

Child Protection and Safeguarding Policy

In line with 'Keeping Children Safe in Education' (KCSIE)

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk)



Kindness, Respect, Collaboration, Resilience, Aspiration, Courage and Friendship

This policy was adopted on September 2025

The policy is to be reviewed September 2026

St James and St John Church of England Primary School
recognise their responsibility for safeguarding and child protection

(Copies of this policy are available for staff, parents, visitors and volunteers on request from the school office)

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1. Contacts

School contacts

Headteacher	Louise Woods	01280 812291 / 01280 860272 head@stjamesjohn.bucks.sch.uk
Designated Safeguarding Lead (DSL) Designated teacher for Children Looked after (DT for CLA) Mental Health Lead Prevent Lead	Louise Woods	01280 812291 / 01280 860272 head@stjamesjohn.bucks.sch.uk
Deputy Designated Safeguarding Lead (DDSL)	Rebecca Bailey	01280 812291 / 01280 860272 rbailey@stjamesjohn.bucks.sch.uk
Nominated Safeguarding Governor	James Peppiatt	ipeppiatt@stjamesjohn.bucks.sch.uk
Chair of Governors	Jo Coxall	jcoxall@stjamesjohn.bucks.sch.uk

Contacts in Buckinghamshire	
Education Safeguarding Advisory Service ESAS offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.	01296 387981 Secure-esasduty@buckinghamshire.gov.uk
First Response Team (aka MASH including Early Help, Channel) The First Response Team process all new referrals to social care, including children with disabilities. Referrals are assessed by the team to check the seriousness and urgency of the concerns and whether Section 17 and/or Section 47 of the Children Act 1989 apply. The First Response Team will ensure that the referral reaches the appropriate team for assistance in a quick and efficient manner.	01296 383962 Out of hours 0800 999 7677 Secure-cypfirstresponse@buckinghamshire.gov.uk
Local Authority Designated Officer (LADO) The Buckinghamshire Local Authority Designated Officer (LADO) is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Buckinghamshire on either a paid or voluntary basis	01296 382070 Secure-lado@buckinghamshire.gov.uk
Bucks Family Information Service Information for families on a range of issues including childcare, finances, parenting and education.	01296 383293
Buckinghamshire Safeguarding Children Partnership (BSCP) Procedures, policies and practice guidelines	
Schools Web School bulletin, Safeguarding links, A-Z guide to information and services	
Thames Valley Police	101 (999 in case of emergency)

Contacts in Milton Keynes	
Local Authority Designated Officer (LADO)	Bill Cook 01908 254300
Multi Agency Safeguarding Hub (MASH)	01908 253169 or 01908 253170
Children's Social Care:	01908 253169/70 out of hours: 01908 265545

Contacts in Northamptonshire	
Local Authority Designated Officer (LADO)	Andy Smith 07850 854309 LADOConsultations@nctrust.co.uk
Multi Agency Safeguarding Hub (MASH)	0300 126 7000 http://www.northamptonshirescb.org.uk/worried-about-a-child-/
Children's Social Care:	0300 126 1000 (enter 12 when prompted) earlyhelpsupport@northamptonshire.gov.uk

Other Contacts	
R-U Safe? Barnardos - Children/Young People Sexual Exploitation Service Barnardos RUSafe Bucks	01494 785 552
Bucks Family Information Service	0845 688 4944 https://familyinfo.buckinghamshire.gov.uk/
MK Families Information Services	https://www.milton-keynes.gov.uk/children-young-people-families
NSPCC	0800 800 5000
Childline	0800 11 11
Kidscape Bullying Helpline	0845 1205 204
Female Genital Mutilation	0800 0283550 fgmhelp@nspcc.org.uk
Samaritans	116 123
CEOP (Child Exploitation and Online Protection)	https://www.ceop.police.uk/safety-centre/
Forced Marriages Unit - Foreign and Commonwealth Office Forced marriage - GOV.UK	020 7008 0151 fmufco.gov.uk
Crimestoppers	0800 555 111
Kidscape – Parent Advice Line (Bullying) https://www.kidscape.org.uk/	020 7823 5430

This policy should be read in conjunction with the following policies:

- Anti-bullying
- Attendance
- Behaviour (including the use of reasonable force)
- Children Looked After
- Complaints
- Equalities
- GDPR
- Lettings
- Emotional Health and Well-Being
- SEN/Inclusion
- Health & Safety (including managing children with medical needs) & First Aid
- Photography
- E-Safety (including use of mobile/electronic devices)

- Staff Code of Conduct
- PSHE - to include RE & RSE
- Visitors
- Whistleblowing
- Safer Recruitment
- Record Keeping

Definitions

'Safeguarding and promoting the welfare of children is defined for the purpose of this policy as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is in or outside the family home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- Taking action to enable all children to have the best outcomes inline with outcomes set out in the Children's Social Care National Framework.

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.' (*Working Together December 2023*)

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Further information regarding the indicators of abuse and neglect can be found in the Appendix A to this document.

Children includes everyone under the age of 18.

2. Introduction

2.1. At St James & St John Church of England Primary School, we believe that a policy on child protection is founded on the right of all children to be safe. We expect all members of the school community including staff, governors, supply staff and volunteers to share this commitment. Safeguarding and promoting the welfare of children is everyone's responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners 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 aim of this policy is to provide staff, supply staff, governors and volunteers with the framework they need to keep children in St James & St John Church of England Primary School, safe and secure and to provide parents and carers with the information about how we will safeguard their children whilst in our care.

This policy has been developed in accordance with following legislation and guidance:

- Children Act 1989 (amended 2004)
- "Working Together to Safeguard Children" [Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/272023/Working_together_to_safeguard_children.pdf)
- "Keeping Children Safe in Education"- statutory guidance for schools and further education colleges - [Keeping children safe in education \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/272023/Keeping_Children_Safe_in_Education.pdf)
- Information Sharing Guidance for Safeguarding Practitioners [Information sharing advice for safeguarding practitioners - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/272023/Information_Sharing_Guidance_for_Safeguarding_Practitioners.pdf)

- Children Missing Education; Statutory Guidance for Local Authorities - Sept 2016 [Children missing education - GOV.UK](#)
- Statutory Guidance issued under section 29 of the Counterterrorism and Security Act - 2015 [Prevent Duty Guidance](#)
- The Equality Act - 2010 [Equality Act 2010: guidance - GOV.UK](#)
- What to do if you're worried a child is being abused - March 2015 [What to do if you are worried a child is being abused](#)
- Statutory guidance on FGM [Multi-agency Statutory Guidance on Female Genital Mutilation](#)

2.2. We believe clear governance and leadership is central to embedding a safeguarding culture. The Governing Board takes its responsibility seriously under **section 175 of the Education Act 2002** to safeguard and promote the welfare of children; working together with other agencies to ensure effective and robust arrangements are in place within our schools to identify and support those children who are suffering harm or whom may be at risk of harm. Section 175 of the Education Act 2002, places a duty on schools and local authorities to safeguard and promote the welfare of pupils.

Governors will ensure all staff at the schools have read and understood their responsibilities pertaining to **Part 1, Part 5 and Annex A of Keeping Children Safe in Education**. Governors will ensure all DSLs have read the whole document of **Keeping Children Safe in Education**.

2.3. All staff are required to read and adhere to the **Staff Code of Conduct**.

2.4. Every member of the school community is responsible for contributing to a positive culture of safeguarding.

2.5. St James & St John Church of England Primary School recognise that as well as risks to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their homes, including online and from other children. Staff must remain vigilant and alert to these potential risks.

2.6. The aims of this policy are:

2.6.1. To provide a safe environment in which children can learn and feel safe, secure, valued and respected.

2.6.2. Children feel confident that they can talk to adults within school to share any concerns that they may have.

2.6.3. To ensure that senior leaders, teaching staff, non-teaching staff, supply staff, governors and volunteers:

- Are aware of the need to safeguard and promote the well-being of children
- Identify the need for early support
- Promptly report concerns, in line with guidance from the Buckinghamshire Continuum of Need (**Appendix C**) or Milton Keynes Threshold Document – Levels of need when working with children and families in Milton Keynes (**Appendix D**)
- Are trained to recognise indicators of abuse and neglect (**Appendix A**)

2.6.4. To provide systematic means of monitoring children known to be or thought to be at risk of harm and ensure contribution to assessments of need and support plans for those children.

2.6.5. To ensure St James & St John Church of England Primary School have a clear system for communicating concerns both internally and with external agencies in line with the Working Together guidance.

2.6.6. To ensure St James & St John Church of England Primary School have robust systems in place to accurately record safeguarding and child protection concerns.

2.6.7. To develop effective working relationships with all other agencies involved in safeguarding, supporting the needs of children at our school.

2.6.8. To ensure that all staff appointed have been through the safer recruitment process and understand the principles of safer working practices as set out in our **Staff Code of Conduct**.

2.6.9. To ensure that all staff understand the processes in place to manage an allegation against a staff member, governor or volunteer

2.6.10. To ensure that any community users of our facilities have due regard to expectations of how they should maintain a safe environment, which supports children's wellbeing.

2.6.11. This policy is published on our website, <https://www.stjamesjohn.com> and hard copies are available from the school office.

3. Responsibilities

3.1. All staff, supply staff, volunteers, visitors, governors and contractors understand that safeguarding children is everyone's responsibility. Any person who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred must report it immediately to Louise Woods, (Designated Safeguarding Lead; DSL) and record it on CPOMS as soon as possible. In the absence of the above, concerns will be brought to the attention of Rebecca Bailey (Deputy Designated Safeguarding Lead; DDSL). In the absence of either of the above, concerns will be brought to the attention of the most senior member of staff on site. Staff understand that if there is an immediate risk of harm then the police or First Response will be called directly and the DSL will be updated at the earliest opportunity.

DSL at St James & St John Church of England Primary School

DSL – Louise Woods 01280 812291 / 01280 860272 head@stjamesjohn.bucks.sch.uk

3.2 Staff must maintain a good working knowledge of the Buckinghamshire Continuum of Need [The Continuum of Need - Buckinghamshire Safeguarding Children Partnership \(buckssafeguarding.org.uk\)](http://TheContinuumofNeed-BuckinghamshireSafeguardingChildrenPartnership(buckssafeguarding.org.uk)) and any updates and how it should be used to inform decision making regarding a referral to First Response. **(Appendix D)**

Staff must maintain a good working knowledge of Milton Keynes Threshold Document – Levels of need when working with children and families in Milton Keynes and how it should be used to inform decision making regarding a referral to First Response. **(Appendix C)**

3.3 Staff must have the skills, knowledge and understanding to keep both looked after children and previously looked after children safe.

3.4 Staff must understand vulnerability and that barriers exist when recognising abuse. Consider the following groups who may have increased vulnerability:

- Young carers
- Children with SEND
- Children living with domestic abuse
- Children who are experiencing poor mental health
- Children whose parents suffer with poor mental health, including substance misuse
- Criminal exploitation, including sexual exploitation, County Lines radicalisation and gang involvement
- Look after children and previously looked after children
- Children who have a social worker
- Privately fostered children
- Asylum seekers
- So-called Honour Based Violence, including FGM and forced marriage
- Children who frequently go missing or whose attendance is a concern
- Children who are part of the LGBTQ+ group

- Children who are at risk of discrimination due to faith and belief, race or ethnicity
- Children who have English as an additional language (EAL)
- Children who are living in temporary accommodation.

3.5. The Governing Board understands and fulfils its safeguarding responsibilities. It must:

3.5.1. Ensure that the Headteacher (DSL) creates and maintains a strong, positive culture of safeguarding within the school.

3.5.2. Ensure that this policy reflects the unique features of the community we serve and the needs of the pupils attending our provision. This policy will be reviewed at least annually and whenever new guidance is issued.

3.5.3. Regularly monitor and evaluate the effectiveness of this Child Protection Policy.

3.5.4. Appoint a Designated Safeguarding Lead (DSL), who is a member of the Senior Leadership Team (SLT) and has the required level of authority and also appoint at least one Deputy DSL. The Headteacher has overall responsibility for safeguarding within the school. The roles and responsibilities of the DSL and Deputy DSL are made explicit in those post-holders' job description. If not the DSL, the Headteacher still maintains overall responsibility for safeguarding and child protection within the school.

3.5.5. Recognise the importance of the role of the DSL, ensuring they have sufficient time, training, skills and resources to be effective. Refresher training must be attended every 2 years, in addition knowledge and skills must be refreshed at regular intervals, at least annually.

3.5.6. Ensure that all staff complete safeguarding training to include their roles and responsibilities with regards to the school IT system's online filtering and monitoring.

3.5.7. Ensure measures are in place for the Governing Board to have oversight of how the school's delivery against its safeguarding responsibilities are exercised and evidenced, to include reviewing online filtering and monitoring on a regular basis and at least annually. Ensure robust structures are in place to challenge the Headteacher where there are any identified gaps in practice or procedures are not followed.

3.5.8. Recognise the vital contribution that the schools can make in helping children to keep safe, through incorporation of safeguarding within the curriculum. This will also be taught through the PSHE curriculum and relevant issues through the Relationship Education (primary schools). Ensure that through curriculum content and delivery children understand how to keep themselves safe.

