

# Summerfield Safeguarding and Child Protection Policy



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## Appendix 5: Late collections

### Key contacts

#### School

**Name of school : Summerfield**

**Headteacher :**

Name: Pam Weston

Contact details: 01908662585

**Designated child protection member of staff:**

Name: Pam Weston

Contact details: 01908662585 (pweston@summerfieldschool.org)

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

Name: Rebecca Daley

Contact details: 01908662585 ([rdaley@summerfieldschool.org](mailto:rdaley@summerfieldschool.org))

**Nominated governor for child protection:**

Name: Michelle Scott

Contact details: 01908662585 & 07908645256

**Nominated governor for safer recruitment:**

Name: Donna Bellhouse

Contact details: 01908668228 & 07544391234

**E-Safety Manager**

Name: Simon Dingle

Contact details: 01908662585 & ([sdingle@summerfieldschool.org](mailto:sdingle@summerfieldschool.org))

## 1 PURPOSE OF POLICY

The purpose of this policy is to provide protection for the children and young people who receive a service from this school and to provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk of, harm.

This policy applies to all permanent staff, in addition to supply staff, volunteers, or anyone working or volunteering on behalf of this school.

Where there is a child protection concern involving a member of staff/volunteer, we MUST refer to the appropriate procedures in the policy document - 'Managing allegations and concerns regarding staff in education settings'.

<http://www.milton-keynes.gov.uk/teachers/displayarticle.aspID=93174>

This school 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 Families**

Milton Keynes Council, Children and Families Service Groups 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/setting 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 guidance [Http://www.milton-keynes.gov.uk/schools/displayarticle.asp?ID=73226](http://www.milton-keynes.gov.uk/schools/displayarticle.asp?ID=73226)
- issuing an up to date Health and Safety Manual to all schools and settings

the provision of an Off-site Visits and Journeys policy which sets out the responsibilities of governing bodies and offers guidance for arranging trips:  
[http://www.milton-keynes.gov.uk/educate\\_mk\\_newsletter/documents/MK\\_Offsite\\_Visits\\_Policy\\_Revised\\_Sept\\_2012\(1\).pdf](http://www.milton-keynes.gov.uk/educate_mk_newsletter/documents/MK_Offsite_Visits_Policy_Revised_Sept_2012(1).pdf)

## **2.2 Governing Body**

The governing body will ensure that:

- The school's safeguarding policies and procedures are consistent with Milton Keynes Safeguarding Children Board (MKSCB) 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
- The designated member(s) of staff for child protection should have undertaken training in inter-agency working and refresher training at three yearly intervals. All staff and adults who work with children must undertake appropriate safeguarding and child protection training, relevant to the type of school and kept up to date by refresher training every three years
- Action is taken where any weaknesses in child protection or safeguarding policy and practice are apparent within the school.
- Other organisations using the premises to provide extended or after-school activities have appropriate safeguarding and child protection policies and procedures in place
- Ensure that any person who interviews a candidate for a post or, if there is a selection panel, at least one panel member has completed the safer recruitment training approved by the Secretary of State.

For further information on governor services - <http://www.milton-keynes.gov.uk/mkgovernors/displayarticle.asp?ID=72916>

## **2.3 Headteacher**

The head teacher will ensure that:

- Staff are fully aware of the school's safeguarding and child protection policies and that these policies are fully implemented
- The designated child protection member of staff is given sufficient support, time and resources to carry out their responsibilities
- Staff are released to attend Child Protection Conferences, CAF Panels, TAC Meetings, Core Group Meetings and any other meetings held to discuss

potential safeguarding issues concerning children and young people at the school

- Safe recruitment practice is followed in all cases whenever recruiting to posts
- Referral is made to the Independent Safeguarding Authority (ISA) where there are concerns that a person has caused harm or poses a future risk of harm to children. Further information can be found at <http://www.gov.uk/government/organisation/disclosure-and-barring-service/about>
- 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 and concerns regarding staff in education settings policy, whenever an allegation is made against a member of staff .

<http://www.milton-keynes.gov.uk/teachers/displayarticle.asp?ID=93174>

### **3 SAFEGUARDING CHILDREN**

#### **3.1 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.

#### **3.2 Role of the school**

The school 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.

