm to a child, but the member of staff has behaved in a way where they are not behaving in an appropriate manner. This covers behaviour both inside and outside of work.

All low-level concerns will be addressed by the head teacher (or chair of governors is about head), who will talk to all involved and may take action to retrain a member of staff, update policy to make something clear or take disciplinary action.

Low level concerns will be shared with the LADO, if a strand one allegation, that meets the harm criteria is referred to the LADO. Low level concerns indicate behaviour that is concerning, but where there is no direct harm to a child.

If the Headteacher (or Governor) is in any doubt about which strand an allegation comes under they should contact the LADO for advice and guidance. This can be undertaken without giving the staff members' names.

The LADO will also offer advice on whether a member of staff should be suspended from working with children, moved to other work or another school, supervised at all times or move the child involved to another class, during the investigation. Each case is dealt with on an individual basis. They will also provide advice on when to contact Ofsted, DBS, MoJ and TRA.

LADO (Local Authority Designated Officer) Notification Form - MyCouncil

Advice may also be sought through HR, Police and Social Care

13.4 Procedure for dealing with allegations.

The headteacher of Chair of Governors (if about the Head) becomes the case manager and works closely with the LADO.

1. Conduct basic enquiries to establish facts
2. Consult with LADO and agree a course of action
3. Assess any immediate risk to children and agree any action (such as suspension)
4. Inform the accused individual and implement any agreed suspension or moving to another area of work
5. Refer to TRA if a teacher
6. Ensure DSL provides support for any children involved
7. Give named contact and support to person accused
8. Investigation undertaken; strategy meeting held
9. Outcomes agreed
10. Inform individual of decisions and any further action to be taken
11. Referral to DBS, TRA or MoJ if required

Parents should be kept informed of progress, in relation to their child only.

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

Governing body will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

13.5 Additional considerations for supply staff

In the event of an allegation being made against supply staff. We will discuss with LADO, suitability of using the person within school, we will inform the supply agency and also the LADO, so a full investigation can take place.

13.6 Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

13.7 Outcomes of Investigation

Outcomes of an investigation by the LADO will be:

Substantiated- there is sufficient evidence to prove the allegation.
Malicious - there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject of the allegation.
False -there is sufficient evidence to disprove the allegation.
Unsubstantiated -there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence; or,
Unfounded - to reflect cases where there is no evidence or proper basis which supports the allegation being made.

The case manager and the LADO will agree any further action to be taken, which may include a discretionary referral to DBS.

We report any alleged incidents to Ofsted (unless advised by LADO that this is unnecessary), as well as what measures the school have taken.

We co-operate with any investigation carried out by children's social care in conjunction with the police. Staff are required to make a self-disclosure if they have undertaken any activity which could be deemed as inappropriate, whether in or out of work. Failure to do so is a disciplinary offence.

13.8 Learning Lessons

We see any investigation as an opportunity to learn and review our policies and procedures. We see this as the opportunity to reduce allegations, tighten up on our procedures and prevent similar situations in the future.

We will consider the notification of concerns, the process, the impact of suspensions or moving staff to other work, the effectiveness of the policy, investigation and action taken on outcomes.

Improvements in practice will be considered and introduced to minimise risk in future.

13.9 Media response

The school will also consider that there may be unwanted publicity attached to the case. The Governing Body and Headteacher should consider how they manage this, who will speak on behalf of the school and what should be said.

A conversation should involve the school, police and social care and agreed joint response should be made.

13.10 References

Only substantiated allegations can be included in any reference request. It is a legal requirement for this to be included in a reference.

For allegations about people who work with children:

Local Authority Designated Office (LADO) - Mel Perkins and Kay Newman
Tel: 01908 254307
email: lado@Milton-keynes.gov.uk

14 Whistleblowing

Everybody has a responsibility for raising concerns about unacceptable practice or behaviour, this supports school to prevent the problem worsening or widening, to protect or reduce risks to others and to prevent becoming implicated yourself. Whistleblowing can be undertaken internally or externally to the organisation. (See Whistleblowing Policy)

The Whistleblowing policy covers the following:

- What areas of malpractice or wrongdoing are covered by the procedures
- The options available for reporting a concern, including who to approach within the school and externally
- How the school will respond to such concerns
- What protection is available to staff who report another member of staff

Ideally, we prefer concerns to be raised internally through the Headteacher, or the Chair of Governors (if it involves the Head)

Staff/volunteers/Parents know they can also contact the organisation Public Concern at Work for advice relating to whistleblowing; if they feel that the organisation has not acted adequately. For safeguarding issues, they can contact the NSPCC whistleblowing helpline **0800 028 0285** or Ofsted.

15 Support for staff

Support is provided internally through the DSL and safeguarding team. Staff may discuss any issues that arise or seek guidance and support.

All staff may access independent support through the Education Support Partnership. The Education Support Partnership are a UK charity dedicated to improving the wellbeing and mental health of education staff in schools, colleges and universities. The support is available to anyone who works in schools about all kinds of issues including:

- Feeling overwhelmed, stressed or anxious
- Personal issues
- Financial information
- Issues of work-life balance

Helpline: 08000 562 561 Text Helpline: 07909 341229

16 Confidentiality

St Mary Magdalene's approach to confidentiality and data protection with respect to safeguarding is covered within the Data Protection Policy. There are a number of key principles linked to this policy, they include the following:

- Timely information sharing is essential to effective safeguarding
- Information Sharing Duty 2026 allows for information to be shared between agencies.
- Mandatory sharing when relevant: Practitioners must disclose information they consider relevant to safeguarding or promoting a child's welfare if sharing may assist another relevant person's safeguarding functions
- Detriment safeguard: The duty does not apply if sharing would be more detrimental to the child than not sharing

- Consent is not required: The guidance clarifies that consent is not needed for safeguarding-related information sharing. That we inform parents when information is shared rather than ask for permission.
- 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
- Staff must be aware that when opening emails or alerts containing personal or confidential information, they must be aware of who may have sight of it. These must only be opened when there is no chance of being viewed by staff, parents or children.
- 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 a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
    - There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
    - The DSL will have to balance the victim's wishes against their duty to protect the victim and other children
    - Any disclosure of child sexual abuse whether current or historic must be reported as a mandatory duty.

The DSL should consider that:

- Parents or carers should normally be informed (unless this would put the victim at greater risk)
- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains
- Regarding anonymity, all staff will:
    - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
    - Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
    - Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
- Confidentiality is also addressed in this policy with respect to record-keeping in section 14, and allegations of abuse against staff in appendix 3.
- Confidentiality is also addressed in this policy with respect to record-keeping and allegations of abuse against staff.

17 Online Safety and the use of internet accessible devices including mobile phones, Meta glasses and smart watches

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

We will seek to build children's resilience in relation to issues they may face in the online world, and will address issues such as staying safe, having appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age-appropriate ways. The DSL has a responsibility for internet safety, linked to having an overall understanding of all safeguarding issues.

All school devices are regularly checked for history and what is stored on them. Staff should not be using their own devices, mobile phone or smart watch during the school day.

All devices for use by children are located in an area clearly visible to staff and only used with adult support. All internet access is monitored via filters, which picks up on inappropriate content, contact and terminology used.

Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination, that they may see on work devices to the DSL and to CEOP, using the red button www.ceop.police.uk**.**

Only age-appropriate resources are used with children. Staff will check all resources before using them and will monitor any use by children.

Staff will share appropriate resources with parents to support them to safeguard their child.

Any cyber-bullying incident will be discussed with their parents and referred to sources of help, such as the NSPCC on 0808 800 5000 or www.nspcc.org.uk, or Childline on 0800 1111 or www.childline.org.uk.

We implement:

- robust processes, to ensure the online safety of pupils, staff, volunteers and governors
- education for the whole school community on safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- clear guidelines for the use of mobile phones and smart watches for the whole school community
- clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

17.1 Categories of risk

We implement procedures to minimise risk from the following categories:

Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g., consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), Making or sharing of nudes or semi nudes and online bullying; and
Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

We educate pupils about online safety as part of our curriculum. For example:

- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim

We train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year

We support parents/carers to understand the risks of online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them, so they know how to raise concerns about online safety

From September 2026 increased restrictions are placed on staff with regards to the use of their mobile phone, for example that:

- Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
- During contact time, phones should be locked away, turned off and not accessible
- Use of mobiles is restricted to the staff room during breaks
- Exceptions can be made for specific reasons for example medical, access to systems and practical reasons, such as on a trip. Any mobile phone authorised must be covered by a risk assessment and approved by the head teacher
- Staff will not take pictures or recordings of pupils on their personal phones or cameras
- All pupils, parents/carers, staff, volunteers and governors are expected to sign an agreement regarding the acceptable use of the internet in school and for remote working, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- For comprehensive details about our school's policy on online safety and the use of mobile phones, please refer to our online and computer safety policy, which you can find on https://www.stmarymagdalenemk.co.uk/policies/

17.2 Virtual Sessions

There may be time when we need to use virtual teaching sessions, such as another global pandemic or industrial action being taken. The pandemic allowed learning to develop to ensure that staff, children, and parents are assured of safety whilst delivering virtual lessons, especially where webcams are involved. A signed agreement must be in place, detailing acceptable behaviour leading up to a virtual session and during an online session.

