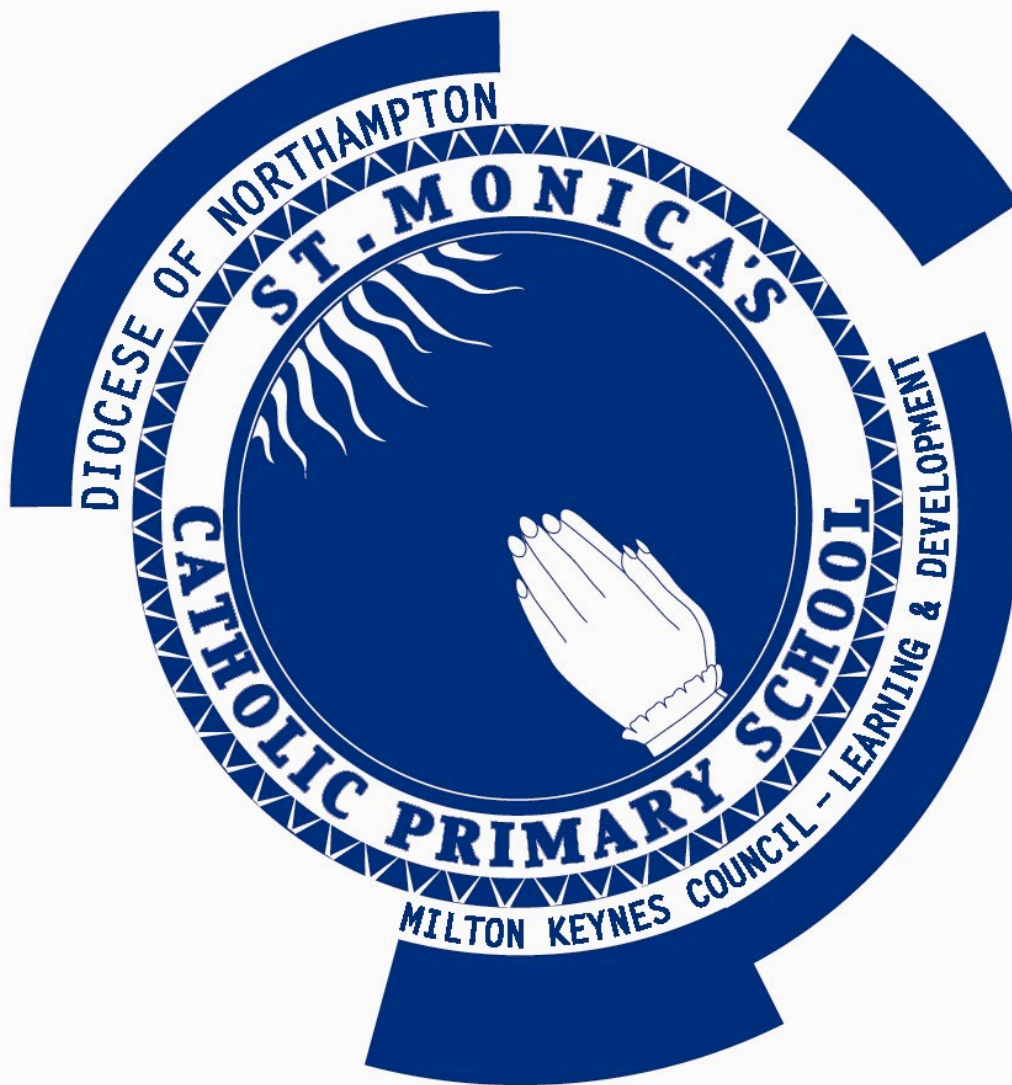


St Monica's Catholic Primary School

Child Protection Policy

October 2016



St Monica's Catholic Primary School Child Protection Policy and Procedures

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CHILD PROTECTION POLICY AND PROCEDURES

1. KEY CONTACTS in school/setting

Headteacher / Principal / Senior Officer:

