Child Protection Policy

About this document

This document has been developed with reference to schools' statutory responsibilities and takes account of national guidance and local procedures as follows:

- Keeping Children Safe in Education, 2026:
- Working together to safeguard children, (updated March 2026): https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
  - Child Abuse Concerns: Guide for Practitioners 2015 https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2
- Information Sharing: Advice for practitioners, 2024 https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

  MK Together
  https://www.mktogether.co.uk/resources/useful-resources-and-forms
- Data protection toolkit for schools: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/747620/Data_Protection_Toolkit_for_Schools_OpenBeta.pdf

Approved by:	Governing Board	Autumn 2026
Next review due by:	Autumn 2027	

VIADUCT FEDERATION OF SCHOOLS
CHILD PROTECTION POLICY AND PROCEDURES

1. KEY CONTACTS in school/setting

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2. INTRODUCTION

Safeguarding is defined as protecting children from maltreatment, preventing impairment of children's mental and physical 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.

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 this 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.

This child protection policy forms part of a suite of documents and policies that relate to the safeguarding responsibilities of both schools.

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

- Anti-bullying policy
- Behaviour policy
- Positive Handling policy
- ICT Acceptable Use policy
- Health and safety policy

- Medical Welfare policy
- Procedures for assessing and managing risk e.g. school trips (use of EVOLVE)
- Safer recruitment policy
- Staff induction policy
- Code of conduct for staff
- Code of conduct for visits and journeys
- Supporting pupils at school with medical conditions
- Equality policy
- Allegations against staff procedure
- Complaints procedure
- Low level concern policy
- Suspension and permanent exclusion policy
- Prevent Duty Policy
- Looked after and PLAC policy
- PSHE and RSE policy
- Arranging education for children who cannot attend school because of health needs

2. SAFEGUARDING POLICY STATEMENT, PRINCIPLES AND AIMS

Safeguarding statement

All school staff have a responsibility to provide a safe environment for children in which they can learn and schools are well placed to observe outward signs of abuse, neglect or exploitation, changes in behaviour and failure to develop, because they have daily contact with children.

Therefore, all school staff will 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, neglect or exploitation and of the appropriate procedures to follow. In addition, all staff will receive safeguarding and child protection updates (via email, e-bulletins and staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

The Designated Safeguarding Leads will ensure that all temporary staff and volunteers (including governors) are made aware of the school's safeguarding policies and procedures, including the child protection policy, behaviour policy and staff code of conduct.

All schools must ensure that the procedures contained in this policy are consistent with Milton Keynes Together 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, neglect or exploitation.
- To ensure school leaders have mechanisms in place to confirm that all staff have read the policy and, as a minimum, the most up to date version of Keeping Children Safe in Education Part One
- To ensure all staff know the name of the Designated Safeguarding Lead/Leads and any deputies and are aware of their role and responsibilities.
- To support staff to understand and discharge their roles and responsibilities as detailed in most current Part One of Keeping Children Safe in Education
- 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, neglect or exploitation.
- 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, female genital mutilation (FGM) child criminal exploitation including gangs and County Lines, domestic abuse (including where they see, hear or experience its effects), homelessness, honour-based violence, child-on-child, sexual violence and sexual harassment between children.
- To recognise that additional barriers can exist when recognising abuse, neglect or exploitation 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.

3. STATUTORY FRAMEWORK AND LOCAL GUIDANCE

In order to safeguard and promote the welfare of children and young people all schools will act in accordance with the following legislation and guidance:

- Children Act, 1989
- Children Act, 2004
- Children and Social Work Act 2017
- Domestic Abuse Act 2021
- 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".