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 such as:

- Health and safety
- Referring for early help
- Bullying including cyber bullying
- Internet safety
- 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
- Issues specific to the local population
- Site security
- Female genital mutilation
- Forced marriage
- Sexual exploitation
- Missing children
- Managing allegations against staff

### **3.3 The curriculum**

Summerfield has policies and practices in place to ensure the safety and well being of all our children. School and classroom rules cover safe movement around the building and on the playground. Lesson plans identify hazards in practical lessons. Children and young people are taught to keep themselves safe from substance or alcohol abuse. Years 5 and 2 visit The Safety Centre every year.

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

Summerfield 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.

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

In Early Years video/photographic evidence is used to record the 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). Section 27 – page 26 - DCF 'Guidance for Safer Working Practice for Adults Who Work with Children and Young People'

### **3.6 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.

Summerfield will:

- Make parents aware of our 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 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
- Advise parents on the availability of early help and support them through the referral and support process.

### **3.7 Inter-agency working**

Summerfield 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/setting 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 additional needs and make appropriate referrals to agencies on behalf of the children and young people.

The school 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 Child Protection Conferences and Core Group meetings.

The school will liaise with Milton Keynes Council's Referral and Assessment Team (RAAT) – (01908) 253169/70 for safeguarding advice wherever there are any concerns or issues relating to safeguarding practice or individual child protection matters.

## **4 CHILD PROTECTION**

### **4.1 Role of school**

Child protection is a part of safeguarding and deals with specific concerns about harm to individual children and young people. There are clear statutory procedures to deal with child protection concerns and it is essential that schools and settings are familiar with these and are able to implement them.

The school 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
- Milton Keynes Safeguarding Children Board Inter-agency procedures <http://www.mkscb.org> including chapter 13 'Allegations against staff, carers and volunteers
- Managing Allegations and Concerns Regarding Staff in Education Settings (Revised July 2013)
- Advice on what to do if a school is worried that a child is being abused. This includes important information about the legal issues involved in sharing information.

In line with this policy and procedure, the school will carry out the following:

- Identifying where there are child protection concerns (where a child may be suffering or at risk of 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 Milton Keynes Family Assessment (CAF) to address these concerns with the child and its family OR referring through the ISSC Referral Hub for additional support through Children and Family Practises. (see section 4.3 below)

## 4.2 Role of the Designated Child Protection Member of Staff

The school 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 Headteacher and the nominated governor for child protection within the school
- Provide a link between the school and other agencies, particularly Children's Social Care and the Milton Keynes Safeguarding Children Board(MKSCB)
- 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's policies and procedures and that they are kept informed and involved
- Attend designated safeguarding training every two years.
- Attend interagency training at least every 3 years

## 4.3 Child protection procedures

Schools **must** be aware of and comply with the detailed guidance in *Working Together 2013* and the Milton Keynes Safeguarding Children Board inter-agency procedures.

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

### 4.3.1 Recognition

- All 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 child/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 ISSC Referral Hub should be made by the designated staff member or their deputy following a discussion with the member of staff who has raised concerns and having referred to the MKSCB Levels of need documentation.
- **The Milton Keynes Family Assessment (MKFA)** is the local version of the Common Assessment Framework (CAF) which is a nationally standardised approach to conducting an assessment of the needs of a child and deciding how these should be met. It is a simple assessment for use by professionals in all agencies to clarify concerns they may have about a child and communicate and work more effectively together. It is an expectation that a MKFA is considered where there are concerns about the child but the child is not considered to be suffering significant harm. This is a voluntary open process that involves talking to the child and/or their parents.
- The MKFA is designed for when:
  - There are concerns about how well a child is progressing in terms of their health, behaviour, progress in learning or any other aspect of their well being
  - The child's needs are unclear or broader than a single service can address
- **The MKFA should not delay the process if a professional is concerned that a child is or may be at risk of significant harm. In such cases the**

**professional must make a referral directly to Milton Keynes Council Integrated Support & Social Care (ISSC) Referral Hub**

- The MKFA is the second part of the **Children & Family multi-agency referral form** which can be found on the MKC website Children and Families Practices page. Milton Keynes Council – Children’s Services
- Urgent child protection referrals will be accepted by telephone but must be confirmed in writing within 48 hours
- Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the designated member of staff should discuss the case on a consultation basis with the Milton Keynes ISSC Hub
- Parental consent should be sought prior to the referral being made unless to seek consent would place the child or any other 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 ISSC Referral Hub
- All referrals will be acknowledged by ISSC 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 is provided to CSC during the course of any child protection investigation.
- The designated staff member will ensure that the school 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 child protection 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. Electronic records must be protected/access restricted
- 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 (see appendix 3 – example of good practice) and all records should be signed and dated.
- The designated staff member should be aware of patterns reoccurring and repeated incidents
- Where a child who is subject to a Child 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.

