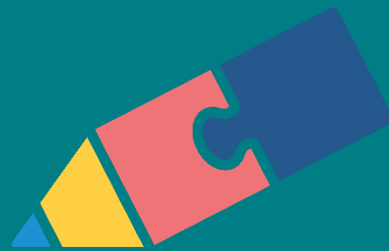


Child Protection Policy and Safeguarding Statement

September 2025



Oldbrook
First School & Nursery
Together we make the difference



milton keynes council

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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@oldbrookschoo.co.uk
Deputy DSL	Mrs Rachael Dunkley (Assistant Head) Mrs Sam Manser (EYFS Leader) Miss Kirstie Carrington (Wrap Around)	01908 604689
Other members of the safeguarding team:	Janet Haines (Safeguarding Governor) Collen Kirkbride	01908 604689 office@oldbrookschoo.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@oldbrookschoo.co.uk FAO: Mrs Haines
Designated governor for safeguarding	Mrs Janet Haines	01908 604689 office@oldbrookschoo.co.uk FAO: Mrs Haines
Designated governor for mental health and wellbeing	Mrs Janet Haines	01908 604689 office@oldbrookschoo.co.uk FAO: Mrs Haines
Safer Recruitment Governor and Staff	Mrs Janet Haines Mr Kirk Hopkins Mrs Jade Carter	01908 604689 office@oldbrookschoo.co.uk FAO: Mrs Haines
Prevent – Channel Referrals	National Police Prevent Advice Line	0800 011 3764
National Anti-Terrorist Hotline		0800 789 321
<p>All contacts can be accessed via the main school office: Oldbrook First School and Nursery Oldbrook Milton Keynes, MK6 2NH Tel: 01908 604689 e-mail:office@oldbrookschoo.co.uk</p>		<p>Milton Keynes MASH – 01908 253169/253170 For allegations about people who work with children: Contact Milton Keynes MASH as above or: Local Authority Designated Office (LADO) Jo Clifford and Kay Newman Tel: 01908 254307 email: lado@milton-keynes.gov.uk Northamptonshire MASH Tel: 0300 126 7000 (option 1)</p>

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.

- **Receive**
- **Reassure** the child
- Clarify concerns if necessary (**TED**: Tell, Explain, Describe)
- Use child's own words
- **React**
- **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, Mrs Manser, Mrs Carrington in his absence.**

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.oldbrookschoo.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:

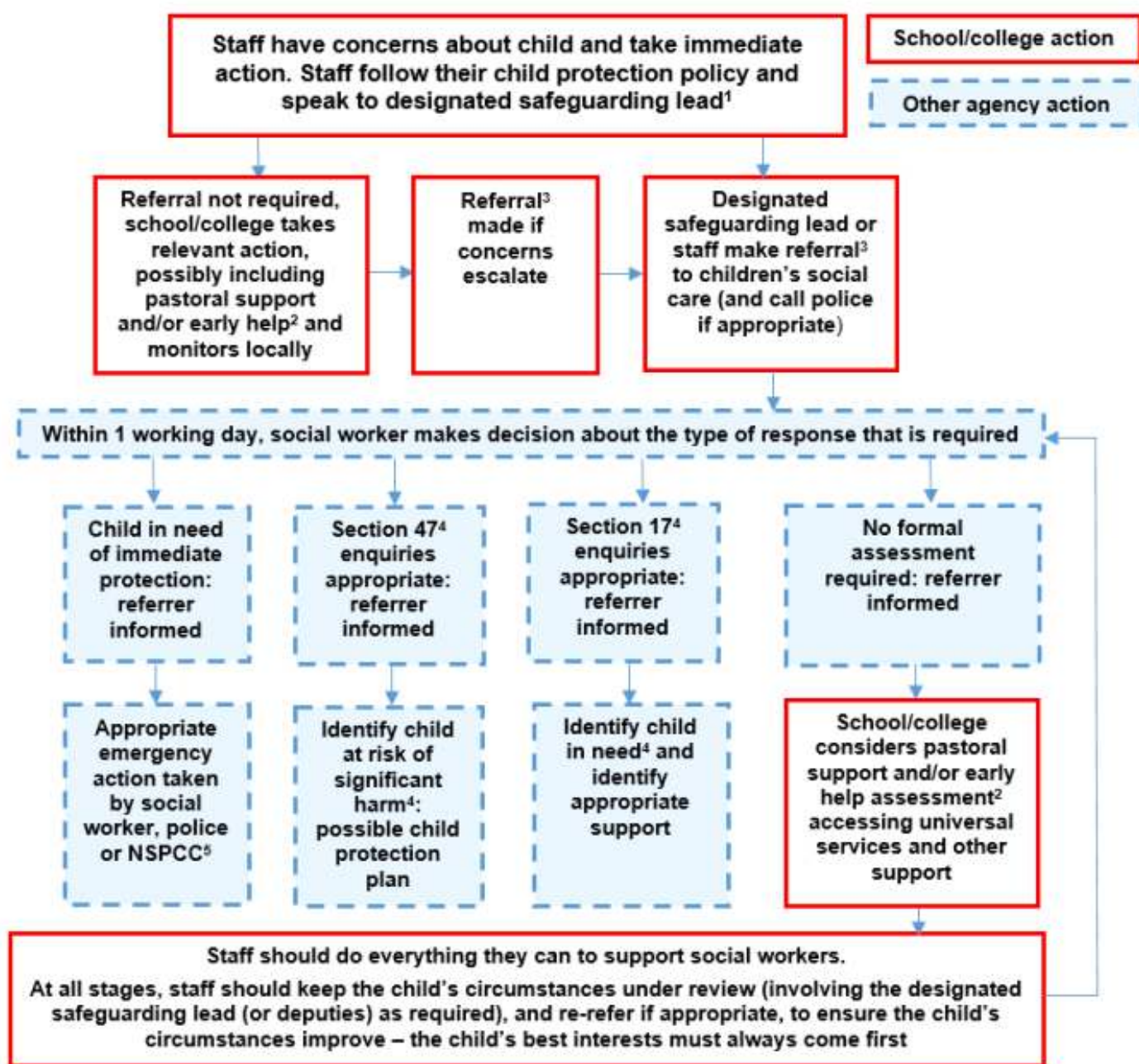
- What you are monitoring e.g. behaviour trends, appearance etc.
- How long you will monitor
- Where, how and to whom you will feedback and how you will record

