



THE RADCLIFFE SCHOOL
INSPIRE AND ACHIEVE

Child Protection and Safeguarding Policy

Headteacher: P Lawson Review frequency: Annually

Chair of Governors: P Critchley Date reviewed: July 2024

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1. About this Document

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

- Keeping Children Safe in Education, 2024
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf
- Working together to safeguard children: [Working together to safeguard children 2023: statutory guidance](#)
- Milton Keynes Safeguarding Partnership's multi-agency procedures
<https://www.mktogether.co.uk/>

2. Key Contacts in School/Setting

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3. Introduction

Safeguarding is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge (this bullet point is new)
- 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
- Making sure 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

The purpose of a child protection policy is to:

- Inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children.
- Enable everyone to have a clear understanding of how these responsibilities should be carried out.

A child protection policy will form part of a suite of documents and policies that relate to the school's safeguarding responsibilities.

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 child protection policy should be read in conjunction with the policies listed below:

- Behaviour for Learning policy
- Restrictive Physical Intervention policy
- Portable Electronic Communication Device (Mobile Phone) policy
- Health and safety policy
- Medical policy
- Procedures for assessing and managing risk e.g. school trips (use of EVOLVE)
- Safer recruitment policies and practice
- Equality policy
- Allegations against staff
- Complaints policy
- E-Safety and Acceptable Use of IT policy
- Staff Ethos and Code of Conduct policy

4. Safeguarding Policy Statement, Principles and Aims

Safeguarding Statement

Safeguarding is everybody's business. The Radcliffe School recognises that it has a moral and statutory responsibility to safeguard and promote the welfare of all pupils.

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

Therefore, all school staff will receive appropriate safeguarding children training (which is updated regularly), to ensure they are aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. In addition, all staff will receive safeguarding and child protection updates (via email and staff meetings)

as required, but 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 and volunteers are made aware of the school's safeguarding policies and procedures, including the child protection policy and staff code of conduct or behaviour policy.

The Radcliffe School staff will ensure that the procedures contained in this policy are consistent with Milton Keynes Safeguarding Children Board (MKSCB) procedures and that they apply to all staff, volunteers and governors.

Safeguarding Policy Principles

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

The Radcliffe School Safeguarding Policy Aims

- 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
- Making sure 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
- To raise awareness among all school staff of the need to safeguard all children and of their responsibilities in identifying and reporting abuse.
- To ensure the school's leaders have mechanisms in place to confirm that all staff have read the policy and, as a minimum, Keeping Children Safe in Education Part One and Appendix A and the School Safeguarding and Child Protection Policy.
- To ensure all staff know the name of the the Designated Safeguarding Lead/Officers and are aware of their role and responsibilities.
- To support staff to understand and discharge their roles and responsibilities as detailed in Part One of Keeping Children Safe in Education.
- To ensure arrangements are in place to safeguard and promote the welfare of children and young people, particularly those who are most disadvantaged, and that a structured procedure is in place which all staff and volunteers follow when dealing with safeguarding concerns.
- To provide a safe environment in which children can learn and develop, where they feel secure, listened to and encouraged to talk.
- To ensure appropriate systems are in place for seeking and taking into account children's wishes and feelings when making decisions, taking action and deciding what services to provide to protect individual children.
- To establish and maintain an environment in which school staff and volunteers feel able to raise any concerns they may have in relation to child safety and well-being, confident in the knowledge that they will be listened to.
- To promote partnership working with parents and professionals.

- To ensure the school curriculum includes opportunities for children to develop the skills they need to recognise and stay safe from abuse.
- To ensure safer recruitment and safe workforce practices are in place and followed.
- To ensure robust procedures are in place for the recognition and referral of child protection or child welfare concerns.
- To take account of and inform policies related to the protection of children from specific forms of risk and abuse including: anti-bullying, the risk of radicalisation, child sexual exploitation, female genital mutilation (FGM) and sexual harassment.
- To recognise that additional barriers can exist when recognising abuse and neglect in children with special educational needs and disabilities.
- To provide systematic monitoring of and support for children and young people who are in care or subject to child protection plans, proactively contributing to the implementation of their plan.