There is no clear guidance on how long schools should store child protection file. As a guide Milton Keynes recommends child protection records will be kept until the child leaves education or for a period of at least 10 years from the date of any incident/last incident if that is longer. Records should then be disposed of securely as confidential waste.

#### **4.4 Confidentiality and information sharing** (see link to further info at bottom of section).

- 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 or when there are concerns about the child's safety.
- 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 settings 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.
- Where appropriate, 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? Safeguarding always overrides confidentiality: the welfare of the child is paramount.
- 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'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.
- Inter-agency guidance on information sharing is contained in the MKSCB procedures at:
- [http://www.proceduresonline.com/mkscb/chapters/p\\_info\\_sharing.html](http://www.proceduresonline.com/mkscb/chapters/p_info_sharing.html)

## **5 SAFE LEARNING ENVIRONMENT**

### **5.1 Safe recruitment**

The school 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 and whose training was completed successfully within the last 5 years. Refresher training is an ongoing requirement of safe recruitment

- The school will also ensure that all current staff who have regular or unsupervised contact with children and young people have been subject to an enhanced with Children's Barred List DBS check. The school observes guidance contained in MKSCB Model Safer Recruitment Guidance (Sept 2012) and the accompanying MKSCB Safer Workforce Practise Checklist (July 2011)
- Although the Headteacher will have day-to-day responsibility for the recruitment of staff, the nominated governor for safer recruitment 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 ensure that a single central record of all staff that includes details of all checks carried out and the outcome of these checks is maintained for the school

Where staff working in the school are sourced by a third party provider (The school does not currently use agency staff) the Headteacher/Governing Body must obtain written confirmation from the agency that the same safer recruitment checks which are required for the school's own staff, have been completed for supply staff. In relation to DBS Disclosures the written confirmation from the agency must confirm that relevant DBS Disclosures have been requested for an individual, whether or not the Disclosure has been received, and if received, whether it included any disclosure information. Where there is disclosed information, the school must obtain a copy of the DBS Disclosure from the agency before the individual starts work. NB The school no longer gets a copy, it is up to the applicant to provide the number when completed.

### **5.1.1 Current practice**

The school observes guidance contained in the following documents:

- Safeguarding Children and Safer Recruitment in Education
- Keeping Children Safe in Education

The school maintains a single central record of all staff, adults and volunteers who come into regular contact with children and young people which must include the following information:

- Identity checks – "Safeguarding Children and Safer Recruitment in Education" states some form of photographic identity should be seen except where for exceptional reasons none is available;
- A check made to establish that the person is not barred from regulated activity relating to children (the enhanced DBS check currently covers this);
- Checks made to establish that the person meets the requirements with respect to teacher/Headteacher qualifications
- An enhanced with Children's Barred List criminal record certificate obtained in respect of the person;
- Further checks made because a person has lived outside the United Kingdom; i.e a Certificate of Good Conduct

- A check made to establish the person's right to work in the United Kingdom; and
- The date on which each such check was completed or the certificate obtained.

When recruiting the school should:

- Check, copy validate and keep on file the applicant's identity and immigration status i.e. the right to work in the UK 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. Schools must be satisfied that checks have indeed been done.

## 5.2 Volunteers

The Headteacher will ensure that unpaid volunteers where they have regular contact with children and young people, such as parents who accompany children and young people on residential school outings or provide help in the classroom, are:

- Subject to a CRB/DBS check
- Undergo a recruitment process, such as reference checks and interviews, that is 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.

There is no need to carry out DBS checks in respect of volunteers or parents who only accompany staff and children on one-off outings or trips that do not involve overnight stays, or who only help at specific one-off events e.g. a sports day, school fete, college open day.

Volunteers in school can and should be DBS checked unless supervised to the satisfactory standard i.e. supervised on a regular basis by a member of staff who is appropriately checked.

Summerfield School will check regular volunteers against the barred list

## 5.3 Visitors

Checks on visitors cannot be done but schools must use judgement about escorting visitors. Visitors will always be asked for organisational/agency identification at entry.

**Checks on contractors.** School will ensure that the contractor has checked their staff (barred list check and enhanced criminal records check) if they are working regularly in the premises with opportunity for contact with children. We do not allow contracted staff to have unsupervised contact with children.

