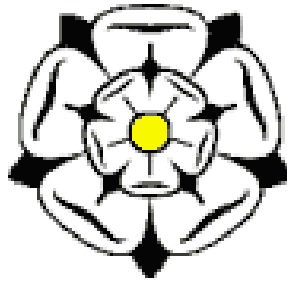


Heelands School

Safeguarding and Child Protection Policy



September 2022

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1. KEY CONTACTS in school/setting

Role	Name	Contact details for all roles
Headteacher/principal/senior officer	Sophie Good	01908 316306 office@heelands.milton-keynes.sch.uk
Designated safeguarding lead (DSL)	Sophie Good	
Out of hours contact arrangements for DSL	Via MKC	
Deputy DSL	Janice Dalton Diane Farmer Katherine Houghton-Bell	
Other members of the safeguarding team:		
Youth mental health first aider	Katherine Houghton-Bell	
Prevent lead	Sophie Good	
Child exploitation lead	Sophie Good	
Looked after children lead	Sophie Good	
Mental Health and wellbeing lead	Sophie Good	
Chair of Governing Board	Tammy Haughton	
Designated governor for safeguarding	Jaime Hill	
Designated governor for mental health and wellbeing	Amanda Jones	
Safer Recruitment Governor	Tammy Haughton Jaime Hill	

Name of school: Heelands School

1. **Why are you concerned?** For example:
- Allegation/ child shares a concern or worry
 - Indicators of abuse or neglect

2. **Immediately record your concerns (if urgent, speak to a DSL first):** Follow the school's procedure:

- Reassure the child
- Clarify concerns if necessary (**TED**: Tell, Explain, Describe)
- Use child's own words
- Sign and date your records using the school's pink proforma
- Seek support for yourself if required from DSL

3. **Inform the Designated Safeguarding Lead – Sophie Good - Headteacher**

4. **Designated Safeguarding Lead**

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Access the guidance and procedures at MK Multi-Agency Safeguarding Hub
- Refer to other agencies as appropriate e.g. Internal or community services, early help open access, LADO, Police or Request for Support for integrated Children's Services
- If unsure then consult with Area Education Safeguarding Advisor (Insert name and contact information) or Local Authority Social Worker at Central Referral Unit

If you are unhappy with the response

Staff:

- Follow local escalation procedures
- Follow Whistleblowing procedures

Pupils and Parents:

- Follow school complaints procedures as outlined on the school website

5. **Record decision making and action taken in the pupil's Child Protection/safeguarding file**

6. **Monitor**-Be clear about:

- What you are monitoring e.g. behaviour trends, appearance etc.
- How long you will monitor
- Where, how and to whom you will feedback and how you will record

7. **Review and request further support – return to no. 4 (if necessary)**

At all stages the child's circumstances will be kept under review

The DSL/Staff will request further support if required to ensure the child's safety is paramount

3. Local support

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 254300
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.

4. MK Together and summary overview of local safeguarding arrangements

MK Together Partnership Joint Children and Adults Safeguarding Competency Framework 2020

The joint Milton Keynes Competency Framework is a reference tool to assess the training, learning and developmental needs of staff. Staff groups will differ in terms of their role, place of work, level of responsibility, degree and type of contact with children and adults. The framework encourages the “think family” approach to safeguarding (the think family agenda recognises and promotes the importance of a whole family approach which is built on the principles of ‘reaching out: think family’).

The framework is based on the Adult Safeguarding Roles and Competencies for Healthcare Staff (2018) and the Safeguarding Children and Young People: Roles and Competences for Healthcare staff (2019) and Keeping Children Safe in Education, 2020. The framework applies to both the

safeguarding of children and adults at risk. The competencies set out in the framework are to be used in conjunction with the referenced documents and service-relevant legislation.

It is anticipated that each organisation will use the framework as guidance to:

- clarify the competencies required of particular staff groups depending on the type of contact they have with children/young people and adults at risk.
- enable the relevant staff to access development opportunities, including refreshing learning at their required level of competency.
- ensure that staff access learning opportunities for children/young people and adults at risk depending on the type and nature of their work.