- 1:1 session can only take place with parental consent and a written agreement in place. It must be agreed by the SLT prior to the session
- No recording of sessions without written agreement by parent, child and staff
- Recorded sessions must be kept, in line with GDPR requirements
- Staff and children must wear suitable clothing, as should anyone else in the household
- Any computers used should be in appropriate areas, for example living room, garden, kitchen (not in bedrooms)
- Staff should be aware of backdrops, there should be nothing that can identify where they are (home address)
- Live lessons should be kept to a reasonable length of time – no more than 1 hour in total
- DSL must have ability to pop not the online session at any time
- Language used must be professional and appropriate, including by any family members in the background

- Staff must only use the Google Classroom or school email address to communicate with pupils and families
- Staff must only use age-appropriate/developmentally appropriate materials and must observe any videos used prior to the session

17.3 Communication Plan

In preparation for any future lockdowns or need to work from home, the school has prepared a communication plan to ensure that they keep in touch with children and have sight of them.

The communication plans can include remote contact, phone contact, email contact, doorstep food parcels etc. Other individualised contact methods should be considered and recorded.

St Mary Magdalene Catholic Primary School recognises that school is a protective factor for children and the circumstances, can affect the mental health of pupils and their parents/carers. Teachers at St Mary Magdalene Catholic Primary School need to be aware of this in setting expectations of pupils' work where they are at home.

17.4 Mobile phones and cameras

Staff are permitted to bring their personal phones to school for their own use but will limit such use to non-contact time when pupils are not present. Staff members' personal phones should be turned off and will remain in their bags or locked away in a cupboard or locker during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

They should only use school phones to contact parents and children.

In the event of an emergency, staff using their own phone to contact parents must withhold the number, before phoning out and log the call with the DSL, detailing who was contacted, reason for call and any outcome or follow up needed.

We will follow the General Data Protection Regulation, Data Protection Act 2018 and Information Sharing Duty 2026 when taking and storing photos and recordings for use in the school.

Additional information regarding the use of mobile phones and cameras can be found in Online and Computer Safety Policy and Data Protection Policy.

18 Visitors and VIP

St Mary Magdalene Catholic Primary School wants to ensure that school is a safe place for children to be, this means that we must be aware of anyone on site. All visitors are required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

Visits should be pre-arranged with staff informing the reception of any expected visitors, they must collect the visitor from reception and supervise them at all times.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter school.

Visitors should be ready to produce identification. Visitors are expected to sign in and wear a visitor's badge whilst on site.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers or regular visitors, will be asked to show photo ID and provide:

- Their DBS certificate, which will be checked alongside their photo ID;
- A letter from the organisation sending the professional, such as the LA or educational psychology service, peripatetic teachers with confirmation that an enhanced DBS check with barred list information has been carried out and nothing of concern was found

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation.

VIP visits should be prearranged and must be accompanied at all times whilst on school grounds.

18.1 Intruder and Lockdown Policy

We make every effort to keep our school secure from intruders. The aim of this policy is to inform staff and parents/carers of the procedures to take in the event of an intruder being identified on the premises.

An intruder is an individual in school who has not followed established visitor procedures and may or may not be a safety hazard to children within school. This policy provides a means of dealing with either situation. No one can enter the school without being let in, as all doors are secured. This makes an intruder unlikely, but it can still happen if someone allows them to follow them in.

Grab bags are in place within classrooms, in the event of a lockdown or evacuation taking place.

18.2 Legitimate visitors

Any member of staff who observes an individual in the school who appears suspicious or out-of-place should approach the individual (if safe to do so), ask their name and purpose in the school or contact reception for assistance. The person approaching the suspicious individual must determine if the person poses a safety hazard or just needs to be made aware of the procedures in place for visiting the school.

While determining the status of a visitor, every effort must be made to ensure children in our care are safe, feeling secure where possible, continuing to be engaged in their current activities. If need be, children must be given reassurances as to their own and others safety and well-being.

18.3 Intruders

Any unauthorised person on site, should be directed back to the reception area and then offsite. If they refuse to leave the building, then the schools should implement its lockdown policy (see lockdown policy).

We operate the Scan process, which puts the safety of children and adults on site first.

The priority is to keep children safe until the person is removed from school. Police should be contacted, and any advice given should be followed.

Once the police arrive provide them with the following information:

- Location of intruder
- Description of intruder
- Any known weapons
- Any statements made by the intruder

Be prepared to keep media, parents, and other community members out of the school. The police will secure the building.

All other staff members and official visitors should remain in their designated area/room with the children unless otherwise directed by the police, reassuring, and engaging the children as appropriate.

A grab bag containing emergency supplies is available.

In any event, there will be a thorough investigation of the incident, and a report will be made by all staff involved.

18.4 Unattended and Suspicions items

Any suspicious items found onsite , should be dealt with using the recommend HOT protocols

Staff should not approach unattended and suspicious items, the priority is to get a safe distance away and alert the allocated person in school.

The following distances are maintained:

- 15 metres – small items , the size of a mobile phone or any electronic device..
- 100 metres – such as a rucksack.
- 200 metres –small vehicle or large item, such as a car or a wheelie bin.
- 400 metres –large vehicle, such as a van or lorry. Staff should make sure children are behind a solid object. away from windows or cars.

They should not move until told it is safe to do so by Police

19 Day to Day Procedures

19.1 Registration

Children are registered in at the beginning of the day by their class teachers, any absences are reporting to the reception and followed up on if there has not been notification of the absence. Any lateness is also recorded. This includes children below statutory school age.

19.2 Departures

If the child is to be collected by someone other than the parent/carer, this must be indicated to a member of staff and recorded at the start of the day.

The person nominated to collect a child must be one of those named on the child registration form. Parents are responsible for ensuring that the nominated people are competent to care for their child. The nominated person must be an adult.

No person other than those named on the child registration form will be allowed to leave with a child. In the event that someone else should arrive without prior knowledge, the school will telephone the parent/carer immediately. We would refuse to hand over a child to anyone picking up a child who is under the influence of drugs or alcohol and would phone the alternative nominated people.

If the parent/carer or alternative nominated adult is going to be late to collect the child, staff must be informed as soon as possible by phone. If the designated adult is late picking up their child without prior warning, the provisions of the uncollected children policy will be activated.

In an emergency, the parent can phone the school to indicate if someone else must pick up the child. This must be followed up in writing and the person must have a password and bring identification with them.

19.3 Non-collection of children

If a child is not collected at the end of the day, we will contact parent(s), supervise child outside admin office and inform DSL/Deputy DSL. If the situation persists a meeting with parents will be arranged with Headteacher. If a child is not collected and no contact can be made with parents or emergency contacts. Two members of staff must be on site. MASH will be contacted for advice after ½ hour.

If the child has not been picked up in 3 hours, and the nominated people cannot be contacted, we will contact both MASH and the police as we have an abandoned child. Under no circumstances would a member of staff take the child home.

19.4 Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible.

If a child goes missing on site, we will initiate a search of the building.

Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.

Staff note when the door or gate was opened last time and by who.

The parent(s) are then called and informed, to check they have not been picked up without staff being aware.

Notify SLT of the incident.

If the child is not found, DSL calls the police immediately and reports the child as missing. If it is suspected that the child may have been abducted, the police are informed of this.

A recent photo and a note of what the child is wearing is given to the police. Whilst awaiting the arrival of the police and parents, we ascertain when and where the child was last seen and record this.

Any missing child incidents should be recorded on SIMS.

If a child is not located rapidly, the school will call 999 for assistance.

19.5 If missing off site

Staff constantly check numbers on any trip out. Staff are responsible for a specific group of children. A DSL should be present or contactable on any trip out.