5. Statutory Framework and Local Guidance

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

- Human Rights Act 1998
- Equality Act 2010
- Data Protection Act 2018 and the UK GDPR
- Children Act, 1989
- Children Act, 2004
- Education Act, 2002 (Section 175/157) - outlines the responsibility of Local Authorities and School Governing Boards to:
 - “ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils”.
- Disqualification under the Childcare Act, 2006
- Keeping Children Safe in Education (DfE, September 2024)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Counter Terrorism and Security Act 2021 (PREVENT Duty 2023) Section 26
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- Inspection Framework: education, skills and early years and any accompanying or revised inspection evaluation schedules and handbooks
- School inspection handbooks for Section 5 and Section 8 inspections - Handbook for inspecting schools in England under section 5 of the Education Act 2005
- Working Together to Safeguard Children – which requires schools to follow multi-agency child protection procedures that have been agreed locally through Milton Keynes Safeguarding Partnership (MK Together)
- Serious Crime Act 2015

Local Child Protection Procedures

The Radcliffe School will also ensure that there are appropriate procedures in place for responding to situations in which a:

- child may have been abused or neglected or is at risk of abuse or neglect
- member of staff has behaved in a way that has, or may have harmed a child or that indicates they would pose a risk of harm.

The school will ensure it is compliant with multi-agency child protection procedures that have been agreed locally through Milton Keynes Safeguarding Partnership (MK Together), which are based on the statutory guidance Working Together to Safeguard Children.

The Designated Safeguarding Lead, staff and governors are aware of the guidance, its implications and the need to ensure that child protection issues are addressed using agreed procedures.

The school leadership will ensure it understands that it will continue to play a role after any referral and will use the links it has developed with partner agencies, particularly Children's Social Care, via the MASH.

Referral protocols used by The Radcliffe School staff will be led by the MK Together inter-agency procedures (<https://www.mktogether.co.uk>) outlined below:

- What to do if you have a concern
- How to make a referral
- Safer recruitment guidance
- Managing allegations against staff (LADO guidance)
- Additional guidance on more specialist safeguarding topics.

MKTogether levels of need document (https://www.mktogether.co.uk/wp-content/uploads/2020/09/fv_MK-Levels-of-Need-July-2023.pdf) 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.
- When and how to make a referral to Milton Keynes Multi Agency Safeguarding Hub (MASH).

Ensure the school recognises the importance of multi-agency working and will enable staff to attend/contribute appropriately to relevant meetings including Child Protection Strategy Meetings; Family Support (Child in Need) Meetings; Child Protection Conferences; Core Groups and Child Care Reviews.

6. Definitions

Safeguarding: Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of the health or development of children, ensuring that they grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

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 Radcliffe School, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Designated Safeguarding Lead (DSL): Refers to the designated safeguarding leads at the school. At The Radcliffe School there is a Senior and Deputy Designated lead in addition to the Head of each House and Sixth Form who are the Safeguarding Leads for their students.

Child: Child refers to all young people under the age of 18. It applies to pupils in the school and extends to visiting children and students from other establishments

Parent: The term parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Abuse: The term abuse covers neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and/or failure to provide proper care. Additional information can be found in Working together to safeguard children and Keeping Children Safe in Education, 2024.

7. Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures.

The Designated Safeguarding Lead

The responsibilities of the Designated Safeguarding Lead will be clearly defined in a job description that is in line with Keeping Children Safe in Education, 2024.

The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

The job description includes all aspects of the role including: access to training, supervision, time, expectation of support from other staff, acknowledgement of the responsibility of the role and the requirement to provide a clear lead to all staff (including deputy safeguarding lead).