- Safeguarding Vulnerable Groups act 2006
- School Staffing (England) regulations 2009 which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment
- Governance Handbook
- Disqualification under the Childcare Act, 2018
- Keeping Children Safe in Education – Most current version
- The Education (Pupil Information) (England) Regulations 2005(Amended 2016)
- Sexual Offences Act (2003)
- Counter Terrorism and Security Act 2015 (PREVENT duty) Section 26. Staff should refer to the new definition of extremism published on 14th March 2024
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- Statutory Guidance on FGM
- Rehabilitation of Offenders Act 1974
- Ofsted 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 – Ofsted Handbook for inspecting schools in England under section 5 of the Education Act 2005
- Working Together to Safeguard Children (DfE 2026) – which requires schools to follow multi-agency child protection procedures that have been agreed locally through Milton Keynes Together
- OFSTED review of sexual abuse in schools and colleges, June 2021 now included within KCSIE
- Sexual violence and sexual harassment between children in schools and colleges, September 2021 now included within KCSIE
- Young Witness Booklet 5-11 year olds guidance
- Serious Crime Act 2015
  This policy also meets the requirements relating to safeguarding and welfare in the statutory framework for the early years foundation stage

Local child protection procedures

Local Safeguarding Arrangements: MK Together Thresholds and MASH Referrals

Local safeguarding partnership

The school works in partnership with the three statutory safeguarding partners as defined in Working Together to Safeguard Children (2026):

- the local authority
- integrated care boards (health)
- the police

These partners coordinate safeguarding arrangements within Milton Keynes through MK Togeth

The school operates in accordance with the **Milton Keynes Safeguarding Children Partnership (MK Together)** procedures. All safeguarding concerns will be managed in line with locally agreed multi-agency guidance and thresholds.

All staff and governors are expected to be familiar with:

- MK Together safeguarding procedures
- The **Milton Keynes Levels of Need framework**
- Local referral pathways via the **Multi-Agency Safeguarding Hub (MASH)**

This ensures a consistent and coordinated approach to safeguarding across all agencies working with children and families.

Milton Keynes Levels of Need Framework

The school uses the **Levels of Need framework** to support decision-making about the most appropriate level of intervention for a child or family.

The four levels are:

Level 1 – Universal Services

Children with no additional needs whose well-being is supported through universal services such as education and health.

Level 2 – Early Help / Family Help

Children who may benefit from additional support to prevent problems from escalating.

This may include:

- Emerging concerns about welfare, behaviour or development
- Low-level family difficulties

At this stage, the school may initiate or contribute to **Early Help / Family Help assessments** and work in partnership with other services.

Level 3 – Child in Need (Section 17 Children Act 1989)

Children requiring targeted, multi-agency support where their health or development may be impaired without intervention.

In these cases, the school will:

- Work in partnership with Children's Social Care
- Contribute to assessments and plans

Level 4 – Child Protection (Section 47 Children Act 1989)

Children who are suffering or likely to suffer **significant harm**.

This requires:

- Immediate referral to Children's Social Care
- Formal multi-agency intervention

Professional judgement

Staff must always apply professional judgement and maintain a **"child-centred approach"**, ensuring decisions are made in the best interests of the child. Staff are expected to demonstrate professional curiosity by seeking further information, asking respectful but challenging questions and not accepting explanations at face value when concerns remain about a child's welfare.

Responding to safeguarding concerns

All staff must follow the school's internal safeguarding procedures and report concerns immediately to the **Designated Safeguarding Lead (DSL)**.

Staff must:

- Act on any concern without delay
- Not assume someone else will take action

- Maintain an attitude of **"it could happen here"**
- Record all concerns accurately and promptly

Multi-Agency Safeguarding Hub (MASH) Referrals

When to refer to MASH

The DSL will make a referral to the **Milton Keynes Multi-Agency Safeguarding Hub (MASH)** where:

- A child is **at risk of significant harm** (Level 4)
- A child is likely to require **statutory intervention**
- Early Help has not improved outcomes
- There is **immediate risk or safeguarding concern**

Referrals must be made **without delay** in cases where a child may be at risk of harm.

Where appropriate, the police will also be informed.

How referrals are made

The DSL will:

- Follow MK Together referral procedures
- Provide **clear, accurate and comprehensive information**
- Include all known concerns, history and context
- Record the reason for the referral and actions taken

Staff may be required to support the referral process by providing information.