Examples of people who do not need to apply for a CRB Disclosure include:

- Visitors who have business with the Headteacher, principal or other staff or who only have brief contact with children with a member of staff present;
- People who visit a school only once but their work takes them into numerous schools, each as a one off visit so they do not have regular access to the same child. This would be likely to apply to visiting authors, drama companies, poets and other people who visit an individual school to deliver a one off session for pupils, but will repeat such sessions in other schools on a regular basis
- Visitors or contractors who come on site only to carry out emergency repairs or service equipment; and who would not be expected to be left unsupervised on school premises
- Secondary pupils on Key Stage 4 work experience in other schools, or nursery classes; secondary pupils undertaking work in another school as part of voluntary service, citizenship or vocational studies; or Key Stage 5 or sixth form pupils in connection with a short careers or subject placement. In these cases the school placing the pupil should ensure that he/she is suitable for the placement in question
- People who are on site before or after school or college hours and where there is no opportunity for contact with children: e.g. local groups who hire premises for community or leisure activities; cleaners who only come in after children have gone home, or before they arrive; and Initial teacher training tutors and staff visiting schools and colleges to observe trainee teachers, provided that they are supervised at all times by someone who is ISA registered (this might include the student teacher themselves)
- Responsibility for determining the requirement for DBS check of an individual visitor or contractor before being allowed access to the building, will rest with the Headteacher and/or Governing Body. This will be dependant on the level of access they are likely to have to children and taking into account Health and Safety requirements for contractors and safeguarding guidance. 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 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.
- Children will not be allowed in areas where builders are working for health and safety reasons, as well as for safeguarding purposes, so there should be no reason for contractors to have contact with them. However, the school will ensure that the contract for building projects makes it clear that any of the

contractor's staff who come into contact with children must undergo appropriate checks. The contractor is also responsible for ensuring that any subcontractors they may use follow the same process.

- If contractors will be able to access areas of the school where they will come into contact with children, the school will ensure that the areas can be monitored. The school will also ensure that all contractors sign in as visitors to the school site.
- 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's 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 and national and locally agreed procedures
  - Our school's procedures
  - Managing disclosures
  - Information sharing and confidentiality
  - Recording and keeping safe records – transfer of information
  - How local statutory services are configured and referral processes
  - Thresholds for referral
  - Working with parents
  - Multi agency and Children's Social Care assessments
  - Child protection conference processes
  - Local safeguarding issues
- School staff will be offered additional 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 procedures 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 members will receive:
    - Specific training on the role of the designated staff member every two years
    - Specialist inter-agency safeguarding training courses provided by Milton Keynes Safeguarding Children Board (MKSCB) at least every three years plus training on Forced Marriage and Female Genital Mutilation
    - Training on managing allegations against staff and the role of the LADO

Staff will also have access through MKSCB to training on the role of Children and Family Practices and the use of the Milton Keynes Family Assessment (Common Assessment Framework) as part of their safeguarding training.

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

- The school 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 DCF *“Guidance for safer working practice for adults working with children & young people” (2009)*

#### **5.4.3 Restrictive Physical intervention**

It is the school's policy to use restrictive physical intervention only in line with Milton Keynes Safeguarding Children's Board's "*Restrictive Physical Intervention*" policy. [http://www.proceduresonline.com/mkscb/chapters/p\\_policy\\_rest\\_phys\\_int.html](http://www.proceduresonline.com/mkscb/chapters/p_policy_rest_phys_int.html)

Schools and settings should refer to the DFE guidance 2011 (Use of Reasonable Force)

#### **5.4.4 Allegations against staff and Volunteers**

In the event that an allegation is made against a member of staff or volunteer, the school will follow Milton Keynes' guidance "Managing Allegations and concerns regarding staff in education settings and schools" (Revised July 2013). This includes where the allegation concerned is against the Headteacher/Designated Teacher.

This policy is supplementary guidance to MKSCB Inter-Agency Policy & procedures MKSCB Procedures chapter 13: Allegations against Staff, Carers and Volunteers and is based on national government guidance Working Together to Safeguard Children (2013) which outlines the role of the Local Authority Designated Officer (LADO) and the councils responsibilities under s 11 Children Act 2004.

These procedures relate to the management of allegations against people who work with children and young people in any capacity, whether paid or unpaid, volunteers, casual, agency or self employed.

