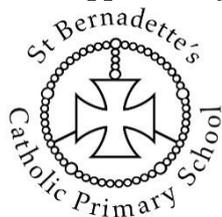


Safeguarding and Child Protection Policy

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Safeguarding and Child Protection Policy

1. KEY CONTACTS

Name of School:

St. Bernadette's Catholic Primary School
Tewkesbury Lane, Monkston Park, Milton Keynes. MK10 9PH 01908 692438

Headteacher:

Name: Mrs Maxine Clewlow
Contact details: maxine.clewlow@milton-keynes.gov.uk
Tewkesbury Lane, Monkston Park, Milton Keynes. MK10 9PH 01908 692438

Senior Designated child protection member of staff:

Name: Mrs Maxine Clewlow
Contact details: Maxine.clewlow@milton-keynes.gov.uk

Deputy Designated child protection member of staff:

Name: Mrs Jane Zamora
Contact details: jane.zamora@milton-keynes.gov.uk
Tewkesbury Lane, Monkston Park, Milton Keynes. MK10 9PH 01908 692438

Members of Safeguarding Team:

Name: Lindsay Stedman
Contact details: Lindsay.stedman@milton-keynes.gov.uk

Name: Hero Slinn

Contact details: slinnh@stbernadetteschool.com

Designated e-safety lead:

Name: Mrs Jane Zamora
Contact details: jane.zamora@milton-keynes.gov.uk
Tewkesbury Lane, Monkston Park, Milton Keynes. MK10 9PH 01908 692438

Chair of Governing Body:

Name: Richard Gordon
Contact details: stbernadettes@milton-keynes.gov.uk

Nominated governor for child protection:

Name: Richard Gordon
Contact details: stbernadettes@milton-keynes.gov.uk

Governor trained for safer recruitment:

Name: John Brandon; Richard Gordon; Mary McGowan
Contact details: stbernadettes@milton-keynes.gov.uk

2. SAFEGUARDING STATEMENT

Safeguarding is everybody's business. St Bernadette's Catholic Primary School is committed to ensuring that all our children and young people are safe and feel safe; that children, parents/carers and staff are able to talk about any safeguarding concerns and feel assured that they will be listened to; and that all staff and volunteers are aware of and implement safeguarding procedures and guidance, including what to do if they suspect a child or young person may be experiencing, or be at risk of, harm.

In any case where an adult is concerned that a child is, or may be, at risk of significant harm he/she must submit a Record of Concern (see appendix 1) immediately to the Designated Teacher for Child Protection, who will make a referral directly to Milton Keynes Council Multi-Agency Safeguarding Hub (MASH) - see contact details at the end of this document.

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

This policy applies to all adults, including volunteers, working in or on behalf of St Bernadette's Catholic Primary School.

General Principles

Safeguarding and the welfare of children is the responsibility of all school staff.

We will ensure there are appropriate systems in place for seeking and taking into account the child's wishes and feelings when making decisions, taking action and deciding what services to provide to protect individual children.

In line with the Education Act 2002, we will ensure that arrangements are in place to safeguard and promote the welfare of children and young people by:

- Establishing a safe environment in which children can learn and develop, where they feel secure and are encouraged to talk and are listened to
- Providing children and young people with opportunities to discuss issues and report problems affecting their safety and welfare.
- Safeguarding their welfare, particularly those children and young people who are most disadvantaged
- Including opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse
- Ensuring safe recruitment practices
- Ensuring robust procedures for recognition and referral where there are welfare or child protection concerns
- Raising awareness amongst staff of child protection issues and ensuring staff are equipped to deal with concerns and keep children safe
- Monitoring and supporting children and young people who are in care or subject to child protection plans and contributing to the implementation of their plan
- Promoting partnership working with parents and professionals

3. DEFINITIONS

Safeguarding is protecting children from maltreatment; preventing the impairment of health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. (*Working Together to Safeguard Children 2013*).

Child protection is a part of safeguarding and promoting welfare. This refers to activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm (*Working Together to Safeguard Children 2013*).

4. LEGISLATION AND GUIDANCE

Statutory Guidance

St Bernadette's Catholic Primary School adopts the key statutory guidance *Keeping Children Safe in Education* published by the Department for Education in March 2015 and any supplementary advice, including *Childcare disqualification requirements - supplementary advice* (published October 2014), which outlines the requirements placed on schools by childcare legislation:

(See appendix 2 for School's Staff Disqualification Declaration)

Keeping Children Safe in Education guidance incorporates:

- What school and college staff should know and do
- The role of the school or college
- The role of school and college staff
- What school and college staff need to know
- What school and college staff should look out for
- What school and college staff should do if they have concerns about a child
- Types of abuse and neglect
- Specific safeguarding issues
- Managing allegations and concerns about teachers and other staff
- Further information on child sexual exploitation (CSE) and female genital mutilation (FGM)

All staff should as a minimum read the separate 8 page document *Keeping Children Safe in Education: For School and College Staff Part 1*

All organisations who work with children and young people are bound by the overarching statutory inter-agency guidance *Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (DfE March 2015)*:

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St Bernadette's Catholic Primary School notes the guidance on standards and expectations for safeguarding children published by Ofsted and aims to achieve these.

This includes [Inspecting safeguarding in maintained schools and academies April 2015](#)

and the inspection evaluation schedule as set out in the [school inspection handbook Sept 2015](#).

