Oldbrook First School Child Protection Policy and Safeguarding Statement

September 2022

Oldbrook
First School & Nursery
Together we make the difference

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1. Key Contacts

Role	Name	Contact details (Please ensure
Headteacher	Mr Kirk Hopkins	01908 604689
Designated safeguarding lead (DSL)	Mr Kirk Hopkins	01908 604689
Out of hours contact arrangements for DSL	e-mail Headteacher	head@oldbrookschool.co.uk
Deputy DSL	Mrs Rachael Dunkley (Assistant Head) Miss Elise Muncaster (EYFS Leader) Maxine Bassett (Learning Mentor)	01908 604689
Other members of the safeguarding team:	Janet Haines (Safeguarding Governor) Collen Kirkbride	01908 604689 office@oldbrookschool.co.uk FAO: Mrs Haines
Prevent lead	Mr Kirk Hopkins	01908 604689
Child exploitation lead	Mr Kirk Hopkins	01908 604689
Looked after children lead	Mr Kirk Hopkins	01908 604689
Mental Health and wellbeing lead	Mr Kirk Hopkins	01908 604689
Chair of Governing Board	Mrs Janet Haines	01908 604689 office@oldbrookschool.co.uk FAO: Mrs Haines
Designated governor for safeguarding	Mrs Janet Haines	01908 604689 office@oldbrookschool.co.uk FAO: Mrs Haines
Designated governor for mental health and wellbeing	Mrs Janet Haines	01908 604689 office@oldbrookschool.co.uk FAO: Mrs Haines
Safer Recruitment Governor	Mrs Janet Haines Miss Colleen Kirkbride	01908 604689 office@oldbrookschool.co.uk FAO: Mrs Haines / Miss Kirkbride

All contacts can be accessed via the main school office: Oldbrook First School Oldbrook Milton Keynes, MK6 2NH Tel: 01908 604689	**Milton Keynes MASH** – 01908 253169 For allegations about people who work with children: Contact Milton Keynes MASH as above

e-mail:office@oldbrookschool.co.uk	or: **Local Authority Designated Office (LADO)** Tel: 01908 254300 email: lado@milton-keynes.gov.uk

2. What to do if you have a welfare concern - flowchart

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

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

- Reassure the child
- Clarify concerns if necessary (**TED**: **T**ell, **E**xplain, **D**escribe)
- Use child's own words
- Record time, date, location, member of staff reporting etc.
- Seek support for yourself if required from DSL

3. Inform the Designated Safeguarding Lead – Mr Hopkins or Mrs Dunkley in his absence. 01908 604689

4. Designated Safeguarding Lead

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

If you are unhappy with the response

Staff:

- Follow local escalation procedures
- Follow Whistleblowing procedures

Pupils and Parents:

- Follow school complaints procedures (www.oldbrookschool.co.uk/about-us/policies)