**Statutory guidance requires that the Local Authority Designated Officer (LADO) should be contacted when an allegation is made against anyone who is in the position of trusted adult with children or young people.**

The LADO role also covers people who may have significant contact with children or young people, but are not employed directly to work with them, such as support staff or caretakers.

The guidance should also be followed if it becomes known that an individual who is involved with children in any of the above capacities has, in their personal life, acted in a way that may have caused harm to a child. This is important as it may raise potential concerns about them in their professional capacity.

The LADO **must** be contacted in all cases where it is suspected or alleged that a person who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
- 

The LADO is responsible for the following:

- Providing advice, information and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers and recommending a referral as appropriate
- Convening and chairing a Strategy Meeting should the allegation require investigation by police and/or social care

- Managing and overseeing individual cases from all partner agencies
- Ensuring the child's voice is heard and that they are safeguarded
- Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made
- Monitoring the progress of cases to ensure they are dealt with as quickly as possible.

**If you become aware of any concerns or allegations in respect of the above, you must notify the LADO and your manager without delay and within one working day.** If the LADO is not available, refer to Integrated Support and Social Care (ISSC) Referral Hub on 01908 253169/3170.

The LADO will decide whether there is a need for a **Strategy Discussion** if there are sufficient grounds to believe a child has suffered or is likely to have suffered significant harm. The Strategy Discussion will decide whether enquiries should be made under s47 Children Act 1989. The Strategy Discussion would usually be in the form of a meeting, but may take place by telephone where appropriate (e.g. expediency).

There may be three strands of enquiry in the consideration of an allegation:

- Police investigation of any possible criminal offence
- Enquiries and assessment by Children's Social Care about whether a child is in need of protection or in need of services
- Consideration by an employer of disciplinary action in respect of the individual.

It is important to note that, whilst the LADO (or ISSC Referral Hub) will always provide advice, immediate **management action to ensure the protection of child(ren) from harm rests with the Headteacher/Chair of Governors/Senior Manager** and does not have to wait until a Strategy Meeting. This may include temporarily removing the alleged perpetrator/named adult from their role, through suspension if necessary.

The LADO (or the ISSC Referral Hub if the LADO is unavailable) can be consulted to discuss any issues in relation to managing allegations against people who work with children and to assist if you are uncertain whether the criteria for LADO involvement are met.

See contact details at Appendix 3.

#### **5.4.5 Whistleblowing**

The school 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/setting environment as there is reasonable doubt that these would be dealt with adequately. All schools and settings will have a Whistle Blowing Policy which is easily accessible (Copy in staffroom)

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, staff and volunteers may

report concerns to MKC Head of Delivery for Setting and School Effectiveness (see key contacts at Appendix 3 below).

## **5.5 E-Safety**

E-Safety is a whole-school responsibility. This will be led by a school senior manager responsible for e-safety who will draw upon support from colleagues and advisers with technological expertise to understand issues and problems.

The school senior manager responsible for e-safety will ensure that they keep up to date with current e-safety issues

## **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 and will check for any patterns emerging
- Prejudice based incidents are recorded and dealt with in accordance with Government guidance and the Equality Act 2010
- Serious accidents and incidents are reported to the Governing Body and are scrutinised on a regular basis by the Governing Body to identify any problems or weaknesses around the school's safeguarding policies and procedures or any emerging patterns and to agree any course of action.
- The designated member of staff ensures a high standard of recording of child protection concerns

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

Other sources of information include the following:

- Off-site visits and outdoor learning policy [http://www.milton-keynes.gov.uk/educate\\_mk\\_newsletter/documents/MK\\_Offsite\\_Visits\\_Policy\\_Revised\\_Sept\\_2012\(1\).pdf](http://www.milton-keynes.gov.uk/educate_mk_newsletter/documents/MK_Offsite_Visits_Policy_Revised_Sept_2012(1).pdf)
- Health and Safety Manual – see MKC intranet

### **Equalities**

- Information on Ethnic Minority Achievement Support Service (EMASS) website: <http://www.milton-keynes.gov.uk/emass/>

- Guidelines for dealing with and reporting racist incidents in schools:
- [http://www.miltonkeynes.gov.uk/emass/documents/Racist\\_Incidents\\_in\\_Schools\\_2009\\_final%281%29.pdf](http://www.miltonkeynes.gov.uk/emass/documents/Racist_Incidents_in_Schools_2009_final%281%29.pdf)
- 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.miltonkeynes.gov.uk/emass/DisplayArticle.asp?ID=20201>