3.5.9. Ensure that schools are following the statutory RSE guidance – [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/Relationships_and_sex_education_-_RSE_and_health_education_-_GOV.UK.pdf)

3.5.10. Ensure safe and effective recruitment policies and disciplinary procedures are in place.

3.5.11. Ensure resources are allocated to meet the needs of pupils requiring Child Protection or early intervention.

3.5.12. Ensure the DSL completes an Annual Safeguarding Report for Governors and a copy is shared with the Education Safeguarding Advisory Service at Buckinghamshire Council.

3.6. It is the duty of the Chair of Governors, Jo Coxall, to liaise with relevant agencies if any allegations are made against the Headteacher. If there are concerns that issues are not being progressed in an expedient manner, staff/pupils/parents/carers should escalate concerns to the Local Authority Designated Officer (LADO) via First Response.

3.7. The Governing Board must ensure that procedures are in place to manage safeguarding concerns of allegations against staff, supply staff, governors, volunteers, visitors or contractors where they could pose a risk of harm to children. This must include those concerns that do not meet threshold (low-level concerns). The guidance in Part four of [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/Keeping_children_safe_in_education_-_GOV.UK.pdf) must be followed if there were any such concerns.

3.8. The Governing Board must ensure that a named teacher is designated for Looked After Children and that an up to date list of children who are subject to a Care Order or are accommodated by the County Council is regularly reviewed and updated. St James & St John Church of England Primary School must work with the Virtual Schools Team to support the educational attainment for those children who are Looked After.

3.9. The Governing Board must have assurance that any alternative provision attended by children on roll has appropriate safeguarding arrangements and child protection policies in place. The Governing Board must ensure that any children, at such a provision, are visited whilst they are attending, that the curriculum is appropriate to the needs of the child and that attendance is monitored daily.

3.10. Any outside agencies providing services or activities to the school have provided assurances that they have safeguarding policies and procedures in place.

3.11. The Governing Board has a statutory duty to appoint a Nominated Governor for safeguarding. The Nominated Governor must be familiar with [Buckinghamshire Safeguarding Children Partnership](#) procedures, Local Authority procedures and guidance issued by the Department for Education. The Nominated Governor must:

3.11.1. Work with the DSL to produce the Child Protection Policy annually.

3.11.2. Undertake appropriate safeguarding training, to include Prevent training and Safer Recruitment training.

3.11.3. Ensure child protection is regularly discussed at Governing Board meetings.

3.11.4. Meet **at least termly** with the DSL to review and monitor the school's delivery on its safeguarding responsibilities, to review the Single Central Record and complete an audit of the staff files.

3.11.5. Ensure that filtering and monitoring systems are in place and take part in the review.

3.11.6. Take responsibility to ensure that St James & St John Church of England Primary School are meeting the OFSTED requirements as set out in the inspection guidance:

3.12. All governors must complete safeguarding training on appointment, to also include Prevent training. This training must be regularly updated in line with national or local guidance.

[Education inspection framework \(EIF\) - GOV.UK \(www.gov.uk\)](#)

3.13. The Governing Board must ensure that relevant staff have due regard to the relevant data protection principles set out in the Data Protection Act 2018 and the GDPR, which allow them to share or withhold personal information when it is necessary to safeguard any child.

3.14. We have a Designated Safeguarding Lead (DSL) who is responsible for:

3.14.1. Creating a culture of safeguarding within the school, where children are protected from harm.

3.14.2. Ensuring all staff receive an effective induction and ongoing training to support them to recognise and report any concerns.

3.14.3. Ensuring children receive the right help at the right time using the Buckinghamshire Continuum of Need document.

3.14.4. Ensuring referrals to partner agencies are followed up in writing, including referrals to First Response and Early Help (FSS).

3.14.5. Establishing and maintaining a safe and secure system for recording safeguarding and child protection records. These records must be audited regularly to ensure all actions are completed.

3.14.6. Ensuring all child protection files are held separately from pupils' educational records.

3.14.7. Maintaining the record for staff safeguarding training.

- 3.14.8.** Ensuring that the safeguarding team contact details and photos are displayed in prominent areas around the schools and also on the website.
- 3.14.9.** Being the designated point of contact for staff to be able to discuss and share their concerns.
- 3.14.10.** Ensuring the online filtering and monitoring system is reviewed regularly, at least annually.
- 3.14.11.** Being available to staff and outside agencies during school hours and term time for consultation on safeguarding concerns raised.
- 3.14.12.** Having responsibility to ensure that cover is arranged outside of term-time during working hours with the expectation that all meetings in school holidays are attended including those convened at short notice.
- 3.14.13.** During residential and extended school hours, ensuring arrangements are in place for staff to have a point of contact.
- 3.14.14.** Contributing effectively to multiagency working, for the safeguarding and promotion of the welfare of children, as set out in Working Together.
- 3.14.15.** Providing an annual report for the Governing Board, detailing how school delivers on its safeguarding responsibilities and any child protection issues within the school. The Governing Board will use this report to fulfil its responsibility to provide the Local Authority with information about their safeguarding policies and procedures.
- 3.14.16.** Meeting at least once a term with the Nominated Governor (James Peppiatt) to share oversight of the safeguarding provision within the settings, monitor performance and develop plans to rectify any gaps in policy or procedure. A record will be kept of these meetings.
- 3.14.17.** Meeting the statutory requirement to keep up to date with knowledge, enabling them to fulfil their role, including attending mandatory and any other additional relevant training.
- 3.14.18.** Referring immediately to the Police, using the guidance, When to call the police, [NPCC Guidance](#) for any cases where a criminal offence may have been committed or risk of harm is imminent.
- 3.14.19.** Completing DSL refresher training every 2 years and updating their skills and knowledge on a regular basis and at least annually, through means such as training, reading bulletins or attending DSL forums.
- 3.14.20.** To fulfil the DSL responsibilities as set out in the KCSIE, Annexe C.
- 3.15.** The school's **Headteacher** is responsible for:
- 3.15.1.** Ensuring that this policy is updated annually or before to reflect any changes to guidance and/or legislation.
- 3.15.2.** Ensuring that this policy is published on the school website.
- 3.15.3.** Recording, reviewing and making decisions on any low-level concerns.
- 3.15.4.** Liaising with the LADO in the event of an allegation being made against a member of the staff, volunteer or an organisation using the school premises.
- 3.15.5.** Liaising with the DSL to ensure they have appropriate time, funding, training and resources to fulfil their role.
- 3.15.6.** Ensuring that appropriate cover is in place to attend strategy meetings or CP conferences that take place during the school holidays or in the event that the DSL is absent.
- 3.15.7.** Ensuring that a designated 'Appropriate Adult' is in place in order to support children in line with the Police and Criminal Evidence (PACE) act, [PACE Code C 2023 \(accessible\) - GOV.UK \(www.gov.uk\)](#) which advises that "The role of the appropriate adult (AA) is to safeguard the rights, entitlements and welfare of juveniles and vulnerable persons", with there being further elaboration that the AA is expected to observe that the police are acting properly and fairly in relation to a vulnerable detained persons rights and entitlements, as well as helping the detained person understand their rights.

4. Procedures

4.1. St James & St John Church of England Primary School has procedures for all staff, supply staff, governors, volunteers, visitors and contractors in safeguarding and protecting children from harm are in line with Buckinghamshire Council and [Buckinghamshire Safeguarding Children Partnership](#) safeguarding procedures “**Working Together to Safeguard Children** [Working together to safeguard children - GOV.UK \(www.gov.uk\)](#)”, “**Keeping Children Safe in Education**” [Keeping children safe in education \(publishing.service.gov.uk\)](#) and statutory guidance issued under section 29 of the **Counter-Terrorism and Security Act 2015** [Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](#).

We will ensure:

4.2. Visitors are:

- Clearly identified with visitor/contractor passes.
- Met and directed by school staff/representatives.
- Signed in and out of the school by school staff.
- Given the opportunity to read and understand St James & St John Church of England Primary School’ Safeguarding poster and safeguarding leaflet informing them of how to report a concern BEFORE they leave the school site.
- Given restricted access to only specific areas of the school, as appropriate.
- Escorted by a member of staff/representative as required.
- Given access to pupils restricted to the purpose of their visit.

4.3. All members of staff must complete safeguarding training every 3 years, attend annual refresher training and partake in any training opportunities arranged or delivered by the DSL. Updates must be cascaded to all staff throughout, the year. All new staff will receive safeguarding and child protection training on induction to include online safety and the school’s filtering and monitoring system.

All staff will read the Child Protection policy, Part 1 and Part 5 of the KCSIE, at least Annually, will sign a declaration to show that the guidance has been reviewed and they have a clear understanding of their role. There are audit methods in place to ensure that staff have understood the content.

4.4. All parents/carers must be made aware of the school’s responsibilities in regard to child protection procedures through this policy.

4.5. All staff, including supply staff must follow the reporting procedures as follows when reporting any child protection concerns:

- Staff must ensure the child is in a safe place and in receipt of support;
- Staff must initially make a verbal report to the DSL to alert them to the safeguarding/ child protection concern;
- Staff must make a written report using St James & St John Church of England Primary School record keeping process – CPOMS – this allows an alert to be generated for DSLs
- All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing on CPOMS
- If in doubt about recording requirements, staff should discuss with a DSL.
- Staff must ensure the time and date of the incident is recorded;
- A factual account of the incident must be recorded, including who was involved, what was said/seen/heard, where the incident took place and any actual words or phrases used by the child;
- Use a body map to record any injuries seen or reported by the child:
- CPOMS records which staff records the incident and when it is recorded
- The DSL must record when the report was passed to them (automatically dated when marked as read on CPOMS) and what action was taken alongside any outcomes achieved.
- The DSL must ensure the child’s wishes and feelings are taken into consideration when deciding on next steps.

- 4.6.** Through our **Attendance Policy**, we have a robust system for monitoring attendance which is in line with the latest national attendance guidance, and will act to address absenteeism (including unexplainable and/or persistent absence) with parents/carers and pupils promptly and identify any safeguarding issues arising. We involve the local authority attendance team at appropriate stages. We have a robust 'first day alert' call system to establish reasons for non-attendance.
- 4.7.** All children attending our school are required to have a minimum of two identified emergency contacts, this is to support prompt communication in the event of a serious incident or a child missing from school.
- 4.8.** Any pupil whose absence is causing concern and where it has not been possible to make contact with a parent/carer, will be reported to Buckinghamshire Council using the **Buckinghamshire CME Protocol**.
- 4.9.** Any absence, of a pupil who is currently subject to a child protection or child in need plan is immediately referred to their social worker.
- 4.10.** All staff, parents/carers and children are made aware of the school's complaints and escalation processes, which can be activated in the event of concerns not being resolved after the first point of contact. This is detailed on our school website.
- 4.11.** Parents/carers must immediately inform school if there are any changes to a pupil's living arrangement. St James & St John Church of England Primary School have a mandatory duty to inform the local authority, via the First Response Team, if a child under the age of 16 years old lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days. This is defined as being a private fostering arrangement.
- 4.12.** All staff, parents/carers and children are made aware of the school's complaints and escalation processes, through the school website, which can be activated in the event of concerns not being resolved after the first point of contact.
- 4.13.** St James & St John Church of England Primary School lettings policy reflects the ongoing responsibility the schools have for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time. St James & St John Church of England Primary School must have sight of the up to date **Child Protection Policy** of any organisation hiring the school's facilities.
- 4.14.** St James & St John Church of England Primary School operate **Safer Recruitment** practices. Governors ensure that staff who are involved in the recruitment process have received safer recruitment training. Robust procedures are in place in order to prevent and deter people who are unsuitable to work with children, from applying or being employed by the school.
- 4.15.** Allegations against members of staff, supply staff, governors, including volunteers and contractors are referred to the Local Authority Designated Officer (LADO).
- 4.16.** Our procedures are reviewed and updated annually as a minimum, or as there are changes to legislation.
- 4.17.** Children are encouraged to share any concerns or worries with staff and are regularly reminded about this as part of the curriculum, assemblies and PSHE / RSE lessons.

5. Record-Keeping and Retention of Records (See Appendix G)

5.1. When a disclosure of abuse or an allegation against a member of staff or volunteer has been made, no matter how low level, our schools must have a record of this. These records are maintained in a way that is confidential and secure, in accordance with our **Record Keeping Policy** and **Data Protection Legislation**.

5.2. Records should include:

- A clear and comprehensive summary of the concern
- A clear, detailed and robust chronology must be maintained
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

5.3. There is a statutory requirement for our school to pass any child protection records to the pupil's next school. This must take place within 5 days of the 1st day of term or within 5 days of an in-year transfer. There must be an auditable system in place to evidence this has taken place. Safeguarding records will be sent separately from the general files using a secure method. No records should be maintained within the school once the files have been transferred.

5.4. The last statutory school maintains child protection files until a pupil reaches the age of 25 years, therefore if the transfer school is unknown, or a pupil is going to be electively home educated, any child protection files will remain at our school in a secure location. Child protection files will only be destroyed when the pupil reaches their 25th birthday.