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 2025 – 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 the full version of KCSIE.

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:

<p>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</p>	<p>Northamptonshire Multi-Agency Safeguarding Hub (MASH): Tel: 0300 126 7000 (option 1)</p>
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For allegations about people who work with children:

Contact the MILTON KEYNES COUNCIL MASH as above
or:

Local Authority Designated Office (LADO)
Tel: 01908 254307
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 Safeguarding Partnership](#) Joint Children and Adults Safeguarding Competency Framework

The MK Together Safeguarding Partnership brings together senior leaders from key agencies in Milton Keynes to agree ways to co-ordinate local safeguarding services, act as a strategic leadership group in supporting and engaging others and implement local and national learning, including from serious child safeguarding incidents.

As part of its work the MK Together Safeguarding Partnership develops and publishes policies, guidance, and resources to aid the safeguarding of children and vulnerable adults.

As set out in Working Together 2023 and the Care Act 2014, the members of the MK Together Safeguarding Partnership work together to set out and deliver strategic priorities. It is a decision-making body and is accountable to the Health and Care Partnership and the Community Safety Partnership.

The MK Together Partnership has produced the handbook below that details how the multi-agency safeguarding arrangements are incorporated into the Milton Keynes (MK Together) Partnership arrangements.

[MK Together Handbook](#)

The MK Together Safeguarding Partnership provides system-wide leadership for safeguarding. It seeks to assure itself that:

- Safeguarding practices in the city of Milton Keynes are compliant with legislative standards.
- The needs of local children and adults at risk of harm are met.
- Local services strive for continuous improvement.

Further information about MK Together can be found on their website www.mktogether.co.uk

5. National Support

Support for staff

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

Support for Pupils

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

Support for adults

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

Support for Learning Disabilities

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

Domestic Abuse

- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadvice.org.uk
- Mankind: www.mankindcounselling.org.uk
- Domestic abuse services: www.domesticabuseservices.org.uk
- 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 and [Shore Space](#)
- 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
- [Generative AI: product safety expectations](#)
- South West Grid for Learning: swgfl.org.uk
- National Crime Agency and CEOP: [CEOP Education](#)

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](#)

Attendance

- [Working together to improve school attendance](#)
- [Children Missing Education](#)

6. Introduction, Ethos and Statement

Oldbrook First School and Nursery 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 and Nursery recognise our statutory responsibility to safeguard and promote the welfare of all children. **This policy reflects the legal duties set out in Keeping Children Safe in Education 2025.**

At Oldbrook First School and Nursery we strive to create a culture which enables children to express their wishes and feelings and talk about anything that is of importance to them. We believe that every child deserves to receive an education within an environment where they feel safe to learn and develop. We want our pupils, staff, parents and carers to have confidence and trust in our goals and know that collaborative working is fundamental to create and maintain a child-centred approach to safeguarding.

In practice this means we endorse the key principle that the welfare of a child is paramount, keeping them at the centre of all decision making in our partnership working with them, their families, and those supporting them.

In line with our duties set out in the Children Act (1989, 2004) and Working Together (2023) we are committed to providing support and help as soon as possible, underpinned by our values that children are best looked after within their families, with their parents playing a full part in their lives where possible. We are also committed to ensuring that we work with agencies, including the Local Authority, to access support and targeted interventions for families when we consider that a child is, or may be, at risk of harm.

We hope that parents and carers will support us to undertake our statutory duties to offer early help support and to liaise with agencies to protect children who have suffered or otherwise likely to suffer significant harm without doing so. The core objective of early help support is to prevent any child from being harmed or placed at risk of harm and therefore stop any escalation where possible.

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 a responsibility to act with 'professional curiosity', to be alert to signs of abuse or neglect and report concerns to the Designated Safeguarding Lead without delay.
- 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 and Nursery 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

The school is responsible for the safeguarding of a pupil who is placed with an alternative provision provider and will ensure that the placement meets the pupil's needs. Where children are educated off-site or in alternative/satellite provision, we will obtain written confirmation that full safer recruitment checks have been carried out, ensure the setting remains safe, and regularly review the arrangements.

This policy applies to all adults, including supply staff, volunteers and contractors working in or on behalf of Oldbrook First School and Nursery and outlines the commitment to our legal duties to safeguard children, the responsibilities for all our staff and the specific roles and responsibilities for our key Designated Safeguarding Leads and Governance.