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

- *Managing allegations and concerns regarding staff in education settings and schools (Revised July 2013)*  
<http://www.miltonkeynes.gov.uk/teachers/displayarticle.asp?ID=93174>
- Policy and procedures for safer recruitment in schools:  
<https://www.education.gov.uk/publications/eOrderingDownload/Final%206836-SafeGuard.Chd%20bkmk.pdf>
- DCSF Guidance for Safer Working Practice for Adults who work with Children and Young People 2009  
[http://www.mkscb.org/mkscb/documents/Guidance\\_for\\_safer\\_working\\_practice\\_for\\_adults\\_who\\_work\\_with\\_children\\_and\\_young\\_people1.doc](http://www.mkscb.org/mkscb/documents/Guidance_for_safer_working_practice_for_adults_who_work_with_children_and_young_people1.doc)

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

- DfE Guidance for Safer Working Practice for Adults who work with Children and Young People 2009; section 3: 22

### **Photography and videos**

- DCSF Guidance for Safer Working Practice for Adults who work with Children and Young People 2009 section 3: 26  
[http://www.mkscb.org/mkscb/documents/Guidance\\_for\\_safer\\_working\\_practice\\_for\\_adults\\_who\\_work\\_with\\_children\\_and\\_young\\_people1.doc](http://www.mkscb.org/mkscb/documents/Guidance_for_safer_working_practice_for_adults_who_work_with_children_and_young_people1.doc)
- Photographic images of children guidelines for schools:  
[http://www.miltonkeynes.gov.uk/mkgovernors/documents/Photographic\\_images\\_of\\_children.pdf](http://www.miltonkeynes.gov.uk/mkgovernors/documents/Photographic_images_of_children.pdf)  
[http://www.miltonkeynes.gov.uk/mkgovernors/documents/Photograph\\_permission\\_form\\_-\\_schools\\_10\\_Dec\\_2010.doc](http://www.miltonkeynes.gov.uk/mkgovernors/documents/Photograph_permission_form_-_schools_10_Dec_2010.doc)

[http://www.milton-keynes.gov.uk/mkgovernors/documents/Taking\\_Photos\\_in\\_Schools\\_-\\_Guidance\\_10\\_Dec\\_2010.pdf](http://www.milton-keynes.gov.uk/mkgovernors/documents/Taking_Photos_in_Schools_-_Guidance_10_Dec_2010.pdf)

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

- DCSF Guidance for Safer Working Practice for Adults who work with Children and Young People 2009 section 3: 10  
[http://www.mkscb.org/mkscb/documents/Guidance\\_for\\_safer\\_working\\_practice\\_for\\_adults\\_who\\_work\\_with\\_children\\_and\\_young\\_people1.doc](http://www.mkscb.org/mkscb/documents/Guidance_for_safer_working_practice_for_adults_who_work_with_children_and_young_people1.doc)

### **Confidentiality**

- Part of MKSCB interagency procedures- Information sharing and confidentiality section: <http://www.mkscb.org/mkscb-professionalsandvolunteers/documents/MKSCB%5FCh%5F3%5FInformation%5FSharing%2Epdf>

- **SRE (Sex and Relationship Education)**

- Government SRE Guidance 2000:  
<https://www.education.gov.uk/publications/eOrderingDownload/DfES-0116-2000%20SRE.pdf>

### **MAKING A REFERRAL OR CONSULTING MILTON KEYNES COUNCIL CHILDREN & FAMILIES INTEGRATED REFERRAL HUB**

- [Milton Keynes Council - Children`s Services](#)

#### **Seeking advice and support for families:**

- [Milton Keynes Council- Children and Families Practices](#)

### **MANAGING ALLEGATIONS AGAINST STAFF**

- *Managing allegations and concerns regarding staff in education settings and schools (Revised July 2013)*  
<http://www.milton-keynes.gov.uk/teachers/displayarticle.asp?ID=93174>

### **STATUTORY SAFEGUARDING GUIDANCE**

- Working Together To Safeguard Children 2013  
[Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children - About the Department](#)

### **MILTON KEYNES INTER-AGENCY SAFEGUARDING GUIDANCE**

- Milton Keynes Safeguarding Children Board Inter-agency procedures  
<http://www.mkscb.org>

## Appendix 1: CHILD PROTECTION; DEFINITIONS AND INDICATORS

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

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

### Types of Abuse:

**Neglect:** Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-givers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