Local Child Protection Procedures (See appendix 4 for more detail)

St Bernadette's Catholic Primary School is aware of and compliant with multi-agency child protection procedures that have been agreed locally through Milton Keynes Safeguarding Children Board (MKSCB) and which are based on statutory guidance *Working Together 2015*.

[Milton Keynes Safeguarding Children Board procedures](#)

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

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

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

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

5. ROLES AND RESPONSIBILITIES

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

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

The school leadership team will ensure that Designated Leads for Safeguarding attend the required training and that they refresh their training every two years.

All other staff (teaching and non-teaching) must be offered an appropriate level of training and must undergo refresher training every three years.

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

It is the role of the Designated Leads for Safeguarding to ensure that all staff who are employed within the school, including temporary staff and volunteers, are aware of the school's internal procedures in addition to the government guidance *Keeping Children Safe in Education: Information for All School and College Staff*, to advise other staff; and to offer support to those requiring this.

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

The role of the Nominated Governor for Safeguarding is to ensure that the school has effective child protection policy and procedures in place and that the policy and structures supporting safeguarding children are reviewed annually. Governors must not be given details relating to individual child protection cases or situations, in order to ensure confidentiality is not breached.

A statement on the school website informs parents and carers about our school's duties and responsibilities under child protection procedures. Parents can obtain a copy of the school Child Protection Policy on request and it can be viewed via the website.

6. TRAINING

The Designated Leads for Safeguarding will undertake specialist child protection training, which will be updated at a minimum of every two years. The headteacher (*where not a designated lead*) and all staff members will undertake child protection training which is updated at a minimum of 3 yearly, in line with advice from MKSCB.

7. SAFER RECRUITMENT

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

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

St Bernadette's Catholic Primary School is guided by local procedures for managing safer recruitment processes, which are set out in chapters 44 and 45 [Milton Keynes Safeguarding Children Board procedures](#)

Safe Working Practice

St Bernadette's Catholic Primary School has developed a clear Code of Practice regarding expectations of the behaviour of staff and volunteers when working with children. All staff and volunteers must sign agreement to the Code of Practice. - See appendix 3 which is based on *Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings, 2009*

8. INFORMATION SHARING and CONFIDENTIALITY

All staff are aware that they must not promise to keep 'secrets' with children and that if children disclose abuse, this must be passed on to the Designated Leads for Safeguarding as soon as possible and the child should be told who their disclosure will be shared with.

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

St Bernadette's Catholic Primary School is guided by local procedures for information sharing and confidentiality, which are set out in chapter 4 [Milton Keynes Safeguarding Children Board procedures](#)

9. RECORD KEEPING

Child Protection records are kept centrally and securely by the Designated Leads for Safeguarding. Staff are aware that they must make a record of child protection issues and events as soon as possible and that these records must be signed and dated (see appendix 1 for Record of Concern template). Child protection records must not be made in the child's academic file.

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

St Bernadette's Catholic Primary School recognises that it is possible for staff and volunteers to behave in a manner that causes harm to children and takes any allegation made against members of staff or volunteers seriously. The local arrangements for managing allegations are understood and followed. All staff know who to talk to if they are concerned about the behaviour of an adult. (See Appendix 4) *Keeping Children Safe in Education Part 4: Allegations of abuse made against teachers and other staff* sets out the duties of employers and employees in handling allegations and also in caring for their employees. This section covers a range of relevant processes, incorporating **the role of the LADO**.

St Bernadette's Catholic Primary School is guided by local procedures for managing allegations against staff, carers and volunteers, which are set out in chapter 13 Milton Keynes Safeguarding Children Board procedures

11. THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

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

12. CROSS REFERENCE TO OTHER SCHOOL POLICIES

St Bernadette's Catholic Primary School recognises that a number of other school policies and procedures form part of the wider safeguarding and child welfare agenda and therefore this Child Protection Policy should be read in conjunction with the policies/procedures listed below:

- Anti bullying policy (as part of Behaviour Policy)
- E-safety policy
- Photography and Videos (as part of Code of Conduct)
- Health and safety policy
- Procedures for accessing risk e.g. school trips
- Safer recruitment policies and practice
- Induction and Code of Practice for staff
- Staff Handbook
- SRE / Human Development and Relationships
- PSHCE SMSC British Values

13. DEFINITION OF TYPES OF ABUSE AND NEGLECT

Appendix 5 provides definitions of different types of abuse and neglect. These are covered as part of the school's single agency safeguarding training.

14. COMPLIANCE WITH THE PREVENT STRATEGY

The Prevent Strategy, published in 2011, is part of the government's overall counter-terrorism strategy, CONTEST. The aim of the Prevent strategy is to reduce the threat

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to the UK from terrorism by stopping people becoming terrorists or supporting terrorism.

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

At St Bernadette’s, we comply with this duty by providing a broad and balanced curriculum which promotes community cohesion, fundamental British values and the spiritual, moral, cultural, mental and physical development of our pupils. Our Values-driven curriculum prepares our pupils for the opportunities, responsibilities and experiences of life as they grow older and move on to secondary school. See the document below for further details.