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01908 606966

Senior Designated Safeguarding Lead:

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01908 606966

Deputy Designated Safeguarding Lead:

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Members of safeguarding team:

Name: Alison Cockerill
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Name: Anthea Cosstick
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Designated online safety lead:

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01908606966

Designated PREVENT lead:

Name: Natalie Shanahan

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Designated Child Sexual Exploitation Lead (CSE):

Name: Natalie Shanahan
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Designated LAC (Looked After Children) lead:

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Chair of Governing Board:

Name: Dominic Kingsman
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Designated governor for safeguarding:

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Designated governor for safer recruitment:

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2. INTRODUCTION

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

The purpose of our child protection policy is to:

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

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

- Anti-bullying code
- Pupil behaviour / discipline policy
- Online safety policy
- Photographic images of children
- Health and safety policy including administration of medicines
- Toileting/intimate care policies
- Procedures for assessing and managing risk e.g. school trips (use of EVOLVE)
- Safer recruitment policies and practice
- Staff induction policy
- Code of conduct for staff
- First aid and Paediatric first aid policy
- Equality policy
- Allegations against staff
- Complaints policy

3. SAFEGUARDING POLICY STATEMENT, PRINCIPLES AND AIMS

Safeguarding statement

Safeguarding is everybody's business. At St Monica's we acknowledge that everyone has a moral and statutory responsibility to safeguard and promote the welfare of all pupils.

All school staff are aware of their responsibility to provide a safe environment for children in which they can learn and all staff are able to identify signs of abuse through their daily observations and contact with children.

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

The Designated Safeguarding Lead ensures that all temporary staff and volunteers are made aware of the school's safeguarding policies and procedures, including the child protection policy and staff code of conduct.

St Monica's Catholic Primary School ensures that all procedures contained in this policy are consistent with Milton Keynes Safeguarding Children Board (MKSCB) procedures and that they apply to all staff, volunteers and governors.

Safeguarding policy principles

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

Safeguarding policy aims

- To raise awareness among all school staff of the need to safeguard all children and of their responsibilities in identifying and reporting abuse.
- To ensure school leaders have mechanisms in place to confirm that all staff have read the policy and, as a minimum, Keeping Children Safe in Education Part One and Appendix A.
- To ensure all staff know the name of the the Designated Safeguarding Lead/Leads and are aware of their role and responsibilities.
- To support staff to understand and discharge their roles and responsibilities as detailed in Part One of Keeping Children Safe in Education, 2016.
- To ensure arrangements are in place to safeguard and promote the welfare of children and young people, particularly those who are most disadvantaged, and that a structured procedure is in place which all staff and volunteers follow when dealing with safeguarding concerns .
- To provide a safe environment in which children can learn and develop, where they feel secure, listened to and encouraged to talk.
- To ensure appropriate systems are in place for seeking and taking into account children's wishes and feelings when making decisions, taking action and deciding what services to provide to protect individual children.

- To establish and maintain an environment in which school staff and volunteers feel able to raise any concerns they may have in relation to child safety and well-being, confident in the knowledge that they will be listened to.
- To promote partnership working with parents and professionals.
- To ensure the school curriculum includes opportunities for children to develop the skills they need to recognise and stay safe from abuse.
- To ensure safer recruitment and safe workforce practices are in place and followed.
- To ensure robust procedures are in place for the recognition and referral of child protection or child welfare concerns.
- To take account of and inform policies related to the protection of children from specific forms of risk and abuse including: anti-bullying, the risk of radicalisation, child sexual exploitation and female genital mutilation (FGM).
- To recognise that additional barriers can exist when recognising abuse and neglect in children with special educational needs and disabilities.
- To provide systematic monitoring of and support for children and young people who are in care or subject to child protection plans, proactively contributing to the implementation of their plan.

