



“We want every child to be happy, caring and successful.”

SAFEGUARDING: CHILD PROTECTION POLICY

KEY CONTACTS

Headteacher :

Name: Lisa Munday
Contact details: 01908 610561

Senior designated safeguarding lead:

Name: Lisa Munday
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Deputy designated safeguarding leads:

Name: Claire McGarragh
Rachel Alger
Contact details: 01908 610561

Designated Prevent lead:

Name: Claire McGarragh
Contact details: 01908 610561

Designated CSE/CCE lead:

Name: Lisa Munday
Contact details: 01908 610561

Designated LAC (Looked After Children) and Medical lead:

Name: Rachel Alger
Contact details: 01908 610561

Designated e-safety lead:

Name: Leanne Briers
Contact details: 01908 610561

Chair of governing body:

Name: Kate Warren
Contact details: 01908 610561

Designated governor for safeguarding:

Name: Pat Herring
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Name: Kate Warren
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SAFEGUARDING STATEMENT

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

*Keeping Children Safe in Education, (2020)
paragraph 4*

Safeguarding is everyone's business. At Cedars Primary School we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child.

Children attending Cedars Primary are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

The school assesses the risks and issues in the wider community when considering the well-being and safety of its children – known as Contextual Safeguarding.

AIMS

- To raise awareness among all school staff of the need to safeguard all children and of their responsibilities in identifying and reporting abuse.
- To ensure school leaders have mechanisms in place to confirm that all staff have read the policy and, as a minimum, Keeping Children Safe in Education Part One and Appendix A (2020).
- To ensure all staff know the names of the the Designated Safeguarding Leads and are aware of their role and responsibilities.
- To support staff to understand and discharge their roles and responsibilities as detailed in Part One of Keeping Children Safe in Education (2020).
- To ensure arrangements are in place to safeguard and promote the welfare of children and young people, particularly those who are most disadvantaged, and that a structured procedure is in place which all staff and volunteers follow when dealing with safeguarding concerns .
- To provide a safe environment in which children can learn and develop, where they feel secure, listened to and encouraged to talk.
- To ensure appropriate systems are in place for seeking and taking into account children's wishes and feelings when making decisions, taking action and deciding what services to provide to protect individual children.
- To establish and maintain an environment in which school staff and volunteers feel able to raise any concerns they may have in relation to child safety and well-being, confident in the knowledge that they will be listened to.
- To promote partnership working with parents and professionals.
- To ensure the school curriculum includes opportunities for children to develop the skills they need to recognise when they are at risk and how to get help when they need it.
- To ensure safer recruitment and safe workforce practices are in place and followed.
- To ensure robust procedures are in place for the recognition and referral of child protection or child welfare concerns.

- To take account of and inform policies related to the protection of children from specific forms of risk and abuse including: anti-bullying, the risk of radicalisation, child sexual exploitation, child criminal exploitation and female genital mutilation (FGM).
- To recognise that additional barriers can exist when recognising abuse and neglect in children with special educational needs and disabilities.
- To provide systematic monitoring of and support for children who are in care or subject to child protection plans, proactively contributing to the implementation of their plan.

DEFINITIONS, SIGNS AND SYMPTOMS OF ABUSE AND NEGLECT

We acknowledge that children can be harmed physically, emotionally, sexually or by neglect.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children. (*Keeping Children Safe in Education, September 2020*)

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. (*Keeping Children Safe in Education, September 2020*)

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. (*Keeping Children Safe in Education, September 2020*)

Sexual abuse is the involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. (*Keeping Children Safe in Education, September 2020*)

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. (*Keeping Children Safe in Education, September 2020*)

It is our duty to report any concerns that we have of child abuse, as the health, safety and protection of all children is paramount. We are aware that if abuse is suspected by another child then child protection procedures will be applied to both children.

Child Sexual Exploitation (CSE)

The definition of Child Sexual Exploitation, which can be found on Keeping Children Safe in Education (2020) page 84, is:

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.