A lost child point should be allocated, which is clearly visible. Staff and children are made aware of this point and children told to go to this point if they become separated from their group.

As soon as it is noticed that a child is missing:

- Staff on the outing ask children to stand with their designated carer and carry out a headcount to ensure that no other child has gone astray
- One staff member does a quick sweep of the immediate vicinity

- Venue is informed that a child is missing and given a description of the child, they should instigate their own procedures. CCTV should be checked
- School is alerted and School check that child has not remained on site
- Parents are contacted to check that child has not been picked up by parent. Parents must be kept in the loop
- The senior staff on outing contact police and report the child as missing. They will remain at the venue and liaise with Police. A recent photo and a description of what the child is wearing is given to the police
- Staff take the remaining children back to the school as soon as possible
- Senior member of staff remains at the site where the child went missing and awaits police
- Staff keep calm and support children who may be anxious or worried
- The school follow police advice during investigation
- Media or press contacting the school should be directed to the Head

Once the child is found a full investigation must take place.

19.6 External Visits

A DSL will accompany any residential trip from the school. Local trips do not need a DSL to accompany them, but staff will contact the DSL in the event of a safeguarding concern. The DSL will contact MASH when needed and pick up the concern as soon as the trip returns to the school.

20 Review of this Policy

The responsibility for this policy sits with the Governing Body, who will work closely with the Headteacher to update and review the policy. The Governing Body will need to formally adopt any changes.

This policy must be reviewed annually or more often if there is a change in legislation or guidance or a change in DSL or Safeguarding Team.

It must contain the names of DSL, deputies, and the safeguarding team.

The Child Protection policy must be available to the public and published on the school website.

20.1 Links with other policies

Child Protection and Safeguarding underpins the culture of the school. The policy links to many other policies and procedures, such as:

- Behaviour
- Remote Learning Policy
- Code of Practice
- Complaints
- Health and safety
- Attendance
- Online Computer safety
- Equality
- Sex, Relationships and Health Education
- Medical conditions
- Curriculum
- Mental Health
- Safer Recruitment

- Safer Eating
- Whistleblowing
- IT Acceptable use
- Inclusion
- Designated teacher for looked-after and previously looked-after children
- Privacy notices

APPENDIX A

Definitions

Safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Children includes everyone under the age of 18.

Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child whom they are looking after. Physical abuse, as well as being the result of an act of commission can also be caused through omission or the failure to act to protect from harm.

Emotional Abuse is the persistent emotional maltreatment of a child. It may involve making a child feel or believe that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment to a child, though it may occur alone.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. Children under 16 years of age cannot lawfully consent to sexual activity. Sexual abuse may also include non-contact activities, such as involving children looking at or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.

Neglect involves 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. It may involve a parent or carer failing to provide adequate food, shelter or clothing, failing to protect the child from physical and emotional harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include failure to meet or respond to a child's basic emotional needs. Children must also receive a suitable Education.

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing

an incident, we will be prepared to use any term that the child involved feel most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

Appendix B

Specific Additional Safeguarding Topics

1 PREVENT and Radicalisation - St Mary Magdalene Catholic Primary School is fully committed to safeguarding and promoting the welfare of all its children. We recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views.

Staff are fully engaged in being vigilant about radicalisation and ensure that we work alongside other professional bodies and agencies to ensure that our children are safe from harm. They are aware of changes in behaviour, or views being expressed that may reflect what children may have overheard or seen.

The school has filters set up to keep children safe online and to identify if they are accessing inappropriate materials.

Staff receive annual PREVENT training and are constantly vigilant and remain fully informed about the issues which affect Milton Keynes.

Children being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Rejecting activities, they used to enjoy
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter

Action will be taken on a case-by-case basis and referrals will be made to the Channel Panel as necessary. A joint referral should be made involving the member of staff who spotted the concern with the DSL
Initial referral should be made to MASH to look at safeguarding for the child.

In addition, a call should go to the Police using the 101 number, the DSL should state that the referral is being made under the mandatory referral duty for PREVENT.

This must be followed up, by completing a referral form and sending to the email below
preventreferralsmiltonkeynes@thamesvalley.pnn.police.uk
https://www.milton-keynes.gov.uk/social-care-and-health/prevent-referrals

2 Female Genital Mutilation Policy (FGM) - Female genital mutilation (FGM) comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons including hymenoplasty.

It is nearly always carried out on minors and is a violation of the rights of children. The practice also violates a person's rights to health, security and physical integrity, the right to be free from torture and cruel, inhuman or degrading treatment, and the right to life when the procedure results in death.

Female Genital Mutilation affects girls particularly from north African countries, including Egypt, Sudan, Somalia and Sierra Leone.

It is illegal in the United Kingdom to allow girls to undergo female genital mutilation either in this country or abroad. People guilty of allowing FGM to take place are punished by fines and up to fourteen years in prison.

We have a duty to report concerns we have about girls at risk or who have undergone FGM to the police and social services. We believe that every child has the right to be safe from harm, we monitor the ethnicity of children attending the school who may come from countries where FGM is practiced.

Our Designated Safeguarding Lead is trained to use the FGM screening tool and understands how to refer to the FGM panel as well as immediate concerns being reported through to MASH.

We also report through to Police on 101, using the FGM Mandatory Reporting Duty.

Our staff are all trained to identify possible signs and symptoms of FGM as part of our standard safeguarding reporting procedures.

FGM Helpline - 0800 028 3550 - fgmhelp@nspcc.org.uk

3 Child Sexual Exploitation (including harassment and violence). (CSE) - Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. Children aged 12-15 years of age are most at risk of child sexual exploitation although victims as young as 7 have been identified, particularly in relation to online concerns. Equally, those aged 16 or above can also experience child sexual exploitation, particularly those without adequate economic or systemic support. Indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant
- Unexplained gifts and IT
- Going missing on a regular basis
- Having an older group of friends

We have a duty to report concerns we have about girls or boys who we believe are at risk of CSE or being sexually exploited to the police and social services.

Our Designated Safeguarding Lead is trained to use the CCE screening tool and understands how to refer to the ROTH, MARMM and CME group as well as immediate concerns being reported through to MASH.

Our staff are all trained to identify possible signs and symptoms of CSE as part of our standard reporting procedures.

4 Children where additional consideration needs to be made - We acknowledge that all children and young people are, vulnerable at some point and at some level.

Some are at increased risk of vulnerability because of the social, socio-economic, cognitive, ethnic, linguistic or health related factors impacting on themselves, their families or their contexts.

Consequences of being vulnerable may include the following:

- slower attainment and development rates of progress than peers
- low levels of emotional wellbeing and engagement
- low self-esteem and poor self-image
- reduced life chances and increased likelihood of becoming NEET (not in education, employment or training)
- school, social and family exclusion
- poor health
- increased likelihood of experiencing or exhibiting bullying behaviour.

We ensure that particular attention is paid to these groups. We will provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.

5 Looked After Children and Previously Looked After Children - Looked After Children and Previously Looked After Children have already experienced some level of trauma and disruption in their lives
We will support our looked after and previously looked after children and give them access to every opportunity to achieve to their potential and enjoy learning. We have appointed a designated teacher, **Mr Lloyd Williams**, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance. They are appropriately trained and regularly consult with the DSL and Virtual Head Team.

We will maintain an up-to-date record of all Looked After Children, previously looked after children and kinship arrangements who are attending. This will include:

- Status i.e., care order or accommodated.
- Type of Placement i.e., Foster, respite, residential, kinship
- Name of Social Worker, area office, telephone number.
- Who has parental responsibility
- Daily contact and numbers e.g. name of parent or carer or key worker in children's home.
- Child Protection information when appropriate.
- Attendance figures
- Exclusions

Ensure that someone attends Children's Services Reviews on each child/young person and/or always prepares a written report which promotes the continuity and stability of their welfare.

6 Privately Fostered Children - Private foster carers are people who care for a child by an arrangement between a parent and the carer who may be known or unknown to them.

The child is under 16 years (or 18 with disabilities) and living with a person who is not a close relative or legal guardian, and this is for more than 28 days.

Host families who look after children studying with language schools would also be classified as private foster carers.

We have a duty to actively seek and inform the Council of any private fostering arrangement that we become aware of.

Milton Keynes Council Private Fostering Team 01908 253206

7 Children where there is Domestic Abuse in the home - Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. Domestic abuse includes emotional, physical, sexual, financial or psychological abuse. Domestic abuse can seriously harm children and young people. Witnessing domestic abuse is child abuse, and teenagers can suffer domestic abuse in their relationships.