4. STATUTORY FRAMEWORK AND LOCAL GUIDANCE

In order to safeguard and promote the welfare of children and young people, St Monica's Catholic Primary School acts in accordance with the following legislation and guidance:

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

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

- Disqualification under the Childcare Act, 2006
- Keeping Children Safe in Education (DfE, September 2016)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Counter Terrorism and Security Act 2015 (PREVENT duty) Section 26
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- Inspection Framework: education, skills and early years and any accompanying or revised inspection evaluation schedules and handbooks
- School inspection handbooks for Section 5 and Section 8 inspections - Handbook for inspecting schools in England under section 5 of the Education Act 2005

- Working Together to Safeguard Children (DfE 2015) – which requires schools to follow multi-agency child protection procedures that have been agreed locally through Milton Keynes Safeguarding Children Board (MKSCB)
- Serious Crime Act 2015

Local child protection procedures

At St Monica's there are clear procedures in place for responding to situations in which a:

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

Please see Appendix 1 for St Monica's procedures which are in line with Keeping Children Safe in Education 2016 (DfE September 2016)

St Monica's is aware of and compliant with multi-agency child protection procedures that have been agreed locally through Milton Keynes Safeguarding Children Board (MKSCB), which are based on the statutory guidance Working Together to Safeguard Children (DfE 2015).

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

At St Monica's all staff understand that we will continue to play a role after any referral and will use the links it has developed with partner agencies, particularly Children's Social Care, via the Multi-Agency Safeguarding Hub (MASH).

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

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

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

- The four stages of intervention from early help to child protection and the criteria that define these.

- When and how to make a referral to Milton Keynes Multi Agency Safeguarding Hub (MASH).

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

5. DEFINITIONS

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

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

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

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

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

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

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

6. ROLES AND RESPONSIBILITIES

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

The Designated Safeguarding Lead

The responsibilities of the Designated Safeguarding Lead are clearly defined in a job description that is in line with Keeping Children Safe in Education, 2016.

At the beginning of this child protection policy the name of the person that the Governing Board has designated to take the role of Designated Safeguarding Lead is clearly identified.

During term time, the Designated Safeguarding Lead and/ or a Deputy Designated Safeguarding Lead will always be available during school hours for staff and parents in the school to discuss any safeguarding concerns. During out of hours/ out of term there will always be a designated lead available to discuss any concerns.

Designated Safeguarding Lead responsibilities

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

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

In detail the Designated Safeguarding Lead is responsible for:

Managing referrals and cases

- Referring all cases of suspected abuse or neglect to the Milton Keynes Multi-Agency Safeguarding Hub (MASH), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern.
- Liaising with the Headteacher /Principal/Senior Officer to inform him/ her of issues - especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- Being the source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Supporting staff who make referrals.
- Sharing information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensuring they have details of looked after children's social workers and the name of the virtual school Headteacher in the authority that is responsible for the child.

Training

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

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments – also known as CAF.
- Have a working knowledge of how local authorities conduct a child protection conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to, and understands, the school's safeguarding and child protection policy and procedures, especially new and part time staff as part of their induction.

- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Understand and support the school in relation to the requirements of the PREVENT duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- In relation to children protection measures the school should put in place and encourage, among all staff, a culture of listening to children and taking account of their wishes and feelings.

Raising Awareness

The Designated Safeguarding Lead needs to:

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

All staff responsibilities

- Induction training: All staff members, receive a mandatory induction to familiarise themselves with:
 - Relevant policies and procedures, including child protection, whistleblowing and acceptable use of technology
 - Staff code of conduct and safe working practices
 - Keeping Children Safe in Education, DfE, 2016
 - What to Do If You Are Concerned About a Child: Advice for Practitioners (DfE, 2015)
 - Information about the signs and indicators of abuse and neglect
 - Information regarding child sexual exploitation, female genital mutilation and Prevent
 - Information on what to do if they have concerns about a child or young person.

- To read and understand Part 1 of Keeping Children Safe in Education, 2016. Staff and leaders working directly with children and young people must also read Annex A.