7. Definitions

Safeguarding and Promoting the Welfare of Children: Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the 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
- Taking action to enable all children to have the best outcomes.

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

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

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

Child/Children: refers to everyone 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 as well as children seeing, hearing or experiencing the effects of domestic abuse. 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, 2023.

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, 2025**
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Working together to safeguard children, 2023:
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- Information Sharing: Advice for practitioners, 2024
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- Data protection toolkit for schools 2023:
[Data protection: toolkit for schools - GOV.UK](https://www.gov.uk/government/publications/data-protection-toolkit-for-schools-2023)
- MK Together Partnership
<https://www.mktogether.co.uk/>
- Multi-agency statutory guidance on female genital mutilation:
<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>
- Guidance for schools and colleges on children sharing 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 2023)
- Prevent Duty Guidance 2023
<https://www.gov.uk/government/publications/prevent-duty-guidance>

The school and nursery acknowledge 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) and	Gangs and youth violence	Preventing radicalisation and extremism

unexplainable and/or persistent absences		
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’ 2023)

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 2025 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
- Absent 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.

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) who takes lead responsibility for safeguarding and children protection, including on-line safety, filtering and monitoring systems. 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, 2025.

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 and be aware of contextual safeguarding
- 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 (2025)
- commit 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.
- Ensure the designated teacher works with the virtual school head to promote the educational achievement of previously looked after children including kinship care.

- Understand the importance of information sharing, both within the school with other schools on transfer including in-year and between primary, and with the safeguarding partners, other agencies, organisations and practitioners
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- Be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.
- Ensure a return to the local authority when a pupil's name is deleted from the admission register.

Further detail can be found in KCSIE 2025 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 and apply the school's 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, understand 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 2025 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.oldbrookschoo.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, 2025
- 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 MKTogether 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 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.

Additional information to support Governing Boards in carrying out their duties can be found in Keeping Children Safe in Education, 2025 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, Neglect and Exploitation

All staff in school should be aware of the definitions and indicators of abuse, neglect and exploitation. 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: Early Help, 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 UK 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 2023 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. Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care, has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.

- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited and act proportionately which may include the designated safeguarding lead (or a deputy) making a [Prevent referral](#).
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

16. Multi-Agency Working

Oldbrook First School and Nursery 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 and Nursery recognises the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Early Help, 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 (2025) 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 2025. 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 4 key priorities:

1. Domestic Abuse
2. CSE
3. Gang Crimes
4. Knife 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 school follows safer recruitment practices: all staff (including volunteers) working with children are subject to appropriate background and barring checks; shortlisted candidates may have their publicly available online history checked; and records are maintained on a Single Central Record.

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, 2025 - Part 3.

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

Oldbrook First School and Nursery 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 and Nursery 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, **2025** Part 4: Safeguarding concerns or allegations made about staff, including supply teachers, 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 disproportionately 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 and Nursery will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.

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

Further information can be found here:

- [SEND Code of Practice 0 to 25 years](#)
- [Supporting Pupils at School with Medical Conditions.](#)
- [NSPCC - Safeguarding children with special educational needs and disabilities \(SEND\)](#)
- [NSPCC - Safeguarding child protection/deaf and disabled children and young people](#)

24. Children who are lesbian, gay, bisexual, or gender questioning

All members of staff at Oldbrook First School and Nursery recognise that a child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are. 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. Staff are aware that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities. Staff should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents.

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

All members of staff at Oldbrook First School and Nursery 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 2025 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 and Nursery 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 and Nursery 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 2025 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 and Nursery 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 and Nursery 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, Filtering and Monitoring

It is recognised by Oldbrook First School and Nursery 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 and Nursery identifies that the issues can be broadly categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

- **conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and
- **commerce:** Risks such as online gambling, inappropriate advertising, phishing and other financial scams.

The DSL and leadership team have read and understood sections 135 – 148 regarding Online Safety within KCSIE 2025.

Oldbrook First School and Nursery recognises the specific risks that can be posed by mobile phones, internet connected wearables (Smart Watches) and cameras and in accordance with KCSIE 2025 and EYFS Statutory Framework 2025 has appropriate policies in place that are shared and understood by all members of the school community. Further information regarding the specific approaches relating to this can be found in the schools Social Networking, Acceptable Use Policy, Code of Conduct which can be found in the school office.

Oldbrook First School and Nursery 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 and appropriate levels of security protection are in place in order to safeguard the system, staff and pupils in relation to cyber-crime technologies. The school reviews the effectiveness of this in line with the Department of Education's [filtering and monitoring standards](#) and [Cyber security standards](#) to ensure as a school we:

- identify and assign roles and responsibilities to manage filtering and monitoring systems
- review filtering and monitoring at least annually
- block harmful and inappropriate content without unreasonably impacting on teaching and learning
- have effective monitoring strategies in place that meet safeguarding needs.

Oldbrook First School and Nursery 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. Advice is given to families in the event of remote learning needing to take place.

Oldbrook First School and Nursery 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 and their expectations in understanding this. Parents are informed through termly curriculum newsletters and weekly curriculum parentmails about what their children may be accessing online and who if anyone their child is going to be interacting with online.