5.5. We have a robust system for reviewing our archived information held. Our files are stored and disposed of in line with GDPR protocols, local and national retention policies.

5.6. We record low level concerns regarding staff, governors and volunteers and review them regularly to look for patterns, escalation or increase in frequency of concerns and take appropriate action as required.

6. Alternative Provision

When a child is accessing an alternative provision, the school remains responsible for the safeguarding of that child. It will ensure that the provision has secure and robust safeguarding arrangements in place and meets the needs of the child.

St James and St John Church of England Primary School will obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that schools would otherwise perform on their own staff).

St James and St John Church of England Primary School will always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. We will regularly review the alternative provision placements.

Alternative Provision DFE statutory guidance [Alternative provision - GOV.UK](#) and Education for children with health needs who cannot attend school - GOV.UK (www.gov.uk) – DFE statutory guidance. [Education for children with health needs who cannot attend school](#)

7. Confidentiality

7.1. We recognise that all matters relating to child protection are confidential.

7.2. The Headteacher (DSL) must only disclose personal information about a pupil to other members of staff on a need to know basis.

7.3. Staff must not keep duplicate or personal records of child protection concerns. All information must be reported to the Designated Safeguarding Lead and securely stored on CPOMS and in the designated location within the school, separate from the pupil records.

7.4. All staff are aware they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another as they have a duty to share. Staff must, however, reassure the child that information will only be shared with those people who will be able to help them and therefore need to know.

7.5. We will always undertake to share our intention to refer a child to Social Care (First Response) with their parent/carer's consent, unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with First Response on this point. We recognise that GDPR must not be a barrier for sharing information regarding safeguarding concerns in line with 'Working Together'. Gov guidance link: [Information sharing advice for safeguarding practitioners](#)

8. Recognising abuse (See Appendix F)

In the event of a child disclosing abuse staff must:

8.1. Refer to the following guidance: “**What to do if You’re Worried a Child is Being Abused**” [Stat guidance template \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/guidance/what-to-do-if-youre-worried-a-child-is-being-abused)

8.2. Listen to the child, allowing the child to tell you what has happened in their own way, and at their own pace. Staff must not interrupt a child who is freely recalling significant events. Remain calm. Be reassuring and supportive, endeavouring not to respond emotionally.

8.3. Do not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said or to gain sufficient information to know that this is a safeguarding concern. Staff are trained to use TED; Tell, Explain, Describe.

8.4. Make an accurate record of what they have seen/heard using the school’s record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child, as possible. At St James & St John Church of England School we use CPOMS.

Staff must not substitute anatomically correct names for body part names used by the child.

8.5. Reassure the child that they did the right thing in telling someone.

8.6. Staff must explain to the child what will happen next and the need for the information to be shared with the DSL.

8.7. In the unlikely event the DSL and deputy DSL not being available, staff are aware they must share concerns with the most senior member of staff.

8.8. If there is immediate risk of harm to a child, staff will NOT DELAY and will ring 999.

8.9. The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded.

8.10. At St James & St John Church of England Primary School children are made to feel safe and secure to share any concerns that they may have and know the systems in place for making any such report. They can talk to any adult within school about their concern.

8.11. Following a report of concerns the DSL must

- Manage support for the child internally using pastoral support processes
- Undertake an early help assessment – seeking support from other agencies
- Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to First Response and the police if it is appropriate, referring to the guidance, When To Call The Police: [NPCC Guidance for schools and colleges](#)
- The rationale for this decision should be recorded by the DSL.

8.11.1. St James & St John Church of England Primary School must try to discuss any concerns about a child’s welfare with parents/carers and, where possible, obtain informed consent before making a referral to First Response. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child’s family, the DSL should clarify with First Response or the police whether the parents/carers should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child’s views must also be taken into account.

8.10.2. If there are grounds to suspect a child is suffering or is likely to suffer significant harm, the DSL (or Deputy) must contact First Response by telephone immediately, in first instance and then complete the Multi Agency Referral Form (MARF).

8.10.3. If the child is in immediate danger and urgent protective action is required, the police and/or ambulance must be called, via 999. The DSL must notify First Response of the occurrence, what action has been taken and to take advice about informing parents/carers.

9. Multi-agency working

9.1. St James & St John Church of England Primary School know what the role of schools is, as a relevant agency, within the three safeguarding partner arrangements and as required, will contribute to multi-agency working, in line with the statutory guidance 'Working Together to Safeguard Children'.

9.2. When named as a relevant agency and involved in safeguarding arrangements, St James & St John Church of England Primary School will co-operate alongside other agencies with the published arrangements.

9.3. St James & St John Church of England Primary School will contribute to inter-agency plans to offer children support of early help and those children supported through child protection plans.

9.4. St James & St John Church of England Primary School will allow access for and work with children's social care to conduct or consider whether to conduct a section 17 or section 47 assessment.

9.5. If, following a referral, the situation is not improving for the child, the DSL will follow the escalation process.

10. Supporting Staff

10.1. We recognise that staff becoming involved with a child who has suffered harm, or appears to be likely to suffer harm, could find the situation stressful and upsetting.

10.2. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support if necessary. This could be provided by the Headteacher or another trusted colleague, Occupational Health, and/or a representative of a professional body, Employee Assistance Programme or trade union, as appropriate.

11. Safer Recruitment

St James & St John Church of England Primary School follows the guidance as set out in the KCSIE together with the information provided by the Bucks Safeguarding Children Partnership to ensure that all the appropriate checks have been carried out on new staff and volunteers.

[Safer Employment & the LADO \(Allegations\)](#)

12. Allegations against staff, supply staff, volunteers and contractors (including Governors)

12.1. Here at St James & St John Church of England Primary School, we have our own procedures for managing concerns and/or allegations against those working in school to include staff, supply teacher, volunteers and contractors.

12.2. KCSIE - Part four contains comprehensive guidance covering the two levels of allegations/concern:

1. Concerns or allegations that may meet the harms threshold
2. Concerns or allegations that do not meet the harms threshold - referred to for the purpose of this guidance as 'low level concerns'.

12.3. All school staff, supply staff, volunteers and contractors must take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults.

12.4. We understand that a pupil may make an allegation against a member of staff, member of supply staff, volunteer or contractor. If such an allegation is made, the member of staff notified of the allegation will immediately inform the Headteacher. If the allegation is made against the Headteacher, it must be referred to the Chair of Governors.

12.5. At St James & St John Church of England Primary School, we recognise that an allegation may be made if a member of staff, a member of supply staff, a volunteer or a contractor 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
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviours both inside and outside of school.

12.6. The Headteacher/Chair of governors (where the allegation is in reference to the Headteacher) on all such occasions must immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO).

In Buckinghamshire, the Local Area Designated Officer (LADO) can be contacted on; 01296 382070 secure-LADO@buckinghamshire.gov.uk

In Milton Keynes, complete a [LADO Notification form \(DOCX, 55KB\)](#) and email to lado@Milton-keynes.gov.uk prior to phoning 01908 254307.

In Northamptonshire, phone Andy Smith 07850 854309 and email LADOConsultations@nctrust.co.uk

12.7. The Headteacher/Chair of Governors:

12.7.1. Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member, supply staff member, governor, volunteer or contractor against whom the allegation is made, as well as supporting other staff, supply staff members, volunteers and contractors within the workplace.

12.7.2. Follow all advice given by the LADO relating to supporting the child making the allegation, as well as other children connected to the organisation.

12.7.3. Ensure feedback is provided to the LADO about the outcome of any internal investigations.

12.8. St James & St John Church of England Primary School will follow the local safeguarding procedures for managing allegations against staff, supply staff, governors, volunteers and contractors (**Appendix E – Managing Allegations Flowchart**).

12.9. If the allegation is made against a member of staff supplied by an external agency, the agency will be kept fully informed and involved in any enquiries from the LADO.

12.10. Suspension of the member of staff against whom an allegation has been made needs careful consideration and, if necessary, we will consult with the LADO in making this decision. Guidance will also be sought from HR.

12.11. Our lettings agreement for other users requires that the organiser will follow the Buckinghamshire Council procedures for managing allegations against staff and where necessary, the suspension of adults from school premises.

12.12. Should an individual staff member, supply staff member, governor, volunteer or contractor be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse, neglect and exploitation, they must immediately inform the Headteacher. In these circumstances, St James & St John Church of England Primary School will need to assess whether there is any potential transfer of risk to the workplace and the individual's own work with children.

12.13. Where there are low level concerns recorded against a member of staff, these should be reviewed regularly, and if they are considered significant, the processes for allegations should be followed.

13. Whistleblowing

13.1. We have a **Whistleblowing Policy** which can be found on the website. Staff are required to familiarise themselves with this document during their induction period. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

13.2. All staff must be aware of their duty to raise concerns about unsafe practice or the attitude or actions of colleagues and report their concerns to the Headteacher or Chair of Governors.

Low-level concerns

At St James & St John Church of England Primary School, all staff know they have a responsibility to share any concerns, no matter how small, about any adults working in school to Louise Woods, (Headteacher). Staff are made aware of what a low-level concern might look like using the examples from the KCSIE page 10. All reports will be dealt with effectively and recorded, enabling the school to identify any concerning behaviour and support any adults becoming the subject of false low-level concerns.

14. Physical Intervention / Positive handling

Our policy on physical intervention/positive handling by staff is set out separately, as part of our Behaviour Policy and follows the government guidance.

[Use of reasonable force in schools](#)

15. Anti-Bullying

Anti-Bullying is referenced within the **Anti-Bullying Policy** and measures are in place to prevent and respond to all forms of bullying, which acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

16. Discriminatory Incidents

In line with the **Equalities Act 2010**, our **Equalities Policy** addresses all forms of discriminatory incidents.

17. Health and Safety

17.1. We recognise the importance of safeguarding pupils throughout the school day. Our **Health and Safety Policy** reflects the consideration we give to the protection of our children, both physically and emotionally, within the school environment.

17.2. Part of the safeguarding measures we have in place include the safe dropping off and collection of pupils at the start and end of the school day.

KS1 pupils are dropped off and collected by a responsible adult. Sports4All staff take children attending breakfast club to the classrooms at Akeley. At the end of the day, KS1 pupils attending S4A club are met by S4A staff and taken to the hall.

In the morning, KS2 pupils are dropped off by a responsible adult or dropped off by the County Bus / taxi. At the end of the day, KS2 pupils are picked up by a responsible adult or are escorted onto the County Bus / taxi by a member of staff and are collected by a responsible adult at their appropriate bus stop. At the Chackmore site, pupils meet Sports4All staff in the hall if attending the after-school club.

Parents / carers should notify school of a responsible adult they have authorised for pick up if it is not the parent / carer of the child.

17.3. Pupils who leave the site during the school day do so only with the written permission of a parent/carer and are collected by an authorised adult where appropriate. School should be notified by the parents/carers regarding whom they have authorised for this task. Pupils who arrive late to school or are leaving early will be signed in by the admin assistant who update the Fire registers and the SIMS register - for Fire and Emergency procedures.

17.4. Pupils attending Wraparound Care (Sports4All) for morning or afternoon sessions are dropped off and collected by a responsible adult (parent / carer) to ensure safe handover of pupils from extended provision at the start and end of the school day.

17.5. In the event of a pupil going missing during the course of the school day we will carry out immediate checks to ensure the pupil is not on site, we will then make contact with the pupil's parents/carers and inform the police.

17.6. When the school is hired out to a 3rd party provider, we ensure that they have appropriate arrangements in place to keep children safe through the sight of their child protection and safer recruitment procedures.

17.7. At St James & St John Church of England Primary School we ensure that we are aware of the content of materials used by any visiting speakers prior to their visit.

18. Prevent Duty

18.1. We are aware of the Prevent Duty under **Section 26 of the Counter Terrorism and Security Act 2015** to protect young people from being drawn into terrorism.

18.2. All school staff and governors have completed Prevent training and we have training logs to evidence this.

18.3. We have in place and monitor appropriate web filtering systems.

18.4. The DSLs and senior leaders are familiar with their duties under The Prevent Duty Guidance: [Revised Prevent duty guidance: for England and Wales](#)

19. Online Safety

All staff are aware of the school policy for **Online-Safety** which sets out our expectations relating to:

- Creating a safer online learning environment,
- Giving everyone the skills, knowledge and understanding to help children stay safe on-line, question the information they are accessing and support the development of critical thinking,
- Inspiring safe and responsible use of mobile technologies, to combat behaviours on-line which may make pupils vulnerable, including the sending of nude or semi-nude images.
- Use of camera equipment, including smart phones.
- What steps to take if there are concerns and where to go for help.
- Staff use of social media as set out in the **Staff Code of Conduct**.

19.1. Cyber-bullying by children, via texts, social media and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

19.2. St James & St John Church of England Primary School are aware of the risks posed by children in the online world; in particular non-age appropriate content linked to self-harm, suicide, grooming and radicalisation.