- To attend child protection training, every three years as a minimum, and updates on safeguarding and child protection, as required, but at least annually.

- To be aware of the mandatory duty, introduced by the Serious Crime Act 2015 that requires teachers to report known cases of Female Genital Mutilation involving children under the age of 18 to the police.

Quality assurance of safeguarding in school

It is the Headteacher's responsibility, in conjunction with the Designated Lead for Safeguarding, to complete an annual safeguarding audit, to be submitted electronically to the Milton Keynes Safeguarding Children Board (MKSCB) within the notified timeframe.

Audit outcomes are shared with the Governing Board and will form the basis of St Monica's Annual Report to Governors which details key actions to be taken as a result of the audit. These actions will be included in the school's development planning.

Governing Board responsibilities

St Monica's Governing Board ensures that they comply with their duties under legislation. They also have regard to this guidance to ensure that the policies, procedures and training in St Monica's are effective and comply with the law at all times.

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

In summary responsibilities placed on Governing Boards include:

- Appointing an appropriate senior member of staff to act as the Designated Safeguarding Lead. It is a matter for individual schools as to whether they choose to have one or more Deputy Designated Safeguarding Lead.
- Ensuring, in conjunction with the Headteacher/Principal/Senior Officer, that the Designated Safeguarding Lead fulfils the role and upholds the school's statutory responsibilities.
- Supporting inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
- Ensuring that an effective child protection policy and procedures are in place and that the policy and structures supporting safeguarding children are reviewed annually, together with a staff behaviour policy or code of conduct.
- Ensuring staff are provided with Part One of Keeping Children Safe in Education, 2016 – Appendix 1 and are aware of specific safeguarding issues.
- Ensuring that staff induction is in place with regards to child protection and safeguarding.
- Ensuring that all of the Designated Safeguarding Leads (including deputies) should undergo formal child protection training every two years (in line with MKCSB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).
- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Ensuring that children are taught about safeguarding in an age appropriate way.
- Ensuring appropriate filters and monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material.
- That there is a nominated governor for child protection on the Governing Board

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

7. WHEN TO BE CONCERNED

St Monica's operates a child-centred and coordinated approach to safeguarding:

At St Monica's all staff understand that safeguarding and promoting the welfare of children is **everyone's responsibility**. In order to fulfil this responsibility effectively,

we ensure that our approach is **child centred**. This means that we consider, at all times, what is in the best interests of the child.

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

Children who may require early help

Staff at St Monica's are aware of, and understand, their role in identifying emerging problems and sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help, at the right time, to address risks and prevent issues escalating. This includes staff being active in monitoring and feeding back ongoing or escalating concerns to the Designated Safeguarding Lead, to ensure due consideration can be given to a referral if the child's situation does not appear to be improving.

St Monica's staff and volunteers need to be alert to the potential need for early help for children also who are more vulnerable. For example:

- Children with a disability and/or specific additional needs.
- Children with special educational needs.
- Children who are acting as a young carer.
- Children who are showing signs of engaging in anti-social or criminal behaviour.
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence.
- Children who are showing early signs of abuse and/or neglect.

All staff are aware of the main categories of maltreatment: physical abuse, emotional abuse, sexual abuse and neglect. They must also be aware of the indicators of maltreatment and specific safeguarding issues so that they are able to identify cases of children who may be in need of help or protection. (Appendix 3)

Children with special educational needs and disabilities

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

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration.

- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs.
- Communication barriers and difficulties.
- A reluctance to challenge carers , (professionals may over empathise with carers because of the perceived stress of caring for a disabled child).
- Disabled children often rely on a wide network of carers to meet their basic needs, therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child's understanding of abuse.
- Lack of choice/participation
- Isolation

8. SAFER RECRUITMENT

The Governing body and Senior Leadership Team at St Monica's follow safe recruitment processes in accordance with government requirements and MKSCB procedures. These include:

- Ensuring the Headteacher/Principal/Senior Officer, other staff responsible for recruitment and members of the Governing Board (as appropriate) complete 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.
- Ensuring all governors have enhanced DBS checks.
- Taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensuring that volunteers are appropriately supervised.
- Ensuring that at least one person on any appointment panel is safer recruitment trained.

