

**MEADFURLONG SCHOOL**

**SAFEGUARDING AND CHILD  
PROTECTION POLICY**

**January 2010**

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## **Key contacts**

### **School**

**Name of School: Meadfurlong School**

**Headteacher / teacher in charge:**

Name: **Mr J.K. Bailey**

Contact details: **01908 661952**

**Designated child protection member of staff:**

Name: **Mr J.K. Bailey**

Contact details: **01908 661952**

**Deputy designated child protection member of staff:**

Name: **Mrs C Wilson**

Contact details: **01908 661952**

**Nominated governor for child protection:**

Name: **Mr J.K. Bailey**

Contact details: **01908 661952**

## **1 PURPOSE OF POLICY**

Meadfurlong is committed to delivering good outcomes for children and young people by providing a safe learning environment that promotes their welfare and helps them to develop socially and emotionally so that they can make the most of their life chances.

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

- providing a safe, healthy learning environment that allows them to develop to their full potential
- safeguarding their welfare, particularly those children and young people who are most disadvantaged
- providing children and young people with opportunities to discuss issues and report problems affecting their safety and welfare
- 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
- monitoring and supporting children and young people who are subject to child protection plans and contributing to the implementation of their plan
- promoting partnership working with parents and professionals.

## **2 ROLES AND RESPONSIBILITIES**

### **2.1 Milton Keynes Children and Young People Services (CYPS)**

The Council, Children and Young People's Services and the Milton Keynes Safeguarding Children Board (MKSCB) support schools and settings to safeguard and promote the welfare of children and young people by:

- providing services under the Children Act 1989 for those children who have been assessed as being in need, in need of protection or requiring alternative accommodation
- providing the school with advice, support and guidance, policy and procedures and training.
- dealing with allegations against members of staff and volunteers
- taking responsibility for those children who are not in education by adhering to Milton Keynes Children Missing Education policy
- issuing an up to date Health and Safety Manual to all schools and settings
- the provision of a Visits and Journeys Policy which sets out the responsibilities of governing bodies and offers guidance for arranging trips: <http://www.miltonkeynes.gov.uk/youthservices/documents/policy%2Edoc>

### **2.2 Governing body**

The governing body will ensure that:

- Meadfurlong's safeguarding policies and procedures are consistent with Milton Keynes Safeguarding Children Board procedures and that these are regularly monitored, reviewed and updated where necessary
- there is a responsible safeguarding governor and a designated child protection member of staff who reports directly to the governing body on the implementation of child protection policies
- parents are made aware of the school/setting's safeguarding policies and procedures
- the school has appropriate procedures in place to ensure safe recruitment practices and to deal with allegations against staff or volunteers

- all staff receive safeguarding and child protection training at least every 3 years
- action is taken where any weaknesses in child protection or safeguarding policy and practice are apparent within the school/setting or college
- other organisations using the premises to provide extended or after-school activities have appropriate safeguarding and child protection policies and procedures in place.

### **2.3 Headteacher / teacher in charge**

The head teacher will ensure that:

- staff are fully aware of the school/setting safeguarding and child protection policies and that these policies are fully implemented
- the designated child protection member of staff is given sufficient time and resources to carry out their responsibilities
- staff are released to attend child protection conferences, core group meetings and other meetings held to discuss safeguarding issues concerning children and young people at the school/setting
- safe recruitment practice is followed whenever recruiting to posts [From October 2009 the new barred list of the Vetting and Barring Scheme came into force. This will ensure that unsuitable people will be barred from working with children. There is a duty on providers to refer workers they have found to be unsuitable to the Independent Safeguarding Authority (ISA) for consideration for barring in the list. ISA will begin to register new childcare employees and providers in July next year. Further information about VBS can be found at: <http://www.dcsf.gov.uk/everychildmatters/safeguardingandsocialcare/safeguardingchildren/vettingandbarringscheme/vettingandbarring/>]
- the school offers a safe environment for staff and children and young people to raise concerns about poor or unsafe practice
- appropriate action is taken, by referring to the Managing Allegations Against Staff in Education policy, whenever an allegation is made against a member of staff .

## **3 SAFEGUARDING CHILDREN**

### **Definition**

Safeguarding covers a broad agenda and aims to achieve the following (the definition used in the Children Act 2004, and in the government guidance document *Working together to safeguard children*):

- protecting children from maltreatment
- preventing impairment of children's health or development

- ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable children to have optimum life chances so they can enter adulthood successfully.

Safeguarding is a preventative agenda that helps children and young people to achieve their full potential regardless of negative factors such as poverty or social exclusion by providing services and support to overcome barriers to achievement.

### **Role of the school**

Meadfurlong recognises that children and young people may face many barriers to learning that may affect their prospects in later life. The school will safeguard and promote children and young people's welfare by focussing on preventative actions and services so that all children and young people are able to fulfil their potential under each of the 5 *Every Child Matters* outcomes:

Safeguarding outcomes for children and young people are:

- children and young people are safe: the effectiveness of services in taking reasonable steps to ensure that children and young people are safe
- children and young people feel safe: the effectiveness of services in taking reasonable steps to ensure that children and young people feel safe.