19.3. Pupils, staff and parents/carers are supported to understand the risks posed by:

- the **CONTENT** accessed by pupils – risks such as misinformation, disinformation, including fake news and conspiracy theories.
- their **CONDUCT** on-line
- who they have **CONTACT** within the digital world
- **COMMERCE** - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

19.4. St James & St John Church of England Primary School have online filtering and monitoring systems in place to ensure children are safeguarded from potentially harmful online material. These systems are regularly monitored, at least annually, by the DSL, IT provider and nominated governor. A record will be kept of the reviews.

19.5. St James & St John Church of England Primary School will follow the advice as given by the government, to advise and support children with any online learning taking place at home to ensure this is done so safely.

19.6. Children are not allowed to have mobile phones in school. Some of our Year 6 pupils have permission from the Headteacher to bring a phone when they travel to and from school independently. Should they bring it into school it is locked in the office drawer during the day.

19.7. Visitors to our school are respectfully requested to turn all mobile devices off.

19.8. Staff use of mobile technology whilst on site is set out in the **Staff Code of Conduct**.

19.9. All staff receive online awareness training in order to understand the risks children are exposed to. On induction and at least once per academic year. All staff have an understanding of expectations roles and responsibilities with regards to the online filtering and monitoring processes.

19.10 The DfE has published Generative AI: product safety expectations to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education.

[Generative AI: product safety expectations](#)

20. Sending nude or semi-nude images

Sending nude images or semi-nude images, is one of a number of 'risk-taking' behaviours associated with the use of digital technologies, social media or the internet. It is accepted that children experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.

Further advice and guidance can be found using the link: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

20.1 Staff, pupils and parents/carers are supported, via training, to understand the creation and sharing of sexual imagery, such as photos or videos, of under 18s is illegal. This includes images of pupils themselves if they are under the age of 18.

20.2 Any disclosures/incidents that occur will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) produced by the UK Council for Internet Safety. The DSL will inform parents/carers of any incidents.

21. Child on Child Abuse, including sexual violence and sexual harassment

21.1. St James & St John Church of England Primary School believe that all children have a right to attend school and learn in a safe environment free from harm by both adults and other pupils. We recognise that some safeguarding concerns can occur via child on child abuse.

21.2. All staff operate a zero-tolerance policy to child on child abuse and will not pass off incidents as 'banter' or 'just growing up'.

21.3. All staff recognise that child on child issues may include, but may not be limited to:

- Bullying (including cyber bullying)
- Racial abuse
- Physical abuse, such as hitting, hair-pulling, shaking, biting or other forms of physical harm
- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party (Harmful sexual behaviour HSB)
- Abuse related to sexual orientation or identity
- Sending nude or semi-nude images (consensual & non-consensual)
- Upskirting and initiation/hazing type violence and rituals
- Emotional abuse
- Abuse within intimate partner relationships

21.4. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. Incidents of child on child abuse must be reported to the DSL, who will refer to the appropriate agencies as required.

21.5. The following will be considered when dealing with incidents:

- Whether there is a large difference in power between the victim and perpetrator i.e. size, age, ability, perceived social status or vulnerabilities, including SEND, CP/CIN or CLA
- Whether the perpetrator has previously tried to harm or intimidate pupils
- Any concerns about the intentions of the alleged perpetrator
- How to best support and protect the victim and alleged perpetrator as well as any other children who may have been involved or impacted.
- Risk assessments and safety planning will be created in conjunction with external professionals.

21.6. In order to minimise the risk of child on child abuse taking place, as a school we must:

- Deliver RE/RSE/PSHE to include teaching pupils about how to keep safe and understanding what acceptable behaviour looks like
- Ensure that pupils know that all members of staff will listen to them if they have concerns and will act upon them
- Have systems in place for any pupil to be able to voice concerns
- Develop robust risk assessments if appropriate
- Refer to any other relevant policies when dealing with incidents, such as the **Behaviour Policy** and/or the **Anti-Bullying Policy**

21.7. We recognise that 'Upskirting' involves taking a photograph under an individual's clothing without their knowledge. We understand that it causes the victim distress and humiliation and that any gender can be a victim. Staff recognise that 'Upskirting' is a criminal offence and must promptly report any such incidents to the Headteacher, DSL or most senior member of staff.

21.8. Reference will be made to the following government guidance and part 5 of the **Keeping Children Safe in Education** to ensure that all staff have an understanding of the serious nature of sexual violence and sexual harassment between children in schools. The school ensure that they keep up with current legislation and practice referring to trusted advisors such as BSCP, NSPCC and Ofsted guidance.

21.9. Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. This can occur online, face to face (both physically and verbally) and can take place inside or outside of school. As set out in Part five of the KCSIE, all staff maintain an attitude of '**it could happen here**' and it is never acceptable.

21.10. All staff have a responsibility to address inappropriate behaviour in a timely manner, however seemingly insignificant it may appear.

21.11. All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. No child will ever be made to feel ashamed for making a report or that they are creating a problem for our school.

Support will be given to both victims and perpetrators as required.

22. Cultural Issues

22.1. As a school we are aware of the cultural diversity of the community around us and work sensitively to address the unique culture of our pupils and their families as they relate to safeguarding and child protection. This includes children at risk of harm from abuse arising from culture, ethnicity, faith and belief on the part of their parent, carer or wider community.

22.2. Staff must report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.

23. So-Called 'Honour' Based Abuse

23.1. Staff at our school understand there is a legal duty to report known cases of Female Genital Mutilation (FGM) and So Called 'Honour' Based Abuse to the police and they will do this with the support of the DSL. [Mandatory reporting of female genital mutilation: procedural information](#)

23.2. Our school is aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of child abuse and a breach of children's rights. We recognise some pupils, due to capacity or additional learning needs, may not be able to give an informed consent and this will be dealt with under our child protection processes. St James & St John Church of England Primary School staff can contact the Forced Marriage Unit if they need advice or information. Contact 020 7008 0151 fm@fcdof.gov.uk

23.3. We are aware of the signs of FGM [Female genital mutilation \(FGM\) | NSPCC](#)

23.4. We recognise both male and female pupils may be subject to honour-based abuse.

23.5. We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff.

23.6. Any suspicions or concerns for forced marriage are reported to the DSL who will refer to First Response or the police if emergency action is required.

24. Contextual Safeguarding and extra-familial harms

24.1. Contextual Safeguarding is an approach to understanding, and responding to, children's experiences of significant harm beyond their families. Extra-familial harm is linked to contextual safeguarding; these concepts refer to harms that occur outside of the family system, including harmful online contact.

24.2. At St James & St John Church of England Primary School, all staff recognise that pupils may encounter safeguarding incidents that happen outside of school and can occur between children outside of this environment. We will respond to such concerns, reporting to the appropriate agencies in order to support and protect the pupil.

24.3. All staff and especially the DSLs, will consider the context of incidents that occur outside of school to establish if situations outside of their families may be putting the pupil's welfare and safety at risk of abuse or exploitation, including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

24.4. Children who may be alleged perpetrators will also be supported to understand the impact of contextual issues on their safety and welfare.

24.5. In such cases the individual needs and vulnerabilities of each child will be considered.

Further guidance can be found at: <https://contextualsafeguarding.org.uk/>

25. Serious Violence

25.1. All staff are aware of signs and indicators which may signal that children are at risk from, or are involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in well-being or signs of assault or unexplained injuries. Staff are aware that unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

25.2. At St James & St John Church of England Primary School we are aware of the range risk factors which increase the likelihood of involvement in serious violence such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery. St James & St John Church of England Primary School will take appropriate measures to manage any situations arising. [Preventing youth violence and gang involvement - Practical advice for schools and colleges](#)

26. Domestic Abuse

All staff recognise that children who experience domestic abuse, including intimate partner abuse, referred to as 'teenage relationship abuse' KCSIE, can suffer long lasting emotional and psychological effects. Staff also recognise the impact on children seeing, hearing or experiencing the effects of domestic abuse. Staff must report any concerns using the school's safeguarding procedures.

27. Children who need a social worker (Child Protection and Child In Need Plans)

27.1. Staff recognise that children may have a social worker due to safeguarding or welfare needs and this can cause them to have barriers with attendance, behaviour, learning and mental health.

27.2. St James & St John Church of England Primary School will share information with a social worker for any child whom they are supporting to ensure decisions are made in the best interests of the child.

27.3. Informed decisions will be made by staff with regards to safeguarding for those children who are being supported by a social worker.

27.4 The Virtual School lead the support for this cohort of children and St James & St John Church of England Primary School will work in partnership with them and the Local Authority to improve outcomes for these children.

28. Mental Health

28.1. At St James & St John Church of England Primary School, we are aware that mental health problems can be an indicator that a child has suffered or may be at risk of suffering abuse, neglect, or exploitation.

28.2. Staff recognise that traumatic adverse childhood experiences can have lasting impact throughout a child's life and this can impact on mental health, behaviour and education.

28.3. Staff will report any mental health concern that is linked to a safeguarding concern to the DSL.

28.4. Where there are concerns for a child's mental health St James & St John Church of England Primary School will seek advice from a trained professional, who would be able to make a diagnosis of a mental health problem.

[Mental health and behaviour in schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Louise Woods is the Mental Health Lead.

29. Looked After Children

29.1. St James & St John Church of England Primary School has a named Designated Teacher (DT), who is responsible for promoting the education achievement and well-being for LAC and previously LAC children. The named Designated Teacher is Louise Woods.

29.2. The Designated Teacher works closely with the DSL to ensure that any safeguarding concerns are responded to quickly and effectively and are shared with the appropriate agencies.

29.3. The Virtual School, who is responsible for overseeing the progress of this group of children, work in partnership with the DT and other agencies, supporting them to promote better outcomes for these children.

30. Children with family members in prison

Children who have a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. School will access support for any affected children through The National Information Centre on Children of Offenders (NICCO) who can provide information designed to support professionals working with offenders and their children. [NICCO](#)

31. Homelessness

St James & St John Church of England Primary School recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare and that some 16 and 17 year olds could be living independently from their parents or guardians. If there are indicators that a family or individual are at risk, school will seek timely support from the local authority.

32. Modern Slavery and the National referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. If school are concerned that a child is being affected by modern slavery they will refer to the home office guidance for further information on the indicators that someone may be a victim, what support is available to victims and how to refer them to the NRM, whilst also seeking support from the local authority.

[Modern slavery: how to identify and support victims](#)

33. Allegations against pupils

If an allegation is made against a pupil, the school will follow the procedures in the Behaviour Policy with regards to sanctions that may need to be applied.

Where there is a risk of significant harm, a child on child referral will be made to Children's Services for either victim, perpetrator or both.

If it is necessary for a child to be interviewed by the police, or other authorities, school will ensure that parents/carers are informed as soon as possible, following advice from external agencies and that the child is supported by an appropriate adult during the interview. The safety and welfare of the child will always be carefully considered by school.

34. Policy Review

The Governing Board of our school is responsible for ensuring the annual review of this policy. The date the next review is due is on the front cover of this policy.

Appendix A – Indicators of Abuse

Everyone who works with children has a duty to safeguard and promote their welfare. They should be aware of the signs and indicators of abuse and know what to do and to whom to speak if they become concerned about a child or if a child discloses to them.

The following is intended as a reference for school staff and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm.

The Children Act 1989 defines abuse as when a child is suffering or is likely to suffer 'significant harm'. Harm means ill treatment or the impairment of health or development. Four categories of abuse are identified:

Categories of Abuse

Child abuse is a form of maltreatment. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children people may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Physical Abuse

A form of abuse which 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.

Emotional Abuse

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 a child 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, though it may occur alone.