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

31. Children who are absent from education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. The school's response supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

32. 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 Education, Relationships and Sex Education \(RSE\) and Health Education \(DFE\)](#). 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.

33. 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 and 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.

34. 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.

35. 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.

36. 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 2025

Ratified by Governing Body September 2025.

Staff Code of Conduct



Policy Author	Mr K Hopkins	Date of Approval	September 2025
Policy Approval	Full Governing Board	Next Review Date	September 2026

Aim of this code of conduct

Oldbrook First School and Nursery expects all pupils to receive high-quality teaching and learning in a positive and respectful environment.

Employees at the school should ensure that their own behaviour, and the manner in which they conduct themselves with colleagues, pupils, parents and other stakeholders, sets a positive and professional example for pupils.

We recognise that the majority of staff members act appropriately and treat each other with dignity and respect; however, we consider it important to clarify the expected standards.

This policy forms part of a staff member's contract of employment and failure to comply with it, along with the associated school policies, may result in disciplinary action being taken, including legal action where this is warranted including the Local Authority Designated Officer (LADO).

Please complete the section below to confirm that you understand and agree to adhere to the Oldbrook First School and Nursery Code of Conduct; have read and understood Keeping Children Safe in Education 2025 Part 1; the Safeguarding and Child Protection Policy and are aware of all procedures for reporting concerns.

Name:

Role:

I have read and understood the Code of Conduct (Code of Conduct Policy 2025) and agree to follow these guidelines, acting accordingly. I am aware of my duty to report any concerns to the Headteacher or appropriate person and understand the consequences of the above if not followed.

Signature:

Date: / /

Professional behaviour and conduct

Staff are expected to demonstrate consistently high standards of personal and professional conduct such that public confidence in their integrity is sustained.

Staff will:

- Have proper and professional regard for the ethos, policies and practices of the school.
- Maintain high standards in their attendance and punctuality.
- Take care of themselves and others affected by their activity at school.
- Cooperate with school leaders in meeting their duties under the relevant regulations.
- Treat pupils, parents, colleagues and external contacts with dignity and respect.
- Observe proper boundaries appropriate to their professional position, showing tolerance of and respect for the rights of others.
- Inform the headteacher if they are subject to a criminal conviction, caution, ban, police enquiry, investigation or pending prosecution.
- Be aware that professional behaviour and conduct is expected to be extended to extracurricular trips and visits.
- Act appropriately in terms of the views they express – in particular, political views – and the use of school resources at all times.

Staff will not:

- Use foul or abusive language.
- Perpetrate discrimination, bullying, harassment, or intimidation, including physical, sexual and verbal abuse.
- Misuse or misrepresent their position, qualifications, or experience.
- Seek to bring the school into disrepute.
- Use school resources for political purposes.

Safeguarding pupils

In accordance with 'Keeping children safe in education 2025' (KCSIE), staff have a responsibility to safeguard pupils by:

- Providing help and support to meet the needs of pupils as soon as problems emerge.
- Protecting pupils from maltreatment, whether that is within or outside the home, including online.
- Preventing the impairment of pupils' mental and physical health or development.
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all pupils to have the best outcomes.

To effectively safeguard pupils, staff are required to follow the procedures outlined in this Staff Code of Conduct, the Behaviour Policy, the Child Protection and Safeguarding Policy, and the Children Missing from Education Policy.

All staff must ensure that they do not act in a way that may put pupils at risk of harm, or lead others to question their actions. Staff should also be aware of the role of the DSL and when to contact them

In accordance with the school's Behaviour Policy and Child Protection and Safeguarding Policy, staff will be prepared to identify pupils who may be subject to, or at risk of, various types of abuse, neglect and exploitation including, but not limited to, the following:

Physical abuse Emotional abuse Sexual abuse Neglect Child-on-child abuse FGM
 Child criminal exploitation (CCE) Child sexual exploitation (CSE) Domestic abuse Serious violence

Staff will also be expected to understand that mental health problems can, in some cases, be an indicator that a pupil has suffered or is at risk of suffering abuse, neglect or exploitation.

Copies of policies and a copy of Part one (or, where appropriate Annex A for staff not working directly with children) of KCSIE will be provided to staff at induction and annually as part of whole school safeguarding training. Staff will have a clear understanding of the school's policies and procedures with regards to safeguarding issues, e.g. abuse, and the important role they play in preventing harm against pupils.

In accordance with the school's Child Protection and Safeguarding Policy, staff will also be aware of the factors that could increase a pupil's risk of being subject to safeguarding issues, including but not limited to:

- Pupils who need a social worker (Child in Need and Child Protection Plans).
- Children absent from education, particularly if on repeat occasions and/or long periods of time.
- Elective Home Education (EHE).
- Pupils requiring mental health support.
- LAC, PLAC and care leavers.
- Pupils with SEND or health issues.
- Pupils who identify as or are perceived to be LBGTQ+.

If a member of staff has any concerns about a pupil's welfare, they will act on them immediately. They will follow the necessary reporting and referral procedures outlined in the Child Protection and Safeguarding Policy and speak to the DSL. Staff will be aware of the procedures to follow if a pupil tells them they are experiencing abuse, exploitation, or neglect.

In all cases, if a member of staff feels unsure as to whether an incident or pupil would be classed as a safeguarding concern, they will speak directly to the DSL. Staff will not assume a colleague will take action and share information that might be critical in keeping children safe.