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

6. Monitor - Be clear about:

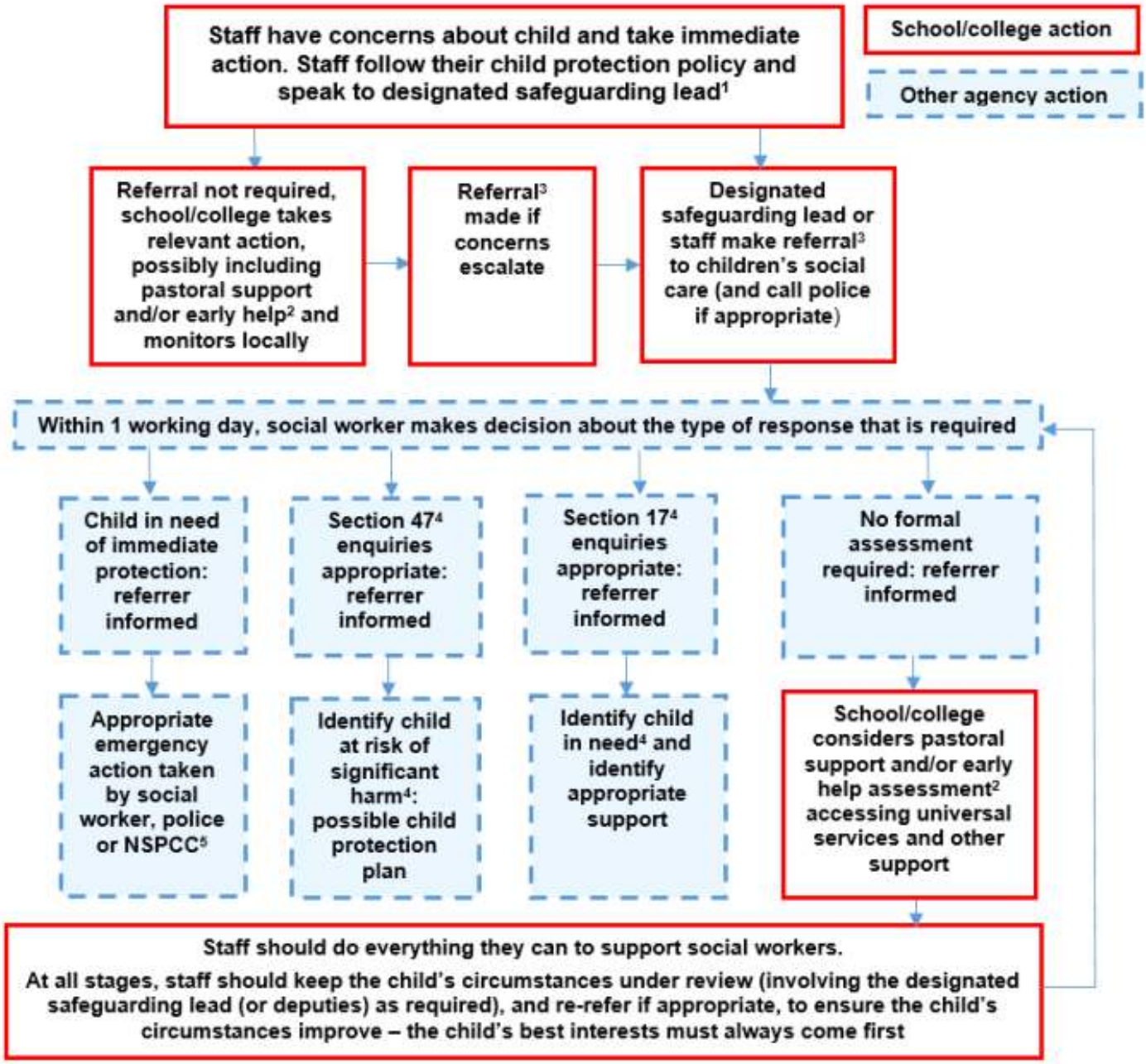
- What you are monitoring e.g. behaviour trends, appearance etc.
- How long you will monitor
- Where, how and to whom you will feedback and how you will record

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

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

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

KCSIE 2022 – Actions where there are concerns about a child



1 In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of KCSIE 2022
2 Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.
3 Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.
4 Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.
5 This could include applying for an Emergency Protection Order (EPO).

3. Local Support

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

Milton Keynes Council Multi-Agency Safeguarding Hub (MASH):
Tel: 01908 253169 or 253170 during office hours or
Emergency Social Work Team 01908 265545 out of office hours
email: children@milton-keynes.gov.uk

For allegations about people who work with children:

Contact the MILTON KEYNES COUNCIL MASH as above
or:

Local Authority Designated Office (LADO)
Tel: 01908 254300
email: lado@milton-keynes.gov.uk

If in doubt – consult.

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

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

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

4. MK Together and Summary Overview of Local Partnership Arrangements

MK Together Partnership Joint Children and Adults Safeguarding Competency Framework 2020

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

The framework is based on the Adult Safeguarding Roles and Competencies for Healthcare Staff (2018) and the Safeguarding Children and Young People: Roles and Competences for Healthcare staff (2019) and Keeping Children Safe in Education, 2022. The framework applies to both the safeguarding of children and adults at risk. The competencies set out in the framework are to be used in conjunction with the referenced documents and service-relevant legislation.