If the DSL is unavailable

If a DSL or deputy DSL is not immediately available:

- Staff must not delay action
- Advice should be sought from Children's Social Care directly
- Any action taken must be reported to the DSL as soon as possible

Following a referral

After a referral, the school will:

- Work in partnership with Children's Social Care and other agencies
- Attend and contribute to:
    - Strategy discussions
    - Child Protection Conferences
    - Core Group meetings
- Support the implementation of Child Protection and Child in Need plans

Early Help / Family Help

Where a child does not meet the threshold for statutory intervention:

- The school will initiate or support **Family Help (Early Help)**
- Staff may contribute to assessments and plans
- Cases will be **reviewed regularly** to ensure progress

If concerns escalate, a referral to MASH will be made.

KCSIE emphasises that early intervention is critical in preventing harm and improving outcomes for children.

Information sharing

The school recognises that:

- **Information sharing is essential for safeguarding**
- Data protection laws do not prevent sharing information to protect children

Information will be shared:

- With relevant professionals on a **need-to-know basis**
- In line with statutory guidance and local procedures

All decisions to share or not share information will be clearly recorded.

Recording and decision-making

All safeguarding concerns, discussions and decisions must be:

- Recorded clearly and accurately using the CPOMS system
- Stored securely
- Include:
    - Actions taken
    - Outcomes
    - Rationale for decisions
    - Whether or not a referral was made

This supports accountability and effective safeguarding practice.

Escalation and professional challenge

Where there is disagreement with external agencies regarding decisions:

- The school will follow the **MK Together escalation procedures**
- Staff will advocate for the child's best interests
- Concerns will be raised until a satisfactory outcome is achieved

Key principle

Safeguarding is everyone's responsibility. All staff are part of a wider safeguarding system and must work collaboratively to ensure children receive the right help at the right time

4. DEFINITIONS

Safeguarding:

From Working Together to Safeguard Children 2026: Safeguarding and promoting the welfare of children is defined providing help and support to meet the needs of children as soon as problems emerge, protecting children from maltreatment, whether that is within or outside the home, including online, preventing impairment of children's mental and physical health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care, promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children, taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework

Child protection: From Working Together to Safeguard Children 2026: Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including in foster care and residential care, as well as online. Effective safeguarding is anti-discriminatory and antiracist. Practitioners should understand and be sensitive to factors, including economic and social circumstances, ethnicity and disability, which can impact children and families' lives.

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: 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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children (KCSIE) Additional information can be found in Working Together to Safeguard Children 2026 and the most up to date version of Keeping Children Safe in Education

5. ROLES AND RESPONSIBILITIES

All staff 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 headteacher

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

- Ensuring that staff (including temporary staff) and volunteers:
    - Are informed of our systems which support safeguarding, including this policy, as part of their induction
    - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this

- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person
- Overseeing the safe use of technology, mobile phones (Smart devices) and cameras in the setting

The Designated Safeguarding Lead

The postholder has the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

During term time, the Designated Safeguarding Lead and/or a Deputy Designated Safeguarding Lead will always be available during school hours for staff and parents to discuss safeguarding concerns. Appropriate arrangements are also in place to support safeguarding activity outside normal school hours where required including a monitored safeguarding email inbox and a nominated member of SLT/DSL available to be contacted by the Local Authority.

Designated Safeguarding Lead responsibilities

Full details of the Designated Safeguarding Lead's responsibilities can be found in the most current version of Keeping Children Safe in Education. 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 Together'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 in the latest version of Keeping Children Safe in Education, 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 Together 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.
- Referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- 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.
- Understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- Be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

Work with others

- Act as a point of contact with the three safeguarding partners;
- Liaison with the Headteacher or principal to provide information on ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- Liaison with "case managers" and the LADO on cases which concern a staff member;
- Liaison with staff (particularly pastoral support staff, school nurses, IT Technicians, and SENCOs) on matters of safety and safeguarding and whether to make a referral; and
- Act as a source of support, advice and expertise for all staff
- Maintain safeguarding responsibility for pupils places in alternative provision - The school will seek assurance that safeguarding arrangements are effective within any alternative provision setting and will maintain regular oversight of the welfare, attendance and progress of pupils placed there.