[British Values](#)

15. POLICY REVIEW

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

16. CONTACTS AND FURTHER INFORMATION

To make a referral or consult Children’s Services regarding concerns about a child:

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 MASH as above

Or:

Local Authority Designated Office (LADO)

Tel: 01908 254306

email: lado@milton-keynes.gov.uk

For information about **safeguarding training for schools and education settings** contact the secretary to the Children & Families Head of Safeguarding

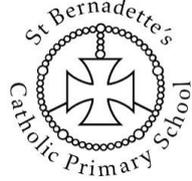
Tel: 01908 254962 or email: sue.butler@milton-keynes.gov.uk

For general queries regarding safeguarding, please feel free to contact the Children & Families Head of Safeguarding

Tel: 01908 254307 or email: jo.hooper@milton-keynes.gov.uk

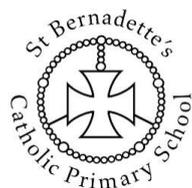
More information and guidance about safeguarding children, including inter-agency training opportunities, can be found on:

Milton Keynes Safeguarding Children Board website: www.mkscb.org/mkscb/



Appendix 1
Safeguarding Record of Concern

Pupil's Name:	Year Group:	Class:
Incident	(Describe the incident using the child's own words where possible)	
Recorded by		
Date recorded		
Signature		
Information shared with:		
To be completed by the DT:		
Concern logged with MKSCB?	<input type="checkbox"/> Yes by _____ <input type="checkbox"/> No	Date
If no, DT's reason for not doing so: DT's Signature Date		



Staff Disqualification Declaration

In October 2014, the Department for Education (DfE) issued an update to its Statutory Guidance “Keeping Children Safe”: This update requires schools/academies which provide care for pupils under the age of 8, to ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009. Reference: <http://www.legislation.gov.uk/ukxi/2009/1547/schedule/3/made> A person may be disqualified through:

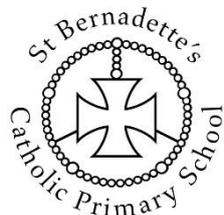
1. having certain orders or other restrictions placed upon them 2. having committed certain offences 3. living in the same household as someone who is disqualified by virtue of 1 or 2 above (this is known as disqualification by association) **You are required therefore to sign the declaration below confirming that you are not disqualified under those Regulations from working in this school/academy.** If you fail to complete and return the form, this will be regarded as a disciplinary matter for staff, which may result in dismissal and, in the case of volunteers will mean that you can no longer work at the school/academy. A disqualified person is not permitted to continue to work in a setting providing care for children under age 8, unless they apply for and are granted a waiver from OFSTED. Reference: <http://www.ofsted.gov.uk/resources/applying-waive-disqualification-early-years-and-childcare-providers>. Support will be provided with this process.

Name		Post	
------	--	------	--

Please circle one option for every question:

Section 1 – Orders or other restrictions	
Have any orders or other determinations related to childcare been made in respect of you?	YES / NO
Have any orders or other determinations related to childcare been made in respect of a child in your care?	YES / NO
Have any orders or other determinations been made which prevents you from being registered in relation to child care, children’s homes or fostering?	YES / NO
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in the Schedule 1 of the Regulations ? Available from the school office or at the link below: http://www.legislation.gov.uk/ukxi/2009/1547/schedule/1/made	YES / NO
Are you barred from working with Children (Disclosure and Barring (DBS))?	YES / NO
Are you prohibited from Teaching?	YES / NO

Section 2 – Specified and Statutory Offences		
Have you ever been cautioned, reprimanded, given a warning for, or convicted of:		
Any offence against or involving a child? (a child is a person under the age of 18)		YES / NO
Any violent or sexual offence against an adult?		YES / NO
Any offence under the Sexual Offences Act?		YES / NO
Any other relevant offence? Available from the school office or at the links below http://www.legislation.gov.uk/ukxi/2009/1547/schedule/3/made		YES / NO
Have you ever been cautioned, reprimanded, given a warning for, or convicted of any similar offence in another country?		YES / NO
Section 3 – Disqualification by association		
To the best of your knowledge, is anyone in your household* disqualified from working with children under the Regulations? *household – includes family, lodgers, house-sharers, household employees This means does anyone in your household have an Order or Restriction against them as set out in Section 1 or have they been cautioned, reprimanded, given a warning for or convicted of any offence in Section 2.		YES / NO
Section 4 – Provision of Information		
If you have answered YES to any of the questions above you should provide details the below in respect of yourself, or where relevant the member of your household. You may supply this information separately if you so wish, but you must do so without delay.		
Details of the order, restriction, conviction, caution, etc.		
The date(s) of these		
The relevant court(s) or body(ies)		
You should also provide a copy of the relevant order, caution, conviction, etc. In relation to cautions/convictions a DBS Certificate may be provided.		
Section 4 -Declaration		
In signing this form, I confirm that the information provided is true to the best of my knowledge and that:		
I understand my responsibilities to safeguard children.		
I understand that I must notify my Headteacher/Principal immediately of anything that affects my suitability including any cautions, warnings, convictions, orders or other determinations made in respect of me or a member of my household that would render me disqualified from working with children		
Signed		
Print Name		Date



Appendix 3 Code of Practice for Staff and Volunteers

It is important that all adults working with children understand that the nature of their work and the responsibilities related to it, place them in a position of trust. This Code of Practice provides clear expectations regarding appropriate and safe behaviours for all adults working with children in paid or unpaid capacities at St Bernadette's Catholic Primary School.