Safeguarding is not just about protecting children from deliberate harm. It includes issues for schools such as:

- health and safety
- bullying
- racist abuse
- harassment and discrimination
- use of physical intervention
- meeting the needs of children and young people with medical conditions
- providing first aid
- drug and substance misuse
- educational visits
- intimate care
- internet safety
- issues which may be specific to a local area or population, for example gang activity
- site security.

### **The curriculum**

Here a school should include a statement about how the curriculum addresses safeguarding and child protection matters, e.g. safe movement around a classroom,

hazards in practical lessons, how children and young people are taught to keep themselves safe from substance or alcohol abuse.

### **Supporting children and young people**

Meadfurlong will support all children and young people who have been assessed as having extra needs or are subject to a child protection plan. All children and young people will be made aware of who they can approach if they have any problems and will be listened to and their concerns taken seriously.

### **Use of cameras and photographic images of children and young people**

In Early Years / Special Education settings video/photographic evidence is often used to record progress a child is making in order to inform future planning. The school will always secure the consent of a pupil's parent/carer before taking an image of a pupil or using an image in a public forum (This would include the use of cameras on mobile telephones).

### **Working with parents and carers**

Parents and carers have the main responsibility for safeguarding and promoting their child's welfare and the school recognises the importance of working in partnership with them to ensure the welfare and safety of children and young people.

The school will:

- make parents aware of the school/setting's statutory role in safeguarding and promoting the welfare of children and young people, including the duty to refer children and young people on where necessary, by making all school policies available on the school/setting web-site or on request
- provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff
- consult with and involve parents and carers in the development of school policies to ensure their views are taken into account
- ensure a robust complaints system is in place to deal with issues raised by parents and carers
- provide advice and signpost parents and carers to other services and resources where children and young people need extra support

### **Inter-agency working**

Meadfurlong recognises its duty under the Children Act 2004 to work in partnership with other professionals and agencies within the children's workforce in order to deliver integrated services that focus on prevention.

To achieve this, the school will lawfully share information with agencies in order to ensure children and young people receive appropriate services, and will use the Common Assessment Framework to assess those children with extra needs and make appropriate referrals to agencies on behalf of the children and young people.

Meadfurlong recognises the central role they play in safeguarding children and young people and will ensure that a representative attends all multi-agency meetings such as case conferences and core group meetings.

The school will liaise with Milton Keynes Council's Referral and Assessment Team (RAAT) for safeguarding wherever there are any concerns or issues relating to safeguarding practice or the safeguarding of individual children.

## **4 CHILD PROTECTION**

### **4.1 Role of school**

Meadfurlong will work to the following policy documents in order to support the protection of children and young people who are at risk of significant harm.

- Working together to safeguard children (*DCSF 2006 but to be updated in 2009/10*)  
<http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00060/>
- Milton Keynes Safeguarding Children Board Inter-agency procedures  
<http://www.mkscb.org>
- Advice on what to do if a school/setting is worried that a child is being abused. This includes important information about the legal issues involved in sharing information. It can be found via:  
<http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00182/>
- Information about 'The Protection of Children Act 1999' and PoCA list  
<http://www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/poca/>
- Advice for schools on child protection procedures  
<http://www.teachernet.gov.uk/management/atoz/c/childprotection/>.

In line with these policies and procedures, the school will carry out the following:

- identifying where there are child protection concerns (where a child may be suffering significant harm) and referring the children and young people on to the Referral and Assessment Team (Children's Social Care)
- contributing to the development and monitoring of child protection plans as a member of the core group
- ensuring that the school has a senior member of staff who is designated to take on lead responsibility for child protection issues
- ensuring staff are aware of their responsibilities and receive adequate training to enable them to carry these out.
- Where there are concerns about a child's development, the school should consider using the common assessment framework (CAF) to address these

concerns with the child and its family – see *'Effective Support for Children & Families'*.

## **4.2 Role of the designated child protection member of staff**

Meadfurlong will ensure that a senior member of staff is appointed to the role of designated member of staff to take lead responsibility for child protection issues, and that another member of staff is appointed to deputise in their absence.

Their role is to:

- refer cases on appropriately to relevant agencies
- provide advice and guidance for staff on child protection issues
- take the lead in developing, monitoring and reviewing the school's child protection policy and procedures
- oversee child protection systems within the school, including management of records, provision of information to other agencies and the monitoring of children and young people who are subject to child protection procedures
- link with and report to the head teacher/teacher in charge and the chair of governors regarding child protection issues within the school.
- provide a link between the school and other agencies, particularly Children's Social Care and the Milton Keynes Safeguarding Children Board
- ensure staff are aware of the school policies and procedures and that appropriate training is taken up at the required frequency
- ensure parents are fully aware of the school policies and procedures and that they are kept informed and involved.

## **4.3 Child protection procedures**

The following procedures set out what actions the school will take where there are child protection concerns regarding a children and young people.

### **4.3.1 Recognition**

- Staff have a responsibility to identify those children who are suffering from abuse or neglect and to ensure that any concerns about the welfare of a children and young people are reported to the designated member of staff.
- Staff should refer to the appendix for a full definition of significant harm and the specific indicators that may suggest a child may be at risk of suffering significant harm.
- Any concerns held by staff should be discussed in the first instance with the designated member of staff or their deputy and advice sought on what action should be taken.