Training

The Designated Safeguarding Lead should undergo formal training every two years and should also undertake Prevent awareness training. In addition to this training, their knowledge and skills should 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.

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 (on CPOMS).
- Obtain access to resources and attend any relevant or refresher training courses.

- In relation to child protection measures staff should foster, a culture of listening to children and taking account of their wishes and feelings, as well as a culture of "it could happen here"
- Be able recognise the additional risks that children with SEND face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Be able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up-to-date capability required to keep children safe whilst they are online at school.

Raising Awareness

The Designated Safeguarding Lead will:

- Ensure the child protection policies and procedures are known, understood and used appropriately.
- Ensure the safeguarding and child protection policy is reviewed annually as a minimum and the procedures and implementation are updated and reviewed regularly, working with the governing board regarding this.
- Ensure that the safeguarding and child protection policy is publicly available and that parents are aware that referrals concerning suspected abuse, neglect or exploitation may be made and what role the school plays in this.
- Link with Milton Keynes Together to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff

All staff responsibilities

Induction training: All staff members, including the Headteacher /Principal/Senior Officer (if they are not a designated lead) will receive a mandatory induction to familiarise themselves with:

- Relevant policies and procedures, including child protection, whistleblowing and acceptable use of technology and mobile phones (smart devices) across all settings
- Staff code of conduct and safe working practices Keeping Children Safe in Education(latest version) part 1.
- What to Do If You Are Concerned About a Child: Advice for Practitioners (DfE, 2015)
- Information about the signs and indicators of abuse, neglect or exploitation of 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.
- Be prepared to identify children who may benefit from early help and know their role in it.
- The role of the Designated Safeguarding Lead and any deputies and the School Behaviour Policy
- The safeguarding response to children who go missing from education.
- To read and understand Part 1 of Keeping Children Safe in Education (most current version) Staff and leaders working directly with children and young people will sign a declaration at the beginning of the academic year to say they have reviewed the guidance.
- To attend safeguarding, including 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.
- To be aware of how to raise concerns about poor or unsafe practice and potential failures in safeguarding processes and what to if concerns are not addressed.
- To be aware of the early help process and understand their role in it.
- To be aware of the referral process to Children's Social Care and the role they might be expected to play in assessments.
- To know what to do if a child tells them that he/she is being abused, neglected or exploited.
- To know how to maintain an appropriate level of confidentiality whilst liaising with relevant professionals
- To know the signs of different types of abuse, neglect or exploitation as well as specific safeguarding issues, such as peer-on peer abuse, child sexual exploitation, child criminal exploitation, indicators of being at risk from or involved with serious violent crime, FGM and radicalisation.
- To know the importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.

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

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

Quality assurance of safeguarding in school

It is the Headteachers' responsibility, **i**n conjunction with the Designated Lead for Safeguarding, to complete an annual safeguarding audit, to be submitted electronically to the MK Together within the notified timeframe.

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

Governing Board responsibilities

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

Additional information supporting the Governing Board in carrying out its duties can be found in Keeping Children Safe in Education (latest version)

In summary responsibilities include:

- Appointing an appropriate senior member of staff (Deputy Headteachers) to act as the Designated Safeguarding Lead and to appoint Deputy Designated Safeguarding Leads.
- Ensuring, in conjunction with the Headteachers', 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 as a minimum, together with a staff behaviour policy or code of conduct.
- Ensuring staff are provided with Part One of Keeping Children Safe in Education,(most current version) 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 MK TOGETHER 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 -Governors will receive assurance regarding filtering and monitoring arrangements and will satisfy themselves that systems remain effective, proportionate and appropriate to the safeguarding risks faced by pupils.
- Ensuring that there is a nominated governor for safeguarding children on the Governing Board

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

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 school ensures that all staff receive appropriate supervision and support to safeguard children effectively.