Underpinning Principles of this Code of Practice

- *The welfare of the child is paramount.*
- *It is the responsibility of all adults to safeguard and promote the welfare of children in our school.*
- *Adults who work with children are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.*
- *Adults must work and be seen to work, in an open and transparent way.*
- *The same professional standards must always be applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.*
- *Adults must continually monitor and review their practice and ensure they follow the guidance contained in this document.*

Duty of Care

- **All adults (both in paid and unpaid capacity) MUST**
- *understand the responsibilities, which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached*
- *always act, and be seen to act, in the child's best interests*
- *avoid any conduct which would lead any reasonable person to question their motivation and intentions*
- *take responsibility for their own actions and behaviour*

Confidentiality

Adults may have access to confidential information about children and young people in order to undertake their responsibilities. In some circumstances they may have access to or be given highly sensitive or private information. These details must be kept confidential at all times and only shared when it is in interests of the child to do so. Such information must not be used to intimidate, humiliate, or embarrass the child or young person concerned.

All adults (both in paid and unpaid capacity) MUST

- *be clear about when information can be shared and in what circumstances it is appropriate to do so*
- *treat information they receive about children and young people in a discreet and confidential manner*
- *seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them*
- *report any concerns or allegations in line with the school's safeguarding policy and procedures*

Power and Positions of Trust

All adults (both in paid and unpaid capacity) MUST NOT

- *use their position to gain access to information for their own or others' advantage*
- *use their position to intimidate, bully, humiliate, threaten, coerce or undermine children or young people*

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- *use their status and standing to form or promote relationships which are of a sexual nature, or which may become so*

Propriety and Behaviour

All adults (both in paid and unpaid capacity) MUST NOT

- *behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model.*
- *make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or which might be interpreted as such*

All adults MUST

- *be aware that behaviour in their personal lives may impact upon their work with children and young people*
- *understand that the behaviour and actions of their partner (or other family members) may raise questions about their suitability to work with children and young people*

Dress and Appearance

All adults (both in paid and unpaid capacity) MUST wear clothing which

- *is appropriate to their role*
- *is not likely to be viewed as offensive, revealing, or sexually provocative*
- *does not distract, cause embarrassment or give rise to misunderstanding*
- *is absent of any political or otherwise contentious slogans*
- *is not considered to be discriminatory and is culturally sensitive*

Personal Living Space

All adults (both in paid and unpaid capacity) MUST

- *be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations*
- *never invite a pupil to their home unless the reason for this has been firmly established and agreed with parents/ carers and senior managers*
- *be mindful of the need to maintain professional boundaries*
- *refrain from asking children and young people to undertake personal jobs or errands*

Gifts, Rewards and Favouritism

All adults (both in paid and unpaid capacity) MUST

- *Adhere to the school's behaviour policy regarding reward and sanctions*
- *ensure that gifts received or given in situations which may be misconstrued are declared*
- *generally, only give gifts to an individual young person as part of an agreed reward system*
- *where giving gifts other than as above, ensure that these are of insignificant value*
- *ensure that all selection processes which concern children and young people are fair and that wherever practicable these are undertaken and agreed by more than one member of staff*

Infatuations

All adults (both in paid and unpaid capacity) MUST

- *report and record any incidents or indications (verbal, written or physical) that suggest a child may have developed an infatuation with an adult in the workplace*
- *always acknowledge and maintain professional boundaries*

Communication with Children (including the Use of Technology)

All adults (both in paid and unpaid capacity) MUST

- *not give their personal contact details to children or young people, including their mobile telephone number and details of any blogs or personal websites*
- *only use equipment e.g. mobile phones, provided by organisation to communicate with children or families, making sure that parents have given permission for this form of communication to be used*
- *only make contact with children for professional reasons and in accordance with any organisation policy*
- *recognise that text messaging is rarely an appropriate response to a child in a crisis situation or at risk of harm. It should only be used as a last resort when other forms of communication are not possible*
- *not use internet or web-based communication channels to send personal messages to a child/young person*
- *ensure that if a social networking site is used, details are not shared with children and young people and privacy settings are set at maximum*

Social Contact

All adults (both in paid and unpaid capacity) MUST

- *have no secret social contact with children and young people or their parents*
- *consider the appropriateness of the social contact according to their role and nature of their work*
- *always approve any planned social contact with children or parents with senior members of staff,*
- *advise senior management of any social contact they have with a child or a parent with whom they work, which may give rise to concern*
- *report and record any situation, which may place a child at risk or which may compromise the school or their own professional standing*
- *be aware that the sending of personal communications such as birthday or faith cards should always be recorded and/or discussed with line manager.*
- *understand that some communications may be called into question and need to be justified.*

Sexual Contact

All adults (both in paid and unpaid capacity) MUST NOT

- *have sexual relationships with children*
- *have any form of communication with a child which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact*
- *make sexual remarks to, or about, a child*
- *discuss their own sexual relationships with or in the presence of children or young people*

All adults (both in paid and unpaid capacity) MUST

- *ensure that their relationships with children and young people clearly take place within the boundaries of a respectful professional relationship*
- *take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought*

Physical Contact

All adults (both in paid and unpaid capacity) MUST

- *be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described*
- *never touch a child in a way which may be considered indecent*
- *always be prepared to report and explain actions and accept that all physical contact can be open to scrutiny*
- *not indulge in 'horseplay'*
- *always encourage children, where possible, to undertake self-care tasks independently*
- *work within Health and Safety regulations*
- *be aware of cultural or religious views about touching and always be sensitive to issues of gender*
- *understand that physical contact in some circumstances can be easily misinterpreted*