Where Domestic abuse has been identified or staff have been made aware of domestic abuse within the home, attention will be paid to the children, to ensure they are safe and supported.

St Mary Magdalene Catholic Primary school is signed up to the Encompass scheme, which means we are informed of high-risk domestic abuse incidents, where our children live in the household, the day after the incident.

8 Young Carers - Children and young people under 18 years who provide regular or on-going care and emotional support to a family member who is physically or mentally ill, disabled or misuses substances. A young carer becomes vulnerable when the level of caregiving and responsibility to the person in need of care, becomes excessive or inappropriate for that child, risking impacting on his or her emotional or physical well-being or educational achievement and life-chances

9 Children with Disabilities and Learning Needs - Children may be more vulnerable due to communication difficulties, lack of understanding of their own bodies or sexuality or because of multiple carers offering personal care with additional needs

Children with Disabilities Team - 01908 253617

10 Children where there is Parental Substance Misuse - When working with substance misusing parents we recognise that children are not necessarily at risk just because a parent uses substances. Many children of substance misusing parents receive good parenting, stability and have all their needs fully met. However, we are alert to the possibility that substance misuse by a parent may lead to a child being considered as a child in need and may prevent a child from receiving the level and quality of care that they need.

The Designated Safeguarding Lead will support families to access additional services when needed and will make a referral to Family Help Services where appropriate.

11 Children where there are Parental Mental Health Issues - Staff understand the effects that parental mental health may have upon the children in the family. Not all parents and children will need the support of health and social care, but those that do will need to get support that is acceptable, accessible and effective for the whole family. We recognise that the adults with mental health issues may have long periods where they are coping well, but there may be periods when they are unwell and unable to manage adequate parenting for their child.

The Designated Safeguarding Lead will support families to access additional services when needed and will make a referral to s Family Help Team where appropriate.

12 Families where there may be Honour Based Abuse - Honour based abuse is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.

It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour-based abuse might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture
- Are homosexual or consider themselves a different gender

We are mindful that different groups will have cultural expectations and beliefs, but when this impacts on the safety or wellbeing of a child or is in contravention of UK law, the school are required to refer to Children Social Care.

13 Child Criminal Exploitation (including harassment and violence). (CCE) & County Lines - Child Criminal Exploitation may involve children being manipulated into undertaking criminal acts such as theft, violence, gang activity.

County Lines refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns. Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

The DSL will consider referral to the National Referral Mechanism via MASH on a case-by-case basis.

14 Serious Violence - Staff may be made aware of the indicators which may identify a child is at risk from, or is involved with, serious violent crime. Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violent crime. These risk factors include, but are not limited to, the following:

- A history of committing offences.
- Substance abuse.
- Anti-social behaviour.
- Truancy.
- Peers or family involved in crime and/or anti-social behaviour.

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL

15 Children from Asylum Seeking Families - Children who arrive in the UK without their parents or carers usually go into the care of their nearest public authority and will often live with approved foster carers when there is no suitable family member or guardian to care for them.

Asylum-seeking children may have experienced persecution for their beliefs, or because of their ethnic or social group. Some may have seen adults they loved murdered, beaten, tortured or raped; others may have had members of their family 'disappear' with no warning or explanation. Some may have come from a country where they would have been forced to fight as a child soldier if they remained. It is likely that these children will be more vulnerable because of their experiences. The school is particularly vigilant of these children. The Designated Safeguarding Lead will seek support and help as soon as concerns have been identified.

16 Children where English is a second language - We are aware that many children coming from households where English is the second language may find it more difficult to identify and express any concerns that they have.

We are sensitive to the needs of these children. The Designated Safeguarding Lead will seek support and help as soon as concerns have been identified. An interpreter will be brought in if required to ensure effective communication.

If a referral is made to MASH, the Designated Safeguarding Lead will ensure that they are aware of the language spoken and if there is a need for a translator.

17 Special Education Needs - We recognise that children with Special Education Needs may be more vulnerable by nature of their needs. These children may have learning problems or disabilities that make it harder for them to learn than most children of the same age. Many children will have special needs of some kind at some time during their education.

We ensure that staff are sensitive to identifying and supporting these needs and ensuring that identification, support and additional support are offered.

Assumptions are often made that indicators of possible abuse such as behaviour, mood and injury relate to the child's SEN status without further exploration

SEN children may be more prone to peer group isolation than other pupils.

The potential for pupils with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs

They may have difficulties communicating what is happening to them or understanding what is happening. The SENCO will work closely with the DSL to identify any additional support needed by these children.

18 Goes missing from education, care or home - A child going missing from education or absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

We recognise that children who go missing or absent either overnight or for short periods of time, may be more vulnerable to child criminal exploitation, child sexual exploitation, grooming, county lines, gang activity and becoming involved with drugs or alcohol.

19 Child misusing drugs or alcohol - Children may experiment with drugs and alcohol for many reasons, we recognise the risks that this poses in terms of dependence and the ability to be manipulated and also the

risks associated with contaminated drugs. Children identified as using alcohol and drugs will be offered support through the school and support services such as ARC.

20 Pupil Premium or Families living in Poverty - We recognise that any child, who is accessing pupil premium, may be living in a household where finances are limited. Staff are trained to identify families who may be struggling

21 Parent in Prison - We recognise that children who may have a parent in prison, may need additional support. There may be continued involvement from those involved in criminal activity or anxiety caused by a parent not being around.

22 Military Service Children -We recognise that children may move on a regular basis, so have problems settling in and building roots. There may also be fear and anxiety due to parents being involved in war zones or risky activities.

23 Mental Health Issues including Self Harm - We recognise that there has been growing numbers of children, who have displayed fear, anxiety which may lead to mental health issues. Behavioural issues are often early indications of mental health issues. Boys have been identified as a group where numbers have been rising. We have a member of staff who is trained in Mental Health First Aid to identify and refer to other relevant support. Additional guidance regarding including identifying possible mental health problems, routes to escalate and referral systems can be found in St Mary Magdalene's Policy Promoting Positive Mental Health and Well-being.

24 Inadequate Housing & Homeless - Any family living in accommodation which is not suitable or who is in temporary accommodation may need additional support. This often leads to the family being disconnected from their support network. This may create a risk to the child's welfare or health. The DSL and deputies will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

25 LGBTQ+ -The fact that a child or a young person may be LGBTQ+ is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+.

Risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

26 Children with an allocated Social Worker - Children's services are required to inform the DSL, when a social worker has been allocated to a child, the DSL will always take this into consideration 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

Social Workers should involve DSL in any discussion about support being offered.

This list is not exhaustive, any child may be at need of additional support at any time,

St Mary Magdalene Catholic Primary School has trained staff to identify when a family or child needs additional support and to ensure that the DSL is notified at an early stage.

We will offer support and signpost families to additional services where needed, we will also refer a child to MASH when we identify a child is at risk of significant harm.

27 Children who are questioning their gender Schools and colleges should take time to understand the thoughts and feelings of children who are questioning their gender and should be appropriately professionally curious about the full range of the child's experiences. Schools and colleges should remain aware of the potential vulnerabilities of children who are questioning their gender, including the possibility of complex mental health and psychosocial needs, for example relating to relationships with family, peers or their broader social environment, including discriminatory bullying**.** Unless there is a safeguarding risk, parents should be made aware of these conversations. We take a very careful approach in relation to social transition, supporting the young person, preventing bullying or safeguarding risks. The school must not allow pupils into toilets, changing rooms, or boarding or residential accommodation designated for the opposite sex, with no exceptions.

Appendix C

Child on Child Abuse

A number of issues are identified under the child-on-child abuse policy: -

- bullying (including cyberbullying, prejudice-based and discriminatory bullying),
- discriminatory behaviour, including racism, faith-targeted abuse, and other prejudice based incidents,
- abuse in intimate personal relationships between children (sometimes known
- as 'teenage relationship abuse'),
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or
- otherwise causing physical harm (this may include an online element which
- facilitates, threatens and/or encourages physical abuse),
- serious physical assault and harm, or the threat of harm with a weapon,
- sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence),
- sexual harassment such as sexual comments, remarks, jokes and online
- sexual harassment, which may be standalone or part of a broader pattern of abuse, causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party, consensual and non-consensual making or sharing of nudes and semi-nudes
- upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma and will offer them appropriate support.

Staff are aware of what is age appropriate normal sexual behaviour, and the DSL will refer to the Brook Traffic Light toolkit to support understanding.