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

During term time, the Senior Designated Safeguarding Lead or Deputy /Designated Safeguarding Leads will always be available during school hours for staff and parents in the school to discuss any safeguarding concerns. Lack of availability will not stop action being taken as incidents will be referred to the designated leads.

Designated Safeguarding Lead responsibilities

Full details of the Designated Safeguarding Lead's responsibilities can be found in Keeping Children Safe in Education, 2024. In summary responsibilities include:

- Ensuring that child protection procedures are followed within the school and to make appropriate, timely referrals to the Milton Keynes Multi-Agency Safeguarding Hub (MASH) in accordance with the Milton Keynes Safeguarding Partnership multi-agency safeguarding procedures.
- Ensuring that all staff employed within the school, including temporary staff and volunteers, are aware of the school's internal procedures in addition to the

government guidance Keeping Children Safe in Education, 2024; to advise other staff; and to offer support to those requiring this.

- **Ensuring all** staff should be aware of their local early help/ 'support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse' process and understand their role in it.
- **Ensuring all** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- Where the school places a pupil with an alternative provision provider, the school will continue to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil. The Designated Safeguarding Lead will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.
- Undertaking specialist child protection training, this will be updated at a minimum of every two years. Designated Safeguarding Leads will also receive training on managing allegations, female genital mutilation, child sexual exploitation and Prevent Duty 2023, and will be available to provide advice and support to staff on these issues.
- Linking with the Milton Keynes Safeguarding Partnership and ensure that all staff are aware of relevant training opportunities, as well as updates in local policies on safeguarding.
- Ensuring a statement is published that informs parents and carers about the school's duties and responsibilities under child protection procedures. The school must publish its child protection policy online on the school website and make copies available to parents on request.

In detail the Designated Safeguarding Leads are responsible for:

Managing Referrals and Cases

- Referring all cases of suspected abuse or neglect to the Milton Keynes Multi-Agency Safeguarding Hub (MASH), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern.
- Liaising with the Headteacher/Senior Officer to inform him/her of issues - especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- Being the source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

- If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.
- Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.
- Supporting staff who make referrals.
- Sharing information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensuring they have details of looked after children's social workers and the name of the virtual school Headteacher in the authority that is responsible for the child.

Training

The Designated Safeguarding Lead should undergo formal training every two years and should also undertake Prevent Duty 2023 awareness training. In addition to this training, their knowledge and skills should be kept up-to-date (via e-bulletins, meeting other DSLs, and taking time to read and digest safeguarding developments) at least annually to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as **early help/ support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse** assessments.
- Have a working knowledge of how local authorities conduct a child protection conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to, and understands, the school's safeguarding and child protection policy and procedures, especially new and part time staff as part of their induction. Ensure new members of staff understand early help and how referrals are made to children's services and their role in that referral process.

- Ensure all members of staff receive training on support for children looked after and for children coming out of care or who have previously been in care.
- Ensure all members of staff receive training on criminal exploitation including county lines.
- Ensure all members of staff receive training on reporting appropriately in cases of child on child sexual violence and sexual harassment.
- Be alert to the specific additional needs of children in need, those with special educational needs, young carers, those with certain health conditions or disabled.
- Understand and support the school in relation to the requirements of the PREVENT Duty 2023 and be able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- In relation to children protection measures the school should put in place and encourage, among all staff, a culture of listening to children and taking account of their wishes and feelings.

Raising Awareness

The Designated Safeguarding Lead needs to:

- Ensure the school's child protection policies and procedures are known, understood and used appropriately.
- Ensure the school's safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, working with the school's governing board regarding this.
- Ensure that the school's safeguarding and child protection policy is publicly available and that parents are aware that referrals concerning suspected abuse or neglect may be made and what role the school plays in this.
- Link with Milton Keynes to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- When children leave the school, ensure the safeguarding file and any child protection information is sent to the new school /college as soon as possible but transferred separately from the main pupil file.
- The school will 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

All Staff Responsibilities:

- Induction training: All staff members, including the Headteacher/Senior Officer (if they are not a designated lead) will receive a mandatory induction to familiarise themselves with:
 - Relevant policies and procedures, including Child Protection, Whistleblowing and E-Safety and Acceptable Use of IT
 - Staff code of conduct and safe working practices
 - Keeping Children Safe in Education.
 - Working Together to Safeguard Children.
 - What to Do If You're Warned a Child is being Abused: Advice for Practitioners.
 - Information about the signs and indicators of abuse and neglect
 - Information regarding child sexual exploitation, female genital mutilation and Prevent
 - Information on what to do if they have concerns about a child or young person.
 - MK Safeguarding Adults and Children.
- To read and understand Part 1 of Keeping Children Safe in Education, 2024. Staff and leaders working directly with children and young people must also read Annex A.
- To attend child protection training, every three years as a minimum, and updates on safeguarding and child protection, as required, but at least annually.
- To be aware of the mandatory duty, introduced by the Serious Crime Act 2015 that requires teachers to report known cases of Female Genital Mutilation involving children under the age of 18 to the police.

Quality Assurance of Safeguarding in school

It is the Headteacher's/Senior Officer's responsibility, in conjunction with the Designated Lead for Safeguarding, to complete an annual safeguarding audit, to be submitted electronically to the Milton Keynes Safeguarding Partnership within the notified timeframe.

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

Governing Body responsibilities

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

Additional information to support Governing Bodies in carrying out their duties can be found in Keeping Children Safe in Education, 2024 - Annex A.

In summary responsibilities placed on the Governors include:

- Appointing an appropriate senior member of staff to act as the Senior Designated Safeguarding Lead. In addition, The Radcliffe School Governors will also appoint a Deputy Designated Safeguarding Lead in addition to Designated Safeguarding Leads for each House and the Sixth Form.

- Ensuring, in conjunction with the Headteacher/Senior Officer, that the Designated Safeguarding Lead fulfils the role and upholds the school's statutory responsibilities.
- Supporting inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
- Ensuring that an effective child protection policy and procedures are in place and that the policy and structures supporting safeguarding children are reviewed annually, together with staff behaviour policy or code of conduct.
- Ensuring staff are provided with Part One of Keeping Children Safe in Education, 2024 and are aware of specific safeguarding issues.
- Ensuring that all staff undergo safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. Induction and training should be in line with advice from the local three safeguarding partners.
- Staff should record all concerns regarding the safeguarding of students on CPOMs.
- Ensuring that all of the Designated Safeguarding Leads (including deputies) should undergo formal child protection training every two years (in line with MKCSB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).
- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Ensuring that children are taught about safeguarding and online safety in an age appropriate way.
- Ensuring appropriate filters and monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material.
- That there is a nominated governor for child protection on the Governing Board

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

8. When to be Concerned

The Radcliffe School operates a child-centred and coordinated approach to safeguarding:

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

The Radcliffe School staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is

safe for the children to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the child at all times.

Children who may require early help

All staff need to be aware of, and understand, their role in identifying emerging problems and sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help, at the right time, to address risks and prevent issues escalating. This also includes staff being active in monitoring and feeding back ongoing or escalating concerns to the Designated Safeguarding Lead, to ensure due consideration can be given to a referral if the child's situation does not appear to be improving.

Staff and volunteers working within the School need to be alert to the potential need for early help for children also who are more vulnerable. These are examples but it is not exhaustive:

- 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 care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, 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
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child, or
- is deliberately missing education, including persistent absences for part or all of the school day.
- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
- Has a parent or carer in custody (previously it was in 'prison'), or is affected by parental offending
- Is frequently missing/goes missing from education, home or care (the word 'education' has been added

All Radcliffe staff need to be aware of the main categories of maltreatment: physical abuse, emotional abuse, sexual abuse and neglect. They must also be aware of the indicators of maltreatment and specific safeguarding issues so that they are able to identify cases of children who may be in need of help or protection.