Staff will recognise, acknowledge, and understand that even if there are no reports of child-on-child abuse in the school, this does not mean it is not happening. Staff will understand the scale of harassment and abuse and challenge inappropriate behaviours between peers that are abusive in nature and report any concerns regarding any form of abuse to the DSL without undue delay.

Any member of staff member that has concerns about another staff member's actions or intent or believes these actions may lead to a pupil being put at risk of harm, will report this in line with the Allegations of Abuse Against Staff Policy, Low Level Concerns Policy or Whistleblowing Policy immediately so appropriate action can be taken. This includes if the staff member in question is a volunteer, supply staff or an individual using school premises to host extra-curricular activities. Fear about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of pupils. If the concern is regarding the headteacher, staff will report this to the chair of the governing board.

Staff will undergo safeguarding and child protection training at induction. This will include training around online safety. This training will be updated at least annually to continue to provide staff members with relevant skills and knowledge to safeguard children effectively.

Staff will recognise that, when teaching pupils about safeguarding and online safety, a one-size-fits-all approach may not be appropriate for every pupil, and a more personalised or contextualised approach may be needed for pupils who are vulnerable, victims of abuse and/or have SEND.

Staff will be aware of their local early help process and understand their role in it.

Staff will be aware of the process for making referrals to children's social care service (CSCS) and for statutory assessments under the Children Act 1989, along with the role they may be expected to play in such assessments.

Staff will reassure victims that they are being taken seriously and that they will be supported and kept safe by the school. They will never give the impression that pupils are creating a problem by reporting abuse, sexual violence or sexual harassment, nor should a pupil ever be made to feel ashamed for reporting an incident.

Staff will know how to manage the requirement to maintain an appropriate level of confidentiality, involving those who need to be involved, but will never promise a child that

they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

Staff will be aware of the school's legal duty to make a referral to the DBS where they consider an individual has engaged in contact that has harmed, or is likely to harm, a child.

Appearance and dress

The school expects that staff will:

- Ensure that their appearance is clean and neat when at work or representing the school.
- Dress in a manner that is appropriate to their role – the school will make reasonable adjustments to uniform expectations to suit disabilities, medical conditions, and religious and cultural beliefs.
- Not wear clothing that could have implications for the health and safety of themselves, or others in their care.
- Remember that they are role models for pupils, and that their dress and appearance should reflect this.
- Not dress in a way that would cause embarrassment to pupils, parents, colleagues, or other stakeholders.
- Ensure that, if visible, tattoos do not cause offence to others; if tattoos are likely to cause offence, they must be covered up whilst in work.
- Ensure that jewellery and piercings are minimal and, in the health and safety interests of both staff and children, avoid anything that could catch or be caught by pupils.

Attendance

The school expects that staff will:

- Attend work in accordance with their contract of employment and associated terms and conditions in relation to hours, days of work and holidays.
- Comply with the school's notification of sickness absence procedures.
- Make routine medical and dental appointments outside of their working hours or during holidays where possible.
- Refer to the school's Staff Leave of Absence Policy if they need time off for any reason other than personal illness.
- Follow the school's absence reporting procedure when they are absent from work due to illness or injury.

Conduct outside of work

Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school.

Staff will not engage in outside work which could seriously damage the reputation and standing of the school, the employee's own reputation, or the reputation of other members of

the school community. Staff will also not engage in outside work at a level which may contravene The Working Time Regulations 1998 or affect an individual's work performance.

Staff committing offences that involve violence, possession or use of illegal drugs, or sexual misconduct is unacceptable, and will result in disciplinary procedures in line with the school's Disciplinary Policy and Procedure.

Staff will not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute. This is explored further in the [Acceptable use of technology section of this policy](#).

Smoking, e-cigarettes, alcohol, and other substances

Staff will not smoke or vape on the school premises and whenever in the sight of pupils, parents or visitors.

Staff will not smoke or vape whilst working with or supervising pupils off-site, such as when on educational visits and trips.

Staff will report for work and remain in a condition to perform their duties free from the effects of drugs, alcohol or any other substances that may hinder judgement and cause changes in behaviour; this does not include over-the-counter painkillers such as paracetamol.

Health and safety

Staff will:

- Be familiar with, and adhere to, the school's Health and Safety Policy and ensure that they take every action to keep themselves and everyone in the school environment safe and well.
- Comply with health and safety regulations, adhering to any rules, routines and procedures in place, and cooperate with school leaders and colleagues on matters relating to health and safety.
- Use the correct equipment and tools for the job and any protective clothing supplied.
- Inform the headteacher of any paid work which is undertaken elsewhere, for compliance with The Working Time Regulations 1998 (as amended).
- Adhere to their common law duty to act as a prudent parent would when in charge of pupils.

Conflicts of interests

The school is aware that situations may arise where family interests or loyalties conflict with those of the school; however, staff have an obligation to act in the best interests of the school community to avoid situations where there may be a potential conflict of interest.

All staff will be able to demonstrate that they do not have a vested interest in any decision-making or budget spending. All declarations will be submitted in writing to the headteacher for inclusion on the school's Declared Conflicts of Interest Register.

Failure to make a relevant declaration of interests is a serious breach of trust and, therefore, if employees are in doubt about a declaration, they are advised to contact the school or trade union.

Any member of staff found to be withholding information about a conflict of interest will be subject to disciplinary action in line with the Disciplinary Policy and Procedure.