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

- clarify the competencies required of particular staff groups depending on the type of contact they have with children/young people and adults at risk.

- enable the relevant staff to access development opportunities, including refreshing learning at their required level of competency.

- ensure that staff access learning opportunities for children/young people and adults at risk depending on the type and nature of their work.

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

5. National Support

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

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

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

Support for Learning Disabilities
- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk
- Domestic abuse services: www.domesticabuseservices.org.uk
- Operation Encompass https://www.operationencompass.org/

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

- The right to choose: https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-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
- Centre of Expertise on Child Sexual Abuse

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
- County Lines Toolkit

6. Introduction, Ethos and Statement

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

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

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

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

The staff of Oldbrook First School recognises that it has a moral and statutory responsibility to safeguard and promote the welfare of all pupils.

All 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 or neglect and of the appropriate procedures to follow. In addition, all staff will receive safeguarding and child protection updates. Updates may be for example via email, staff newsletters or staff meetings as required, but will be at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

The Designated Safeguarding Lead will ensure that all temporary staff, volunteers and contractors are made aware of KCSIE and the school's safeguarding policies and procedures, including the Child Protection Policy and Safeguarding Statement, staff Code of Conduct, Relationships Policy, Confidentiality Policy and Whistleblowing Policy including low level concerns.

We will ensure there are appropriate systems in place for seeking and considering 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 practitioners

This policy applies to all adults, including volunteers and contractors working in or on behalf of Oldbrook First School.

7. Definitions

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

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

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

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

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, special guardianship, foster carers and adoptive parents.

Abuse: The term abuse covers neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Additional information can be found in Working together to safeguard children and Keeping Children Safe in Education, 2022.

8. Context

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

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

- The Children Act 1989
- The Children Act 2004
- The Data Protection Act 2018
- The Human Rights Act 1998
- The UK General Data Protection Regulation
- Children and Social Work Act 2017
- Education Act 2002 (Section 175/157)
- Equality Act 2010
- Keeping Children Safe in Education, 2022
  https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
- Working together to safeguard children, 2018:
  https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
- Information Sharing: Advice for practitioners, 2018
  https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice
- Data protection toolkit for schools 2018:
  Data protection: toolkit for schools - GOV.UK
- MK Together Partnership
  https://www.mkscb.org/wp-content/uploads/2019/06/MK-Partnerships-Handbook-final-2.pdf
- Multi-agency statutory guidance on female genital mutilation:

https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

- Guidance for schools and collages on children sharing nudes and semi-nudes with children and young people https://www.gov.uk/
- Child sexual exploitation: definition and guide for practitioners 2017: https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners
- Working Together to Safeguard Children (DfE 2018)

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

Bullying (including cyberbullying)	Female Genital Mutilation (FGM)	Online safety
Children with family members in prison	Forced marriage	Child-on-child abuse
Children Missing Education (CME)	Gangs and youth violence	Preventing radicalisation and extremism
Child missing from home or care	Gender based abuse and violence against women and girls	Private fostering
Child Sexual Exploitation (CSE)	Hate	Relationship abuse
Child Criminal Exploitation (County Lines)	Homelessness	Sexual Violence and Sexual Harassment
Domestic abuse	Honour based abuse	Up skirting
Drugs and alcohol misuse	Human trafficking and modern slavery	Youth produced sexual imagery or “Sexting”
Fabricated or induced illness	Health and wellbeing	
Faith abuse	Missing children and adults	(Also see Annex A within ‘Keeping Children Safe in Education’ 2022)

9. Related Safeguarding Policies, Procedures and Legislation

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

- Keeping Children Safe in Education (KCSIE) Part 1 – Revised September 2022 and Annex A
- Child Protection Policy and Statement (This Policy)
- Anti-bullying Policy
- Pupil Behaviour Policy
- Physical Intervention /Use of Restraint Policy