Children with special educational needs and disabilities

Additional barriers can exist when recognising abuse and neglect/exploitation in this group of children. 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 SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs.
- Communication barriers and difficulties.
- A reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child).
- Disabled children often rely on a wide network of carers to meet their basic needs, therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child's understanding of abuse/exploitation.
- Lack of choice/participation
- Isolation

9. Safer Recruitment

The Governing Board and The Radcliffe School Leadership Team (SLT) are responsible for ensuring that the school follows safe recruitment processes in accordance with government requirements and the Local Authority's Safeguarding procedures. These include:

- Ensuring the Headteacher/Senior Officer, other staff responsible for recruitment and members of the Governing Board (as appropriate) complete safer recruitment training.
- Ensuring the upkeep of a Single Central Record of all staff and regular volunteers.
- Ensuring written recruitment and selection policies and procedures are in place.
- Adhering to statutory responsibilities to check staff who work with children.
- Ensuring all governors have enhanced DBS checks.
- Taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensuring that volunteers are appropriately supervised.
- Ensuring that at least one person on any appointment panel is safer recruitment trained.

Ensure the school, is compliant with guidance contained in Keeping Children Safe in Education, 2024 - Part 3 and in local procedures for managing safer recruitment processes, set out in Milton Keynes and other Local Authority Safeguarding procedures - Chapter 2.

Safe Working Practice

The Radcliffe School will have developed a clear Code of Practice that staff understand and have agreed to.

The Staff Ethos and Code of Conduct offers guidance to staff on the way they should behave when working with children.

10. Information Sharing and Confidentiality

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

National guidance can be found in: Information sharing advice for safeguarding practitioners - Publications - GOV.UK

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

Local procedures for information sharing and confidentiality, can be found in: [Milton Keynes Safeguarding Children Board procedures, http://mkscb.procedures.org.uk/](http://mkscb.procedures.org.uk/)

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 Designated Safeguarding Lead as soon as possible and the child should be told who their disclosure will be shared with.
- Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only.

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

- Make a record of the date, time and place of the conversation, as soon as possible. Record the child's own words, along with any observations on what has been seen and any noticeable non-verbal behaviour. Use school documentation, where possible. Date and sign the record.
- Not destroy the original notes in case they are needed by a court.
- Record factual statements and observations rather than interpretations or assumptions.

Ensure the school's procedures are guided by national guidance and adhere to local procedures.

11. Record Keeping

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing using CPOMS.

- Child protection records are stored centrally and securely by the Senior Designated Safeguarding Lead.
 - electronic records are 'protected' and are accessible only by nominated individuals
 - written records are stored in a locked cabinet.
 - the DSL should keep written records of all concerns, discussions and decisions, including the rationale for those decisions
- Child protection records are not kept with a child's academic record.
- Staff are aware that they must make a record of child protection concerns and that records must be signed and dated.

All records need to be given to the Senior Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer.

The Senior/Deputy and Designated Safeguarding Leads will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

Should a child move establishment, the school will ensure that child protection records associated with that child will be transferred in a timely fashion.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and

transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child's academic file.

12. Allegations against Members of Staff and Volunteers (LADO procedures)

The Radcliffe School's policy and procedures recognises that it is possible for staff and volunteers to behave in a manner that causes harm to children and takes any allegation made against members of staff or volunteers seriously. Local arrangements for managing allegations need to be followed. All staff need to know who to talk to if they are concerned about the behaviour of an adult.

Keeping Children Safe in Education, 2024 Part 4: Allegations of abuse made against teachers and other staff sets out the duties of employers and employees in handling allegations and also in caring for their employees. This section covers a range of relevant processes, incorporating **the role of the LADO**.

The Radcliffe School's policy and procedures are guided by local procedures for managing allegations against staff, carers and volunteers, which are set out in the Milton Keynes Safeguarding Children Partnership procedures:

<https://www.milton-keynes.gov.uk/>

13. Allegations Against Pupils, Child on Child Abuse and Child on Child Sexual Violence and Sexual Harassment

The Radcliffe School does not tolerate child on child abuse and will deal with any such abuse robustly.