1. Reducing the Risk

St Mary Magdalene Catholic Primary School believes that children should feel safe at school and be given opportunities to raise concerns and talk to staff about concerns.

We encourage this by having an open-door policy, having posters around the building, detailing who the DSL's are, we also regularly talk about the availability of staff and the opportunity to discuss concerns.

2. Sexual Violence & Harassment Policy

Sexual Violence refers to the three following offences:

- Rape
- Assault by Penetration
- Sexual Assault

The term "harmful sexual behaviour" is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage. Harmful sexual behaviour may include:

- Using sexually explicit words and phrases
- Inappropriate touching
- Sexual violence or threats
- Sex with other children or adults
- Sexual interest in adults or children of very different ages to their own
- Forceful or aggressive sexual behaviour
- Compulsive habits

Sexual behaviour can also be harmful if one of the children is much older (especially where there is two years or more difference, or where one child is pre-pubescent and the other is not) and where the child may have SEND.

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a pupil's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual harassment and violence. Sexual harassment includes:

- Sexual comments
- Sexual "jokes" and taunting
- Physical behaviour, such as deliberately brushing against another pupil
- Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion and threats – online sexual harassment may be isolated or part of a wider pattern

Any sexual activity involving children should be considered through a safeguarding lens.

3. Initiation/Hazing Ceremonies

Hazing or initiation ceremonies refers to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. Hazing is seen in many different types of social groups, including gangs, sports teams and school groups.

4. Upskirting and Down blousing

Upskirting is the practice of taking non-consensual photographs under a person's skirt or dress, capturing an image of the crotch area, underwear, and sometimes genitalia. Down blousing is pictures taken down a top.

5. Managing the Risk

We operate a zero-tolerance policy on child-on-child (including harassment and violence) abuse. We will avoid opportunities for this to happen, by ongoing vigilance and clear expectations of behaviour. In order to prevent child on child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem

- Prejudiced behaviour and sexualised language
- That sexual violence and sexual harassment is always wrong
- Making or sharing of nudes or semi-nudes

Pupils will be allowed to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled.

6. Responding to Child-on-Child Abuse

Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed. If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it.

The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of MASH where necessary. If staff are in any doubt, they will speak to the DSL. Where an alleged incident took place away from the school or online but involved pupils from the school, the school's duty to safeguard pupils remains the same.

All staff are trained to handle disclosures, to record those concerns and alert the DSL. Support will be identified for the young person.

All child-on-child abuse incidents (including harassment and violence) are logged and any investigation, risk assessments, consultation, outcomes and support put in place is documented.

Children subjected to child-on-child abuse may need additional support through mental health services (such as CAMHS), sexual health services as well as guidance on healthy relationships.

If a criminal offence is identified, the DSL will work closely with the police and other agencies, whilst ensuring the welfare of both children is always put first.

7. Making or sharing of nudes or semi-nudes

Staff should immediately inform the DSL if they become aware of any sexual images being shared amongst pupils.

They must not:
- View, copy, print, share, store or save the imagery, 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
- Say or do anything to blame or shame any young people involved

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.

The DSL will consult and consider a referral to MASH. If there is a criminal offence, then police will be called in. Parents will be informed and kept aware of progress, providing it does not place the child at increased risk.

No images will be copied and stored on our systems, if we believe the images are inappropriate or abusive (including AI generated images), the police will be asked to assess the images.

Appendix D

Job Description for DSL

The Designated Safeguarding Lead is a member of the Senior Leadership Team and takes the lead responsibility for the welfare of children within school. They must have sufficient experience and also the resilience to allow them to work effectively within school and with other agencies.

Manage referrals -The designated safeguarding lead is expected to: -

- refer cases of suspected abuse to MASH as required
- support staff who make referrals to MASH
- refer cases to Channel Panel where there is a radicalisation concern.
- refer cases to Police, under the FGM mandatory reporting duty
- support staff who make referrals to the Channel Panel or Police
- refer cases where a person is dismissed or has left due to risk/harm to a child to the Disclosure and Barring Service
- refer cases where a crime may have been committed to the Police as required https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf

Work with others - The designated safeguarding lead is expected to: -

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. (PACE Code C 2019)
- as required, liaise with the "case manager" and the LADO, child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCO's), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
    - ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort,
    - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes

Training - The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training annually and a specialised Prevent course every 2 years. Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help, Family Help and statutory intervention, including local referral arrangements
- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- 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
- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- understand relevant data protection legislation and regulations, especially the Information Sharing Duty 2026, Data Protection Act 2018 and the General Data Protection Regulation
- understand the importance of information sharing, both within the school and with MK Together, other agencies, organisations and practitioners
- are able to keep detailed, accurate, secure written records of concerns and referrals
- 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
- understand and support the school with regards to the requirements of the FGM duty and are able to provide advice and support to staff on protecting children from the risk of FGM
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- can recognise the additional risks that children with vulnerabilities including SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- obtain access to resources and attend any relevant or refresher training courses
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them
- In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role

Raise Awareness

The designated safeguarding lead should:

- ensure the school's child protection policies are known, understood and used appropriately
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- ensure the 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 MK Together to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements

- Ensure staff understand the filtering and monitoring process and the DSL's role in leading on this help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff

Child Protection File - When children leave the school, the designated safeguarding lead should ensure their child protection file is copied and transferred to the new school or college within 5 days. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability - During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person. In exceptional circumstances availability via phone and or Skype or other such media is acceptable.

The designated safeguarding lead will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities. In the event of no one from the DSL team being available, a member of the SLT can step in. A DSL email will allow all on the safeguarding team to pick up on concerns coming in and allows CSC to contact a DSL out of hours

Understanding the views of children - It is important that all children feel heard and understood. Therefore, designated safeguarding leads (and deputies) should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them, and,
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.
- Incorporating the child's voice when planning and implementing a family help, Child in Need or Child Protection Plan

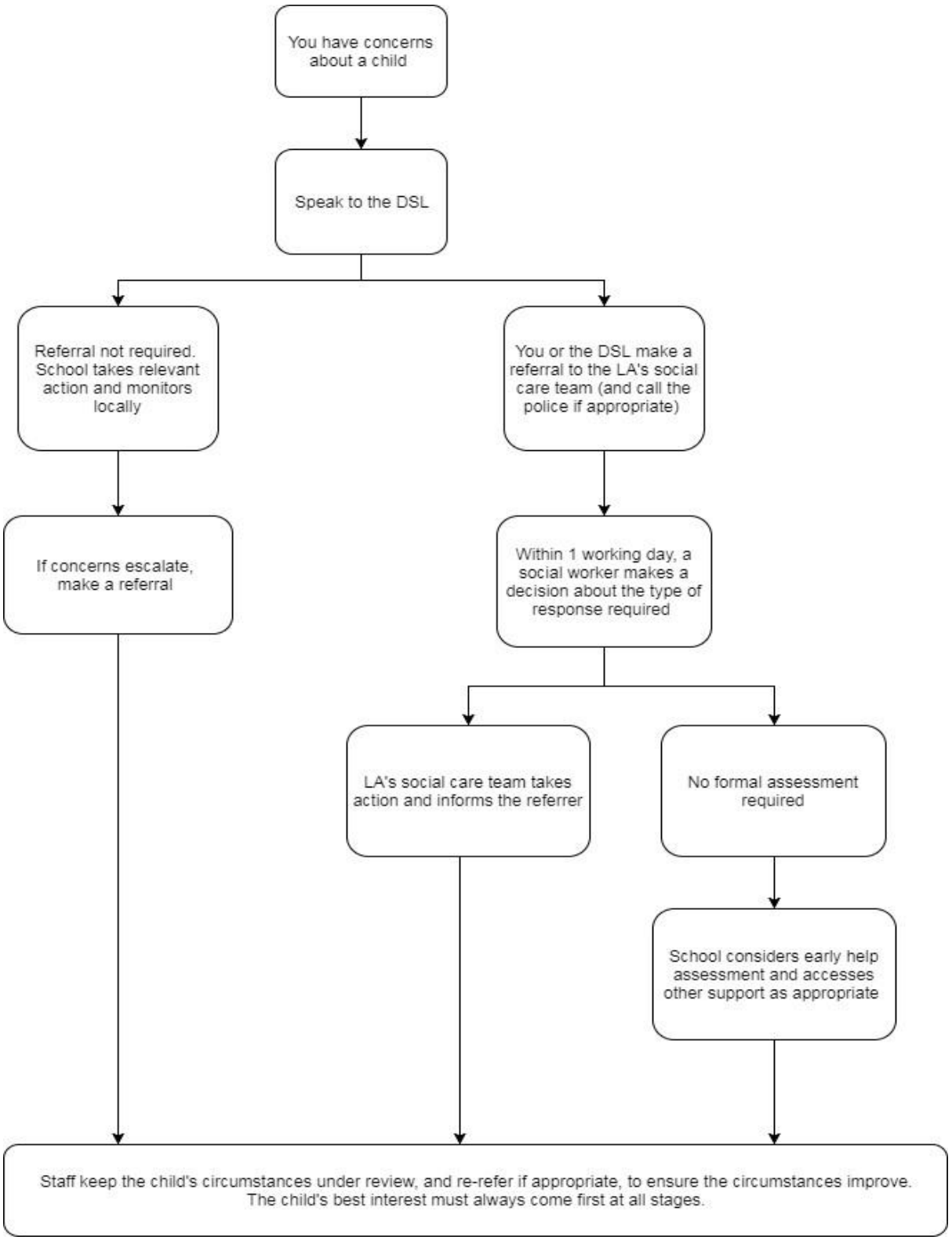
Providing support to staff - Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters.