Staff are aware of the key indicators of children being sexually exploited which can include:

- regularly missing school or education or not taking part in education;
- acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- excessive receipt of texts/phone calls;
- going missing for periods of time or regularly coming home late;

- returning home under the influence of drugs/alcohol;
- associating with other young people involved in exploitation;
- relationships with controlling or significantly older individuals or groups;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and

- displaying inappropriate sexualised behaviour
- evidence of/suspicious of physical or sexual assault;
- gang-association and/or isolation from peers/social networks;
- multiple callers (unknown adults or peers);
- frequenting areas known for sex work;
- concerning use of internet or other social media;
- increasing secretiveness around behaviours; and
- self-harm or significant changes in emotional well-being.

Staff are also aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- having a prior experience of neglect, physical and/or sexual abuse;
- lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- recent bereavement or loss;
- social isolation or social difficulties;
- absence of a safe environment to explore sexuality;
- economic vulnerability;

- homelessness or insecure accommodation status;
- connections with other children and young people who are being sexually exploited;
- family members or other connections involved in adult sex work;
- having a physical or learning disability;
- being in care (particularly those in residential care and those with interrupted care histories); and
- sexual identity.

More information can be found in: Child sexual exploitation: Definition and a guide for practitioners (DfE 2017).

Child Criminal Exploitation (CCE)

The definition of Child Criminal Exploitation, which can be found on Keeping Children Safe in Education (2020) page 83, is:

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

County Lines

‘County Lines’ is:

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.’

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

See Keeping Children Safe in Education (2020) page 85.

Domestic Abuse

The definition of Domestic Abuse is:

any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

See Keeping Children Safe in Education (2020) page 86.

Female Genital Mutilation

Female genital mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

Mental Health

All staff at Cedars Primary are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy (see Cedars' Mental Health Policy).

Children who have Social Worker

At Cedars Primary, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.

This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support pupils who have a social worker.

Honour-based Abuse

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

CHILDREN MISSING IN EDUCATION

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation.

We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2020) the school has:

- Staff who understand what to do when children do not attend regularly
- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions)
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage
- Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - leave school to be home educated
 - move away from the school's location
 - remain medically unfit beyond compulsory school age
 - are in custody for four months or more (and will not return to school afterwards); or
 - are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

THE PREVENT DUTY

As part of the Counter Terrorism and Security Act 2015, schools have a duty to ‘prevent people being drawn into terrorism’. This has become known as the ‘Prevent Duty’.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Staff should be alert to changes in children’s behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school’s core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Children with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- difficulties may arise in overcoming communication barriers.

At Cedars Primary we identify pupils who might need more support to be kept safe or to keep themselves safe by:

- liaising with a child’s previous school/early years setting for children that are new to Cedars Primary School;
- liaising with external professionals and agencies;
- following up concerns raised by a child’s class teacher;
- following up concerns raised by parents/carers; and
- following up concerns raised due to behavioural changes or by evidence of lower self-esteem which is affecting the child

We provide additional support for children with SEND – please see our Special Education Needs Policy and SEND Information Report for details.

PEER ON PEER ABUSE

Staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- bullying (including cyber bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence
- sexting (also known as youth produced sexual imagery); and
- initiation-type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At Cedars Primary we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some children will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Attitude and Behaviour Policy.

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this child
- indicates that young people outside the school may be affected by this child

At Cedars Primary we will support the victims of peer on peer abuse by giving them time to work one to one with our Learning Mentor and access to specialist external professionals and agencies if required. In relation to a report of child on child sexual violence and harassment, guidance as set out in ‘Sexual Violence and Sexual Harassment between children in schools and colleges’ (DfE May 2018) will be followed.

Sexting

In cases of ‘sexting’ we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: ‘Sexting in schools and colleges, responding to incidents, and safeguarding young people’.

ONLINE SAFETY

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate, or harmful material
- contact: being subject to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm

Keeping Children Safe in Education, (2020)

IT and online resources are increasingly used across the curriculum. We believe it is essential for Online Safety guidance to be given to children on a regular and meaningful basis. Children are taught how to stay safe and behave safely online as part of the curriculum and we continually look for new opportunities to promote Online Safety (see Cedars' Online Safety and Acceptable Use of IT Policy).