Staff and volunteers will be responsible for:

- Declaring any conflicts of interest.
- Identifying any conflicts of interest that have not been previously declared.
- Following the school's Whistleblowing Policy where there are concerns that a conflict of interest has not been declared, and an individual might have subsequently benefitted.
- Ensuring that all individuals in a discussion do not have a vested interest in the subject.
- Informing the headteacher of any relatives who may have a declarable interest.
- Consider whether they need to declare their relationship with any individual where this might cause a conflict with school activities.

Membership to a trade union or staff representative group does not need to be declared.

Financial inducements

Staff will:

- Familiarise themselves and comply with the school's financial regulations.
- Declare to the governing board, in writing, any gifts received, with the exception of:

Low cost, functional items suitable for business rather than personal use and displaying the supplier's logo – these items may be accepted.

Non-excessive gifts offered by parents or pupils to school staff to express their gratitude, but staff members should always refuse monetary gifts.

Hospitality in the form of meals and drinks where it is part of a normal business meeting.

Authorised visits to exhibitions, demonstrations, conferences, business meals and social functions in connection with the school's business, which shall be at the school's expense.

Not accept a personal gift, payment, or other incentive from a business contact – any such gifts should be returned.

Only accept offers to specific events after authorisation from the governing board.

Contacts

Staff members will not use school business contacts for acquiring materials or services at trade/discount prices for non-school activities, unless participating in concessionary schemes arranged by trade unions or other such groups.

Maintaining professional relationships with pupils

The school expects that staff will:

- Maintain professional boundaries and relationships with pupils at all times, and will consider whether their actions are warranted, proportionate, safe and necessary.
- Act in an open and transparent way that would not lead to others questioning their actions.
- Ensure that they do not establish social contact with pupils for the purpose of securing a friendship, or to pursue or strengthen a relationship.
- Ensure that they do not develop personal or sexual relationships with pupils: this includes sexual remarks and discussing their own sexual relationships with, or in the presence of, pupils.
- Only contact pupils via the school's established mechanisms: personal phone numbers, email addresses or social media platforms will not be used to contact pupils.
-

Staff are aware that they must not:

- Discuss personal information with pupils, such as concerning their lifestyle or marital status, unless it is directly relevant to the topic being taught.
- Correspond in a personal nature through any medium with pupils, e.g. phone calls or text messages, unless it is within the staff member's role and via an approved communication method, e.g. school emails.
- Adopt an ongoing support role beyond the scope of their position.
- Use personal equipment for approved activities, such as a personal camera, unless approved in writing by the SLT, and will not photograph, audio record or film pupils without authorisation from the SLT and consent from the pupil's parent.
- Save images, videos or audio recordings of pupils on personal devices, unless authorised by the SLT or parents.
- Upload images, videos or audio recordings of pupils to any location without consent from parents and the SLT.
- Discuss or share information regarding other pupils or members of staff; staff should be aware of their surroundings when speaking to others, as their conversations may be overheard.
- Ignore instances of sexual harassment and inappropriate behaviour amongst pupils.
- Invite or allow pupils to visit their home.
- Allow pupils to access staff members' personal devices.
- Attend pupils' homes or their social gatherings, unless approved by the SLT.
- Be alone with a pupil outside of teaching responsibilities, unless approved by the SLT.
- Enter changing rooms or toilets occupied by pupils, when supervision is not required or appropriate, use toilet facilities allocated to pupils, or undress in facilities intended for use by pupils.

- Not transport a pupil unless in line with the Driving at Work Policy.
- Carry out one-to-one tutoring, mentoring or coaching of pupils, unless approved by the headteacher or SLT.
- Give personal gifts or special favours, or disproportionately single specific pupils out for special duties or responsibilities.
- Offer overnight, weekend or holiday care as a respite to parents without the approval of the headteacher.

Under the Sexual Offences Act 2003, it is an offence for a person aged 18 or over to have a sexual relationship with a child under 18 where that person is in a position of trust in respect to that child, even if the relationship is consensual.

Where inappropriate contact is made with pupils, this will be raised with the headteacher, and handled in line with the school's Child Protection and Safeguarding Policy and Staff Code of Conduct.

If a pupil is consistently attempting to befriend or contact a member of staff on social media, the member of staff will inform the headteacher as soon as possible.

Staff are strongly discouraged from forming personal relationships with former pupils, including on social media, as well as with the parents of any pupils on social media.

In the event of the school becoming aware of a close relationship between a member of staff and a former pupil which may raise concerns about their suitability to work with children, the headteacher will contact the LA designated officer (LADO) for advice and guidance.

Any inappropriate contact made with former pupils will be handled in line with the Child Protection and Safeguarding Policy and Staff Code of Conduct.

Appropriate language

Staff will be informed that pupils should not be treated as friends. Staff will not:

- Use inappropriate names or terms of endearment.
- Allow inappropriate conversations or enquiries of a sexual nature to occur.
- Comment on a pupil's appearance, including personal flattery or criticism.
- Treat pupils disrespectfully or discriminatorily, based upon their perceived or actual protected characteristics.
- Subject pupils to humiliation, profanity, or vilification.
- Allow or partake in suggestive humour, banter, jokes or innuendos of a sexual nature.
- Use obscene or inappropriate gestures and language.
- Partake in personal conversations, including on the phone, where this may be overheard by pupils.