The MK Competency Framework and the MK Partnerships Handbook along with further information about MK Together are on their website www.mktogether.co.uk

5. National Support

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for Pupils

- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- Kidscape: www.kidscape.org.uk
- The Samaritans: www.samaritans.org
- Mind: www.mind.org.uk
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse

- Refuge: www.refuge.org.uk

- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadvice.org.uk
- Mankind: www.mankindcounselling.org.uk
- Domestic abuse services: www.domesticabuseservices.org.uk

Honour based Violence

- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage

Sexual Abuse and CSE

- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- CEOP: www.ceop.police.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk

Online Safety

- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentinfo.org
- Internet Matters: www.internetmatters.org
- Net Aware: www.net-aware.org.uk
- ParentPort: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

The following sections form suggested wording to support a school to write their own policy. It is important that the following is adapted to meet the needs of individual schools' contexts.

6. Introduction and ethos

Heelands School is a community and all those directly connected (staff, volunteers, governors, parents, families and pupils) have an essential role to play in making it safe and secure. [Name of School] recognise our statutory responsibility to safeguard and promote the welfare of all children.

Heelands School recognises the importance of providing an ethos and environment within school that will help children to be safe and feel safe. In our school children are respected and encouraged to talk openly.

Our school core safeguarding principles are:

- 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.

The purpose of a safeguarding and child protection policy is to:

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

7. Definition of safeguarding

Safeguarding is defined 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.

Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil's welfare, health and safety." (Inspecting safeguarding in early years, education and skills, Ofsted, 2019).

8. Context

Section 175 of the Education Act 2002 requires school governing boards, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

This policy has been developed with reference to statutory responsibilities and takes account of national guidance and local inter-agency procedures as follows:

- Keeping Children Safe in Education, 2022
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Working together to safeguard children, 2018:
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- Information Sharing: Advice for practitioners, 2018
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- Data protection toolkit for schools 2018:
[Data protection: toolkit for schools - GOV.UK](https://www.gov.uk/government/publications/data-protection-toolkit-for-schools)

- MK Together Partnership
<https://www.mkscb.org/wp-content/uploads/2019/06/MK-Partnerships-Handbook-final-2.pdf>
- Multi-agency statutory guidance on female genital mutilation:
<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>
- Guidance for schools and colleges on children sharing indecent images of themselves (Sexting):
<https://www.gov.uk/government/publications/sexting-in-schools-and-colleges>
- Child sexual exploitation: definition and guide for practitioners 2017:
<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

The school acknowledges that this policy recognises a range of specific safeguarding issues including (but not limited to)

- Bullying (including cyberbullying)
- Children with family members in prison
- Children Missing Education (CME)
- Child missing from home or care
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (County Lines)
- Domestic abuse
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender based abuse and violence against women and girls
- Hate
- Homelessness
- Honour based abuse
- Human trafficking and modern slavery
- Health and wellbeing
- Missing children and adults
- Online safety
- Peer on peer/ child on child abuse
- Preventing radicalisation and extremism
- Private fostering
- Relationship abuse
- Sexual Violence and Sexual Harassment
- Upskirting
- Youth produced sexual imagery or “Sexting”

(Also see Annex A within ‘Keeping Children Safe in Education’ 2022)

9. Related safeguarding policies

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

- Anti-bullying policy
- Pupil behaviour/discipline policy
- Physical intervention /Use of restraint policy
- E-safety and ICT/Online safety policy
- Photographic images of children
- Data protection and information sharing
- Health and safety policy including administration of medicines
- Attendance
- 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
- Whistle blowing
- Staff behaviour policy/Code of conduct for staff
- Sex and relationships policy
- First aid and paediatric first aid policy
- Equality policy
- Managing allegations against staff
- Complaints policy
- PREVENT
- Drugs policy
- Child on child abuse, including sexting

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.

10. Key responsibilities

a. Designated Safeguarding Lead (DSL) and deputies.

The school has appointed a member of the leadership team, **Sophie Good**, as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems in school.

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role which includes PREVENT awareness training. The DSL and any deputy DSL's training will be updated formally every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

Deputy DSLs are trained to the same standard as the DSL. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility **cannot** be delegated.