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems.

Children are unable to access the internet using their own device. Children in years 5 and 6 are expected to hand their mobile phone into the school office as soon as they enter school premises and retrieve their phone from the school office at the end of the school day. During the COVID-19 pandemic, children hand their phones to their class teachers as soon as they enter the school premises and retrieve their phone from their class teacher at the end of the school day.

When children access 'online learning' whilst-out-of-school, they are kept safe by the following:

- Teachers use government approved online resources for home education
- we use recommended resources to support parents and carers to keep their children safe online and they are displayed on our school website
- as a school we emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parent controls on digital devices and use internet filters to block malicious websites. Our IT Technician works one-to-one with parents who request help with this
- when communicating online with parents and children, Teachers communicate via a dedicated school key stage email address, using school devices and within school hours (as much as possible)
- parents and carers can raise any safeguarding online concerns with the school via telephone or email – the Designated Safeguarding Leads contact details are published on the school website

PRIVATE FOSTERING

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

VOYEURISM

Voyeurism (Offences) Act 2019 criminalises the act of ‘up skirting’. The Criminal Prosecution Service (CPS) defines ‘up skirting’ as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person’s clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers.

Children are prohibited from using their mobile phones on school premises, however should staff be concerned that an act of Voyeurism has occurred they must contact the Designated Safeguarding Lead as a matter of urgency.

DESIGNATED SAFEGUARDING LEAD ROLE

The Designated Safeguarding Lead is responsible for safeguarding and child protection at Cedars Primary School. The key role of the Designated Safeguarding Lead is to:

- manage referrals from school staff or any others from outside the school;
- work with external agencies and professionals on matter of safety and safeguarding;
- undertake training;
- raise awareness of safeguarding and child protection amongst the staff and parents; and
- ensure that child protection information is transferred to the pupil’s new school
- be aware of pupils who have a social worker
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff

LOCAL EARLY HELP STRATEGY

‘Early Help’ can be defined as offering a range of universal and targeted support to help identify needs and concerns for children and young people and their families as soon as possible (MK Early Help Strategy 2019-2022). We recognise that some children and families are more vulnerable than others and may benefit from Early Help. Cedars Primary follows the Milton Keynes Early Help Strategy in these cases.

LOCAL CHILD PROTECTION PROCEDURES

Cedars Primary School is aware of and compliant with multi-agency child protection procedures that have been agreed locally through Milton Keynes Safeguarding Children Board (MKSCB) and which are based on statutory guidance.

MKSCB procedures include detailed chapters on what to do if you have a concern and how to make a referral; safer recruitment guidance; and managing allegations against staff (LADO guidance). They also include a range of other information and guidance regarding more specialist safeguarding topics.

All designated teaching staff and governors must be aware of this guidance and its implications.

Schools are not investigating agencies and it essential that child protection issues are addressed through agreed procedures, however schools continue to play a role after referral and need to develop strong links with partner agencies, particularly Children’s Social Care.

Cedars Primary School recognises the importance of multi-agency working and will ensure that staff are able to attend or appropriately contribute to all relevant meetings including Family Support (Child in Need) Meetings; Child Protection Conferences; Core Groups; Strategy Meetings.

In any case where an adult is concerned that a child is, or may be, at risk of significant harm they must make a referral directly to Milton Keynes Council Multi-Agency Safeguarding Hub (MASH) – *see contact details at the end of this document.*

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

CEDARS PRIMARY SCHOOL’S CHILD PROTECTION PROCEDURE

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed at the front of this document.

It is the role of the governing body and the school leadership team to ensure that the Designated Leads for Safeguarding have received the necessary training and have access to the resources needed to enable them to carry out their responsibilities. They will be given time to effectively fulfil the duties that their role demands.

It is the role of the Designated Leads for Safeguarding to ensure that the child protection procedures are followed within the school, and to make appropriate, timely referrals to Children’s Social Care in accordance with MKSCB multi-agency safeguarding procedures.