Sexual Abuse

Involves forcing or enticing a child 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. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

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 abuse. Once a child is born, neglect may involve a parent or carer failing to:

- a) provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- b) protect a child from physical and emotional harm or danger
- c) ensure adequate supervision (including the use of inadequate caregivers)
- d) ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Exploitation

Exploitation is a form of child abuse and may take a number of forms:

Child Sexual Exploitation (CSE) and child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Taken from – **Keeping Children Safe in Education.**

[Home Office – Serious Violence Strategy, April 2018](#)

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Taken from “**Keeping Children Safe in Education**”

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

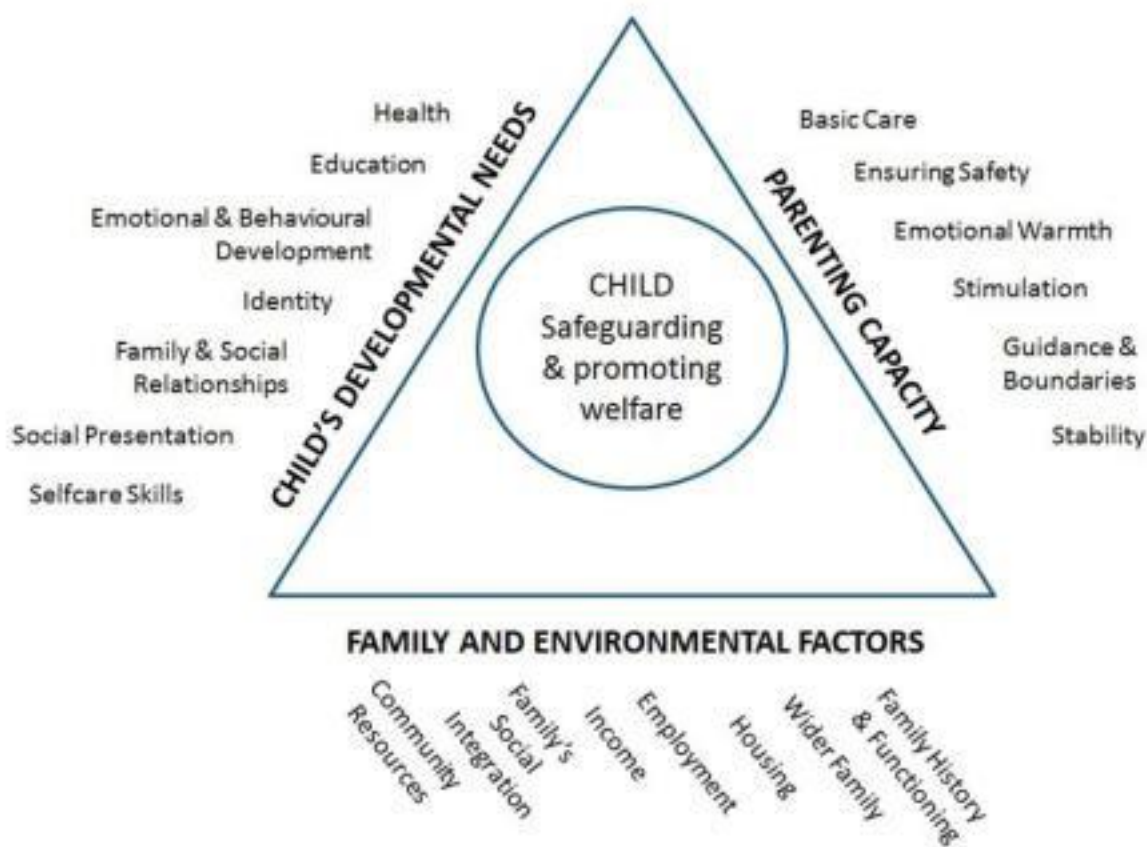
Harmful sexual behaviour (HSB) Children’s sexual behaviour ranges, from normal and developmental expected to inappropriate, problematic, abusive and violent. The inappropriate, problematic, abusive and violent behaviour can cause developmental damage and is referred to as “Harmful Sexual Behaviour” (HSB).

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

Appendix B

Assessment Framework

(from Working Together to Safeguard Children, July 2018)



Every assessment should draw together relevant information gathered from the child and their family and from relevant practitioners including teachers and school staff, early years workers, health practitioners, the police and adult social care.

Every assessment of a child should reflect the unique characteristics of the child within their family and community context.

Each child whose referral has been accepted by children's social care should have their individual needs assessed, including an analysis of the parental capacity to meet those needs, whether they arise from issues within the family or the wider community.

Frequently, more than one child from the same family is referred and siblings within the family should always be considered.

Appendix C Continuum of Need (April 2021)
 Threshold Document - Accessing Services for Children in Buckinghamshire



Continuum of Need incorporating Threshold guidance



Level 1 Universal Services	No additional needs identified or limited intervention to avoid needs arising. Children and young people whose needs are met by on-going services such as schools, GP's, Health visitors and Dentist alongside the love, care and protection of parents and carers. Children and young people in this category are making good overall progress in all areas of their development. Some limited intervention from a universal service may be needed to avoid needs arising or to meet a single identified need. The majority of children living in each local authority area will fall into this category.		
Response:	Agencies should identify what they can do first to support the child and their family through their own service.		
Assessment:	Agencies may use their own assessment processes to tailor the services they provide.		
Development of the baby or child	Parent and carers	Family and environment elements	
Health	Identity and self-esteem	Basic care, safety and protection	Family functioning and well-being
<ul style="list-style-type: none"> Physically well Nutritious diet Adequate hygiene and dress Developmental and health checks and immunisations up to date Developmental milestones and motor skills appropriate Good height/weight Sexual activity appropriate for age Good mental health Not misusing substances or engaging in risk taking behaviours 	<ul style="list-style-type: none"> Positive sense of self and abilities Sense of belonging and acceptance by others Confident in social situations Can discriminate between safe and unsafe contacts 	<ul style="list-style-type: none"> Provide for child's physical needs, e.g. food, drink, appropriate clothing, medical and dental care Protection from danger or significant harm, in the home and elsewhere Demonstrates appropriate awareness of safety 	<ul style="list-style-type: none"> Good relationships within family, including when parents are separated Sense of wider family, friends and community, networks Parents/carers provide consistent positive role modelling No physical or mental health needs or if present do not impact on the ability to parent
Emotional development	Family and social relationships	Emotional warmth and stability	Housing, work and income
<ul style="list-style-type: none"> Good quality early attachments Able to adapt to change Able to understand others' feelings (appropriate to age and stage of development) Quality of attachment with caregivers 	<ul style="list-style-type: none"> Stable and affectionate relationships with carers Good relationships with siblings and peers Developing independent and self-care skills 	<ul style="list-style-type: none"> Shows warm regard, praise and encouragement Ensures stable relationships Provides consistency of emotional warmth over time 	<ul style="list-style-type: none"> Accommodation has basic amenities and appropriate facilities, and can meet family needs Parents/carers able to manage the working or unemployment arrangements Managing budget to meet individual needs
Behavioural developments	Learning	Guidance, boundaries and stimulation	Social and community including education
<ul style="list-style-type: none"> Takes responsibility for own behaviour Responds appropriately to boundaries and constructive guidance Interacts appropriately 	<ul style="list-style-type: none"> Access to books and toys Attends school/nursery Acquires a wide range of skills and interests Enjoys and participates in learning activities Has experiences of success and achievement Sound links between home and school Planning for career and adult life 	<ul style="list-style-type: none"> Encourages learning and development through interaction and play Enables child/young person to experience success Ensure the child can develop a sense of right and wrong Child / young person accesses leisure facilities as appropriate to age and interests 	<ul style="list-style-type: none"> Family feels part of the community Good social and friendship networks exists Community is generally supportive of families with children / young people No concerns of exploitation or risk of online harm Child's positive sense of self and abilities reduces the risk that they will be targeted by peers or adults who wish to exploit them No concerns of discrimination

Useful contacts: Please visit Buckinghamshire Safeguarding Children Partnership website – buckssafeguarding.org.uk/childrenpartnership/

Level 2	ADDITIONAL NEEDS: Children and young people with additional needs (not just SEN), that can be met through a single agency response or through agencies working together to provide a coordinated partnership response. The support required may only be short term, but if ignored, these issues could lead to escalating.
Additional Services	
Response:	Agencies should refer to a single agency to meet identified need. Agencies can be identified through the Buckinghamshire Family Information Service website which provides details to local support services and access to family support and information of wider early help approaches. Towards the top end of level 2, agencies may need to work together to provide a coordinated service to support a child and their family who need support from more than one agency. Schools are advised to consult with their link Family Support Worker to discuss the child/family support needs and agree next steps which may include a Request for Family Support (L2) or submission of a MARF (L3/4).
Assessment:	Agencies who have carried out their own specific assessment (for example the Outcome Star or Children's Neglect Tool Kit), should consider sharing those outcomes as this will be particularly helpful when more than one agency may be involved.

Development of the baby or child		Parent and carers	Family and environment elements
Health	Identity and self-esteem	Basic care, safety and protection	Family functioning and well-being
<ul style="list-style-type: none"> Inadequate diet e.g. no breakfast Missing immunisations/checks Child is susceptible to persistent minor health problems or accidents Slow in reaching developmental milestones Minor concerns re diet, hygiene, clothing Weight not increasing at rate expected, or obesity Dental care not sufficient Vulnerable to emotional problems, perhaps in response to life events such as parental separation e.g. child seems unduly anxious, angry or defiant Early sexual activity or awareness Experimenting with tobacco, alcohol or illegal drugs Frequent accidents or A & E attendance or admissions to hospital 	<ul style="list-style-type: none"> Some insecurities around identity expressed e.g. low self-esteem May experience bullying around difference May be perpetrating bullying behaviour Child can be over friendly or withdrawn with strangers Child/young person provocative in behaviour/appearance e.g. inappropriately dressed for school 	<ul style="list-style-type: none"> Basic care is not provided consistently Haphazard use of safety equipment e.g. fireguards Parent/carer engagement with services is poor Parent/carer requires advice on parenting issues Some concerns around child's physical needs being met Young, inexperienced parents Teenage pregnancy Inappropriate childcare arrangements and/or too many carers Some exposure to dangerous situations in the home or community Unnecessary or frequent visits to doctor/casualty Parent/carer stresses starting to affect ability to ensure child's safety 	<ul style="list-style-type: none"> Parents/carers have some conflicts or difficulties that can involve the child/young person A child or young person has experienced loss of significant adult, e.g. through bereavement or separation Parent/carer has physical/mental health difficulties A child/young person is taking on a caring role in relation to their parent/carer, or is looking after younger siblings Privately fostered Adopted Limited friends and family support Child looked after by many different adults Parent / carer has learning needs Physical or mental health needs
Emotional development	Family and social relationships	Emotional warmth and stability	Housing, work and income
<ul style="list-style-type: none"> Some difficulties with family relationships Some difficulties with peer group relationships and with adults, e.g. 'clingy', anxious or withdrawn Some evidence of inappropriate responses and actions Starting to show difficulties expressing empathy 	<ul style="list-style-type: none"> Lack of positive role models Child has some difficulties sustaining relationships Unresolved issues arising from parents' separation, step parenting or bereavement 	<ul style="list-style-type: none"> Inconsistent responses to child/young person by parent/carer Parents struggling to have their own emotional needs met Child/young person not able to develop other positive relationships Child/young person's key relationships with family members not kept up Starting to show difficulties with attachments 	<ul style="list-style-type: none"> Poor housing Some problems over basic facilities Family seeking asylum or refugees Periods of unemployment of parent/carer Parents/carers have limited formal education Low income Financial/debt problems
	Self-care skills and independence		Social and community including education
	<ul style="list-style-type: none"> Disability limits amount of self-care possible Not always adequate self-care, e.g. poor hygiene Child slow to develop age-appropriate self-care skills 		<ul style="list-style-type: none"> Family new to the area or with limited contact with community members
	Learning		
	<ul style="list-style-type: none"> Disability limits amount of self-care possible 		

<ul style="list-style-type: none"> Limited engagement in play with others 	<ul style="list-style-type: none"> Have some identified learning needs that result in a school level response Language and communication difficulties Some school absence Poor punctuality/pattern of regular school absences Not always engaged in play/learning, e.g. poor concentration Not thought to be reaching his/her education potential Reduced access to books/toys Home-School links not well established Limited evidence of progression planning At risk of making poor decision about progression Limited participation of young person in education, employment or training 	Guidance, boundaries and stimulation	<ul style="list-style-type: none"> Some social exclusion or conflict experiences; low tolerance Community characterised by negativity towards children/young people Difficulty accessing community facilities Child has a negative sense of self and abilities and suffers with low self-esteem making them vulnerable to peers and adults who pay them attention and/or show them affection but do so in order to exploit them (CE). Some concerns of possible discrimination
Behavioural developments		<ul style="list-style-type: none"> Parent/carer offers inconsistent boundaries Lack of routine in the home Child/young person spends considerable time alone, e.g. watching television Child / young person is not often exposed to new experiences; has limited access to leisure activities Child / young person can behave in an anti-social way in the neighbourhood, e.g. petty crime Possible risk of online harm 	

Useful contacts:	Please visit Buckinghamshire Safeguarding Children Partnership website – buckssafeguarding.org.uk/childrenpartnership/
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Level 3	Children and young people who have multiple and complex needs requiring a multi-agency Early Help response with a lead professional. Level 3 also includes the threshold for a Child in Need. Although a Child in Need requires a statutory response from Children's Social Care, a statutory intervention is not necessarily required. For this reason, the threshold for a Child in Need falls in level 3, but where a statutory intervention is required from Children's Social Care this would fall into level 4. It should be noted that at this level Early Help involvement is still an option. Children and young people in this category have increasing levels of un-met needs that are more significant and complex. The range, depth or significance of the problems faced by children at level 3 may begin to prevent them from achieving or maintaining a reasonable standard of health or development if they don't receive appropriate services. They are likely to require targeted and/or longer-term intervention from specialist services.
Comprehensive Support	
Response:	Agencies should contact First Response (aka MASH) using the Multi-Agency Referral Form (MARF). Once contact is made, the case is then screened by Children's Social Care in the MASH and a decision is made within 72 hours as to what service level is needed in relation to the Continuum of Need. If contact needs to be made out of hours, you can call the Emergency Duty Team on 0800 999 7677. Schools will need to consult with their link support worker to discuss concerns from which a decision to complete a MARF will be decided.
Assessment:	The key tools for assessing need are the Outcomes Star, Children's Neglect Tool and a Child in Need assessment (a statutory assessment led by Children's Social Care under Section 17 of the Children Act 1989). However other agencies may use their own assessment tools in the first instance.