10.1 Designated Safeguarding Lead

It is the role of the DSL to:

- act as the central contact point for all staff to discuss any safeguarding concerns
- maintain a confidential recording system for safeguarding and child protection concerns
- coordinate safeguarding action for individual children
- in the case of Children Looked After the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)
- help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children are or have experienced with staff
- liaise with other agencies and professionals
- ensure that locally established referral procedures are followed as necessary
- represent, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
- manage and monitor the school's role in any multi-agency plan for a child.
- be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns
- ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2022)

Further detail can be found in KCSIE 2022 Annex B

10.2 Members of Staff

All members of staff have a responsibility to:

- provide a safe environment in which children can learn
- be prepared to identify children who may benefit from early help
- understand the early help process and their role in it
- understand your schools safeguarding policies and systems
- undertake regular and appropriate training which is regularly updated
- be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989
- know what to do if a child tells them that he or she is being abused or neglected
- know how to maintain an appropriate level of confidentiality
- be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

For further information refer to Part One of KCSIE 2022 and Annex A

10.3 Children and Young People

Children and young people (pupils) have a right to:

- contribute to the development of school safeguarding policies
- receive help from a trusted adult
- learn how to keep themselves safe, including online .

10.4 Parents and Carers

Parents/carers have a responsibility to:

- understand and adhere the relevant school/policies and procedures
- talk to their children about safeguarding issues with their children and support the school in their safeguarding approaches
- identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the school, or other agencies.

Parents can obtain a copy of the school Safeguarding and Child Protection Policy and other related policies on request and can view them via the school website:

www.heelands.milton-keynes.sch.uk

10.5 Governing Boards

The school has a nominated governor for safeguarding. The nominated governor will take the lead role in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.

The Governing Board, Headteacher and Leadership Team will ensure that the DSL is properly supported in their role.

Additional information to support Governing Boards in carrying out their duties can be found in Keeping Children Safe in Education, 2020 which governors will have read and must follow.

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

Quality assurance of safeguarding in school

The DSL and Headteacher will provide an annual report to the Governing Board detailing safeguarding training undertaken by all staff and will maintain up to date register of who has been trained.

11. Recognition of types of abuse and neglect

All staff in school should be aware of the definitions and indicators of abuse and neglect. There are four categories of abuse:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

Members of staff are aware that child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.

Parental behaviours' may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

12. Safeguarding and child protection procedures

Milton Keynes inter-agency procedures include detailed chapters on:

- what to do if you have a concern
- how to make a referral
- safer recruitment guidance
- managing allegations against staff - Local Authority Designated Officer (LADO) guidance
- additional guidance on more specialist safeguarding topics.

Milton Keynes Safeguarding provides guidance on procedures when identifying and acting on child safety and welfare concerns, including:

- 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).

Everyone at the school must recognise the importance of working with other agencies and leaders 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.

13. Record keeping

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 the pink sheet school documentation, where possible. Date and sign the record
- Not destroy the original notes in case they are needed by a court
- Record factual statements and observations rather than interpretations or assumptions.
- All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with DSL.

Incident/Welfare concern forms are kept: on the noticeboard in the teacher resource room

Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.

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 (within five working days), ensuring secure transit and a confirmation of receipt should be obtained. The file should be transferred separately from the main pupil file. Local guidance on the transfer and retention of safeguarding files should be observed. Please refer to the MK document Child Protection Record Keeping Guidance for schools (Including transfer, storage and retention)

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. Schools receiving a safeguarding file should ensure that a confirmation of receipt of the file is sent to the transferring school.

Electronic records are 'protected' and are accessible only by nominated individuals and where written, child protection records are not kept with a child's academic record.

All records need to be given to the DSL promptly. No copies should be retained by the member of staff or volunteer, unless there is a current legal case.

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

14. Confidentiality and Information sharing

Safeguarding children raises issues of confidentiality that must be understood and followed by staff and volunteers.

National guidance can be found in:

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

All staff should follow the national information sharing guidance.

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 DSL 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.

Governing Boards need to be aware that among other obligations the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Further information about information sharing can be found in KSCIE 2020 Part 2.

15. Children who might need early help

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

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

- Children with a disability and/or specific additional needs
- Children with SEND
- Children who are acting as a young carer
- Children who are showing signs of engaging in anti-social or criminal behaviour, including gang involvement, County Lines and association with organised crime groups
- Children whose family circumstances present challenges for the child, such as substance abuse, adult mental health or learning disability, domestic abuse
- Children who are showing early signs of abuse and/or neglect

- Children who have returned to their family from care
- Children at risk of being radicalised or exploited
- Children who are privately fostered (whether or not they have a statutory Education and Healthcare Plan)
- Children who are frequently missing/ go missing from care or from home
- Children who are misusing drugs or alcohol
- Children who are at risk of modern slavery, trafficking or exploitation.