Physical contact with pupils

All staff members will respect the personal space and privacy of all pupils and will avoid situations which unnecessarily result in close physical contact.

The school understands that there are circumstances in which it is entirely necessary for staff to have physical contact with pupils, e.g. when applying first aid and assisting with intimate care, but staff will only do so in a professional and appropriate manner in line with relevant school policies.

When physical contact is made with pupils, it is imperative that it is conducted in a way which is responsive to the pupil's needs, is of limited duration and is appropriate to their age, stage of development, gender, and background.

Staff will seek the pupil's permission, where possible, before initiating contact.

Staff will always use their professional judgement when determining what physical contact is appropriate, as this may differ between pupils, and ensure that the pupil's feelings and wishes are always taken into account.

Staff will never touch a pupil in a way which is indecent and will be aware that even well-intentioned physical contact may be misconstrued by a pupil, an observer or by anyone to whom this action is described and, therefore, will always be prepared to explain their actions.

Staff will not engage in rough play, tickling or play fights with pupils.

Physical contact will never be secretive; if a member of staff believes an action could be misinterpreted, this will be reported to the headteacher, or the chair of Governors if the concern is about the headteacher, and appropriate procedures will be followed.

Where it is necessary in PE classes for teachers to demonstrate use of equipment, this will be conducted with another member of staff if possible. If a pupil is required to participate, their consent will be given before doing so.

If a pupil is in distress and in need of comfort as reassurance, staff may use age-appropriate physical contact, such as placing their hand on the pupil's shoulder. Staff will remain self-aware of their actions at all times and ensure that their contact is not threatening, intrusive or subject to misinterpretation.

The school acknowledges that situations may arise in which staff members will be required to use physical intervention, and in some cases reasonable force, in order to manage conflict, disruption and distressed behaviour when other measures have failed to do so. In these cases, staff will ensure that actions such as safe touch and reasonable force are used in a correct and safe manner, in accordance with the relevant legislation and national guidance and in line with the schools Physical Intervention Policy.

In all interactions with pupils' staff will always behave and act in a respectful and professional manner and staff will be aware that extra caution and consideration may be needed where it is known that a pupil has previously suffered from abuse or neglect.

Showering, changing and intimate care

Staff will ensure that pupils are afforded respect and privacy whilst they are changing, however, a level of supervision is required to ensure that pupils are safe, and that they are not subjected to bullying.

The supervision will be appropriate to the needs and ages of the pupils, and sensitive to the potential for embarrassment.

Staff will adhere to the appropriate policies and risk assessments, eg. PE risk assessment and ensure that appropriate supervision and support is given to all pupils, including those who may need assistance with showering and changing.

Transporting pupils

Staff are aware that the safety and welfare of pupils is the responsibility of the school until pupils are with their parents. The school is committed to taking all possible safety measures to ensure the safety of pupils.

When it is necessary to transport pupils off-site, staff will gain consent from parents before transporting pupils and adhere to the appropriate school policies and risk assessments.

Staff will ensure that they:

- Hold a full valid driving licence for the category of vehicle being driven and providing their licence details to the headteacher where required.
- Drive in accordance with the laws of the road and Highway Code.
- Check before each journey that the vehicle is roadworthy, e.g. tyres are properly inflated and meet legal requirements.
- Ensure that they are fit to drive; where their fitness to drive may be impaired, e.g. due to a medical condition or taking medication, they inform their line manager as soon as possible and notify the DVLA where required.
- Notify the headteacher where there is any change in their circumstance in relation to driving at work, e.g. if they acquire penalty points on their licence for motoring offences outside of work.
- Staff will only use their own vehicle to transport pupils where there is no practical or reasonable alternative, and where agreed upon by the headteacher and parents in advance of the journey. Only members of staff with the appropriate level of DBS check and safeguarding and behaviour management training will be permitted to transport pupils.

When using their own vehicle to transport pupils, staff will ensure that their driving insurance is valid for the purposes of business use, including cover for persons travelling as business passengers.

Two or more staff will be present in the vehicle to avoid any discrepancy regarding safeguarding concerns.

Staff will not offer pupils transport outside of their normal working duties, other than in an emergency or if a pupil is at risk. These circumstances will be recorded and reported to the headteacher and the pupil's parents.

Acceptable use of technology

Staff are aware of the benefits and challenges associated with using technology in school. When using technology staff will always adhere to the various procedures, freedoms and limitations outlined in the relevant school policies, which include but are not limited to:

- Online Safety Policy
- Acceptable Use Policy

All staff will maintain a professional level of conduct in their personal use of technology, and read, sign, and adhere to the school's Technology Acceptable Use Agreement.

Staff will be aware of how the use of technology can impact safeguarding and wellbeing issues, e.g. online abuse. Staff will be vigilant to ensure their own behaviour is respectful and that pupils are using technology appropriately while under their care.

Personal devices

Personal devices are used in accordance with the provisions outlined in the policies above. Any personal electronic device that is brought into school is the responsibility of the user. Staff are not permitted to use their personal devices in the main teaching areas and should be limited to the staff room. Staff are not permitted to use personal devices to take images or videos of pupils.

Social media

Staff will be aware that their conduct on social media can have an impact on their role and reputation within the school. Staff will remain mindful of their use of social media and their web-based presence including written content, videos or photographs, and views expressed directly or indirectly which may bring themselves, the school, or the school community into disrepute.