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

Supervision provides:

- all staff have support for their wellbeing
- all staff have opportunities to discuss safeguarding concerns
- 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 Designated Safeguarding Lead accesses external supervision where appropriate from an external agency and staff supervision is implemented in line with EYFS requirements.

6. WHEN TO BE CONCERNED

We operate a child-centred and coordinated approach to safeguarding:

Safeguarding and promoting the welfare of children is everyone's responsibility**.** In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

Our 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

Our ambition is to provide families with the right support at the right time. While many families have good experiences, there is too much variation in the amount and quality of support families receive in what is currently known as the early help system. It has been estimated that early help services are provided to less than 1% of children in some areas and over 15% in others. Eligibility for help also varies across the country. We have drawn on learning and best practice from local areas that already have mature early help services and existing programmes. For example, we have learned from the Supporting Families Programme, the Strengthening Families and Protecting Children Programme13, and work by many local areas such as Camden and Lancashire. The Families First for Children Pathfinder will test new approaches to delivering Family Help. It will be important to test how to implement Family Help effectively before revising the statutory guidance to set out the expectations for moving from the current system of early help to Family Help. The changes we are proposing now are intended to lay the foundations for this future system. – Working together to safeguard children 2026

All staff 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 also 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.

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 special educational needs.
- Children with health needs
- Children who are at risk due to their own or a family members' mental health needs

- Children who are acting as a young carer.
- Children who may experience discrimination due to their race, ethnicity, religion, gender identification or sexuality (staff to refer to the gender questioning guidance terminology – new guidance expected September 2025).
- Children who have English as an additional language
- 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 violence (including where they see, hear or experience its effects)*.
- Children who are showing early signs of abuse, neglect or exploitation.
- Children who are looked after or previously looked after
- Children who have a social worker (current or previously), recognising that these children may be at increased risk of vulnerability, poor attendance, exclusion, mental health difficulties and lower educational outcomes.
- Children who are known to be living in difficult situations – for example temporary accommodation or where there are issues such as substance abuse or domestic violence
- Children who are at risk of FGM, sexual exploitation, forced marriage or radicalisation
- Children who are asylum seekers
- Children who are privately fostered (whether or not they have a statutory EHCP).
- 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
- Children who are deliberately missing education (unexplainable and/or persistent absences from education)
- Children whose parent/carer has expressed an intention to move them to be home educated.
- The school will notify the local authority where a parent intends to remove a child for elective home education, particularly where the child is vulnerable or known to services.

*The school participates in Operation Encompass. Where a child has been present during, exposed to, or affected by a domestic abuse incident, the school may receive information from the police to enable appropriate safeguarding support to be put in place.

All staff need to be 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.
The schools recognise that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Children with special educational needs and disabilities

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

- Assumptions that indicators of possible abuse, neglect or exploitation such as behaviour, mood and injury relate to the child's impairment without further exploration.
- Assumptions that children with SEN and disabilities can be disproportionally 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, neglect or exploitation.
- Lack of choice/participation
- Isolation

Bushfield and Wyvern Schools 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 disproportionally impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse, neglect or exploitation 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, neglect or exploitation.

https://learning.nspcc.org.uk/safeguarding-child-protection-schools/safeguarding-children-with-special-educational-needs-and-disabilities-send
https://learning.nspcc.org.uk/safeguarding-child-protection/deaf-and-disabled-children
https://learning.nspcc.org.uk/safeguarding-child-protection

Children Missing Education and Absence

The school recognises that children missing education or with prolonged or repeated absence, including **persistent absence**, are at increased risk of harm, including exploitation, neglect and abuse.

- The school follows statutory guidance **Children Missing Education (DfE)**.
- Patterns of absence are treated as **potential safeguarding concerns** and acted upon promptly.

The school recognises that persistent absence, severe absence and educational neglect may indicate wider safeguarding concerns and will be considered within safeguarding decision-making processes.