- E-safety / Online Safety Policy
- Parental Agreement - Photographic Images of Children
- Internet and Acceptable Use Policy
- Data Protection and Information Sharing
- Health and Safety Policy
- First Aid and Child Health Policy - including administration of medicines
- Attendance Policy
- Risk Assessments
- Intimate Care Policy
- Visits and Journeys Policy including procedures for assessing and managing risk e.g. school trips (use of EVOLVE)
- Safer Recruitment Policies and Practice
- Staff Induction Policy
- Whistle Blowing including low level concerns
- Staff Handbook /Code of Conduct for Staff
- Confidentiality Policy
- Sex and Relationships Policy
- Equality Policy
- Managing Allegations Against Staff
- Complaints Policy
- PREVENT
- Female Genital Mutilation (FGM) Guidance and Screening Tool
- Child Sexual Exploitation (CSE) guidance
- Missing from Education
- Drugs policy
- Child-on-child abuse, including sexting guidance

10. Key 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.

a. **Designated Safeguarding Lead (DSL) and deputies.**

The school has appointed a member of the leadership team, Mr Hopkins (Headteacher) as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems in school. The DSL also has the authority to act independently.

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

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

10.1 Designated Safeguarding Lead

The following description of those responsibilities here in Section 10 form the **DSL Job Description**. It is in line with Keeping Children Safe in Education, 2022.

It is the role of the DSL to:

- act as the central contact point for all staff to discuss any safeguarding concerns
- maintain a confidential recording system for safeguarding and child protection concerns
- coordinate safeguarding action for individual children
- help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children are or have experienced with staff
- liaise with other agencies and practitioners
- ensure that locally established referral procedures are followed as necessary
- represent, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
- manage and monitor the school's role in any multi-agency plan for a child.
- be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns
- ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2022)
- committ resources and, where appropriate, support and direct other staff.
- Seek advice from MK MASH in any circumstance where further clarity may be helpful. If unsure whether a referral is appropriate, always consult MASH.
- Refer 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.
- Ensure 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. Note that this may not necessarily be MKC. Current Virtual School Headteacher for MKC is Rhian Williams and Deputy Virtual School Headteacher is Jenny Cooledge.
- Ensure the designated teacher works with the virtual school head to promote the educational achievement of previously looked after children.

Further detail can be found in KCSIE 2022 Annex C

10.2 Members of Staff

Induction training: All staff members, will receive a mandatory induction to familiarise themselves with policy and procedure. Every member of staff is responsible for ensuring that they understand, asking the Headteacher (DSL) or a Deputy DSL for clarification if necessary.

All members of staff have a responsibility to:

- provide a safe environment in which children can learn
- be prepared to identify children who may benefit from early help
- understand the early help process and their role in it
- understand your schools safeguarding policies and systems
- undertake regular and appropriate training which is regularly updated (to attend Child Protection training, every three years as a minimum, and receive updates on safeguarding and child protection, as required, but at least annually.
- be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989

- know what to do if a child tells them that he or she is being abused or neglected and how to record
- know how to maintain an appropriate level of confidentiality
- be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
- Read, understood and follow relevant policies and procedures (Child Protection Policy, Whistleblowing Policy including low level concerns, Acceptable Use Policy, Staff Code of Conduct and Safer Working Practices, KCSIE Part 1 and other safeguarding documents).
- 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 that children may not feel ready or know how to tell someone that are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from speaking to the designated safeguarding lead. It is also important that staff determine how best to build trusted relationships with children which facilitate communication.

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

10.3 Children and Young People

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

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

10.4 Parents and Carers

Parents/carers have a responsibility to:

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

Parents can obtain a copy of the school Safeguarding and Child Protection Policy and other related policies on request and can view them via the school website www.oldbrookschool.co.uk

10.5 Governing Boards and Management of Safeguarding

The Governing Board must ensure that it complies with its duties under legislation. It must also have regard to this guidance to ensure that the policies, procedures and training in the school is effective and complies with the law at all times.

All governors must receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Governor training should be regularly updated.