It is the role of the Designated Leads for Safeguarding to ensure that all staff who are employed within the school, including temporary staff and volunteers, are aware of the school’s internal procedures (*See Appendix A and B*) in addition to government guidance; and to offer support to those requiring this.

All staff are aware that they must not promise to keep ‘secrets’ with children and that if children disclose abuse, this must be passed on to the Designated Leads for Safeguarding as soon as possible and the child should be told who their disclosure will be shared with. If the Designated Safeguarding Leads are not available, staff should speak to a member of the Senior Leadership Team and they will take advice from Milton Keynes Council Multi-Agency Safeguarding Hub (MASH) – *see contact details at the end of this document.*

Staff will be informed of relevant information in respect of individual cases regarding child protection on a ‘need to know basis’ only.

If a child makes a disclosure to you, or you have any reason at all to suspect abuse, then report it to:
Lisa Munday
(Designated Teacher)

In her absence report it to
Claire McGarragh or
Rachel Alger

Do reassure the child

Do listen

Do tell the child that you must pass on the information

Do act quickly

Do not discuss with others

Do not make promises

Do not ask detailed/leading questions

Do not make judgements

Do not look shocked

Remember

IF IN DOUBT, REPORT

Recording Information

School personnel and volunteer helpers are asked to record any concern or incident in the following way (*See Appendix B*) Concern Reports can be found in the Staffroom under Safeguarding:

Reports should contain the following information:

- Make brief notes at the time, then write them up fully as soon as a possible
- Time, place, who was present and what was said
- Sign, name, role and date
- Be objective in your recording – include statements and observations NOT assumptions or interpretations
- If more than one witness – separate reports. Do not discuss between you.
- Give to the Designated Teacher

Child Protection records are kept centrally and securely by the Designated Leads for Safeguarding. Staff are aware that they must make a record of child protection issues and events as soon as possible and that these records must be signed and dated. Child protection records must not be kept in the child's academic file.

We have a duty to ensure that under no circumstances will we disclose to a parent any information held on a child if this would put the child at risk of significant harm.

The headteacher will provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors; and other relevant safeguarding issues. This report is provided to the Head of Safeguarding Milton Keynes Council by the end of Term 2 (December), to be collated with other Annual Reports to Governing Bodies for the purposes of providing assurance to MKSCB.

The Safeguarding: Child Protection Policy is available on the school website.

SAFE WORKING PRACTICE

Cedars Primary School has developed a clear Code of Practice (known as Staff Safer Code of Conduct) that staff understand and have agreed to. The Staff Safer Code of Conduct offers guidance to staff on the way they should behave when working with children.

CONCERNS ABOUT THE CONDUCT OF ADULTS IN THE SCHOOL

Cedars Primary School we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay (or where that is not possible to the Deputy Head); any concerns about the headteacher should go to the Chair of Governors (home telephone number can be obtained from the school office) or the Local Authority Designated Officer (LADO) - *see contact details at the end of this document.*

We will inform the LADO of any allegations of abuse by any member of the school personnel whether they took place on the school premises or elsewhere and of the action taken in respect of these allegations.

We will also inform LADO of any person connected to the school who is considered to be unsuitable to work with children. The guidance in Keeping Children Safe in Education (2020) (Part Four) should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers 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.

WHISTLEBLOWING

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- a legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed

The NSPCC runs a whistleblowing helpline on behalf of the Home Office, the number is 0808 800 5000

STAFF TRAINING

All staff members and volunteers undergo safeguarding and child protection training at induction. The training is regularly updated.

The Designated Safeguarding Lead and Deputy undergo training to provide them with the knowledge and skills required to carry out the role. The training is updated every two years. In addition to formal training, Designated Safeguarding Leads refresh their knowledge and skills at regular intervals and at least annually.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

Staff receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff and volunteers must read:

- Keeping Children Safe in Education (2020) [Part One]; and school leaders and staff that work directly with children should also read Annex A
- School's Staff Safer Code of Conduct
- School's Safeguarding: Child Protection Policy
- School's Attitude and behaviour Policy
- School's Policy for Children Missing in Education

- The role of the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead
- Online Safety and Acceptable User of IT Policy
- Lock Down Policy

This policy applies to all adults, including volunteers, working in or on behalf of Cedars Primary School.