This includes specifically to:

- ensure that staff are supported during the referrals processes, and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support**.**

Appendix E

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)



Appendix F
Safer Recruitment Procedures

Advertising
When advertising roles, we will make clear:

- Our school's commitment to safeguarding and promoting the welfare of children
- That safeguarding checks will be undertaken
- Requirements for DBS barred list check (for regulated activity), Overseas Check, Fitness for work and proof of right to work in the UK.
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- Whether the role is regulated activity
- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account
- Online Searches will be undertaken prior to interview

Application forms
Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity* relevant to children (where the role involves this type of regulated activity)
- Include a copy of or link to our Child Protection and Safeguarding policy
- Detail the checks that will be undertaken and the opportunity to address at interview
- Must be signed

Shortlisting
Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and gaps in employment and reasons given for them
- Explore all potential concerns
- Once we have shortlisted candidates, we will ask shortlisted candidates to:
- Complete a self-declaration of their criminal record or any information that could make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage.
- The information we will ask for includes:
- If they have a criminal history (excluding protected offences)
- Whether they are included on the barred list
- Whether they are prohibited from teaching
- Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
- Any relevant overseas information
- Sign a declaration confirming the information they have provided is true
- We will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online

Seeking references and checking employment history

We will obtain references before interview for teachers and request permission to seek them before interview or all other roles. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references, we will:

- Not accept open references
- Liaise directly with referees and verify any information contained within references with the referees
- Ensure any references are from the candidate's current employer and completed by a senior person (who has access to any concerns or disciplinary events). Where the referee is school based, we will ask for the reference to be confirmed by the Headteacher/principal as accurate in respect to disciplinary investigations
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Check electronic references are valid
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- Undertake a risk assessment if appropriate
- Resolve any concerns before any appointment is confirmed

Interview and selection

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with children
- Record all information considered and decisions made
- Discuss any criminal disclosures that may have been shared.
- Discuss any concerns identified through online searches
- Undertake a risk assessment when needed.
- Include additional practical assessments where needed.

Pre-appointment vetting checks

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity, including seeing original birth certificate and any document that shows a change in name (i.e. marriage certificate, decree absolute, deed poll changing name)
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaged in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a record of the fact that vetting took place, the result of the check and recruitment decision taken. If

applicant is signed up to the update service, we will obtain their number and permission to undertake an online check.

- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate including a check on all early years qualifications.
- Ensure they are not subject to an interim or prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK (for more than 6 months in the last 10 years). Where available, these will include:
  - For all staff, including teaching positions: criminal records checks for overseas applicants
  - For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach

Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our risk assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

We may contact the relevant LADO and ask if there have been any concerns , if the applicant has moved frequently.

Regulated activity means a person who will be:

- Responsible, on at least 3 occasions a month in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not (must have a barred list check to undertake intimate care)

Appendix G

The MK together Priorities for 2025-2027 are

Priority One

- Take a well-rounded approach when working with families, focusing on what children or vulnerable adults need to manage risks and achieve the best outcomes.

Priority Two

- Listen to the opinions of children and vulnerable adults in our decision making and everyday work, making sure we recognise and understand their unique traits to provide fair services.

Priority Three

- Improve the quality of care and support by learning from feedback and focusing on continuous improvements while maintaining high safeguarding standards.

Priority Four

- Act quickly to identify and address all forms of exploitation, abuse and neglect for both children and adults by working together across different organisations to provide early help and prevention.

Priority Five

- Make sure that different organisations work together effectively to support individuals as they transition between our services, keeping trauma in mind.

The issues identified in Milton Keynes are
Neglect
Exploitation
Transitions
Self Neglect
Hoarding
Safer Streets

Template A
Safeguarding Record of Concern

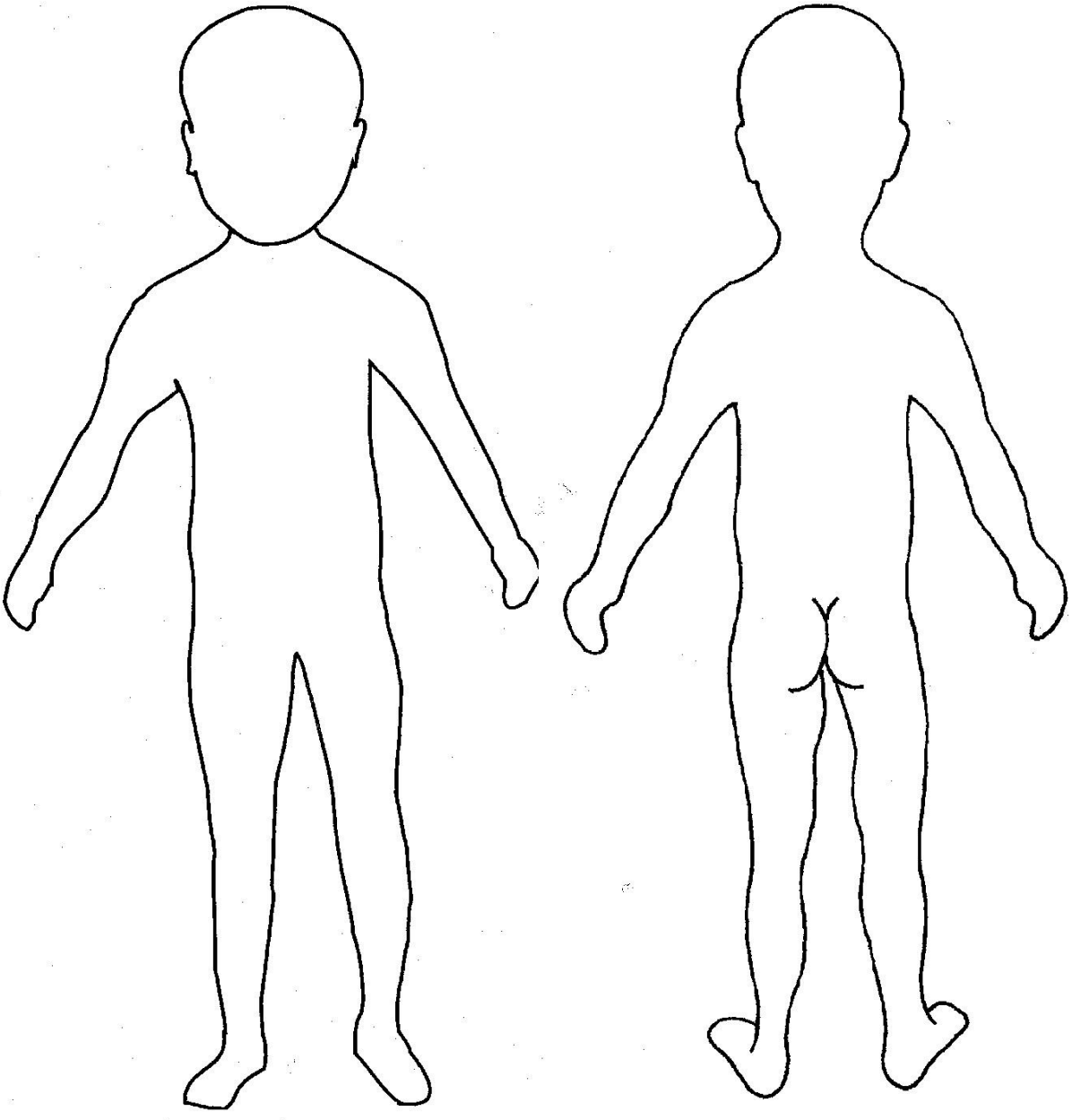
Pupil's Name:	**Year Group:**	**Class:**
Incident	(Describe the incident using the child's own words where possible)	
Recorded by		
Date recorded		
Signature		
Information shared with:		
To be completed by the DSL:		
Disclosure of Child Sexual Abuse	**Current-** **Historic –** **Previously reported** **Referred to Police date:**	
Concern logged with MASH?	**Yes by Date** **No** **Name of CLO who took referral** **Recorded as Contact Yes No Did not ask**	
If no, DSL's reason for not doing so: **DSL's Signature** **Date**		