Ensure the school, is compliant with guidance contained in Keeping Children Safe in Education, 2016 - Part 3 and in local procedures for managing safer recruitment processes, set out in Milton Keynes Safeguarding Children Board procedures - Chapter 2.

Safe Working Practice

Our Code of Practice offers guidance to staff on the way they should behave when working with children.

9. INFORMATION SHARING AND CONFIDENTIALITY

Safeguarding children raises issues of confidentiality that is understood by staff and volunteers.

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

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

In summary:

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

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

- Make a record of the date, time and place of the conversation, as soon as possible. Record the child's own words, along with any observations on what has been seen and any noticeable non-verbal behaviour. Use school documentation, where possible. Date and sign the record. A school copy can be found in Appendix 2. In addition, we will be introducing an online system for recording concerns.
- Not destroy the original notes in case they are needed by a court.
- Record factual statements and observations rather than interpretations or assumptions.

St Monica's procedures are guided by national guidance and adhere to local procedures.

10. RECORD KEEPING

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

- Child protection records are stored centrally and securely by the Designated Safeguarding Lead.
 - electronic records are 'protected' and are accessible only by nominated individuals
 - written records are stored in a locked cabinet.
- Child protection records are not kept with a child's academic record.
- Staff are aware that they must make a record of child protection concerns and that records must be signed and dated.

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

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

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child's academic file. At St Monica's we ensure that all safeguarding documents are signed for and a copy of the receipt is maintained in school. A copy of the receipt used can be found in Appendix 4.

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

At St Monica's we recognise that it is possible for staff and volunteers to behave in a manner that causes harm to children and takes any allegation made against members of staff or volunteers seriously. The local arrangements for managing allegations are understood and followed by all. All staff know who to talk to if they are concerned about the behaviour of an adult.

Keeping Children Safe in Education, 2016 Part 4: Allegations of abuse made against teachers and other staff sets out the duties of employers and employees in handling allegations and also in caring for their employees. This section covers a range of relevant processes, incorporating **the role of the LADO**.

St Monica's is guided by local procedures for managing allegations against staff, carers and volunteers, which are set out in the Milton Keynes Safeguarding Children Board procedures - Chapter 1.1.6: <http://mkscb.procedures.org.uk>

12. ALLEGATIONS AGAINST PUPILS AND PEER ON PEER ABUSE

Children and young people can be perpetrators of abuse. This can manifest itself in many ways and may include gender issues. It may include children and young people being sexually touched/assaulted or subjected to initiation-type violence. Peer-on-peer abuse may also involve sexting - the taking and sharing of self-generated sexual imagery.

At St Monica's all staff are aware of the importance of identifying and acknowledging peer on peer abuse and report concerns as necessary using the Child Protection procedures. Further information is detailed in the behaviour policy, anti-bullying policy and online safety policy.

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

At St Monica's we take action to ensure that the safety and welfare of all pupils, including the victim, the accused and others who are directly or indirectly involved. Parents and carers will be informed at the earliest opportunity.

13. THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

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

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

14. SPECIFIC SAFEGUARDING ISSUES

St Monica's is cognisant of and compliant with Specific Safeguarding Issues: paragraph 29 Keeping Children Safe in Education, 2016 and the policy and guidance to which this links. These specific safeguarding issues include:

- Preventing radicalisation
- Child sexual exploitation
- FGM

Our school is familiar with and works in accordance with local multi-agency information and guidance as located on the Milton Keynes Safeguarding Children Board website.