Development of the baby or child		Parent and carers	Family and environment elements
Health	Identity and self-esteem	Basic care, safety and protection	Family functioning and well-being
<ul style="list-style-type: none"> Physically unwell Concerns re diet, hygiene, clothing Child has some chronic/recurring health problems; not treated, or badly managed Missing routine and non-routine health appointments Weight gain – drop in centiles Limited or restricted diet, e.g. no breakfast; no lunch money Concerns about developmental progress, e.g. overweight/underweight; bedwetting/soiling Developmental milestones are unlikely to be met Dental decay Smokes/ other regular substance misuse 'Unsafe' sexual activity Learning significantly affected by health problems Significant speech language difficulties/delay or disordered development Child has significant disability Mental health issues emerging Sexual activity which cause concern and/or sexually harmful behaviour 	<ul style="list-style-type: none"> Child subject to persistent discrimination, (e.g. racial, sexual or due to disabilities). Demonstrates significantly low self-esteem/confidence in a range of situations Victim of crime or bullying Signs of deteriorating emotional well-being/mental health May not discriminate effectively with strangers Clothing is regularly unwashed or unsuitable Presentation (including hygiene) significantly impacts on all relationships Child lacks confidence or is watchful or wary of carers/people May be aggressive in behaviour/appearance 	<ul style="list-style-type: none"> Parent/carer is struggling to provide adequate care Parents have found it difficult to care for previous child/young person Inappropriate care arrangements Instability and domestic violence in the home Parent's mental health problems or substance misuse significantly affect care of child/young person Non-compliance of parents/carers with services Practitioners have serious concerns Experiencing unsafe situations Child/young person caring for siblings/parent Child/young person perceived to be a problem by parents Child/young person may be subject to neglect Child/young person previously looked after by LA 	<ul style="list-style-type: none"> Incidents of domestic abuse between parents/carers Acrimonious divorce/separation Family has serious physical and mental health difficulties Family has poor relationship with extended family or little communication Family is socially isolated Parent / carer has Learning needs Physical or mental health needs which impact on parenting capacity.
	Family and social relationships	Emotional warmth and stability	Housing, work and income
	<ul style="list-style-type: none"> Relationships with carers characterised by inconsistencies Child has lack of positive role models Child appears to have undifferentiated attachments Misses school or leisure activities Involved in conflicts with peers/siblings Lack of friends/social network May have previously had periods of LA accommodation 	<ul style="list-style-type: none"> Child receives erratic or inconsistent care Child has episodes of poor-quality care Parental/carer instability/emotional needs affects capacity to nurture Some relationship difficulties 	<ul style="list-style-type: none"> Poor state of repair, temporary or overcrowded, or unsafe Living in interim accommodation Experiencing frequent moves Intentionally homeless Parents/carers experience stress due to unemployment or 'overworking'; may be impacting on other aspects of family life e.g. marital relationship Parents/carers find it difficult to obtain employment due to poor basic skills Serious debts/poverty impact on ability to have basic needs met

Emotional development	<ul style="list-style-type: none"> Concerns of absences from home without parental consent *Emerging behaviours which could suggest CSE 	<ul style="list-style-type: none"> Child has no other positive relationships Child has multiple carers; may have no significant relationship to any of them Child has been 'Looked After' by the LA 	<ul style="list-style-type: none"> Low income plus adverse additional factors e.g. up to borrowing limit of Social Care Fund Rent arrears put family at risk of eviction or proceedings initiated
Behavioural developments	Self-care skills and independence	Guidance, boundaries and stimulation	Social and community including education
<ul style="list-style-type: none"> Good quality early attachments e.g. conduct disorder; ADHD; anxiety; depression; eating disorder; self-harming Frequent accidents 	<ul style="list-style-type: none"> Disability prevents self-care in a significant range of tasks Child takes little or no responsibility for self-care tasks compared with peers Child lacks a sense of safety and often puts him/herself in danger Child is main carer for family member 	<ul style="list-style-type: none"> Erratic or inadequate guidance provided Parents struggle/refuse to set effective boundaries e.g. too loose/tight/physical chastisement Child/young person behaves in anti-social way in the neighbourhood Parent/carer does not offer a good role model, e.g. by behaving in an anti-social way Child not receiving positive stimulation, with lack of new experiences or activities Child/young person under undue parental pressure to achieve/aspire Exposure to online forums increasing risk of online harm. 	<ul style="list-style-type: none"> Parents/carers socially excluded/isolated Lack of a support network Low community support for families Acrimonious relationships within community Poor quality access to universal and targeted services Concerns expressed by others Child's negative sense of self/low self-esteem contributes to their involvement with peers and/or adults thought to be treating them badly and/or encouraging their involvement in self-harm and/or criminal behaviour. Child regularly goes missing and family do not know where Child is. Incidents and or increase of discrimination
	Learning		
	<ul style="list-style-type: none"> Identified learning needs that are being addressed at school level. Regular underachievement causing concern at school Poor nursery/school attendance and punctuality Poor home-nursery school link Some fixed-term exclusions Very limited interests/skills displayed Not in education (under 16) Not in education, employment, or training post 16 		

Useful contacts:	Please visit Buckinghamshire Safeguarding Children Partnership website – buckssafeguarding.org.uk/childrenpartnership/
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Level 4 Statutory / Specialist Support	Children and young people with a high level of unmet or complex needs or children who are in need of protection. Children and young people in this category are identified as having suffered or likely to be suffering significant harm or significant impairment to their health or development. Harm is defined under 4 possible categories: physical abuse, emotional abuse, sexual abuse and neglect. These children require intensive support under Section 47 of the Children Act 1989 (Child Protection Plan). Sometimes 'Significant Harm' will be a single, traumatic event, but more often it is an accumulation of significant events, both acute and longstanding over time, such as in situations of neglect.
Response:	Agencies should contact First Response using the Multi-Agency Referral Form (MARF) or by calling 01296 383962 (or 0800 999 7677 for the out of hours Emergency Duty Team). If there is a concern that a child is immediately at risk, call the Police on 999.
Assessment:	Statutory assessment will take place under the provisions of the Children Act 1989. This will be led by Children's Social Care. Where a child is assessed to have met the threshold for statutory intervention there are various options available to ensure a child is protected from harm. This includes making the child subject to a Child Protection Plan or taking the child into care.

Development of the baby or child		Parent and carers	Family and environment elements
Health	Identity and self-esteem	Basic care, safety and protection	Family functioning and well-being
<ul style="list-style-type: none"> Child/young person has severe/chronic health problems Child/young person's weight and height both under the 0.4th centile Other developmental milestones unlikely to be met; failure to thrive Lack of food may be linked with neglect Refusing medical care endangering life/development Seriously obese Dental decay and no access to treatment Persistent and high-risk substance misuse Dangerous sexual activity and/or early teenage pregnancy Child sexual exploitation (CSE) Suspected imminent risk of FGM (female genital mutilation) Sexual abuse Self-harming Non-accidental injury Acute mental health problems e.g. severe depression; threat of suicide; psychotic episode Physical/learning disability requiring constant supervision 	<ul style="list-style-type: none"> Child/young person experiences persistent discrimination; internalised and reflected in poor self-image Failed Education Supervision Order – 3 prosecutions for non-attendance: family refusing to engage Socially isolated and lacking appropriate role models Alienates self from others Bullying Lack of confidence is incapacitating Victim of crime; may fear persecution by others Poor and inappropriate self-presentation Child/young person likely to put self at risk Child sexual exploitation (CSE) Evident mental health needs 	<ul style="list-style-type: none"> Parents/carers unable to provide 'good enough' parenting that is adequate and safe; Parent/carer's mental health or substance misuse significantly affect care of child Parents/carers unable to care for previous children Instability and violence in the home continually Parents/carers involved in crime Parents unable to restrict access to home by dangerous adults Parents/carers own needs mean they are unable to keep child/young person safe Chronic and serious domestic violence involving child/young person Unexplained injuries Parents not engaging with professionals Allegation or reasonable suspicion of serious injury, abuse or neglect. Unable to manage severe challenging behaviour without support –high risk of family breakdown Suspected/evidence of fabricated or induced illness Unable to meet child/young person's physical or emotional needs Disclosure from parent of abuse to child/young person Escalating or serious domestic violence 	<ul style="list-style-type: none"> Significant parental/carer discord and persistent domestic violence Family characterised by conflict and serious chronic relationship difficulties History of rejection Poor relationships between siblings and wider family No effective support from extended family Destructive/unhelpful involvement from extended family Child/young person has been identified as a child/young person in need, but parents/carers have refused support Family involved in criminal activity; parent or sibling has received custodial sentence Individual posing a risk to children in, or known to household Unsafe home environment Family home used for drug taking, prostitution, illegal activities Family have physical or mental health needs that impact on parenting capacity Parent / care has Learning needs that impact on parenting capacity
	Family and social relationships		Housing, work and income
	<ul style="list-style-type: none"> Repeated missing persons episodes Relationships with family experienced as negative ('low warmth, high criticism') Rejection by a parent/carer; family no longer want to care for - or have abandoned - child/young person Periods accommodated by Council Family breakdown related to child's behavioural difficulties 		<ul style="list-style-type: none"> Homeless - or imminent Housing dangerous or seriously threatening to health Physical accommodation places child in danger Chronic unemployment that has severely affected parents' own identities Family unable to gain employment due to significant lack of basic skills or long-term substance misuse Extreme poverty/debt impacting on ability to care for child No expectation that young person will work

<ul style="list-style-type: none"> Disclosure of abuse from child/young person Evidence of significant harm or neglect Disclosure of abuse/physical injury caused by a professional 	<ul style="list-style-type: none"> Subject to physical, emotional or sexual abuse or neglect Child Exploitation (CE) Suspected imminent risk of FGM (female genital mutilation) Child is main carer for family member 	Emotional warmth and stability	Social and community including education
Emotional development	Self-care skills and independence	<ul style="list-style-type: none"> Parents/carers inconsistent, highly critical, rejecting or apathetic towards child Family life chaotic Child/young person beyond parental/carers' control Parent's own emotional experiences impacting on their ability to meet child/young person's needs Child has no-one to care for him/her Child/young person threatened with rejection from home Requesting young child be accommodated 	<ul style="list-style-type: none"> Family chronically socially excluded No supportive network Community are hostile to family Child frequently goes missing and fails to account for their locations or discloses situations indicating risk of CE Child trafficked to UK for sexual exploitation Currently being discriminated and or on going and increasing incidents of discrimination
<ul style="list-style-type: none"> Puts self or others in danger e.g. missing from home Severe emotional/ behavioural challenges Unable to connect cause and effect of own actions Unable to display empathy Suffers from periods of severe depression Self-harming or suicide attempts 	<ul style="list-style-type: none"> Severe disability – child/young person relies totally on other people to meet care needs Child neglects to use self-care skills due to alternative priorities, e.g. substance misuse 	Guidance, boundaries and stimulation	
Behavioural developments	Learning	<ul style="list-style-type: none"> No effective boundaries set by parents/carers Multiple carers with no consistency Child regularly behaves in an anti-social way in the neighbourhood No constructive leisure Exposure to online forums evident to resulting in harm 	
<ul style="list-style-type: none"> Unable to determine boundaries, roles and responsibilities appropriately Cannot maintain peer relationships e.g. is aggressive, bully, bullied Regularly involved in anti-social/criminal activities Repeated missing persons episodes Prosecution of offences resulting in court orders, custodial sentences, ASBOs Non-compliant or poor response to support Professional concerns – but difficulty accessing child/young person Unaccompanied refugee/asylum seeker Privately fostered Abusing other children Young Sex Offenders Serious or persistent offending behaviour likely to lead to custody/remand in secure unit/prison Subject to Family Support or Child Protection Plan 	<ul style="list-style-type: none"> Puts self or others at risk through behaviour No, or acrimonious, home-nursery or school link Young child with few, if any, achievements No school placement Child/young person is out of school Has no access to leisure activities Multiple fixed term exclusions or risk of permanent exclusion Consistently poor or no educational attainment progress 		

Useful contacts:

Please visit Buckinghamshire Safeguarding Children Partnership website – buckssafeguarding.org.uk/childrenpartnership/

Areas of Concern:

Other areas of concern that will need to be considered in terms of their impact and level of risk include:

- Behaviour
- Child exploitation
- Development
- Disability
- Domestic abuse
- Education
- Emotional well-being
- Female genital Mutilation
- Forced Marriage
- Gangs
- Honour based violence
- Housing
- Legal status
- Missing
- Neglect
- Offending
- Online risk
- Parental mental health
- Parenting
- Perplexing presentations (fabricated illness)
- Physical abuse
- Physical Health
- Radicalisation
- Relationships (social context)
- Self-harm
- Sexual abuse
- Sexual health
- Substance misuse
- Young Carer

Appendix D Threshold Document – Levels of need when working with children and families in Milton Keynes