Template B
BODYMAP
(This must be completed at time of observation)

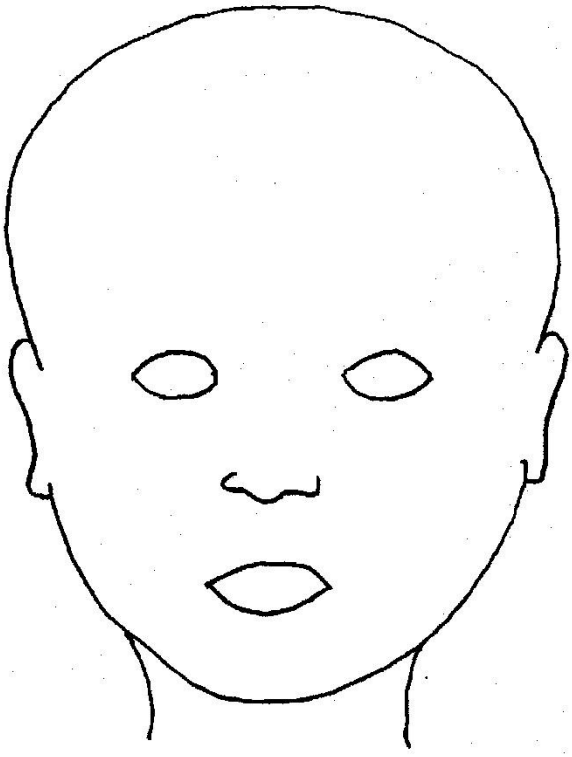
Name of Pupil: _____ Date of Birth: _____

Name of Staff: _____ Job title: _____

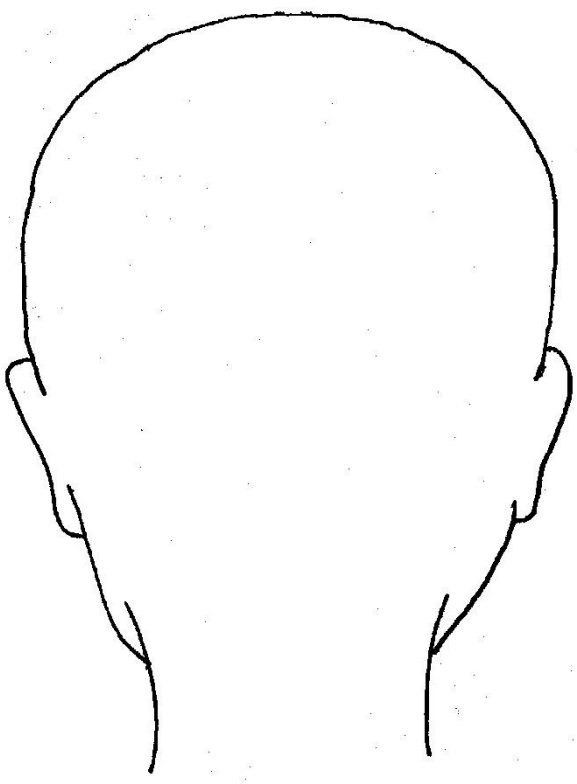
Date and time of observation: _____



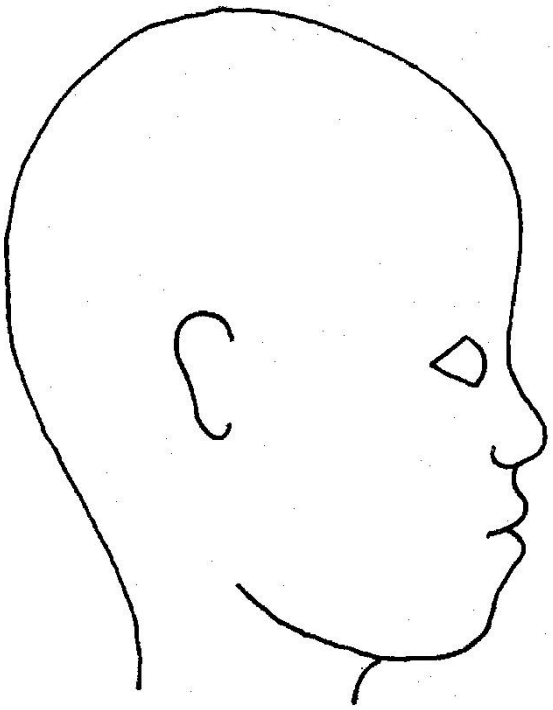
Name of pupil: _____ Date and time of observation: _____