15. PREVENTING RADICALISATION

At St Monica's we fully comply with the PREVENT strategy which aims to reduce the threat to the UK from terrorism by stopping people from becoming terrorists or supporting terrorism. We provide our pupils with a broad and balanced curriculum which promotes community cohesion, British Values and the spiritual, moral, cultural, mental and physical development. Our curriculum prepares our pupils for the opportunities, responsibilities and experiences of life as they grow older.

Section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), places a duty on schools, to have "due regard to the need to prevent people from being drawn into terrorism."

The Designated Safeguarding Lead and all staff are trained to understand the risks of pupils being drawn into terrorism and to follow the school's safeguarding procedures where there are any concerns.

16. CHILD SEXUAL EXPLOITATION

At St Monica's the Designated Safeguarding Lead is trained to identify possible indicators of Child Sexual Exploitation and is responsible for keeping all staff up to date and aware of any updates. Any concerns are reported to the Designated safeguarding Lead and treated in accordance with the Milton Keynes Children's Safeguarding Board's guidance and the CSE screening Tool is completed.

17. FGM

St Monica's is aware of and fully complies with section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) which places a statutory duty upon teachers to report to the police where they discover (either through the disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. In cases which are believed to be at risk or suspected, Milton Keynes Children's Safeguarding Board procedures will be followed and an FGM screening tool will be completed.

18. POLICY REVIEW

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

19. 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**

Appendix 1

‘St. Monica’s Catholic Primary school is committed to ensuring that all our children and young people are safe and feel safe.’

(Child Protection and Safeguarding Policy 2015)



Child Protection and Safeguarding procedure:

Stage One: The member of staff dealing with the child will listen carefully to their concerns and check any injuries the child may have.

Stage Two: A Safeguarding Lead Teacher will be informed verbally and a pink concern form will be completed.

Stage Three: The issue will be discussed with the **Multi-Agency Safeguarding Hub** and the next steps will be decided up by the Hub depending upon the severity of need identified.

Option 1: A further discussion with the child could take place. If it is decided that there is no need for any further action, the form will be filed and kept securely in the school's records. If further action is needed, options 2 or 3 will take place.

Option 2: A Safeguarding Teacher will contact the parents and invite them in to discuss the issue. If it is decided that there is no need for further action, notes from the conversation will be kept securely in the school's records. If further action is needed, option 3 will take place.

Option 3: A Safeguarding Lead Teacher will contact the Children and Families Helpline for advice.

All reported concerns and incidents will be dealt with **confidentially** and treated as individual cases. All documentation will be filed securely and stored in the child's school file.

St Monica's Catholic Primary School's Safeguarding Team:

Senior Lead: Mr Robert O'Malley

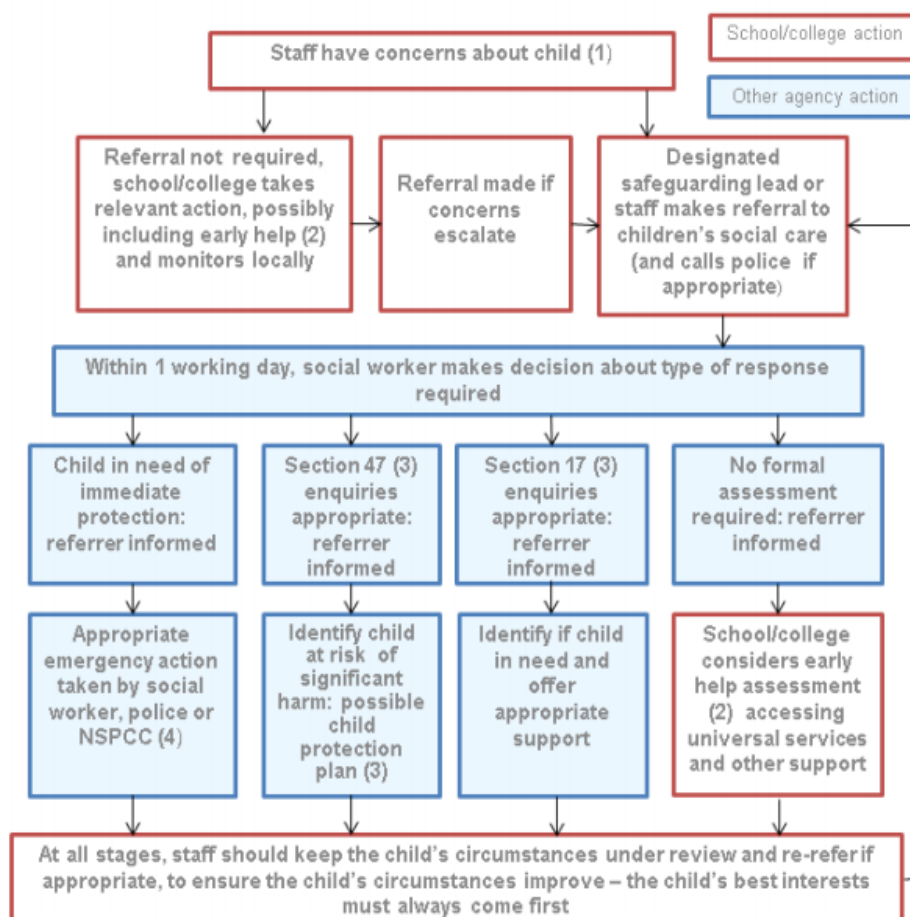
Deputy Lead: Miss Natalie Shanahan

Safeguarding Team Member: Mrs Alison Cockerill

Safeguarding Team Member: Mrs Anthea Cosstick

Safeguarding Governor: Father James Cassidy

Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of [Working together to safeguard children](#).
4. This could include applying for an Emergency Protection Order (EPO).

Keeping Children Safe in Education. DfE 2016.

Appendix 2

St. Monica's Catholic Primary School
Incident/Concerns Reporting Form
CONFIDENTIAL



Name of child: _____ **Year Group and Class:** _____
Date of incident/concern: _____ **Time:** _____

Details (Please describe incident/ concern using the child's words where possible)

--

Recorded by:	
Date Recorded:	
Signature:	
Information shared with:	

To be completed by a Designated Safeguarding Teacher:

Concern logged with MKSCB?	<input type="checkbox"/> es by _____ Date: _____ <input type="checkbox"/> o _____
If no DST's reason for not doing so:	
Any other action taken:	
DST's Signature and Date:	

Appendix 3

(Taken from Keeping Children Safe in Education, DfE 2016)

Types of abuse and neglect

35. **All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.**

36. **Abuse:** 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.

37. **Physical abuse:** 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.

38. **Emotional abuse:** 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.

39. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, 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.

40. **Neglect:** 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.

Appendix 4



Transfer Form for Child Protection and Safeguarding Records between Educational Establishments.

Name of Child:		D.O.B:	
UPN Number:			
Date Child left St Monica's Catholic Primary School:			
Name of Current Designated Safeguarding Lead:			
Name of Designated Safeguarding Lead at the Receiving School:			
Name and Address of Receiving School:			
Telephone Number:			
Date Child Started at Receiving School:			
Date of Telephone Discussion and/or Meeting Between the DSL's			
Outline of Documents included in File:			
Date File Confidentially passed to DSL in Receiving School:			
Indicate how the file was transferred			
Posted by Recorded Delivery		File Exchanged by Hand	
Date and Ref no:		Date:	
<p><i>Please ensure this completed form is returned to St Monica's Catholic Primary School without delay. A duplicate of the Safeguarding File WILL be kept by St Monica's until acknowledgement that the file has been received and a signature has been obtained by the Designated Safeguarding Lead at the receiving school. Upon return of this receipt the duplicate file will be destroyed and this form will be filed securely in the safeguarding files.</i></p>			
Date Received at New Setting:		Printed Name and Signature of DSL upon Receipt:	