### **4.3.2 Dealing with disclosures**

If a child discloses to a member of staff that they are being abused, the member of staff should;

- listen to what is said without displaying shock or disbelief and accept what the child is saying
- allow the child to talk freely
- reassure the child but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be made to the referral and assessment team
- reassure the child that what has happened is not their fault and that they were right to tell someone
- not ask direct questions but allow the child to tell their story
- not criticise the alleged perpetrator
- explain what will happen next and who has to be told
- make a formal record and pass this on to the designated member of staff.

### **4.3.3 Referral**

- A decision on whether or not to refer a child to the referral and assessment team (CSC) should be made by the designated staff member or their deputy following a discussion with the member of staff who has raised concerns.
- It is an expectation that a Common Assessment Framework assessment (CAF) is considered where there are concerns about the child but the child is not considered to be suffering significant harm. The CAF is a voluntary, open process that involves talking to the child and/or their parents.
- Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the designated member of staff may discuss the case on a “no names” basis with Milton Keynes Referral and Assessment Team (RAAT).
- Parental consent must be sought prior to the referral being made unless to seek consent would place the child at risk of further harm. If parents do not consent, but the child is at risk of significant harm, the referral should still be made.
- If the child already has an allocated CSC social worker, the referral should be made directly to them. If the child is not already known to CSC, referrals should be made to the referral and assessment team.
- All referrals should be in writing using the multi-agency referral form (Appendix 2 - MARF). However, urgent child protection referrals will be accepted by telephone but must be confirmed in writing within 48 hours using the MARF.
- All referrals will be acknowledged by CSC within 24 hours and the referrer informed of what action will be taken.

#### **4.3.4 Attendance at Child Protection conferences and core groups**

- The designated staff member will liaise with CSC to ensure that all relevant information held by the school/setting is provided to CSC during the course of any child protection investigation.
- The designated staff member will ensure that the school/setting is represented at child protection conferences and core group meetings:
  - where possible, a member of staff who knows the child best, such as a class teacher or head of year will be nominated to attend
  - failing that, the designated staff member or their deputy will attend
  - if no-one from the school can attend, the designated staff member will ensure that a report is made available to the conference or meeting.

#### **4.3.5 Monitoring**

Where a child is the subject of a child protection plan and the school has been asked to monitor their attendance and welfare as part of this plan;

- monitoring will be carried out by the relevant staff member in conjunction with the designated CP staff member
- all information will be recorded and shared at each conference and core group meeting
- the recorded information will be kept on the child's file and copies made available to all conferences and core group meetings.

#### **4.3.6 Records**

- Child protection records relating to the children and young people are highly confidential and will be kept in a designated welfare file separate to education records. These records will be securely held within the school.
- The designated staff member is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.
- Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken.
- The designated staff member is responsible for keeping central records of child protection and welfare concerns which should be recorded on the safeguarding monitoring/incident form (see appendix 3) and all records should be signed and dated.
- Where a child who is subject staff member to a protection plan transfers to another school, the designated member of staff is responsible for ensuring that copies of all relevant records are passed to the designated child protection staff member at the new school.

- Child protection records will only be kept until the child leaves the school and should be disposed of as confidential waste.

#### **4.4 Confidentiality and information sharing**

- All information obtained by school staff about a child and their family is confidential and can only be shared with other professionals and agencies with the family's consent.
- If the child is under 12, consent to share information about them must be obtained from their parents or carers. Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues. Young people aged 16 and over are able to give their own consent.
- Where a child is at risk of suffering significant harm, schools and colleges have a legal duty to share this information with CSC and make appropriate referrals. Equally, where a child is subject to a child protection investigation, schools must share any information about the child requested by CSC
- Parental consent to making a child protection referral should be sought but if withheld, the referral must still be made and parents made aware of this.
- Parental consent to referral need not be sought if seeking consent is likely to cause further harm to the child. Before taking this step, schools should consider the proportionality of disclosure against non-disclosure; is the duty of confidentiality overridden by the need to safeguard the child?
- Only relevant information should be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure, and remind recipients that the information is confidential and only to be used for the stated purpose.
- In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of the school/setting's duty to share information.
- Staff should discuss any concerns or difficulties around confidentiality or information sharing with the designated member of staff or seek advice from CSC.

## **5 SAFE LEARNING ENVIRONMENT**

### **5.1 Safe recruitment**

Meadfurlong recognises that safe recruitment practices are an essential part of creating a safe environment for children and will ensure that staff working in the school are suitable do to so and do not pose any kind of risk.

- The school will therefore carry out extensive enquiries on applicants for all positions, including voluntary and support roles and governors. No staff

member, volunteer or governor will be allowed to take up posts until all checks and enquiries have been satisfactorily completed.

- With effect from 1 January 2010, any new member of staff recruited by the school will be appointed by a panel that includes at least one member who has completed safer recruitment training.
- The school will also ensure that all current staff who have regular or unsupervised contact with children and young people have an up-to-date CRB check. The school/setting observes guidance contained in Milton Keynes' CRB Policy and Procedure for Schools
- Although the headteacher will have day-to-day responsibility for the recruitment of staff, the board of governors will ensure that they maintain an overview of recruitment systems in order to scrutinise practise and ensure all statutory checks are carried out.
- The headteacher will keep a single central record of all staff that includes details of all checks carried out and the outcome of these checks
- Where staff are recruited via third parties such as employment agencies, the headteacher and the chair of governors will seek written confirmation from the agency that they have carried out all necessary checks on the individual and request written confirmation of the outcome of all checks and ask to see the CRB disclosure prior to making any decision regarding the individual's employment.