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

**Emotional abuse:** Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child

participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Definitions taken from *Working Together to Safeguard Children (2013)*

**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 (Example of good practice)

### **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**

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#### **Outcomes of monitoring**

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

#### **Action taken**

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Name of staff member:

Date

## Appendix 3

### KEY CONTACTS

<b>NAME</b>	<b>ORGANISATION</b>	<b>E-MAIL &amp; TEL NO.</b>
Integrated Support and Social Care Referral Hub	Children and Families Milton Keynes Council	Duty Desk: 01908 253169 / 253170
Vikki Blakeston	Team Manager Integrated Support and Social Care Referral Hub Milton Keynes Council	<a href="mailto:Vikki.Blakeston@milton-keynes.gov.uk">Vikki.Blakeston@milton-keynes.gov.uk</a>  01908 253226
Jo Hooper	Head of Productivity: Safeguarding Milton Keynes Council	<a href="mailto:Jo.Hooper@Milton-Keynes.gov.uk">Jo.Hooper@Milton-Keynes.gov.uk</a>  01908 254307
Melinda May	Head of Children's Social Work Milton Keynes Council	<a href="mailto:Melinda.May@milton-keynes.gov.uk">Melinda.May@milton-keynes.gov.uk</a>  01908 253127
Bill Cook	Local Authority Designated Officer (LADO)	<a href="mailto:Bill.Cook@milton-keynes.gov.uk">Bill.Cook@milton-keynes.gov.uk</a>  01908 254306
CAIU (Child Abuse Investigation Unit)	Thames Valley Police	CAIU (Child Abuse Investigation Unit) 01908 276140

Cheryl Eyre	Head of Delivery for Setting and School Effectiveness Milton Keynes Council	<a href="mailto:Cheryl.Eyre@milton-keynes.gov.uk">Cheryl.Eyre@milton-keynes.gov.uk</a> 01908 254683
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## Appendix 4

### Late Collections Policy

#### Policy statement

*In the event that a child is not collected at the end of the school day, we put into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified member of staff who is known to the child. The child will receive a high standard of care in order to cause as little distress as possible.*

*We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.*

#### Procedures

- Parents of children starting at the school are asked to provide the following specific information, which is recorded on our Registration Form:
  - Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
  - Place of work, address and telephone number (if applicable).
  - Mobile telephone number (if applicable).
  - Names, addresses and telephone numbers of adults who are authorised by the parents to be contacted to collect their child from the school in case of emergency, for example a child minder or grandparent.
  - Who has parental responsibility for the child.
  - Information about any person who does not have legal access to the child.
  - On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
  - Parents must inform the school in writing of any changes to contact telephone numbers and/or addresses.
- On occasions when parents, or the persons who normally collect the child, are not able to do so, they should inform the school via a telephone call to the school office or inform the child's teacher in the morning.

- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number.
- We inform parents that we apply our child protection procedures in the event that their children are not collected within one hour after the school day or out of school activity has ended and the staff can no longer supervise the child.
- If a child is not collected at the end of the school day or after an out of school activity, we follow the procedures below:
  - The child's file is checked for any information about changes to the normal collection routines.
  - If no information is available, parents/carers are contacted at home or at work.
  - If this is unsuccessful, the adults who are authorised by the parents to collect their child from the school - and whose telephone numbers are recorded on the Registration Form - are contacted.
  - All reasonable attempts are made to contact the parents or nominated carers.
  - If no-one collects the child after the setting has closed and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
  - We contact our local authority children's social care team at the Referral Hub:

**01908 253169 / 253170**

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In the event that this is following an out of school hours activity (after 5pm), this will be the out of hours duty officer:

**01908 265545**

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- The child stays at the school or location of the out of school activity in the care of two fully-vetted members of staff until the child is safely collected either by the parents or by a social care worker.
- Social care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances will staff go to look for the parent, nor do they take the child home with them. A full written report of the incident is recorded in the child's file.
- Ofsted may be informed:

This policy was adopted at a meeting of

Summerfield Curriculum Committee

Held on

\_\_\_\_\_ (date)

Date to be reviewed

\_\_\_\_\_ (date)

Signed on behalf of the provider

Name of signatory

\_\_\_\_\_

Role of signatory (e.g. chair, director or owner)

\_\_\_\_\_

\_\_\_\_\_

- Safeguarding Children (2010)