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

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

In summary, responsibilities placed on the Governing Board include:

- Appointing an appropriate senior member of staff to act as the Designated Safeguarding Lead. (DSL)
- Ensuring that the DSL fulfils the role and upholds the school's statutory responsibilities.
- Prioritising the welfare of children and young people and creating a culture where the staff is confident to challenge senior leaders over any safeguarding concerns.
- Supporting multi-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
- Ensuring that an effective Child Protection Policy and procedures are in place and that the policy and structures supporting safeguarding children are reviewed annually, together with a staff Code of Conduct.
- Ensuring all members of staff are provided with Part One of Keeping Children Safe in Education, 2022
- Ensuring that staff induction is in place with regards to child protection and safeguarding.
- Ensuring that all of the Designated Safeguarding Leads (including deputies) undergo formal child protection training every two years (in line with MKCSB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).
- 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 and review regularly. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.
- Ensuring that the school's Single Central Record regarding staff details is fully compliant and up to date.
- Ensure a staff code of conduct is in place.
- In accordance to the Equality Act, ensure that the school does not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).
- That there is a nominated governor for child protection on the Governing Board. This is currently Janet Haines.
- Should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

- Ensuring compliance with the The Public Sector Equality Duty (PSED) which is found in the Equality Act. This is a legal requirement for state-funded schools.
- The PSED places a general duty on schools and colleges to have, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism.
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Additional information to support Governing Boards in carrying out their duties can be found in Keeping Children Safe in Education, 2022 which governors will have read and must follow.

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

Quality assurance of safeguarding in school

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

11. Recognition of Types of Abuse and Neglect

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

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

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

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

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

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

12. Safeguarding and Child Protection Procedures

Milton Keynes multi-agency procedures include detailed chapters on:

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

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

- the four stages of intervention from early help to child protection and the criteria that define these (MK Level of Need)
- when and how to make a referral to Milton Keynes Multi Agency Safeguarding Hub (MASH).

Everyone at the school must recognise the importance of working with other agencies and leaders will enable staff to attend/contribute appropriately to relevant meetings including: Child Protection Strategy Meetings; Family Support (Child in Need) Meetings; Child Protection Conferences; Core Groups; Child Care Reviews.

13. Record Keeping

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

- Make a record of the date, time and place of the conversation, as soon as possible. Record the child's own words, along with any observations on what has been seen and any noticeable non-verbal behaviour. Use school electronic recording system MyConcern.
- Do not destroy the original notes if hand written in case they are needed by a court. These should be given to the DSL.
- Record factual statements and observations rather than interpretations or assumptions.
- All concerns, discussions, decisions and outcomes made and the reasons for those decisions including resolution should be recorded on MyConcern. If members of staff are in any doubt about recording requirements, they should discuss their concerns with DSL.

All concerns and incidents must be recorded on MyConcern immediately.

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

When children leave the school, the DSL ensures the safeguarding file and any child protection information is sent to the new school as soon as possible (within five working days for an in-year transfer or within the first 5 days of the start of a new term), ensuring secure transit and a confirmation of receipt should be obtained. The file should be transferred separately from the main pupil file. Transfer schools who use MyConcern will be sent and electronic transfer file securely. Local guidance on the transfer and retention of safeguarding files should be observed. Please refer to the MK document Child Protection Record Keeping Guidance for schools (Including transfer, storage and retention)

Schools should obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data

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

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

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

If a pupil who is/or has been the subject of a child protection plan changes school, the DSL will inform the social worker responsible for the case and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the child's academic file. The DSL will also consider if it would be appropriate to share any information with the new school in advance of the child leaving to support a smoother transition.

14. Confidentiality and Information Sharing

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

National guidance can be found in:

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

All staff should follow the national information sharing guidance.

In summary:

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

Governing Boards need to be aware that among other obligations the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. Schools are vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes.

Further information about information sharing can be found in KSCIE 2022 Part 2.