When Taking Part in Activities that require Physical Contact

All adults (both in paid and unpaid capacity) MUST

- *treat children with dignity and respect and avoid contact with intimate parts of the body*
- *always explain to a child the reason why contact is necessary and what form that contact will take*
- *seek consent of parents where a child or young person is unable to do so because of a disability.*
- *consider alternatives, where it is anticipated that a child might misinterpret any such contact,*
- *be familiar with and follow recommended guidance and protocols*
- *conduct activities where they can be seen by others*
- *be aware of gender, cultural or religious issues that may need to be considered prior to initiating physical contact*

Behaviour Management

All adults (both in paid and unpaid capacity) MUST

- *not use force as a form of punishment*

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- *try to defuse situations before they escalate*
- *inform parents of any behaviour management techniques used*
- *adhere to the school's behaviour management policy*
- *be mindful of factors which may impact upon a child or young person's behaviour e.g. bullying, abuse and where necessary take appropriate action*

Use of Control and Physical Intervention

All adults (both in paid and unpaid capacity) MUST

- *adhere to the school's physical intervention policy (within behaviour policy)*
- *always seek to defuse situations*
- *always use minimum force for the shortest period necessary*
- *record and report as soon as possible after the event any incident where physical intervention has been used.*

Children in Distress

All adults (both in paid and unpaid capacity) MUST

- *consider the way in which they offer comfort and reassurance to a distressed child and do it in an age-appropriate way*
- *be circumspect in offering reassurance in one to one situations, but always record such actions in these circumstances*
- *never touch a child in a way which may be considered indecent*
- *record and report situations which may give rise to concern from either party*
- *not assume that all children seek physical comfort if they are distressed*

Personal Care

All adults (both in paid and unpaid capacity) MUST

- *avoid any physical contact when children are in a state of undress*
- *avoid any visually intrusive behaviour*
- *where there are changing rooms announce their intention of entering*

All adults (both in paid and unpaid capacity) MUST NOT

- *change in the same place as children*
- *shower or bathe with children*
- *assist with any personal care task which a child or young person can undertake by themselves*

First Aid and Administration of Medication

All adults (both in paid and unpaid capacity) MUST

- *ensure staff understand the extent and limitations of their role in applying basic care and hygiene tasks for minor abrasions and understand where an injury requires more experienced intervention*
- *ensure there are trained and named individuals to undertake first aid responsibilities*
- *ensure training is regularly monitored and updated*
- *always ensure that arrangements are in place to obtain parental consent for the administration of medication*
- *adhere to the school's policy for administering first aid or medication*
- *comply with the necessary reporting requirements*
- *make other adults aware of the task being undertaken*
- *explain to the child what is happening.*
- *always act and be seen to act in the child's best interests*
- *report and record any administration of first aid or medication*
- *have regard to any health or care plan which is in place*
- *always ensure that an appropriate health/risk assessment is undertaken prior to undertaking certain activities*

One to One Situations

All adults (both in paid and unpaid capacity) MUST

- *ensure that when lone working is an integral part of their role, full and appropriate risk assessments have been conducted and agreed.*
- *avoid meetings with a child or young person in remote, secluded areas,*
- *always inform other colleagues and/or parents/carers about the contact(s) beforehand, assessing the need to have them present or close by*
- *avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy*

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- *always report any situation where a child becomes distressed or angry to a senior colleague*
- *carefully consider the needs and circumstances of the child/children when in one to one situations*

Home Visits

All adults (both in paid and unpaid capacity) MUST

- *agree the purpose for any home visit with senior management, unless this is an acknowledged and integral part of their role e.g. social workers*
- *adhere to agreed risk management strategies*
- *always make detailed records including times of arrival and departure and work undertaken*
- *ensure any behaviour or situation which gives rise to concern is discussed with their manager and, where appropriate action is taken*

Transporting Children and Young People

All adults (both in paid and unpaid capacity) MUST

- *ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement and/ or ability to drive*
- *be aware that the safety and welfare of the child is their responsibility until they are safely passed over to a parent/carer*
- *record details of the journey in accordance with agreed procedures*
- *ensure that their behaviour is appropriate at all times*
- *ensure that there are proper arrangements in place to ensure vehicle, passenger and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven*
- *ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified if questioned*

Trips and Outings

All adults (both in paid and unpaid capacity) MUST

- *always have another adult present in out of workplace activities, unless otherwise agreed with a senior manager*
- *undertake risk assessments in line with their organisation's policy where applicable*
- *have parental consent to the activity*
- *ensure that their behaviour remains professional at all times(see section 7)*
- *never share beds with a child/children or young people.*
- *not share bedrooms unless it involves a dormitory situation and the arrangements have been previously discussed with senior manager, parents and children and young people.*

Photography and Videos

All adults (both in paid and unpaid capacity) MUST

- *be clear about the purpose of the activity and about what will happen to the images when the activity is concluded*
- *be able to justify images of children in their possession*
- *avoid making images in one to one situations or which show a single child with no surrounding context*
- *ensure the child/young person understands why the images are being taken and has agreed to the activity and that they are appropriately dressed.*
- *only use equipment provided or authorised by the school*
- *report any concerns about any inappropriate or intrusive photographs found*
- *always ensure they have parental permission to take and/or display photographs*