### **5.1.1 Current practice**

Meadfurlong observes guidance contained in the following documents:

- Information on safe recruitment via [http://www.teachernet.gov.uk/teachingandlearning/EYFS/Welfare\\_requirements/Suitable\\_people/Ensuring\\_suitability/Safe\\_recruitment/](http://www.teachernet.gov.uk/teachingandlearning/EYFS/Welfare_requirements/Suitable_people/Ensuring_suitability/Safe_recruitment/),
- Safeguarding Children and Safer Recruitment in Education, <http://www.teachernet.gov.uk/management/staffingandprofessionaldevelopment/recruitment/> ,

Meadfurlong maintains a central record of all staff, adults and volunteers who come into regular contact with children and young people which gives the following information:

- Full name , address, date of birth and contact telephone number
- Date and number of an up to date CRB check and List 99 check, [normally via Milton Keynes Human Resources team who will notify the school/setting of the outcome plus the date for review – NB it is the school's responsibility to ensure this done and record relevant information]
- in the case of teaching staff, the applicant's academic and vocational qualifications and registration status

When recruiting the school should

- check the applicant's identity and immigration status from their passport

- where the applicant has been living abroad, make enquiries in the country of origin
- make extensive enquiries of referees, including previous and recent employers.
- Where there are trainees on initial teacher education (ITE) courses, it is the ITE providers' responsibility, not the school's, to ensure these checks are made. In the event of a delay in receiving disclosures from the CRB, DCSF guidance gives headteachers discretion to allow trainees to start working in a school subject to a satisfactory check of List 99 and completion of other normal recruitment procedures. Training providers should keep headteachers fully informed of the progress of applications for disclosures, since schools/settings will want to maintain closer supervision of trainees who have not yet received enhanced clearance. Schools/setting must be satisfied that checks have indeed been done.

### **5.1.2 From November 2010**

Meadfurlong will expect all applicants for new positions to be registered with the Independent Safeguarding Authority (ISA) and will request the applicant's registration number so that checks can be made with the ISA. Applicants who are not registered with the ISA will not be considered for any position.

### **5.1.3 From January 2011**

The headteacher will expect all existing staff to begin registering with the ISA and will set a deadline when registration is expected to be completed. Failure to register with the ISA will be dealt with by the headteacher and the governing body as a disciplinary matter.

## **5.2 Volunteers**

The headteacher will ensure that unpaid volunteers, such as parents who accompany children and young people on school outings or provide help in the classroom, are:

- all subject to a CRB check
- undergo a recruitment process, such as reference checks and interviews, that are appropriate to the duties assigned to them
- competent to carry out the duties assigned to them
- only assigned duties that are suitable to their qualification and experience
- suitably supervised by teaching staff at all times
- fully inducted in relation to all school policies and procedures.

## **5.3 Visitors**

- The headteacher will decide whether or not individual visitors or contractors should be subject to CRB or List 99 checks before being allowed access to the building, depending on the level of access they are likely to have to children and young people.
- All visitors and contractors will be:
  - informed to report to reception on arrival

- expected to wear a name-badge or carry some form of identification at all times when on the school premises
  - suitably supervised by school staff at all times
  - made aware of school's health and safety procedures.
- The headteacher and the school governing body will ensure that any contract entered into with contractors' sets out clearly the expectations for worker's behaviour and the responsibility of contractors to monitor and ensure compliance with school policies.
  - Contracted workers will not be allowed to approach or speak to children and young people in any circumstances and must ensure that all equipment and working practices are in line with health and safety standards.
  - Visiting organisations such as theatre groups who will be performing for or working directly with children and young people will be expected to have adequate child protection procedures in place and must agree with class teachers in advance what level of supervision or contact they will have regarding children and young people.

## **5.4 Staff**

### **5.4.1 Induction and training**

- The headteacher will ensure that all staff are fully inducted, are made aware of the school's safeguarding policy and procedures and that staff are fully aware of their role in implementing these.
- The designated staff member will ensure that all staff are fully inducted with regard to the school child protection procedures and that they receive safeguarding and child protection training on a three-yearly basis. Principal elements of specific training should include the following.
  - Identification of the signs and symptoms of abuse.
  - Relevant legislation and guidance.
  - National and locally agreed procedures.
  - Managing disclosures.
  - Confidentiality.
  - Recording and keeping safe records – transfer of information.
  - How local statutory services are configured and referral processes.
  - Thresholds for referral.
  - Making referrals.
  - Contact with parents.
  - Common Assessment Framework, initial and core assessments, child protection conference and review conferences, child protection plans.
  - Training and supporting staff.
  - Writing a policy, procedures and guidance for staff.

- Meadfurlong will be offered inter-agency safeguarding training provided by Milton Keynes Safeguarding Children Board which should enable them to:
  - develop knowledge, skills and the ability to work together on the processes for safeguarding and promoting the welfare of children, including those suffering or at risk of suffering significant harm
  - describe inter-agency roles and responsibilities for safeguarding children
  - understand what will happen once they have informed someone about those concerns
  - make a full contribution to the process of child protection and have an understanding of the purpose of inter-agency activities and the decisions required at each stage of the child protection process
  - demonstrate skills in effective collaboration between agencies to achieve intended outcomes for the child and their family.
- The designated staff member and deputy will undergo:
  - specific training on the role of the designated staff member
  - specialist inter-agency safeguarding training courses provided by Milton Keynes Children's Safeguarding Board.