Children and young people can be perpetrators of abuse. This can manifest itself in many ways and may include gender issues. It may include children and young people being sexually touched/assaulted or subjected to initiation-type violence. Peer-on-peer abuse may also involve sexting - the taking and sharing of self-generated sexual imagery.

The Radcliffe School's policy and procedures reflect the school's approach to allegations against pupils, including sharing of nude and semi-nude images. Relevant policies include the behaviour policy, anti-bullying policy, child protection policy and online e-safety policy.

Where there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm the Designated Safeguarding Lead 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.

The school will always 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. Parents and carers will be informed at the earliest opportunity.

The Radcliffe School will deliver age appropriate SRE to ensure that young people understand their relationships with each other.

The Radcliffe School staff is cognisant of and compliant with Child-on-child abuse: Keeping Children Safe in Education, 2023.

14. Management of Mental Health Concerns

- All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one
- Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education
- Staff should take action on any mental health concerns that are also safeguarding concerns, following the school child protection policy and speaking to the DSL or deputy

15. The use of School Premises by other Organisations

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

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

16. Specific Safeguarding Issues

The Radcliffe School staff is cognisant of and compliant with Specific Safeguarding Issues: Keeping Children Safe in Education, 2024 and the policy and guidance to which this links. These specific safeguarding issues include:

- Child abduction and community safety incidents
- CCE and CSE
- County lines
- Children and the court system
- Children who are absent from education and children missing education
- Cybercrime
- Domestic abuse
- Homelessness
- Mental health
- Modern slavery and the national referral mechanism
- Preventing radicalisation, the Prevent duty and Channel
- Sexual violence and sexual harassment between children
- Serious violence
- So-called 'honour'-based abuse (including FGM and forced marriage)

Online safety:

It is essential that children are safeguarded from potentially harmful and inappropriate online material and to protect and educate pupils, students, and staff in their use of

technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
- **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 (eg 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

We ensure the school is also familiar with and works in accordance with local multi-agency information and guidance as located on the Milton Keynes Safeguarding Children Board website.

The school will ensure that all internet access has age-appropriate filtering provided by a recognised filtering system which is regularly checked to ensure that it is working, effective and reasonable.

Systems are in place to ensure that internet use can be monitored and logged so if there are any incidents the school can identify patterns of behaviour and to inform e-safety policy.

17. Policy Review

The Governing Body is responsible for reviewing the child protection policy 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.

18. Contacts and Further Information

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

Milton Keynes Council Multi-Agency Safeguarding Hub (MASH):

Tel: 01908 253169 or 253170 during office hours or

Emergency Social Work Team 01908 265545 out of office hours

email: children@milton-keynes.gov.uk

For allegations about people who work with children

Contact the Milton Keynes Council MASH as above

or:

Local Authority Designated Office (LADO)

Tel: 01908 254306

email: lado@Milton-keynes.gov.uk

If in doubt – consult and report.

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.

Appendix One - Gender questioning

This appendix explains The Radcliffe School's practices in cases of gender questioning. It seeks to minimise the distress and disruption to any student involved by:

- Ensuring teachers and Governors are dealing with Gender questioning matters inclusively and sensitively,
- Providing an inclusive environment for any Gender questioning student,
- Ensuring all students are aware of and educated on issues of Gender questioning.
- The school will act as appropriately in accordance with the DfE December 2023 draft non-statutory guidance.

Transphobia and Bullying

The Radcliffe School has a robust anti-bullying policy. In line with this policy, transphobic incidents will be recorded and dealt with in the same manner as other incidents that are motivated by prejudice, eg racist or homophobic incidents.