Staff are required to employ the highest security settings on any personal profiles they may have.

Staff will not engage in inappropriate use of social networking sites including contacting pupils or their family members, accepting or inviting friend requests from pupils or their family members, or following pupils or their family members on social media.

Photography, images and videos

Photographs, images and videos will only be taken using school equipment – using personal mobile phones for this purpose is prohibited and taking images of pupils will not be taken for personal use.

Staff will ensure that imagery and videos will be kept in an appropriate and secure place in school. No pupil will be photographed in a state of undress or semi-undress, or in a situation which could be considered as indecent or sexual.

Staff will not take images of a pupil's injury, bruising or similar (e.g. following a disclosure of abuse), even if they have been requested to do so by children's social care and staff members will not make audio recordings of any disclosure made by a pupil.

Consent for taking photographs will be obtained from parents as part of the home school agreement.

The headteacher will be notified of the proposed use of the imagery or video and the equipment and ensure that the use of such is for the purpose of the school.

All photographs and videos will be available for scrutiny, and staff will be prepared to explain and justify the images or footage taken.

Careful consideration will always be given to the activities which are being filmed or photographed, to ensure that images or videos are not indecent and cannot be misused.

Premises, equipment, and communication

Staff are responsible for:

- Being aware of and following the requirements of the School Security Policy.
- Securing windows and doors when rooms are not in use and when leaving at the end of the day.
- Ensuring that visitors sign in and out at the school office.
- Challenging any unidentified individuals and notifying the headteacher of any unauthorised person.
- Securing valuable equipment after use.
- Ensuring the security of school equipment when taken off the school premises, such as laptops.
- Accessing the school premises in accordance with the school's Key Holder Policy.
- Acting in accordance with the school's Data Protection Policy and ensuring that data and information is secure.
- Reporting any minor security concerns to the headteacher.
- Reporting major security concerns directly to the police or emergency services, where appropriate.
- Wearing their school ID with them at all times.
- Being responsible for the security of any of their own property that they bring to the school site.

School equipment and systems are available only for school-related activities and will not be used for the fulfilment of another job or for personal use, unless specifically authorised by the headteacher. Illegal, inappropriate, or unacceptable use of school equipment or communication systems may result in disciplinary action and, in serious cases, could lead to an employee's dismissal.

Employees receiving inappropriate communication or material, or who are unsure about whether something they propose to do might breach this policy, should seek advice from the headteacher.

The school reserves the right to monitor emails, phone calls, internet activity or document production on school-owned equipment, principally in order to avoid offensive or nuisance material and to protect systems from viruses, but also to ensure proper and effective use of systems.

Communication systems may be accessed when the school suspects that the employee has been misusing systems or facilities, or for the investigation of suspected fraud or other irregularity. Access will be secured by the systems manager, only with the permission of the governing board.

Passwords should not be shared and access to computer systems must be kept confidential except on the express request of the headteacher or systems manager. Breaches of this confidentiality may be subject to disciplinary action.

Regular checking of e-mail's and the staff board is expected to keep up to date with relevant information.

School equipment that is used outside the premises, e.g. laptops, will be returned to the school when the employee leaves employment or if requested to do so by the headteacher.

Data protection and confidentiality

All staff will be aware of their responsibilities as laid out in the schools Data Protection Policy and in line with the core principles of the UK GDPR and the Data Protection Act 2018.

Staff members will not disclose sensitive information about the school, its employees, or the LA to other parties. The only exception to this being when the confidential information gives rise to concerns about the safety or welfare of a pupil.

Staff members have the right to request access to data that is held about them. Such requests will be made to the headteacher in writing in accordance with the school's Data Protection Policy and Records Management Policy.

Staff will ensure that:

- Confidential paper records are kept in a locked filing cabinet, drawer or safe, with restricted access, and will not be left unattended or in clear view anywhere with general access.
- Implement a 'clear desk policy' to avoid unauthorised access to physical records containing sensitive or personal information.
- Memory sticks are not to be used.
- They will not use their personal laptops or computers for school purposes. All necessary members of staff are provided with their own secure login and password, and every computer regularly prompts users to change their password.
- When sending confidential information staff will always check that the recipient is correct before sending.
- They involve the DPO in all data protection matters closely and in a timely manner.

Before sharing data, all staff will ensure:

- They are allowed to share it.
- That adequate security is in place to protect it.
- Who will receive the data has been outlined in a privacy notice.

Where personal information that could be considered private or confidential is taken off the premises, either in electronic or paper format, staff will take extra care to follow the same procedures for security, e.g. keeping devices under lock and key. The person taking the information from the school premises accepts full responsibility for the security of the data and will have sought the headteachers permission before taking off site.

When pupils and staff join the school, the staff member or pupil (or, where appropriate, pupil's parent) will be required to complete a consent form for personal data use. This consent form deals with the taking and use of photographs and videos, amongst other things. Where appropriate, third parties may also be required to complete a consent form.

The school holds the right to take the necessary disciplinary action against a staff member if they believe them to be in breach of the above security measures.

Probity of records

The deliberate falsification of documents, such as references, academic qualifications, or legal documents, is unacceptable. Where a staff member falsifies records or other documents, including those held electronically, this will be regarded as a serious disciplinary matter and potentially a criminal offence.