All adults (both in paid and unpaid capacity) MUST NOT

- *display or distribute images of children unless they have consent to do so from parents/carers*
- *use images which may cause distress*
- *use mobile telephones to take images of children*
- *take images 'in secret', or taking images in situations that may be construed as being secretive.*

Access to Inappropriate Images and Internet Usage

All adults (both in paid and unpaid capacity) MUST

- *follow the school's e-safety policy and guidance on the use of IT equipment*

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- *ensure that children are not exposed to unsuitable material on the internet*
- *ensure that any films or material shown to children and young people are age appropriate*

Whistle blowing

All adults (both in paid and unpaid capacity) MUST

- *report any behaviour by colleagues that raises concern regardless of source*

Sharing Concerns and Recording Incidents

All adults (both in paid and unpaid capacity) MUST

- *be familiar with the school's safeguarding policy and procedures for recording concerns*
- *take responsibility for recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the workplace*

This Code of Practice protects the children we work with, you as a member of staff or volunteer and the school, by reducing the risk of anyone working with us, using their role to access children to cause harm. It also helps to identify practice that could be misinterpreted and may lead to a false allegation being made

Any breach of the Code of Practice may lead to disciplinary action being taken.

Serious breaches may result in a referral to Police, Social Services or the Local Authority Designated Officer (LADO)

All staff and volunteers are expected to report any breach to the Designated Teachers for Safeguarding Children.

Please complete the section below to confirm that you agree to adhere to the Code of Practice

Pass this signed agreement to the school office, taking a copy for yourself if you wish to.

Name:.....

Role:.....

Date:.....

I have read the Code of Practice and agree to follow the guidelines, and act accordingly.
I understand the consequences if I break any of the guidelines.

Signature:.....

Date:.....



Appendix 4 St Bernadette's Child Protection Procedures

A Safeguarding Children file is located in the staffroom and contains policies and further guidance. Concern recording forms and additional information is located on notice board in staffroom.

All staff will receive the standard Safeguarding Training every three years minimum and induction training within two weeks of joining the school.

It is our responsibility to help keep our children safe by providing a safe environment, identifying children who are suffering or likely to suffer significant harm and taking appropriate action.

The aim of this document is to ensure that you understand what is expected of you if you become concerned about the safety of a child.

Please seek advice from our Designated Teachers for Safeguarding, Maxine Clewlow or Jane Zamora, if you are unclear about your role.

When and what might I be concerned about?

At any time you may be concerned about information which suggests a child is being neglected or experiencing physical, emotional or sexual harm.

You may observe physical signs, notice changes in the child's behaviour or presentation, pick up signs of emotional distress or have a child disclose a harmful experience to you.

Harm to a child can be caused by:

A parent/carer

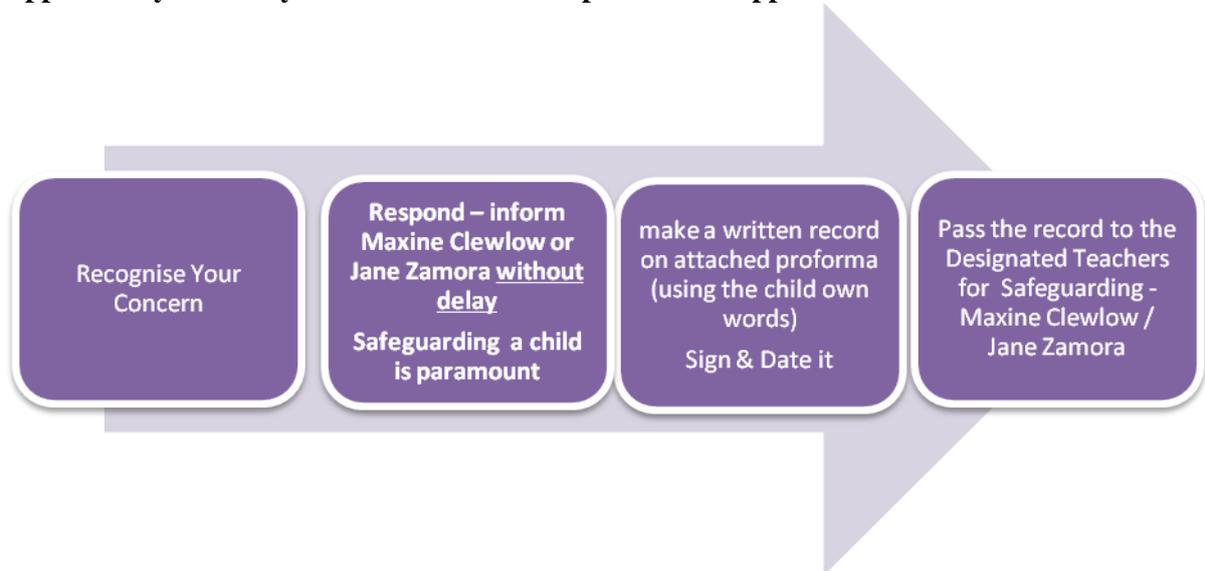
A family member/friend

Another child

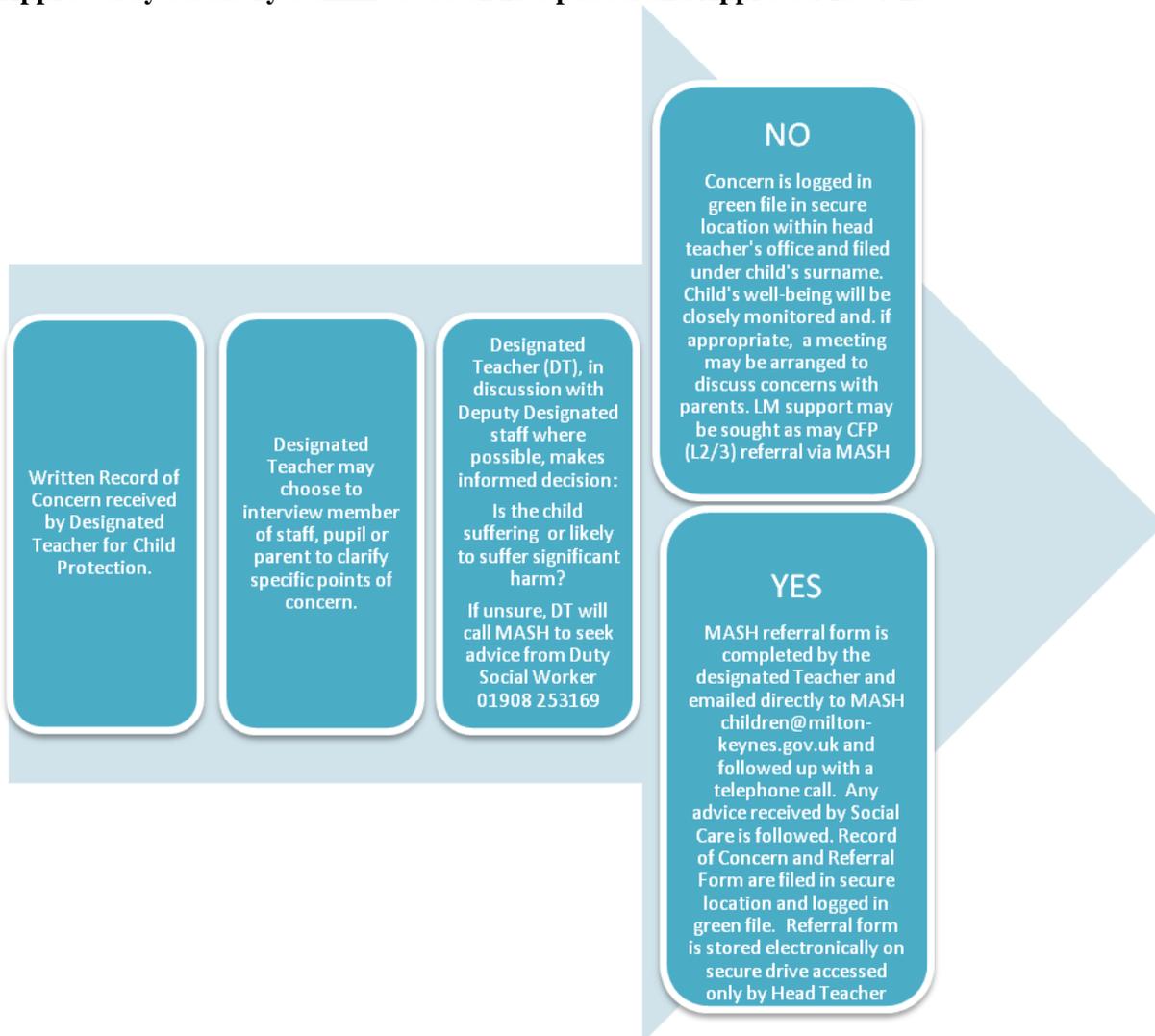
A stranger

A member of staff/volunteer

What should I do I am concerned about the well-being of a child?



What happens once I have raised a concern about the well-being of a child?



What should I do if the alleged abuser is a member of the staff or a Volunteer?

If your concern is about a staff member or volunteer, you should report this to the Designated Teachers for Safeguarding Children (Maxine Clewlow or Jane Zamora). If your concern is about the Designated Teachers for Safeguarding Children, you should report such allegations to the Local Authority Designated Officer(LADO). Contact details can be found below.

Important Contact Information

The Child Protection Policy can be found :

On the school Website www.stbernadettesschool.com/policies.htm

In line with this, **any concern must be reported**

Your Designated Teacher for Safeguarding is:

Maxine Clewlow (Head Teacher)

Your Deputy Designated Teacher for Safeguarding:

Jane Zamora (Deputy Head)

Contact Numbers:

School Tel: 01908 692438

Local Authority Designated Officer (LADO) is:

Bill Cook 01908 254306

Milton Keynes Referral Hub is : 01908 253169/70

Out of Hours: 01908 265545

HOW TO RESPOND TO A DIRECT DISCLOSURE:

DO

1. DO LISTEN CAREFULLY TO WHAT THE CHILD IS SAYING
2. DO GIVE THE CHILD SPACE AND TIME
3. DO TELL THE CHILD IT IS NOT HIS/HER FAULT
4. DO TELL THE CHILD THEY WERE RIGHT TO TELL
5. DO USE YOUR EYE CONTACT CAREFULLY, DO NOT STARE THE CHILD OUT, BUT MAKE SURE YOU LOOK AT THE CHILD SO THEY KNOW YOU ARE LISTENING
6. DO BELIEVE THE CHILD
7. DO WRITE DOWN AS SOON AS POSSIBLE AFTER THE DISCLOSURE EXACTLY WHAT WAS SAID. SIGN AND DATE THIS REPORT
8. DO TELL MAXINE CLEWLOW OR JANE ZAMORA AS SOON AS POSSIBLE AFTER YOU HAVE RECORDED THE DISCLOSURE
9. DO FOLLOW THE CHILD PROTECTION POLICY PROCEDURES
10. DO THANK THE CHILD FOR TALKING TO YOU
11. DO TELL THE CHILD THAT YOU MUST PASS ON THE INFORMATION
12. DO ACT QUICKLY