CONFIDENTIALITY

At Cedars Primary we can only offer limited and not absolute confidentiality as the safety, well-being and protection of our pupils are the main consideration in all decisions school personnel make. Please see our Information Sharing Policy based on the guidance document Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE, 2018). The Data Protection Act 2018 and General Data Protection Regulations (GDPR) do not prevent, or limit, the sharing of information for the purpose of keeping children safe. ‘This includes allowing practitioners to share information without consent ...’ Keeping Children Safe in Education (2020) paragraph 84.

SAFER RECRUITMENT

We are committed in establishing and maintaining correct procedures and checks for safer recruitment for all new staff, supply staff, contractors, volunteers and governors and the establishment of sound working relationships with parents and support agencies.

The governing body are responsible for ensuring that the school follows safe recruitment processes in accordance with government requirements and MKSCB procedures, including:

- ensuring the headteacher, other staff responsible for recruitment and one member of the governing body completes safer recruitment training
- ensuring the upkeep of a Single Central Record of all staff and regular volunteers
- ensuring written recruitment and selection policies and procedures are in place
- adhering to statutory responsibilities to check staff who work with children
- taking proportionate decisions on whether to ask for any checks beyond what is required
- ensuring that volunteers are appropriately supervised

THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

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

POLICY REVIEW

The governing body is responsible for reviewing this policy annually and ensuring that it is compliant with current legislation and good practice. Also for ensuring that the school maintains an up to date list of key contacts and related policy and procedures are kept up to date.

CONTACTS AND FURTHER INFORMATION

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

Milton Keynes Council Multi-Agency Safeguarding Hub (MASH):

Tel: 01908 253169 or 253170 during office hours or

Emergency Social Work Team 01908 265545 out of office hours

email: children@milton-keynes.gov.uk

For allegations about people who work with children

Contact the MILTON KEYNES COUNCIL MASH as above

or:

Local Authority Designated Office (LADO)

Tel: 01908 254306

email: lado@Milton-keynes.gov.uk

If in doubt – consult.

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

Tel: 01908 253169 or 253170 during office hours or
Emergency Social Work Team 01908 265545 out of office hours
email: children@milton-keynes.gov.uk

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

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

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

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

Reviewed 1st September 2020

Cedars Primary School

Policy for Child Protection

Procedures for Dealing with Suspected Child Abuse

For display in all classrooms, staff rooms and offices

| |
|---|
| <p>The safety of the child is paramount and MUST override all other considerations</p> |
|---|

If a child makes a disclosure to you, or you have any reason at all to suspect abuse, then report it to

Lisa Munday

(Designated Safeguarding Lead Teacher)

In her absence report it to

Claire McGarragh or

Rachel Alger

(Deputy Designated Safeguarding Lead Teachers)

| | |
|--|--|
| <p>Do reassure the child</p> <p>Do listen</p> <p>Do tell the child that you must pass on the information</p> <p>Do act quickly</p> | <p>Do not make promises</p> <p>Do not ask detailed questions</p> <p>Do not make judgements</p> <p>Do not look shocked</p> <p>Do not discuss with others</p> |
|--|--|

Remember
IF IN DOUBT, REPORT

**Cedars Primary School
Safeguarding Concern Report**

| | | | |
|--|---------------|------------------------------------|--|
| Pupil/Child Name: | | Year Group / Class Teacher: | |
| Name of person completing form (please print): | | | |
| Role: | | | |
| Date of incident /concern (DD MM YYYY): | | Who was present? | |
| Time: | Place: | | |
| Incident / concern / disclosure (What was said? What did you see?) | | | |
| *Continue on a separate sheet if necessary | | | |
| Signature: | | Date: | |
| Action taken (including reasons for decisions) and Outcomes* (NB – this section is only to be completed by DSL) | | | |
| Signature of DSL: | | Date (DD MM YYYY): | |
| Signature of Lead DSL (if appropriate) | | Date (DD MM YYYY): | |

(This form is to be found in the staffroom under 'Safeguarding').