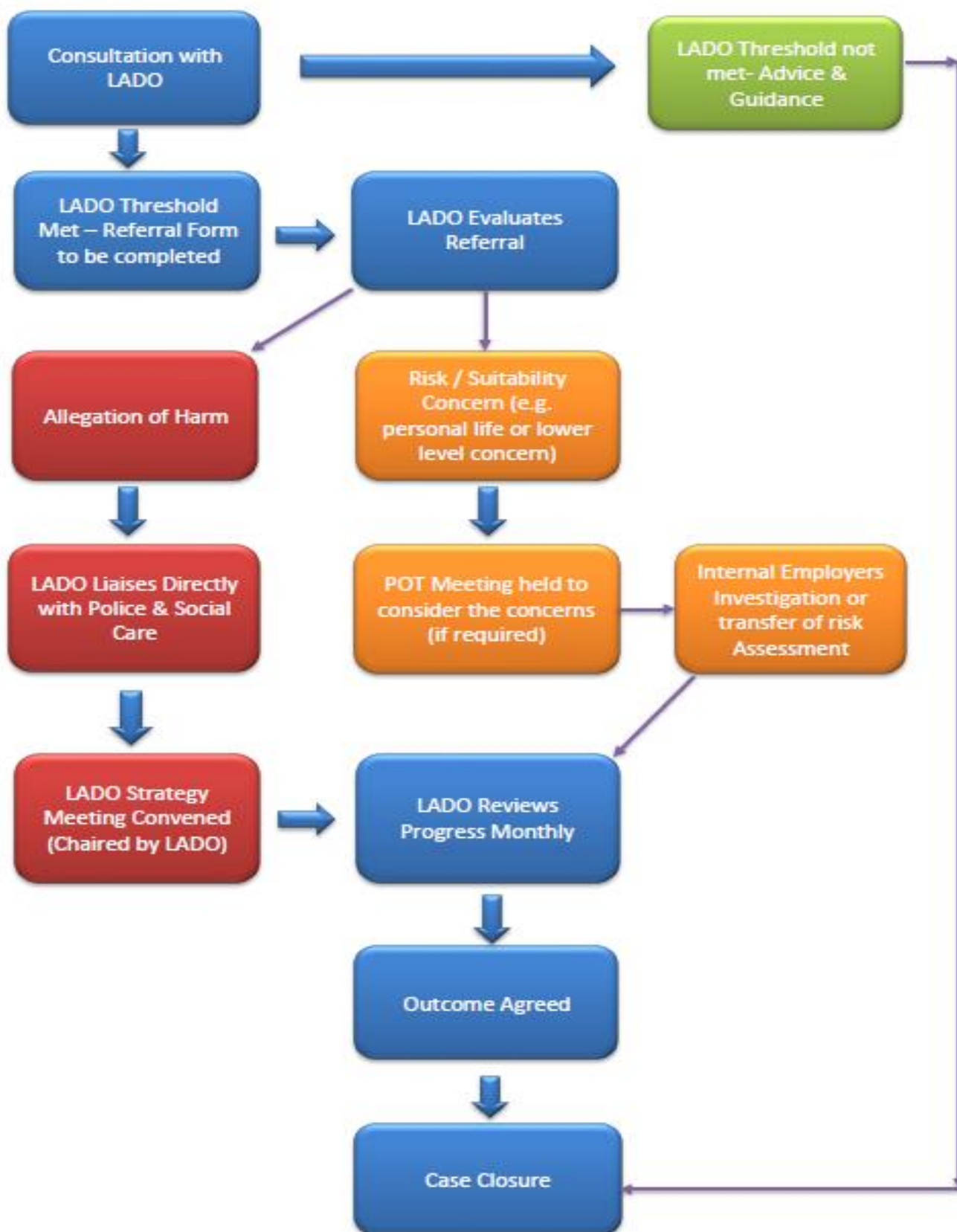
Level 1 UNIVERSAL NEEDS: Children who make good overall progress in most areas of development and receive appropriate universal services, such as health care and education. They may also use leisure and play facilities or voluntary sector services.			
DEVELOPMENT OF THE BABY OR CHILD	IDENTITY AND SELF-ESTEEM	PARENTS AND CARERS	FAMILY AND ENVIRONMENT ELEMENTS
Health <ul style="list-style-type: none"> Physically well Nutritious diet Adequate hygiene and dress Developmental and health checks and immunisations up to date Developmental milestones & motor skills appropriate Good height/weight Sexual activity appropriate for age Good mental health Emotional development <ul style="list-style-type: none"> Good quality early attachments Able to adapt to change Able to understand others' feelings Behavioural developments <ul style="list-style-type: none"> Takes responsibility for own behaviour Responds appropriately to boundaries and constructive guidance Plays positively 	Identity and self-esteem <ul style="list-style-type: none"> Positive sense of self and abilities Sense of belonging and acceptance by others Confident in social situations Can discriminate between safe and unsafe contacts Family and social relationships <ul style="list-style-type: none"> Stable and affectionate relationships with carers Good relationships with siblings and peers Developing independent and self care skills Learning <ul style="list-style-type: none"> Access to books and toys Acquires a wide range of skills and interests Enjoys and participates in learning activities Has experiences of success and achievement Sound links between home and school Planning for career and adult life 	Basic care, safety and protection <ul style="list-style-type: none"> Provide for child's physical needs, eg food, drink, appropriate clothing, medical and dental care Protection from danger or significant harm, in the home and elsewhere Emotional warmth and stability <ul style="list-style-type: none"> Shows warm regard, praise and encouragement Ensures stable relationships Provides consistency of emotional warmth over time Guidance, boundaries and stimulation <ul style="list-style-type: none"> Encourages learning and development through interaction and play Enables child/young person to experience success Ensure the child can develop a sense of right and wrong Child/young person accesses leisure facilities as appropriate to age and interests 	Family functioning and well-being <ul style="list-style-type: none"> Good relationships within family, including when parents are separated Sense of wider family, friends and community, networks Housing, work and income <ul style="list-style-type: none"> Accommodation has basic amenities and appropriate facilities, and can meet family needs Parents/carers able to manage the working or unemployment arrangements Managing budget to meet individual needs Social and community including education <ul style="list-style-type: none"> Family feels part of the community Good social and friendship networks exists Community is generally supportive of families with children/young people
Level 2 ADDITIONAL NEEDS: Children whose needs require some extra support. A single universal or targeted service or two services are likely to be involved; there is not a 'Team around the Family' and a Lead Professional is not required.			
DEVELOPMENT OF THE BABY OR CHILD	IDENTITY AND SELF-ESTEEM	PARENTS AND CARERS	FAMILY AND ENVIRONMENT ELEMENTS
Health <ul style="list-style-type: none"> Inadequate diet, eg no breakfast Missing immunisations/checks Child is susceptible to persistent minor health problems or accidents Slow in reaching developmental milestones Minor concerns re diet, hygiene, clothing Weight not increasing at rate expected, or obesity Dental care not sufficient Vulnerable to emotional problems, perhaps in response to life events such as parental separation eg child seems unduly anxious, angry or defiant Early sexual activity or awareness Experimenting with tobacco, alcohol or illegal drugs Frequent accidents or A & E attendance or admissions to hospital Emotional development <ul style="list-style-type: none"> Some difficulties with family relationships Some difficulties with peer group relationships and with adults, eg 'clingy', anxious or withdrawn Some evidence of inappropriate responses and actions Starting to show difficulties expressing empathy Limited engagement in play with others Victim of abuse, but risk now managed Behavioural development <ul style="list-style-type: none"> Not always able to understand how own actions impact on others Finds accepting responsibility for own actions difficult Responds inappropriately to boundaries and constructive guidance Finds positive interaction difficult with peers in unstructured contexts 	Identity and self-esteem <ul style="list-style-type: none"> Some insecurities around identity expressed eg low self-esteem May experience bullying around difference May be perpetrating bullying behaviour Child can be over friendly or withdrawn with strangers Child/young person provocative in behaviour/appearance eg inappropriately dressed for school Family and social relationships <ul style="list-style-type: none"> Lack of positive role models Child has some difficulties sustaining relationships Unresolved issues arising from parents' separation, step parenting or bereavement Self-care skills and independence <ul style="list-style-type: none"> Disability limits amount of self-care possible Not always adequate self-care, eg poor hygiene Child slow to develop age-appropriate self-care skills Learning <ul style="list-style-type: none"> Have some identified learning needs that result in a school leaving certificate Language and communication difficulties Poor punctuality/pattern of regular school absences Not always engaged in play/learning, eg poor concentration Not thought to be reaching his/her education potential Reduced access to books/toys Home-School links not well established Limited evidence of progression planning At risk of making poor decision about progression Limited participation of young person in education, employment or training 	Basic care, safety and protection <ul style="list-style-type: none"> Basic care is not provided consistently Haphazard use of safety equipment eg fire alarms Parent/carer engagement with services is poor Parent/carer requires advice on parenting issues Some concerns around child's physical needs being met Young, inexperienced parents Teenage pregnancy Inappropriate child care arrangements and/or too many carers Some exposure to dangerous situations in the home or community Infrequent or no visits to doctor/casualty Inappropriate child care arrangements and/or too many carers Parent/carer stresses starting to affect ability to ensure child's safety Emotional warmth and stability <ul style="list-style-type: none"> Inconsistent responses to child/young person by parent/carer Parents struggling to have their own emotional needs met Child/young person not able to 	Family functioning and well-being <ul style="list-style-type: none"> Parents/carers have some conflicts or difficulties that can involve the child/young person A child or young person has experienced loss of significant adult, eg through bereavement or separation Parent/carer has physical/mental health difficulties A child/young person is taking on a caring role in relation to their younger siblings Privately fostered Adopted Limited friends and family support Child looked after by many different adults Housing, work and income <ul style="list-style-type: none"> Poor housing Some problems over basic facilities Family seeking asylum or refugees Periods of unemployment of parent/carer Parents/carers have limited formal education Low Income Financial/debt problems No recourse to public funds Social and community including education <ul style="list-style-type: none"> Family new to the area or with limited contact with community members Some social exclusion or conflict experiences; low tolerance Community characterised by negativity towards children/young people Difficulty accessing community facilities
Level 3 CONSIDERABLE: Children whose needs are more complex. This refers to the range, depth or significance of needs. More than one service often needed, with a 'Team around the Family' and Lead Professional. Children and Families Practices often involved.			
DEVELOPMENT OF THE BABY OR CHILD	IDENTITY AND SELF-ESTEEM	PARENTS AND CARERS	FAMILY AND ENVIRONMENT ELEMENTS
Health <ul style="list-style-type: none"> Concerns re diet, hygiene, clothing Child has some chronic/recurring health problems, not treated, or badly managed Missing routine and non-routine health appointments Weight gain becoming a cause of concern – below 3rd centile Limited or restricted diet, eg no breakfast, no lunch money Concerns about developmental progress, eg overweight/underweight, bowing/walking Developmental milestones are unlikely to be met Dental decay Smokes/other regular substance misuse 'Unsafe' sexual activity Learning significantly affected by health problems Significant speech/language difficulties/delay or disordered development Child has significant disability Mental health issues emerging eg conduct disorder, ADHD, anxiety, depression, eating disorder, self-harming Frequent accidents Emotional development <ul style="list-style-type: none"> Poor peer relationships difficulty sustaining relationships Child/young person finds it difficult to cope with or express emotions eg anger, frustration, sadness, grief Sexualised behaviour Significant difficulties with managing change Child appears regularly anxious, stressed or phobic Caring responsibilities affecting development Behavioural development <ul style="list-style-type: none"> Does not accept responsibility for own actions; finds it hard to understand how own actions impact on others or learn from consequences Disruptive/challenging behaviour at school, home or in the neighbourhood Starting to commit offences/re-offend Interacts negatively with peers in learning and play contexts Child/young person is withdrawn, isolated/unwilling to engage Concerns of absences from home without parental consent Emerging behaviours which could suggest child exploitation* Indecent images child-to-child 	Identity and self-esteem <ul style="list-style-type: none"> Disability prevents self-care in a significant range of tasks Child takes little or no responsibility for self-care tasks compared with peers Child lacks a sense of safety and often puts him/herself in danger Child is main carer for family member 	Basic care safety and protection <ul style="list-style-type: none"> Parent/carer is struggling to provide adequate care Parents have found it difficult to care for previous child/young person Inappropriate care arrangements Instability and domestic violence in the home Parent's mental health problems or substance misuse significantly affect care of child/young person Non-compliance of parents/carers with services Practitioners have serious concerns Experiencing unsafe situations Child/young person caring for siblings/parent Child/young person perceived to be a problem by parents Child/young person may be subject to neglect Child/young person previously looked after by Local Authority Emotional warmth and stability <ul style="list-style-type: none"> Child receives erratic or inconsistent care Child has episodes of poor quality care Parental/carer instability/emotional needs affects capacity to nurture Some relationship difficulties Child has no other positive relationships Child has multiple carers; may have no significant relationship to any of them Child has been 'Looked After' by the Local Authority Guidance, boundaries and stimulation <ul style="list-style-type: none"> Erratic or inadequate guidance provided Parents struggle/refuse to set effective boundaries eg too loose/light physical chastisement Child/young person behaves in anti-social way in the neighbourhood Parent/carer does not offer a good role model, eg by behaving in an anti-social way Child not receiving positive stimulation, with lack of new experiences or activities Child/young person under undue parental pressure to achieve/aspire 	Family functioning and well-being <ul style="list-style-type: none"> Incidents of domestic violence between parents/carers Acrimonious divorce/separation Family has serious physical and mental health difficulties Family has poor relationship with extended family or little communication Family is socially isolated Housing, work and income <ul style="list-style-type: none"> Poor state of repair, temporary or overcrowded, or unsafe Living in interim accommodation Experiencing frequent moves Intentionally homeless Parents/carers experience stress due to unemployment or 'overworking', may be impacting on other aspects of family life eg marital relationship Parents/carers find it difficult to obtain employment due to poor basic skills Serious debts/poverty impact on ability to have basic needs met Low income plus adverse additional factors eg up to borrowing limit of Social Care Fund Rent arrears put family at risk of eviction or proceedings initiated Social and community including education <ul style="list-style-type: none"> Parents/carers socially excluded/isolated Lack of a support network Low community support for families Acrimonious relationships within community Poor quality access to universal and targeted services Concerns expressed by others
Level 4 SPECIALIST NEEDS: Children with complex and enduring needs which cross many domains. More than one service needed, with a 'Team around the Family' and Lead Professional, commonly in a statutory role. At times statutory intervention may be required.			
DEVELOPMENT OF THE BABY OR CHILD	IDENTITY AND SELF-ESTEEM	PARENTS AND CARERS	FAMILY AND ENVIRONMENT ELEMENTS
Health <ul style="list-style-type: none"> Child/young person has severe/chronic health problems Child/young person's weight and height both under the 2nd centile Other developmental milestones unlikely to be met; failure to thrive Lack of food may be linked with neglect Refusing medical care endangering life/development Seriously obese Dental decay and no access to treatment Persistent and high risk substance misuse Dangerous sexual activity and/or early teenage pregnancy *Child sexual/criminal exploitation **Suspected imminent risk of FGM (female genital mutilation) Sexual abuse Self-harming Non-accidental injury Acute mental health problems eg severe depression, threat of suicide, psychotic episode Physical/learning disability requiring constant supervision 	Identity and self-esteem <ul style="list-style-type: none"> Child/young person experiences persistent discrimination; internalised and reflected in poor self-image Failed Education Supervision Order – three prosecutions for non-attendance; family refusing to engage Socially isolated and lacking appropriate role models Alienates self from others Bullying Lack of confidence is incapacitating Victim of crime; may fear persecution by others Poor and inappropriate self-presentation Child/young person likely to put self at risk **Child sexual/criminal exploitation Evident mental health needs Family and social relationships <ul style="list-style-type: none"> Repeated missing persons episodes Relationships with family experienced as negative ('low warmth, high criticism') 	Basic care, safety and protection <ul style="list-style-type: none"> Parents/carers unable to provide 'good enough' parenting that is adequate and safe; Parent/carer's mental health or substance misuse significantly affect care of child Parents/carers unable to care for child Instability and violence in the home continually Parents/carers involved in crime Parents unable to restrict access to home by dangerous adults Parents/carers own needs mean they are unable to keep child/young person safe Chronic and serious domestic violence involving child/young person Unexplained injuries Parents not engaging with professional Allegation or reasonable suspicion of serious injury, abuse or neglect. Unable to manage severe challenging behaviour without support – high risk of family breakdown Suspected evidence of fabricated or induced illness Unable to meet child/young person's physical or emotional needs Disclosure from parent of abuse to 	Family functioning and well-being <ul style="list-style-type: none"> Significant parental/carer discord and persistent domestic violence Family characterised by conflict and serious chronic relationship difficulties History of rejection Poor relationships between siblings and wider family No effective support from extended family Destructive/unhelpful involvement from extended family Child/young person has been identified as a child/young person in need, but parents/carers have refused support Family involved in criminal activity; parent or sibling has received custodial sentence Individual posing a risk to children in, or known to household Unsafe home environment Family home used for drug taking, prostitution, illegal activities Housing, work and income <ul style="list-style-type: none"> Homeless - or imminent Housing dangerous or seriously threatening to health Physical accommodation places child in danger Chronic unemployment that has severely affected parents' own identities
Emotional development <ul style="list-style-type: none"> Puts self or others in danger eg missing from home Severe emotional/behavioural challenges Unable to connect cause and effect of own actions Unable to display empathy Suffers from periods of severe depression Self-harming or suicide attempts Behavioural development <ul style="list-style-type: none"> Unable to determine boundaries, roles and responsibilities appropriately Cannot maintain peer relationships eg is aggressive, bully, bullied Regularly involved in anti-social/criminal activities Repeated missing persons episodes Prosecution of offences resulting in court orders, custodial sentences, ASBOs Non-compliant or poor response to support 	Self-care skills and independence <ul style="list-style-type: none"> Severe disability – child/young person relies totally on other people to meet care needs Child neglects to use self-care skills due to alternative priorities, e.g. substance misuse Learning <ul style="list-style-type: none"> Puts self or others at risk through behaviour 	Emotional warmth and stability <ul style="list-style-type: none"> Parents/carers inconsistent, highly critical, rejecting or apathetic towards child Family life chaotic Child/young person beyond parents/carers' control Parents' own emotional experiences impacting on their ability to meet child/young person's needs Child has no-one to care for him/her Child/young person threatened with rejection from home Requesting young child be accommodated Guidance, boundaries and stimulation <ul style="list-style-type: none"> No effective boundaries set by parents/carers Multiple carers with no consistency Child regularly behaves in an anti-social way in the neighbourhood No constructive leisure time activities or guided play 	Social and community including education <ul style="list-style-type: none"> Family unable to gain employment to significant lack of basic skills or low term substance misuse Extreme poverty/debt impacting on ability to care for child No expectation that young person will work Family chronically socially excluded No supportive network Community are hostile to family