The school has systems in place to:

- monitor attendance daily
- identify patterns of concern
- follow up unexplained absences promptly

Procedures include:

- Contacting parents/carers on the first day of absence
- Following up repeated or prolonged absences
- Considering the child's vulnerability and context
- Sharing concerns with the DSL

Where appropriate:

- referrals will be made to Children's Social Care
- a police welfare check may be requested

Staff adopt a **"think safeguarding" approach** to absence at all times.

7. SAFER RECRUITMENT

Our Governing Board and school leadership team are responsible for ensuring that the school follows safe recruitment processes in accordance with government requirements and MK TOGETHER procedures. These include:

- Ensuring the Headteachers', 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.

Safe Working Practice

The school has developed a clear Code of Conduct that staff understand and have agreed to.

The Code of Conduct offers guidance to staff on the way they should behave when working with children. This should amongst other things, include acceptable use of technologies, staff/ pupil relationships and communications including the use of social media.

Single Central Record

The Single Central Record includes the following checks (as required by KCSIE):

- identity verification
- enhanced DBS and barred list checks
- prohibition from teaching checks
- right to work in the UK
- section 128 checks (where applicable)
- qualifications (where required)
- overseas checks (where applicable)

8. INFORMATION SHARING AND CONFIDENTIALITY

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

National guidance can be found in: https://www.gov.uk/government/publications/safeguarding-practitioners-informationsharing-advice

In summary:

- All staff are aware that they must not promise to keep 'secrets' with children and that if children disclose abuse, neglect or exploitation, 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 CPOMs where possible to refer to incident to the DSLs.
- Not destroy the original notes in case they are needed by a court but scan and upload them to CPOMs.
- 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 online.

9. FILE TRANSFER AND RECORD KEEPING

- 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 5 working days) ensuring secure transit and a confirmation of receipt should be obtained. The file should be 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 in line with data protection guidelines (including requirements to comply with DPA/UKGDPR).
- Schools receiving a safeguarding file should ensure that a confirmation of receipt of the file is sent to the transferring school.
- 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 will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

Safeguarding records will be retained in line with statutory guidance, local authority requirements and data protection legislation.

Records will be transferred securely and in a timely manner when a child moves setting, and confirmation of receipt will always be obtained.

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.

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

Keeping Children Safe in Education, (most current version) 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, including supply teachers. This section covers a range of relevant processes, incorporating **the role of the LADO.**

The school's policy and procedures are guided by local procedures for managing allegations against staff, carers and volunteers. Further information can be accessed via the LADO page on the Milton Keynes Together Website

https://www.mktogether.co.uk/?s=LADO

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale.

Low-Level Concerns

The school recognises the importance of identifying, recording and responding to **low-level concerns** about staff behaviour, in line with KCSIE 2026. The school recognises that it is possible for staff and volunteers (including supply staff and contractors) to behave in a manner that causes harm to children and takes any allegation made against members of staff or volunteers seriously. All staff know who to talk to if they are concerned about the behaviour of an adult – The headteachers' or the DSLs.

A low-level concern is any concern, no matter how small, that a member of staff, volunteer or contractor may have acted in a way that:

- is **inconsistent with the staff code of conduct**, including inappropriate conduct outside of work; and
- does **not meet the harm threshold** or is otherwise not considered serious enough to refer to the LADO.

Examples may include, but are not limited to:

- being overly friendly with children
- using inappropriate language
- inconsistent professional boundaries
- favouritism

Recording and reporting

- All low-level concerns must be reported **promptly** to the Headteacher (or Deputy Headteacher if appropriate).
- Concerns will be recorded in writing and stored securely.
- The record will include details of the concern, context, and actions taken.

Management and oversight

- The Headteacher will review all concerns to identify patterns of behaviour.
- Where a pattern is identified, this may lead to escalation to a formal allegation.
- Records will be reviewed regularly by senior leaders and governors as appropriate.

Creating a culture where concerns can be shared enables early intervention and supports a safe environment for children.

11. ALLEGATIONS AGAINST PUPILS AND CHILD ON CHILD ABUSE

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously. Child on child 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, up skirting 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.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:
Is serious, and potentially a criminal offence
Could put pupils in the school at risk
Is violent
Involves pupils being forced to use drugs or alcohol
Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

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.