15. Children Who Might Need Early Help

All staff need to be aware of, and understand, their role in identifying emerging problems and sharing information with other practitioners to support early identification and assessment of a child's needs. It is important for children to receive the right help, at the right time, to address risks and prevent issues escalating. This also includes staff being active in monitoring and feeding back ongoing or

escalating concerns to the DSL, to ensure due consideration can be given to a referral if the child's situation does not appear to be improving.

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

- Children with a disability and/or specific additional needs
- Children with SEND
- Children who are acting as a young carer
- Children who are showing signs of engaging in anti-social or criminal behaviour, including gang involvement, County Lines and association with organised crime groups
- Children whose family circumstances present challenges for the child, such as substance abuse, adult mental health or learning disability, domestic abuse
- Children who are showing early signs of abuse and/or neglect
- Children who have returned to their family from care
- Children at risk of being radicalised or exploited
- Children who are privately fostered (whether or not they have a statutory Education and Healthcare Plan)
- Children who are frequently missing/ go missing from care or from home
- Children who are misusing drugs or alcohol
- Children who are at risk of modern slavery, trafficking or exploitation.

16. Multi-Agency Working

Oldbrook First School recognises and is committed to its responsibility to work with other practitioners and agencies in line with statutory guidance.

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

School DSL's will work in partnership with our safeguarding partners; the Local authority, Integrated Care Boards and the chief officer of police.

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

17. Complaints

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

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

18. Staff Induction, Awareness and Training

All members of staff have been provided with a copy of Part One of KCSIE (2022) which covers Safeguarding information for all staff. School leaders will read the entire document. School

leaders and all members of staff who work directly with children will access Annex A within KCSIE 2022. Members of staff have signed to confirm that they have read and understood Part One and Annex A via Smartlog. ***(Kept in Safeguarding Records File)***

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

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

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

Local safeguarding priorities are also shared with staff to support the Milton Keynes context. At this time there are 5 key priorities:

1. Child Poverty
2. Domestic Abuse
3. Mental Health
4. Violent Crimes
5. Hate Crimes

19. Safer Working Practises

All members of staff are required to work within clear guidelines on Safe Working Practice / the school's Code of Conduct.

Staff should be aware of the school's Behaviour Policy and Positive Handling Policy, and any physical interventions must be in line with agreed policy and procedures.

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

20. Staff Supervision and Support

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

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

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

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

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

The school will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision.

21. Safer Recruitment

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

These include ensuring that:

- the Headteacher and other staff responsible for recruitment and members of the Governing Board complete safer recruitment training
- the Single Central Record of all staff and regular volunteers is kept up to date and includes all the required information including identification checks
- written recruitment and selection policies and procedures are in place
- statutory responsibilities to check staff who work with children are followed
- all governors have enhanced DBS checks and a section 128 check
- proportionate decisions are made when considering the need for any further checks beyond what is required
- the school has obtained written notification from any agency, or third-party organisation, that they have carried out the same checks as the school would otherwise perform on any individual who will be working at the school or online delivery. In respect of the enhanced DBS check, schools must ensure that written notification confirms the certificate has been obtained by either the employment business or another such business.
- volunteers are appropriately supervised
- at least one person on any appointment panel is safer recruitment trained
- schools should only accept copies of a curriculum vitae alongside an application form
- the school must obtain written notification from any agency, or third party organisation,
- the school is compliant with guidance contained in Keeping Children Safe in Education, 2022 - Part 3.

22. Safeguarding concerns or allegations made about staff, including supply teachers, volunteers and contractors

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

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

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

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

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

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

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

KCSIE, 2022 **Part 4: Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors** sets out the duties of employers and employees in handling allegations and also in caring for their employees. This section covers a range of relevant processes, incorporating the role of the LADO.

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

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

23. Safeguarding Children with Special Educational Needs and Disabilities

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

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration
- Assumptions that children with SEND can be disproportionally impacted by things like bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing and reporting these challenges
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.
- A reluctance to challenge carers, (practitioners 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 child's understanding of abuse
- Lack of choice/participation
- Isolation.