Staff will also have access to training on the use of the Common Assessment Framework assessment as part of their safeguarding training.

#### **5.4.2 Conduct and safe teaching practice**

- Meadfurlong expects staff and volunteers to set a good example to children and young people through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and maintain appropriate boundaries.
- The headteacher will ensure that each member of staff, including volunteers, signs a code of conduct agreement on appointment that sets out the school expectations with regards to standards of professional behaviour and that all staff receive copies of relevant policies.
- Staff and volunteers should be aware of current guidance on safe teaching practice contained in the DCSF *"Guidance for safer working practice for adults working with children & young people"* (2009).

### **5.4.3 Restrictive Physical intervention**

It is the Meadfurlong's policy to use restrictive physical intervention only in line with Milton Keynes Safeguarding Children's Board's "*Restrictive Physical Intervention*" policy.

### **5.4.4 Allegations against staff**

In the event that an allegation is made against a member of staff or volunteer, the school will follow Milton Keynes' "*Managing Allegations Against Staff in Education*" policy and procedures, including where the allegation concerned is against the Headteacher/Designated Staff member. This policy is supplementary guidance to Chapter 12 – Allegations against staff, carers and volunteers.

### **5.4.5 Whistleblowing**

Meadfurlong recognises that there may be circumstances where staff and children and young people feel unable to raise concerns or incidents of malpractice within the school environment as there is reasonable doubt that these would be dealt with adequately.

All staff and volunteers have a legal duty to raise concerns where they feel individuals or schools are failing to safeguard and promote the welfare of children. Where it is not possible to raise concerns within the school/setting, staff and volunteers may report concerns to the following;

- Milton Keynes Named Senior Manager in Education (see appendix 4)

## **6 MONITORING AND REVIEWING POLICIES**

To enable the school to monitor the safety of the premises and the school/setting environment, as well as the implementation of policies, the headteacher will ensure that;

- the school keeps a central record of all accidents and incidents including what action was taken and by whom
- staff are aware of their responsibility to record accidents and incidents
- the headteacher has an overview of all accidents/incidents
- racist incidents are recorded and dealt with in accordance with DCSF guidance
- serious accidents and incidents are reported to the governing body
- the designated member of staff ensures a high standard of recording of child protection concerns
- all accidents and incidents are scrutinised on a regular basis by the governing body to identify any problems or weaknesses around school/setting safeguarding policies and procedures or any emerging patterns, and agreeing to any course of action.

## **7 OTHER MILTON KEYNES RELEVANT GUIDANCE**

Other sources of information include the following:

- Visits and Journeys Policy
- Health and Safety Manual
- *MKSCB: Policy on the use of restrictive physical intervention with children and young people*

### **Anti-racism**

Information on Ethnic Minority Achievement Support Service (EMASS) website:

- Guidelines for dealing with and reporting racist incidents in schools:  
<http://www.miltonkeynes.gov.uk/emass/documents/Guidelines%5Ffor%5FDealing%5Fwith%5Fand%5FReporting%5FRacist%5FIncidents%5Fin%5FSchools%2Epdf>
- Toolkit for preparing a Race Equality Policy for schools:  
<http://www.miltonkeynes.gov.uk/emass/documents/Toolkit%5Ffor%5FPreparing%5Fa%5FRace%5FEquality%5FPolicy%5Ffor%5FSchools%2Edoc%2Epdf>
- Draft – Model Race Equality/Equal opportunities policy:  
<http://www.miltonkeynes.gov.uk/emass/documents/Draft%5FModel%5FRace%5FEquality%2DEqual%5FOpportunities%5FPolicy%2Edoc>
- Persona dolls information:  
<http://www.milton-keynes.gov.uk/emass/DisplayArticle.asp?ID=20201>

### **Professional and personal standards of conduct and behaviour**

- MKSCB Interagency procedures: Section 12 Allegations against staff, carers and volunteers; <http://www.mkscb.org/mkscb-professionalsandvolunteers/documents/MKSCB%5FCh%5F12%5FAllegations%5FAgainst%5FStaff%5FCarers%5Fand%5FVolunteersAug09%2Epdf>
- MKSCB Policy on the use of Restrictive Physical Intervention:  
<http://www.mkscb.org/mkscb-professionalsandvolunteers/documents/MKSCB%5FRestrictive%5FPhysical%5FIntervention%5FPolicy%2Epdf>
- Managing allegations against staff in education policy:  
<http://www.miltonkeynes.gov.uk/education-welfare/documents/Managing%5FAllegations%5FFinal%5F10%2D03%2D2009%2Epdf>
- Policy and procedures for safer recruitment in schools:  
<http://www.miltonkeynes.gov.uk/mkgovernors/documents/Safer%5FRecruitment%5FPolicy%5FV5%5FMar%5F08%5FFINAL%2Epdf>
- Allegations Management Advisers (AMA) Guidance for Safer Working Practice for Adults who work with Children and Young People (on Education Welfare website):  
<http://www.miltonkeynes.gov.uk/education-welfare/documents/FinalGuidanceforSaferWorkin1%2Epdf>