DO NOT

1. DO NOT PANIC – THIS IS FAR MORE SCARY FOR THE CHILD
2. DO NOT LOOK SHOCKED
3. DO NOT RUSH OFF AND GET SOMEONE ELSE TO LISTEN
4. DO NOT PROMISE TO KEEP ANY SECRETS
5. DO NOT TELL THEM IT WILL STOP NOW
6. DO NOT ASK LEADING QUESTION (Instead, use TED – “Tell me more...”, “Explain that to me”, “Describe what happened”
7. DO NOT PUT WORDS INTO THE CHILD’S MOUTH
8. DO NOT MAKE NEGATIVE COMMENTS ABOUT THE ABUSER
9. DO NOT SHARE THE DISCLOSURE WITH ANYONE OTHER THAN MAXINE CLEWLOW OR JANE ZAMORA

DEALING WITH A DISCLOSURE SUMMARY:

During a disclosure: Listen, don’t ask questions, believe, thank the child.

After the disclosure: Record, tell designated person or head teacher, look after yourself.

Never discuss our pupils, staff or school events via social networking sites and maintain your privacy settings.

Our school is committed to the highest possible standards of openness, probity and accountability. In line with this, the Governing Body encourages employees with serious concerns about any aspect of the school’s work to come forward to voice these concerns. The Governing Body has formally adopted the ‘Confidential Reporting (Whistleblowing) Policy issued by Milton Keynes Council. The policy is available on the staff notice board.

If you have any concerns about the behaviour of ANY member of staff towards our pupils you must share these concerns with the appropriate people as designated in the Whistle Blowing Policy.

THE SAFETY OF THE CHILD IS PARAMOUNT AND MUST OVERRIDE ALL OTHER CONSIDERATIONS



Safeguarding Children Procedures (Staff Handbook)

The school's Designated Teachers for Safeguarding Children are:

Maxine Clewlow (Headteacher) and Jane Zamora (Deputy Headteacher)

**If you have concerns about a child or a child discloses information which you feel places them or has placed them at risk from harm you must report this to the designated officers
Please read the Safeguarding policy carefully.**

Throughout the day our primary concern is the wellbeing of the children entrusted to our care and the welfare of everyone responsible for looking after them.

Data we hold on children is for school use only, it must not be passed on to a third party eg parents asking for class lists for party invitations etc. Information held in school may only be given to others with the Head Teacher's approval.

All staff must enter through the main doors and sign in and out. Anyone not on the permanent staff of the school must report to the School Office where they will be required to sign in and wear a visitor's badge. The doors immediately inside the main entrance and admin corridor have additional locks which require a fob; a fob will be issued to you when your contract commences.

Once the morning registration period has closed, pupils must enter through the main doors and be signed in by their parents. At the end of the day, external classroom doors must be closed and locked at 3.15pm KS1 and 3.25pm KS2, when the side gate will also be locked. Any children still in class at 3.30pm should be taken to the School Office and their family should be contacted.

Please resist the temptation to provide fresh air to the staffroom by opening the fire door; such an action leaves the whole admin block vulnerable and, in turn, could provide access to the Foundation Stage and the main school. Similarly, please do not use the fire doors in the hall for ventilation.

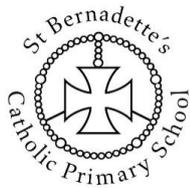
Please note that when the front door automatic opening is turned off at 4pm, you may exit through the door by firmly pushing it open.

If children bring in sweets for the class to share only give them out for children to take home and eat under the guidance of their parents. They are not to be eaten in school.

Fire procedures are in every room and we also have further arrangements in place for dealing with other emergencies.

If an incident takes place in our grounds during school time, the intruder alarm will sound. On hearing this you must close and lock all external doors and internal classroom doors. Remain clam, keeping the children inside your locked classroom and await further instructions. Log onto SIMs as messages may be passed directly to you in this manner. Whilst that is happening, the Incident Manager (The headteacher) will be assessing the need to activate the Crisis Management Team; further details of this will be provided when you are in post.

Please do not worry, we have the procedures in place as a precaution and pray that we may never need to implement them.



Appendix 5 Definitions of Types of Abuse and Neglect

(Taken from Keeping Children Safe in Education - Statutory Guidance for Schools and Colleges. March 2015)

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. They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and

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emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child sexual exploitation (CSE): involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation/Cutting (FGM/C): or female circumcision, refers to a number of practices which involve cutting away part or all of a girl's external genitalia. Mutilated/cut infants, girls and women face irreversible lifelong health risks, among other consequences.

There are different types of FGM: Type 1: removal of the skin around the clitoris and/or the partial or complete removal of the clitoris

Type 2: As above and the removal of the labia

Type 3: As 1 and 2 and stitching or a seal across the vagina leaving a very small opening.

A conservative estimate is that 70 million girls and women living today have been subjected to FGM/C.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Training on FGM is given as part of our school's Single Agency Safeguarding Training