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

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

24. Children who are lesbian, gay, bi or trans

All members of staff at Oldbrook First School recognise the fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out and share their concerns with a trusted adult.

25. Child-on-child Sexual Violence and Sexual Harassment

All members of staff at Oldbrook First School recognise that children are capable of abusing their peers. Child-on-child sexual violence and sexual harassment 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. All staff should understand, that even if there are no reports in schools it does not mean it is not happening, it may be the case that it is just not being reported. It is important if staff have any concerns that they should speak to their designated safeguarding lead (or deputy).

All staff should be clear as to the school's policy and procedures to minimise the risk, which should reflect Part 5 of Keeping Children Safe in Education 2022 in the school's approach to allegations against pupils, including consensual and non-consensual sharing of nude and semi-nude image and/or videos. Relevant other policies might include the behaviour policy, anti-bullying policy, child protection policy and online safety policy.

The school must take action to ensure that the safety and welfare of all pupils, including the victim, the accused and others who are directly or indirectly involved. Schools must make it clear that Child-on-child sexual violence and/or harassment will never be accepted or dismissed as "children being children". Abuse is abuse and will never be tolerated or passed off as banter, just having a laugh or part of growing up. Victims should be taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and should be explained in a way that avoids alarming or distressing them.

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.

26. Gangs, County Lines, Violent Crime and Exploitation

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

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

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

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

27. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

All members of staff at Oldbrook First School recognise that Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. The experiences of girls being criminally exploited can be very different to boys, indicators of CCE may also be different for girls. KCSIE 2022 makes it clear that CSE is a form of child sexual abuse

28. Female Genital Mutilation (FGM)

All members of staff at Oldbrook First School recognise that whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers that if a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

29. Domestic Abuse

All members of staff at Oldbrook First School recognise that Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

30. Online Safety

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

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

Oldbrook First School identifies that the issues can be broadly categorised into four 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.
- **commerce:** Risks such as online gambling, inappropriate advertising, phishing and other financial scams.

The DSL and leadership team have read and understood sections 1.35 – 1.48 regarding Online Safety within KCSIE 2022.

Oldbrook First School recognises the specific risks that can be posed by mobile phones, internet connected wearables (Smart Watches) and cameras and in accordance with KCSIE 2022 and EYFS Statutory Framework 2021 has appropriate policies in place that are shared and understood by all members of the school community. Further information reading the specific approaches relating to this can be found in the schools Social Networking, Acceptable Use Policy, Code of Conduct which can be found in the school office.

Oldbrook First School will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision. Filtering is provided by TurnItOn through Surfprotect.

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

Oldbrook First School will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online including harmful challenges. Staff training will be aligned regularly in regards to the Teacher Standards. Parents are informed through termly curriculum newsletters and weekly curriculum parentmails about what their children may accessing online and who if anyone their child is going to be interacting within online.

Where children are being asked to learn remotely from home advice will be given to parents and pupils to promote online safety.

31. Curriculum and Staying Safe

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

Our curriculum ensures children are taught about how to keep themselves and others safe including online as well as other areas of safeguarding by covering relevant issues through Relationships and Health Education in line with the statutory guidance Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk). We provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and that of others. Online safety is integrated into the curriculum. Educating will also be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

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

32. Mental Health and Wellbeing

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

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

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

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

33. The Use of Premises by Other Organisations

Where services or activities are provided separately by another body using the school premises, the Headteacher and Governing Board will seek written assurance that the organisation concerned

has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.

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

34. Security

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

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

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

35. Monitoring and Review

All school staff (including temporary staff and volunteers) will have access to a copy of this policy. The policy will also be available to parents/carers and published on the school website.

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

Policy Reviewed by Kirk Hopkins September 2022

Ratified by Governing Body October 2022.

Appendix 1

Code of Conduct Policy for Staff and Volunteers When Working with Children

This code of conduct is principally designed to safeguard children and young people involved in any activity run by Oldbrook First School, it will also help to protect you, by identifying required standards of behaviour as you carry out your role as a member of staff or volunteer.
Following this code of conduct will reduce the likelihood of any misinterpretations of your actions. It is key for you to remember that you have been allocated a position of trust and responsibility and you must act in accordance with this.