### **First aid and administering medicine**

- AMA Guidance for Safer Working Practice for Adults who work with Children and Young People – section 22 (on Education Welfare website):  
<http://www.miltonkeynes.gov.uk/education-welfare/documents/FinalGuidanceforSaferWorkin1%2Epdf>

### **Photography and videos**

- AMA Guidance for Safer Working Practice for Adults who work with Children and Young People – section 27 (on Education Welfare website):  
<http://www.miltonkeynes.gov.uk/education-welfare/documents/FinalGuidanceforSaferWorkin1%2Epdf>

- Photographic images of children guidelines for schools:  
<http://www.miltonkeynes.gov.uk/mkgovernors/documents/PHOTOGRAPHIC%5FIMAGE%5FOF%5FCHILDREN%2Edoc>
- Model consent form:  
<http://www.miltonkeynes.gov.uk/mkgovernors/documents/Consent%5Fform%5Ffor%5Fu%5Fsing%5Fimages%2Edoc>
- E Safety Policy – Education Welfare website:  
<http://www.miltonkeynes.gov.uk/schools/documents/E%5FSafety%2Epdf>
- Safety Centre – internet safety: <http://www.safetycentre.co.uk/internetchatroom.html>

### **Positions of power and trust for the purposes of the Sexual Offences Act 2003**

- AMA Guidance for Safer Working Practice for Adults who work with Children and Young People, section 6 (on Education Welfare website):  
<http://www.miltonkeynes.gov.uk/education-welfare/documents/FinalGuidanceforSaferWorkin1%2Epdf>
- Home Office leaflet 'Working within the Sexual Offences Act 2003' :  
<http://www.teachernet.gov.uk/doc/6674/care-workers.pdf>
- Teachernet article 'Abuse of a position of trust':  
<http://www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/usefulinformation/abuseoftrust/>

### **Confidentiality**

- Milton Keynes Children's Trust Information Sharing Protocol:  
<http://www.miltonkeynes.gov.uk/information-sharing/documents/Children%27s%5FTrust%5FInformation%5FSharing%5FProtocol%5FJuly%5F2008%2Epdf>
- Government Information Sharing Guidance:  
<http://www.miltonkeynes.gov.uk/information-sharing/documents/DCSF%5FInformation%5Fsharing%5Fguidance%5Ffor%5Fpractitioners%5Fand%5Fmanagers%5FOct%5F2008%2Epdf>
- Also part of MKSCB interagency procedures- Information sharing and confidentiality section: <http://www.mkscb.org/mkscb-professionalsandvolunteers/documents/MKSCB%5FCh%5F3%5FInformation%5FSharing%2Epdf>
- Confidentiality in schools policy available from Eileen Northey PSHE Consultant:. (Printed attachment)

### **SRE**

- New PSHEE room on Fronter, Autumn 2009:  
<http://www.miltonkeynes.gov.uk/healthy-schools/documents/PSHEE%5Fupdate%5Fnews%5FAutumn%5F2009%5F%282%29%2Epdf>
- SRE policy checklist based on the requirements in the SRE National guidance 2000. <http://www.miltonkeynes.gov.uk/healthy-schools/documents/PSHE%2Epdf>
- Healthy Schools model SRE policy: <http://www.miltonkeynes.gov.uk/healthy-schools/documents/SRE%5FCurriculum1%2Epdf>
- Government SRE Guidance 2000:  
<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DfES%20116%202000&>
- Services for children and families - Health issues includes links relating to SRE:  
<http://www.milton-keynes.gov.uk/information%2Dsharing/DisplayArticle.asp?ID=23740>

### **Substance abuse:**

- Drugs policy checklist: <http://www.miltonkeynes.gov.uk/healthy-schools/documents/School%5Fdrug%5Fpolicy%5Fchecklist%2Epdf>
- Draft model drugs policy: (printed attachment – available in PSHE Room on Fronter)

- Healthy Schools website, Drugs and alcohol page:  
<http://www.miltonkeynes.gov.uk/healthy%2Dschools/Dishttp://www.miltonkeynes.gov.uk/education%2Dwelfare/DisplayArticle.asp?ID=37518playArticle.asp?ID=55613>
- MK Safety Centre article: <http://www.safetycentre.co.uk/drugs.html>

**Signed**..... **Date**.....

## Appendix 1

### CHILD PROTECTION; DEFINITIONS AND INDICATORS

#### Definitions

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect or abuse. Under the Children Act 1989, Safeguarding and Social Care have a legal duty to investigate and take any action to protect children where there are concerns that they are at risk of suffering **significant harm**, which is defined as:

**Neglect:** failure to provide basic care to meet the child's physical needs, such as not providing adequate food, clothing or shelter; failure to protect the child from harm or ensure access to medical care and treatment.

**Physical abuse:** causing physical harm or injury to a child.

**Sexual abuse:** involving children in sexual activity, or forcing them to witness sexual activity, which includes involving children in looking at or the production of pornography.

**Emotional abuse:** failure to provide love and warmth that affects the child's emotional development; psychological ill treatment of a child through bullying, intimidation or threats.