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 Keeping Children Safe in Education in the school's approach to allegations against pupils, including sexting.

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.

Procedures for dealing with allegations of child-on-child abuse

If a pupil makes an allegation of abuse against another pupil:
You must record the allegation and tell the DSL, but do not investigate it
The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed

The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
Ensure pupils are able to easily and confidently report abuse, neglect or exploitation using our reporting systems (as described in section 7.10 below)
Ensure staff reassure victims that they are being taken seriously
Ensure staff are trained to understand:

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
- That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
- Children can show signs or act in ways they hope adults will notice and react to
- A friend may make a report
- A member of staff may overhear a conversation
- A child's behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.
You must **not**:
View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
Delete the imagery or ask the pupil to delete it
Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)

Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:
Whether there is an immediate risk to pupil(s)
If a referral needs to be made to the police and/or children's social care
If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
What further information is required to decide on the best response
Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
Whether immediate action should be taken to delete or remove images or videos from devices or online services
Any relevant facts about the pupils involved which would influence risk assessment
If there is a need to contact another school, college, setting or individual
Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)
The DSL will make an immediate referral to police and/or children's social care if:
The incident involves an adult
There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
The imagery involves sexual acts and any pupil in the images or videos is under 13
The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.
They will hold interviews with the pupils involved (if appropriate).
If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police
If it is necessary to refer an incident to the police, this will be done.

Recording incidents
All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

Curriculum coverage
Where it is age appropriate, Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our curriculum. Teaching covers the following in relation to the sharing of nudes and semi-nudes:
What it is
How it is most likely to be encountered
The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
Issues of legality
The risk of damage to people's feelings and reputation
Pupils also learn the strategies and skills needed to manage:
Specific requests or pressure to provide (or forward) such images
The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

Contextual Safeguarding
The school recognises that safeguarding incidents and exploitation can occur **outside the home**, including in the community, peer groups and online environments.
The school adopts a **contextual safeguarding approach**, considering:

- peer relationships
- local community risks
- online environments

Safeguarding responses:

- include collaboration with external agencies
- consider wider environmental risk factors
- support children at risk of extra-familial harm

This ensures a holistic understanding of risk in line with national guidance.

12. GANGS, COUNTY LINES, VIOLENT CRIME AND EXPLOITATION

The 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.

The school recognises the links between safeguarding, exploitation and serious violence. Staff are aware of indicators that may signal children are at risk from, or involved with, serious violent crime, including increased absence from school, changes in friendships or relationships,

unexplained injuries, possession of weapons, unexplained gifts, criminal exploitation and association with gangs. Staff will respond in line with Keeping Children Safe in Education 2026 and relevant government guidance, including the Preventing Serious Violence Strategy.

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, neglect 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

13. ONLINE SAFETY

It is recognised by the schools that the use of technology presents challenges and risks to children and adults both inside and outside of school can occur both online and offline, often concurrently.

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

The Schools 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 school ensures appropriate filtering and monitoring systems are in place to safeguard children from harmful or inappropriate content.

- The governing board has **strategic responsibility** for ensuring these systems are effective.
- The governing board receives **regular reports** on filtering and monitoring and reviews effectiveness at least annually.
- The Designated Safeguarding Lead works with technical staff to ensure systems reflect current safeguarding risks.
- Senior Leadership Team: Oversees implementation and effectiveness.
- ICT/Technical Staff: Manage day-to-day technical filtering and monitoring systems.

The school ensures that:

- filtering systems block harmful and inappropriate content
- monitoring systems identify safeguarding risks in real time where possible
- systems are reviewed regularly to ensure effectiveness

Emerging risks (including AI) Staff are aware of emerging safeguarding risks linked to technology, including:

- AI-generated content (e.g. deepfakes)
- online exploitation
- non-consensual sharing of images
- cyberbullying and harassment

- AI-generated sexual imagery
- AI-assisted grooming
- misuse of AI to create or manipulate images of children
- misleading or harmful AI-generated information

Children are taught how to stay safe online through the curriculum, and staff receive regular training in online safety.