✓ DO treat all of those involved equally with respect and dignity – offensive, discriminatory or aggressive behaviour will not be tolerated.

✓ DO understand your role in any policies and procedures e.g. child protection, health and safety – be clear about what you should do if a concern about the safety or welfare of a young person arises.

✓ DO co-operate fully with other volunteers and professionals.

✓ DO consistently display high standards of behaviour and appearance.

✓ DO show respect for your peers and participants, and treat them how you would want to be treated yourself.

✓ DO understand that inappropriate behaviour will be followed up by the Designated Safeguarding Lead in consultation with the Local Authority Designated Officer

✓ DO act as a role model for young people in your care, your behaviour may influence others

✓ DO ensure that permission is sought from parents for any photographs or video of children or young people. These may only be captured using Oldbrook School equipment and is subject to Oldbrook School storage restrictions in line with GDPR policy.

✓ DO remember that your behaviour towards participants to whom you are in a position of trust should reflect your role. Sexual relationships with anyone under the age of 18 in your care will be treated as an abuse of trust and dealt with through disciplinary procedures and legal processes.

✓ DO be vigilant of changes in behaviour and inappropriate conduct in other Staff and volunteers and report to your Designated Safeguarding Lead in line with the Whistleblowing Policy, procedures for repoting low level concerns and allegations against staff.

✓ Do remember that you are a professional and maintain professional boundaries with relationships with all children and parents that you work with including the use of social media and follow acceptable use of technologies.

✓ Do be aware of other staff around you. By watching and questioning each other's actions. We safeguard each other as well as the children in our care,

✓ Ensure that all your work with children is within sight of other staff and that your actions cannot be misconstrued by the child, parents or other members of staff.

✓ Do be prepared to identify children who may benefit from early help.

✓ Do check your e-mail's and read the staff board daily to ensure you are up to date with relevant information.

There are a number of things that you must ensure do not happen whilst you are working or volunteering in this organisation

⌦ Never spend time alone with children out of sight of others.

⌦ Never take or drop off a child alone unless you are following agreed procedures and have agreed safeguards in place.

⌦ Never take children to your home.

⌦ Never engage in rough, physical or sexual provocative games.

⌦ Never allow or engage in any form of inappropriate touching or physical abuse.

⌦ Do not take part in or tolerate behaviour that frightens, embarrasses or demoralises a child or young person or affects their self-esteem.

⌦ Never make sexual suggestive comments to a child, even in gest.

⌦ Do not allow allegations made by a child to go unchallenged, unrecorded or ignored.

⌦ Never make a child cry as a form of control.

⌦ Do not do things of a personal nature for children or vulnerable adults that they can do for themselves.

⌦ Do not contact children or families individually via Facebook or any other social media including mobile phones.

⌦ Don't make promises that you cannot keep. All allegations or disclosures on child protection issues must be reported on.

⌦ Avoid favouritism and special friendships.

⌦ Do not take pictures of the young people using personal equipment.

⌦ Do not cover visibility panels.

This code of conduct protects the children and young people we work with, you as a member of staff or volunteer at Oldbrook First School, by reducing the risk of anyone working with us, using their role to access children to cause harm.

In accordance with the Independent Standards Regulations, the school requires all applicants to disclose criminal convictions, whether committed in the UK or elsewhere. You must:

- Notify the Headteacher in writing if charged with any criminal offence or if convicted of any criminal offence, this includes cautions during your time of employment at Oldbrook First School. Failing to notify the school will constitute grounds for disciplinary action.

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 conduct 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 Safeguarding Lead.

Please complete the section below to confirm that you agree to adhere to the Code of Conduct, have read, understood Keeping Children Safe in Education 2022 and are aware of the procedures as set out in the Children Protection and Safeguarding Policies and paragraphs 51-67 in KCSIE 2022 for reporting concerns.

Name: **Role:**

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

Signature: **Date:** / /