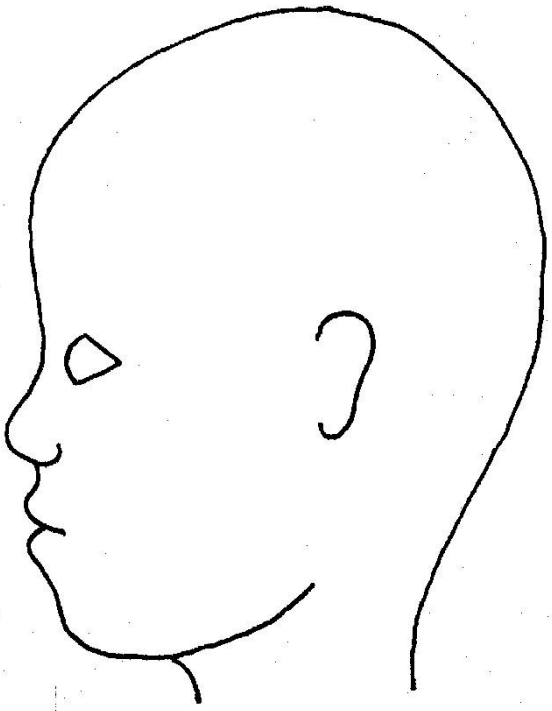
FRONT



BACK

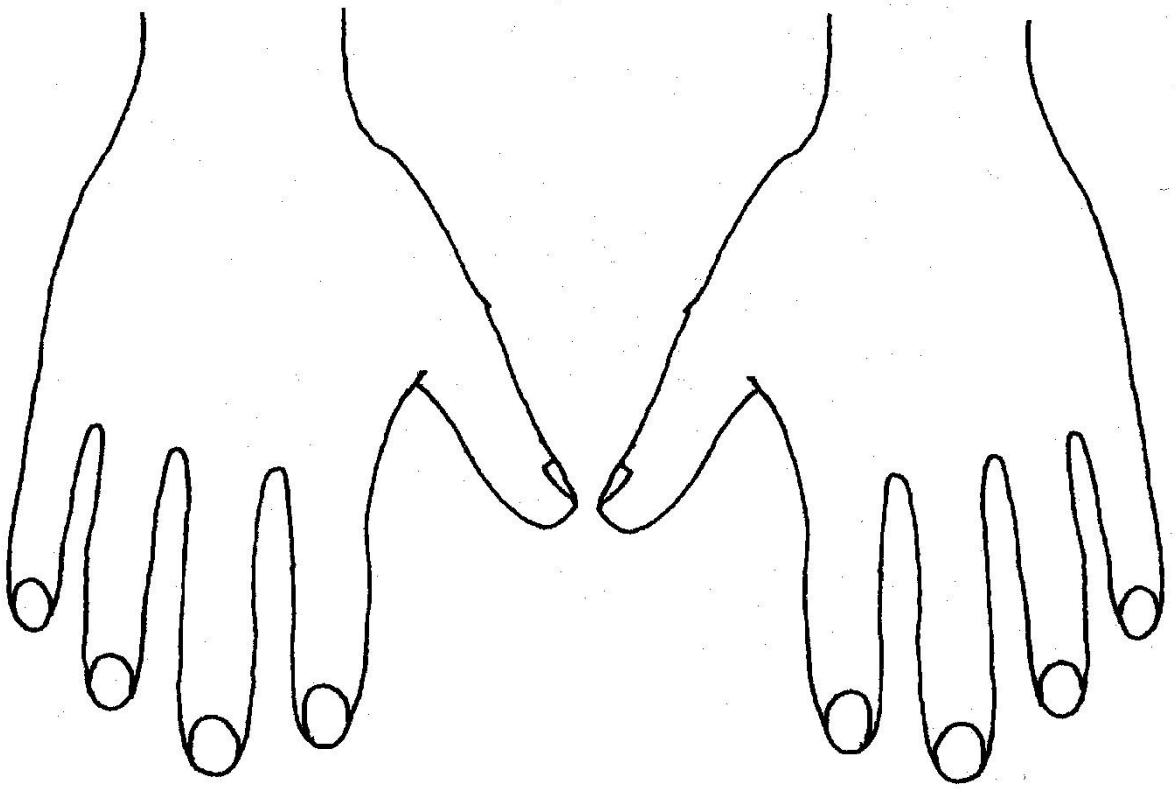


RIGHT



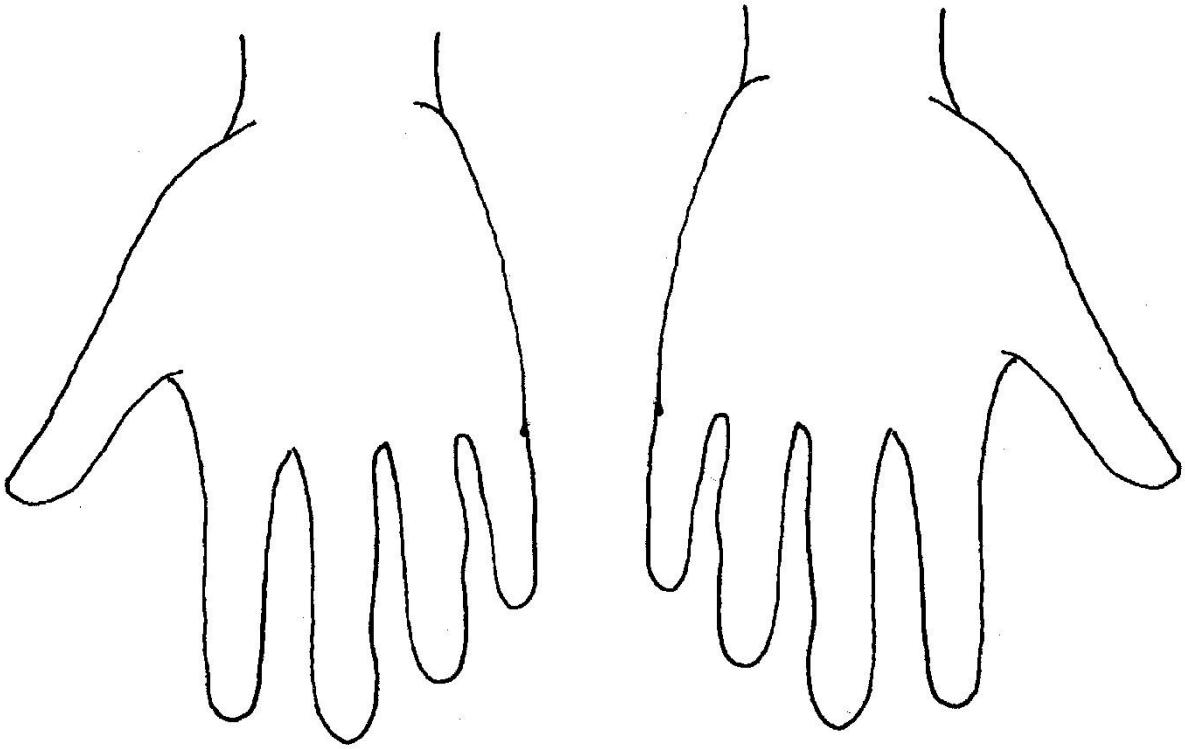
LEFT

Name of pupil: _____ Date and time of observation: _____

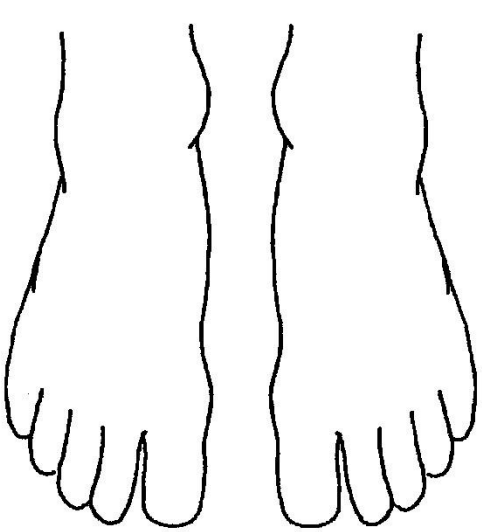


R **L**

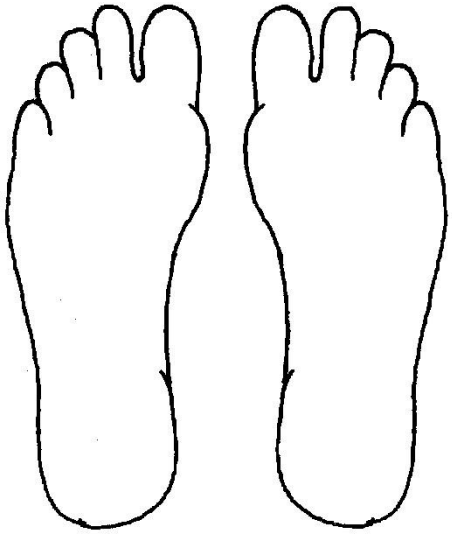
BACK



Name of Pupil: _____ Date and time of observation: _____



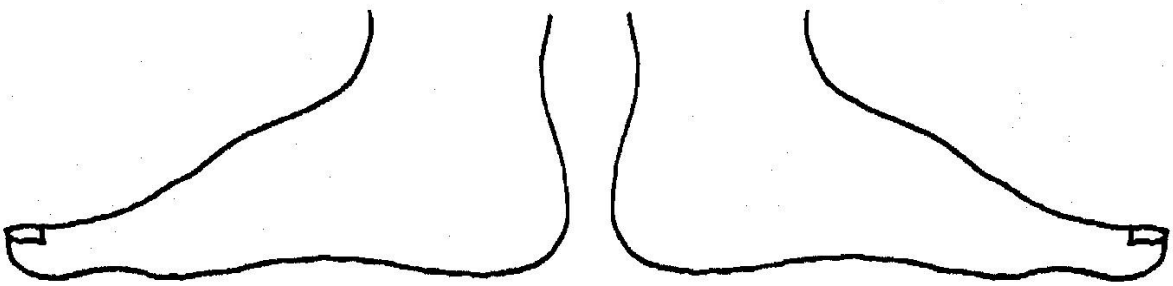
R TOP L



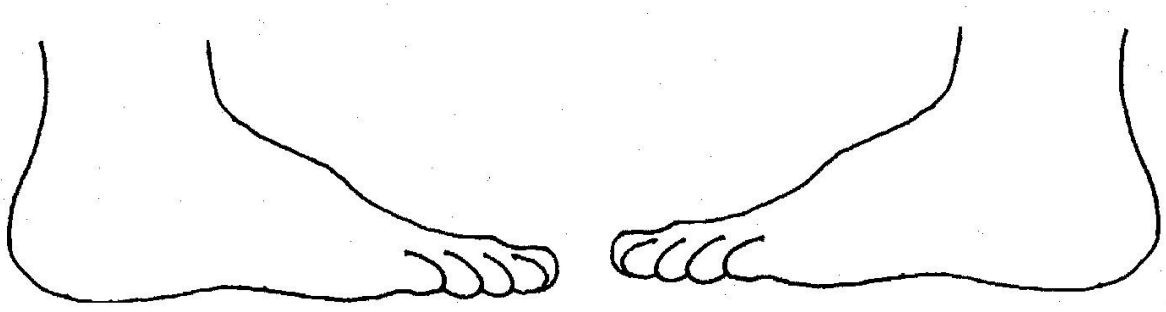
R BOTTOM L

R

L



INNER



OUTER

R **L**

Printed Name……

Signature and Job title of staff: ……