#### Possible indicators of abuse and neglect

|   |  |
|---|--|
| <b>Neglect</b>                                  | <ul style="list-style-type: none"> <li>• Inadequate or inappropriate clothing</li> <li>• Appears underweight and unwell and seems constantly hungry</li> <li>• Failure to thrive physically and appears tired and listless</li> <li>• Dirty or unhygienic appearance</li> <li>• Frequent unexplained absences from school/setting</li> <li>• Lack of parental supervision</li> </ul>   |
| <b>Physical abuse</b>                           | <ul style="list-style-type: none"> <li>• Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury</li> <li>• Injuries in unexpected places or that are not typical of normal childhood injuries or accidents</li> <li>• High frequency of injuries</li> <li>• Parents seem unconcerned or fail to seek adequate medical treatment</li> </ul>  |
| <b>Sexual abuse</b>                             | <ul style="list-style-type: none"> <li>• Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child's age/stage of development</li> <li>• Sexual risk taking behaviour including involvement in sexual exploitation/older boyfriend</li> <li>• Continual, inappropriate or excessive masturbation</li> <li>• Physical symptoms such as injuries to genital or anal area or bruising, sexually transmitted infections, pregnancy</li> <li>• Unwillingness to undress for sports</li> </ul> |
| <b>Emotional abuse</b>                          | <ul style="list-style-type: none"> <li>• Developmental delay</li> <li>• Attachment difficulties with parents and others</li> <li>• Withdrawal and low self-esteem</li> </ul>   |
| <b>Indirect indicators of abuse and neglect</b> | <ul style="list-style-type: none"> <li>• Sudden changes in behaviour</li> <li>• Withdrawal and low self-esteem</li> <li>• Eating disorders</li> <li>• Aggressive behaviour towards others</li> <li>• Sudden unexplained absences from school/setting</li> <li>• Drug/alcohol misuse</li> <li>• Running away/going missing</li> </ul>   |
| <b>Parental attributes</b>                      | <ul style="list-style-type: none"> <li>• Misusing drugs and/or alcohol</li> <li>• Physical/mental health or learning difficulties</li> <li>• Domestic violence</li> <li>• Avoiding contact with school/setting and other professionals</li> </ul>  |

## Appendix 2



MILTON KEYNES  
COUNCIL

### CHILDREN AND YOUNG PEOPLES SERVICE CHILDREN'S SOCIAL CARE MULTI AGENCY REFERRAL FORM

#### 1. GUIDANCE ON USE

- This form is for staff in Health, Education, Voluntary Organisations or other Council Services to use when requesting help from Children's Social Care for children and families.
- Situations where there is immediate possible or actual significant harm to a child should be referred to Children's Social Care by telephone and the form sent in confirmation.
- In emergencies out of hours contact (01908) 265545.
- Where situations are less urgent the form can be used alone. (Please confirm, in Section 4, whether this referral is a confirmation of a telephone call or a new referral).
- The information provided will be used by Children's Social Care to determine what sort of response is needed. Children's Social Care aim to provide consultation, identification of Community Services available and initial assessment and appropriate action where risk has been identified and children are in need. We will take action when there is a likelihood of significant harm, or where a child / young person will not achieve or maintain a reasonable standard of health or development without the provision of services. If an assessment takes place you will be contacted for further information.
- Children's Social Care aim to respond within a week, but as a failsafe if you receive no contact about this referral within 2 weeks please ring on one of the following telephone numbers:  
**(01908) 253169 / 253170, or fax, Fax Number: (01908) 254460**
- You can ring Children's Social Care for consultation on whether to make a referral on the above numbers.
- **The Parents / Carers or Young Person concerned should give permission for the referral to be made and receive a copy of the referral unless this would put the child's welfare at risk.**

- Wherever possible the category of ethnicity should be the family's own definition.

## 2. CHILD AND FAMILY DETAILS

| Last Name<br>(include alternative surnames) | First Name | Age / DOB | Relationship<br>(include parental responsibility) | M/F | Ethnicity<br>(please see code table)* |
|---|------------|-----------|---|-----|---------------------------------------|
|   |            |           |   |     |                                       |
|   |            |           |   |     |                                       |
|   |            |           |   |     |                                       |
|   |            |           |   |     |                                       |
|   |            |           |   |     |                                       |
|   |            |           |   |     |                                       |
|   |            |           |   |     |                                       |
|   |            |           |   |     |                                       |
| <b>Address and Postcode:</b>                |            |           | <b>Previous Addresses:</b>                        |     |                                       |
| <b>☎ Telephone Number:</b>                  |            |           | <b>Mobile Telephone Number:</b>                   |     |                                       |
| <b>Language Used:</b>                       |            |           | <b>Religion:</b>                                  |     |                                       |
| <b>Other methods of communication:</b>      |            |           |   |     |                                       |

| <b>* Ethnicity Code Table:</b>   |   |   |
|--|---|---|
| <b>White</b><br>A1 – British<br>A2 – Irish<br>A3 – Any other white background                      | <b>Mixed</b><br>B1 – White and Black Caribbean<br>B2 – White and Black African<br>B3 – White and Asian<br>B4 – Any other mixed background | <b>Asian or Asian British</b><br>C1 – Indian<br>C2 – Pakistani<br>C3 – Bangladeshi<br>C4 – Any other Asian background |
| <b>Black or Black British</b><br>D1 – Caribbean<br>D2 – African<br>D3 – Any other Black background | <b>Other Ethnic Groups</b><br>E1 – Chinese<br>E2 – Any other ethnic group<br>F1 – Not Stated  |   |