16. Multi Agency working

Heelands School recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance.

Schools are not the investigating agency when there are child protection concerns. We will however contribute to the investigation and assessment processes as required. **Heelands School** recognises the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

The School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

17. Complaints

The school has a **Complaints Procedure** available to parents, pupils and members of staff and visitors who wish to report concerns. This can be found **on the school website**

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the Disciplinary Policy. This can be found **within the Safeguarding file in the staff room.**

18. Staff induction, awareness and training

All members of staff have been provided with a copy of Part One of KCSIE (2020) which covers Safeguarding information for all staff. School leaders will read the entire document. School leaders and all members of staff who work directly with children will access Annex A within KCSIE 2022. Members of staff have signed to confirm that they have read and understood Part One and Annex A. **This information is kept in the Safeguarding file in the staffroom.**

The DSL will ensure that all new staff and volunteers (including temporary and supply staff):

- are aware of the school's internal safeguarding processes.
- will receive training to ensure they are aware of a range of safeguarding issues
- will receive regular safeguarding and child protection updates, at least annually.
- are made aware of the school's expectations regarding safe and professional practice via the staff behaviour policy and Acceptable Use Policy.

Although the school has a nominated lead for the Governing Board (**Jaime Hill**), all members of the Governing Board will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

19. Safe working practices

All members of staff are required to work within clear guidelines of the school's Code of Conduct.

Staff should be aware of the school's **Behaviour Management and Physical Intervention Policies**, and any physical interventions must be in line with agreed policy and procedures.

Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should adhere to the school's online safety and Acceptable Use policies.

20. Staff supervision and support

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.

The school will provide appropriate supervision and support for all members of staff to ensure that:

- all staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- all staff will be supported by the DSL in their safeguarding role
- all members of staff have regular reviews of their own practice to ensure they improve over time.

The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Employee Assist Programme or other similar organisations directly.

FOR SCHOOLS WITH EARLY YEARS AND FOUNDATION STAGE PROVISION: The school will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision

21. Safer recruitment

The Governing Board and school leadership team are responsible for ensuring that the school follows safe recruitment processes in accordance with government requirements and Milton Keynes inter-agency procedures.

These include ensuring that:

- the Headteacher or other staff responsible for recruitment and members of the Governing Board (as appropriate) complete safer recruitment training
- the Single Central Record of all staff and regular volunteers is kept up to date and includes all the required information
- written recruitment and selection policies and procedures are in place
- statutory responsibilities to check staff who work with children are followed
- all governors have enhanced DBS checks and a section 128 check
- proportionate decisions are made when considering the need for any further checks beyond what is required
- volunteers are appropriately supervised
- 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, 2022 - Part 3.

22. Allegations against members of staff including supply staff, volunteers and Persons of Trust

Heelands School recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. This includes where an individual has behaved or may have behaved in a way that indicates that they may not be suitable to work with children due to transferable risk. Such allegations should be referred immediately to the Headteacher or deputy in their absence who will first (and within 24 hours) contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the headteacher then staff are advised that allegations should be reported to the Chair of Governors who will contact the LADO in the first instance.

Allegations made against a POT (Person of Trust) outside of school must be referred to www.mktogether.co.uk and in accordance with laid down procedures.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.

All members of staff are made aware of the school's Whistleblowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

Heelands School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, where:

- the harm test is satisfied in respect of that individual

- the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence and,
- the individual has been removed from working (paid or unpaid) in regulated activity or would have been removed if they had not left.

The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school including supply staff and volunteers, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or School's Human Resources provider.

KCSIE, 2022 Part 4: Allegations of abuse made against teachers and other staff including supply 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**.

The school **must** ensure that their policy and procedures are guided by local procedures for managing allegations against staff, carers and volunteers. Further information can be accessed via the following link www.mktogether.co.uk

When using an agency, schools and settings should inform the agency of its process for managing allegations.

23. Safeguarding children with special educational needs and disabilities

Additional barriers can exist when recognising abuse and neglect for children with special educational needs and disabilities. 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 SEND 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.

Heelands School will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.

Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

24. Peer on peer abuse

All members of staff at **Heelands School** recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including but not limited to, bullying, physical abuse, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour, violence, upskirting and 'sexting'. It can include including grooming children for sexual and criminal exploitation. Staff and leadership are to be mindful that some potential issues may be affected by gender, age, ability and culture of those involved.

All staff should be clear as to the school's policy and procedures to minimise the risk of peer on peer abuse, which should reflect Part 5 of Keeping Children Safe in Education 2022 in the school's approach to allegations against pupils, including sexting. Relevant other policies include the behaviour policy, anti-bullying policy, child protection policy and online safety policy. Further guidance can be found at

www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

The school must 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. Schools must make it clear that peer on peer abuse will never be accepted or dismissed as "children being children". Abuse is abuse and will never be tolerated or passed off as banter, just having a laugh or part of growing up.

Where there is cause to suspect that a child is suffering or likely to suffer significant harm the DSL 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. Parents and carers will be informed at the earliest opportunity.

25. Gangs, county lines, violent crime and exploitation

Heelands School recognises the impact of gangs, county lines, violent crime and exploitation. It is recognised that the initial response to child victims is important and that staff will take any allegation seriously and work in ways that support children and keep them safe.

All staff need to be aware that safeguarding incidents and or behaviours can be associated with factors outside of the school or setting and can occur between children beyond these environments. All staff should consider whether children are at risk of abuse or exploitation in situations outside of their families. They should be trained to recognise the need to be vigilant for the signs that may include, but not exclusively children who:

- appear with unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
- associate with other young people involved in exploitation
- suffer from changes in emotional well being
- misuse drugs and alcohol
- go missing for periods of time or regularly come home late
- regularly miss school or education or do not take part in education

Schools who have these concerns will need to complete the child exploitation screening tool and submit with a MARF to Children Social care and provide additional information for children being discussed at multi-agency exploitation meetings.

26. Online safety

It is recognised by **Heelands School** that the use of technology presents challenges and risks to children and adults both inside and outside of school.

The DSL has overall responsibility for online safeguarding within the school.

Heelands School identifies that the issues can be broadly categorised into three areas of risk:

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

The DSL and leadership team have read Annex C regarding Online Safety within KCSIE 2022.

Heelands School recognises the specific risks that can be posed by mobile phones, internet connected wearables (Smart Watches) and cameras and in accordance with KCSIE 2022 and EYFS 2017 has appropriate policies in place that are shared and understood by all members of the school community. Further information regarding the specific approaches relating to this can be found in the schools **Online Safety Policy, Acceptable Use Policy** and **Image Use Policy** which can be found **within the Safeguarding file in the staff room.**

Heelands School will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision.

Heelands School acknowledges that whilst filtering and monitoring is an important part of schools' online safety responsibilities, it is only one part of our approach to online safety. Pupils and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology and where concerns are identified appropriate action will be taken.

Heelands School will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.

27. Curriculum and staying safe

We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

Our curriculum ensures children are taught about safeguarding by covering relevant issues through Relationships and Health Education. We provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and that of others. Online safety is integrated into the curriculum.

Our school systems support children to talk to a range of staff. Children will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

28. Mental health and well being

We recognise that schools have an important role to play in supporting the mental health and wellbeing of children. Mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The school has clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. These can be found in the Mental Health and Well-being policy. If staff have a mental health concern that is also a safeguarding concern, immediate action should be taken.

The school has a mental health lead who is a trained member of staff responsible for the school's approach to mental health. They:

- oversee the help the school gives to pupils with mental health problems
- help staff to spot pupils who show signs of mental health problems
- offer advice to staff about mental health
- refer children to specialist services if they need to.

Further information can be found in the DFE document: Mental Health and Behaviour in Schools November 2018 and the Green Paper: Transforming Children and Young Peoples Mental Health Provision 2018.

29. The use of the school premises by other organisations

Where services or activities are provided separately by another body using the school premises, the Headteacher and Governing Board will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.

If this assurance is not achieved, then an application to use premises will be refused.

30. Security

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitor badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

31. Monitoring and review

All school staff, including temporary staff and volunteers, will have access to a copy of this policy. The policy will also be available to parents/carers.

The Governing Board is responsible for reviewing the safeguarding and child protection policy as a minimum 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.

September 2022

Review Date: September 2023