Training

In order to ensure all staff and Governors have the skills to deal with Gender questioning issues, The Radcliffe School will hold training sessions as part of regular safeguarding training on topics such as:

- Safeguarding
- Confidentiality
- Gender Identity
- Tackling transphobia
- Relevant legislation
- Keeping safe on-line

Staff will be updated in briefings on individual circumstances as the need arises

The Curriculum

a) The issues related to Gender questioning will be delivered to all students during the PSHE

elements of the Tutor Programme and Modern Britain, Values and Ethics (MBVE) curriculum.

b) Physical Education

Issues arising in the PE curriculum, for example where, as puberty develops, M2F gender questioning participants may have a physical advantage over other girls, will be sensitively managed in the individual lesson context. This will be done in discussion with parents or carers.

The use of changing room facilities will also be carefully considered. Use of facilities by Gender questioning participants will be sensitive to their needs and also recognise the needs and sensitivities of other students. When competing at another school or an outside venue, school staff must ensure there is appropriate and sensitive provision available.

Work Experience

All placements should be aware of their duties and responsibilities when Gender questioning young person attend a work experience placement. The School will be sensitive to this in their planning before any young gender questioning person is placed in any business or organisation. Careful discussion about the placement with the student and parents or carers, will occur to find the most suitable way forward to ensure the placement is successful.

Changing/Toilet Facilities

There is provision at the School for unisex toilets. Gender questioning students will be able to use these facilities.

School Uniform

Gender questioning students will be expected to follow the School Uniform Policy, which covers uniform, make-up and jewelry. The uniform expectations are suitable for all students.

Name Changing and Exam Certification

If a Gender questioning student wishes to have their preferred name recognised on school systems, this will be agreed by the student, family and school. A person under 16 years of age cannot change their name legally without the consent of a parent. The preferred name will appear on letters home, report cycles, bus pass information etc but is not a legal change of name so will not appear on official documents e.g. exam certificates. (Once an exam result is accredited it will need to be linked with the Unique Pupil Number (UPN) or Unique Learner Number (ULN) which appeared in the school census submitted in January of the examination year. UPNs and ULNs are only linked with legal names, not preferred names. It may still be possible for an examination certificate to be issued in the preferred name, but any young person finding themselves in this position should discuss this issue with the school in good time and preferably in Year 10. Schools need to be aware that the DfE analysis of school performance may still present the student in the gender registered by their UPN).

We will signpost students to relevant counselling services for those students who require further support to ensure that the student is fully supported in what could be a very difficult time for them.

Vaccinations

The school will allow any gender specific vaccinations to be carried out at the GP surgery if requested.

School Visits

Normal school visits and activities may lead to overnight stays, both at home or abroad. Issues may arise for both gender questioning students and other students but this must not mean gender questioning students are excluded from the visit. The School will assess any additional needs well in advance. It may be necessary to have a parent, carer or a

member of staff accompanying the visit to ensure the gender questioning student can be fully included.

Sleeping arrangements will be considered before a visit is undertaken; it is possible that the Gender questioning student would prefer to have a separate room. Each individual case and visit needs to be considered carefully and well in advance, with advice from all appropriate bodies.

In the course of a visit abroad, a student could be searched at a border or other places. The School will contact any relevant border control or other agency in advance to ensure that the risk assessment being prepared by the school is accurate for the visit in question. In some countries, for example, it is illegal to be part of the gender questioning community; in some it is an offence not to report to the authorities that a person is part of the Gender questioning community.

The School will investigate the laws regarding gender questioning people in any country considered for a school visit.

Amendments

Date	Page	Item	Detail
Oct 2018			Changes throughout
Nov 2019	2	4	Change of Head of House/Safeguarding Lead
Nov 2019			Additions/changes throughout
Dec 2020			Change of Deputy Designated Safeguarding Lead throughout
Dec 2020			Changes throughout
Dec 2021	22		Addition of appendix One - Gender questioning
Dec 2022			Changes throughout
Sept 2023			Changes throughout highlighted
July 2024			Changes throughout highlighted