Use of Mobile Phones, Cameras and Smart Devices
The school recognises the safeguarding risks associated with the use of mobile phones and devices with imaging and sharing capabilities including internet connected wearables (Smart Watches) and cameras and in accordance with KCSIE and EYFS has appropriate policies in place that are shared and understood by all members of the school community.
The following expectations apply:
Staff:

- Must not use personal mobile phones in areas where children are present
- Must store devices securely during working hours
- May only use school devices for authorised purposes

Images of children:

- Only taken on school-approved devices
- Stored securely
- Shared in accordance with data protection and consent procedures

Monitoring:

- Leaders monitor the use of devices and compliance with procedures

These measures are in place in line with EYFS safeguarding requirements

The school will ensure that the DFE Guidance on generative AI in Education 2025 is followed
https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education

The schools acknowledge 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.

The schools 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.

14. THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

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

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

15. SPECIFIC SAFEGUARDING ISSUES

The school is cognisant of and compliant with Specific Safeguarding Issues: paragraph 47 Keeping Children Safe in Education (most current version) and the policy and guidance to which this links. These specific safeguarding issues include:

- Preventing radicalisation
- Child sexual exploitation
- FGM
- Child on child abuse, most likely to include but not limited to; Bullying (including cyber bullying) / Physical or Sexual violence/ harassment or Sexting or Initiation/ hazing

The school recognises that reasonable force may be used by trained staff where lawful, proportionate and necessary to prevent injury, damage or serious disruption. Further guidance can be found in the school's Positive Handling Policy. The school works in accordance with local multi-agency information and guidance as located on the Milton Keynes Together Website

Concerns about extremism

- If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.
- If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate. Inform DSL or deputy as soon as practically possible after the referral.
- Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.
- The department of education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk Note that this is not for emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to join an extremist group
- See or hear something that may be terrorist-related

16. POLICY REVIEW

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

The school has reviewed the findings of the OFSTED review of sexual abuse in schools and colleges June 2021 and we have a carefully sequenced RSHE curriculum, based on the Department for Education's statutory guidance. This includes:

- Time for open discussion of topics that children and young people told Ofsted they find particularly difficult, such as consent and the sending of 'nudes'
- Routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse, neglect or exploitation
- A behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated, as detailed below.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Whistleblowing

The school has a clear whistleblowing procedure to enable staff to raise concerns about poor or unsafe safeguarding practice. Staff should:

- Report concerns to the Headteacher or Safeguarding lead
- Feel confident that their concerns will be taken seriously

If staff feel unable to raise concerns internally or believe they are not being addressed they can contact:

- NSPCC Whistleblowing Advice Line: 0800 0280285 email: help@nspcc.org.uk
- Ofsted complaints process

All staff are made aware of the procedure at induction in line with EYFS requirements.

17. CONTACTS AND FURTHER INFORMATION

17a 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.**

For information about safeguarding training for schools and education settings contact Leadership and Governance Services
www.milton-keynes.gov.uk/leadershipandgovernance and view the training website www.mkpdc.org.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; the MK Competency Framework, and the MK Partnerships Handbook along with further information about MK Together are on their website www.mktogether.co.uk

17b. 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.mensadviceline.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

Appendix – for staff



If I am concerned about a child's health, safety or wellbeing (both inside and outside school and online) I might notice:
• Significant changes in behaviour.
• Deterioration in wellbeing.
• Unexplained bruising or marks.
• Signs of neglect.
• Children's play that may cause concern.
I must always record my concerns and report these immediately to the DSL team

If a child makes a disclosure of abuse I must:
• Listen to the child (do not interrupt).
• Record exactly what the child says.
• Report the disclosure.

If I have concerns about a colleague, I must:
• Follow Whistleblowing Procedures.
• Report my concerns to: Steve/Steve/Chair of Governors

Safeguarding documents are available on the staff drive and school website
If you ever have any questions please talk to a DSL.