## 3. DETAILS OF REFERRER

|   |                                   |
|---|-----------------------------------|
| <b>Name and Address of referrer:</b><br><br><br><b>Post Code:</b><br><b>☎ Telephone Number:</b> | <b>Date and time of referral:</b> |
|   | <b>Role of referrer:</b>          |

|  |  |
|--|--|
| <b>Has the referrer discussed with the Parents / Carers;</b>   | <b>Yes / No</b>                        |
| <b>If NO please explain immediate risk of significant harm that has prevented you from doing so:</b> |  |
| <b>What is the parent's view of the referral:</b>  |  |
| <b>Has the referrer consulted the young person if age appropriate?</b>                               | <b>Yes / No</b>                        |
| <b>If NO please explain risk of significant harm that has prevented you from doing so:</b>           |  |
| <b>What is the child's view of the referral:</b>   |  |
| <b>Is there a current CAF regarding this child / family;</b>   | <b>Yes (please attach a copy) / No</b> |
| <b>If No, please state why a CAF has not been undertaken:</b>  |  |

**Reason for Referral:**

(What is the risk, significant harm or potential significant harm that has been identified, being as specific as possible. This section will be shared with the family unless it places the child at risk to do so)

#### 4. FAMILY'S WIDER NETWORKS

**Professional Network:**

| Role | Name | Address and telephone number |
|------|------|------------------------------|
|      |      |                              |
|      |      |                              |
|      |      |                              |
|      |      |                              |

**Family's Personal Network:**

| Relationship      | Name | Address and telephone number | Other information (if appropriate) |
|-------------------|------|------------------------------|------------------------------------|
| Next of Kin       |      |                              |                                    |
| Emergency Contact |      |                              |                                    |
|                   |      |                              |                                    |
|                   |      |                              |                                    |
|                   |      |                              |                                    |
|                   |      |                              |                                    |

#### 5. Referrer's Signature

|  |            |
|--|------------|
| Date form completed:   | Signature: |
| Please identify if copies have been sent to*: General Practitioner / Education Welfare Officer / School Nurse / Consultant / Medical Records / Family / Young Person |            |
| * Delete or add as applicable  |            |

---

#### FOR CHILDREN'S SOCIAL CARE USE ONLY:

|  |                           |
|--|---------------------------|
| <b>Main Category:</b>                        | <b>Sub-Category:</b>      |
| <b>Duty Managers Recommendation:</b>         |                           |
| <b>Name of Duty Manager (Block Capitals)</b> | <b>Date:</b>              |
| <b>(Signature)</b>                           |                           |
| <b>Index;</b>                                | <b>CIN Category (ICS)</b> |

### Appendix 3

### Safeguarding children monitoring/incident form

**Name of school/setting:**

**Name of child:**

**DOB:**

**Status:**  monitoring due to concerns  subject to child protection plan

#### Concerns/risks

Attendance and punctuality

Periods of exclusion (including dates)

Contact with parents/family

Health and physical appearance

Behaviour and emotional presentation (including any sexualised behaviour)

Concerning incidents

Peer relationships

Academic performance and achievement

#### Views of child and parents

#### Outcomes of monitoring

- continue monitoring  carry out CAF  referral to SSC
- referral to health services  referral for education support services
- referral for behavioural support  referral on behalf of parent/carer

#### Action taken

Name of staff member:

Date:

## Appendix 4

### KEY CONTACTS

| NAME  | ORGANISATION  | E-MAIL & TEL NO.   |
|---|---|--|
| David Howe                                  | Local Authority Designated Officer (LADO)   | <a href="mailto:David.Howe@milton-keynes.gov.uk">David.Howe@milton-keynes.gov.uk</a><br>01908 25               |
| Jayne Murphy -<br>Named Senior<br>Manager   | Principal Education<br>Welfare Officer (Mon -<br>Wed)<br>Milton Keynes Council<br>(Maternity Leave – Jan 09<br>to Jan 2010) | <a href="mailto:Jayne.Murphy@milton-keynes.gov.uk">Jayne.Murphy@milton-keynes.gov.uk</a><br>01908 657803       |
| Linda Rayfield -<br>Named Senior<br>Manager | Principal Education<br>Welfare Officer<br>Milton Keynes Council   | <a href="mailto:Linda.Rayfield@milton-keynes.gov.uk">Linda.Rayfield@milton-keynes.gov.uk</a><br>01908 657816   |
| Referral and<br>Assessment Team<br>(RAAT)   | Children's Social Care<br>Milton Keynes Council   | Duty Desk: 01908<br>253169   |
| Melinda May                                 | Head of Children in Need<br>Milton Keynes Council   | <a href="mailto:Melinda.May@milton-keynes.gov.uk">Melinda.May@milton-keynes.gov.uk</a><br>01908 253127         |
| Vikki Blakeston                             | Team Manager<br>Referral & Assessment<br>Team<br>Milton Keynes Council  | <a href="mailto:Vikki.Blakeston@milton-keynes.gov.uk">Vikki.Blakeston@milton-keynes.gov.uk</a><br>01908 253226 |
| CAIU(Child Abuse<br>Investigation Unit)     | Thames Valley Police  | CAIU (Child Abuse<br>Investigation Unit)<br>01908 276140   |