Appendix E

Allegation flowchart

Below is a procedure to follow if you have a concern that a person who works with children and young people may have behaved inappropriately or you have received information that may constitute an allegation you must:

Buckinghamshire LADO Service Process Flowchart



Appendix F

Recognising Abuse

Refer to the following guidance:

“What to do if You’re Worried a Child is Being Abused”

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

If a pupil asks to speak to you about a problem, do not promise confidentiality but explain that it may be necessary to consult a colleague.

Remember the 5 Rs – Receive, Reassure, React, Record and Report

Receive

Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse. Listen quietly and actively, giving your undivided attention. Allow silences when needed. Do not show shock or disbelief but take what is said seriously.

Reassure

Stay calm, no judgements, empathise. **Never make a promise that you can keep what a child has said a secret.** Give reassurance that only those who need to know will be told. Reassure the young person that they were right to tell you.

React

React to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but don’t interrogate for full details.

Don’t ask leading questions – keep the open questions e.g. ‘is there anything else you want to say?’

Ask questions only to seek clarity if required; **TED** is a useful tool to use to ensure questions remain open

T	E	D
Tell me...	Explain about	Describe when, where

Do not criticize the perpetrator; the pupil may have affection for him/her.

Explain what you will do next – inform designated safeguarding lead, keep in contact.

Record

If possible, make brief notes about what they are telling you at the time.

Keep these notes, however rough they are.

If you are unable to make notes at the time, write down what was said as soon as you can.

Note the **time, date and place** along with what **actions or behaviours, statements or conversations heard** which have given rise to the concerns. All reports should input onto CPOMS as soon as possible **with times and dates** noted of when reports are given to the DSL.

Try to record what was said by the pupil rather than your interpretation of what they are telling you. For example, if a child has called a body part by an unfamiliar name, this should be written phonetically. Make a note of any accompanying non-verbal behaviour and how the information was imparted recreating the ‘voice of the child’ on the page

Record the date, time, place and any noticeable nonverbal behaviour.

Be mindful of the time the allegation is received. Whilst the child is at school, they are safe, but assessment may be needed involving other agencies to ascertain whether it is safe for the child to return home. So, a verbal report to the DSL should be made rather than delay this for a written report.

In the event of child on child abuse, staff should be mindful of the language they use when reporting the events. Avoid terms such as “perpetrator” and “victim” as both children may be vulnerable and to require support. Rather use pupil names.

If records are kept electronically the security of these needs to be reviewed regularly. Child protection records should not be kept in a child's general school file. They should be kept separately in a locked cabinet.

Report

Report the incident to the designated safeguarding lead and do not tell any other adults or pupils what you have been told.

Any allegation / disclosure regarding a member of staff MUST be referred immediately to the LADO before taking action.

Any allegation / disclosure regarding the Headteacher MUST be referred immediately to the Chair of Governors who will consult with the LADO without notifying Headteacher.

Never attempt to carry out an investigation of suspected abuse by interviewing the young person or any others involved. This is a highly skilled role and any attempts by yourself could affect possible criminal proceedings.

Appendix G Child Protection Records held within a setting

Child Protection Records held within Settings

This section provides guidance to schools and other educational establishments on record keeping, to enable the designated member of staff with a responsibility for child protection to ensure that all child protection information and concerns are kept in an appropriate and useful manner.

Deficiencies in record keeping have been identified by several child death enquiries as a problem area that requires attention from all agencies.

Good record keeping is essential in safeguarding the welfare of children and young people, particularly with regards to children/young people who are subject to child protection plans or who are identified as vulnerable. For this reason, it is advisable to carry out a regular audit of all child protection information kept in school, to ensure that procedures are being followed correctly.

1. What kind of information should be recorded?

Any member of staff who has a concern about a child should log an incident on CPOMS and the DSL must be informed verbally. The logging on an incident must be made as soon as possible and certainly before going home for the day. (This is important, in case the note is needed for submission to court).

Notes need to be:

- Factual
- Using a child's own words where possible
- A record of what you saw and heard
- Use full names not initials

Professional opinions are acceptable but only if you state the facts or observations upon which your opinion is based.

If a referral is made to the Assessment Team or Thames Valley Police, Child Abuse Investigation Unit a written record of all concerns held should be sent and a copy of the referral should be kept by the school.

Nagging Doubts about a Child's Safety and Welfare

Sometimes, things which seem to be insignificant or trivial at the time turn out to be vital pieces of information later.

A record should be made of any information, including hearsay and 'nagging doubts', which give you cause for concern about a child. Much of this information may not appear to be very significant on its own, but it could contribute to a 'jigsaw' picture of abuse that should not be ignored. Remember no concern is too small.

If there has been no specific incident or information, make a written note. Try to identify what is really making you feel worried. Record these concerns on the same record of concern form for your records.

It is crucial that actions and outcomes are recorded on the incident log on CPOMS, including any consultation that has been carried out with any other professionals.

2. How should notes and reports be made?

It is impossible to say, at the time of making a child protection note, who will eventually have access to it, or when. It may be consulted months or even years after it was written. Always bear in mind that someone who is a complete stranger to you and your school may need to read your record at some stage in the future.

Logs of incidents should be typed onto CPOMS.

All notes and reports must contain the following:

- Date of the incident
- Date and time of the record being made
- Name and date of birth of the child(ren) concerned
- A factual account of what happened, and the location where the incident took place (keeping it in the child's words)
- A note of any other people involved e.g. as witnesses
- Questions that the adult asked (remember do not ask leading questions)
- Action taken, and any future plans e.g. monitor and review
- Any other agencies informed:
 - Names,
 - Dates,
 - Times of anyone spoken to.
- Printed name of the person making the record
- Job title of the person making the record
- By completing CPOMS you are given permission that your name can be used as a signature.

The source of the information should be identified e.g. 'Mrs Bell, a midday supervisor, informed me that...' Or 'I saw John in the playground at break time....'

Information should be factual or based on fact. Record what you saw, heard etc. and try not to be vague or woolly (e.g. 'Jenny was crying and rocking' rather than 'Jenny was upset')

Opinion is acceptable provided that you can give some justification for holding it (e.g. 'Sam ran and hid under the table when his mother arrived to take him home and clung to me when I tried to get him out. He appeared to be frightened.')

Make a note of what you have done with the information (e.g. 'I consulted the Headteacher, Mr Wilson, and he said he would...')

Try to avoid specialist jargon (e.g. 'he is SAP') which someone from another agency would not necessarily understand, right the information in full (School Action Plus)

Records and Reports for Child Protection Conferences

Reports prepared for Child Protection Conferences should focus on the child's:

- Educational Progress and Achievements
- Attendance
- Behaviour
- Participation
- Relationships with other children and young people
- Appearance, (where appropriate)
- Interaction with other children and adults

If relevant, reports should include what is known about the child's relationships with his or her family and the family structure. Reports should be objective and based on evidence. They should distinguish between fact, observation, allegation and opinion.

Settings should:

- Make reports available to the child's parents prior to the Child Protection Conference unless to do so would place the child at risk of significant harm
- Provide written reports to the Child Protection Conference
- Arrange for an appropriate person from the school to attend the Child Protection Conference

3. Where should child protection information be kept?

All child protection documents should be uploaded to CPOMS. Any paper reports, notes and correspondence referring to a child should be kept in a individual child's file. This should be kept in one secure place e.g. a locked filing cabinet in the Designated Safeguarding Lead's office. Files on extended family members should be kept together and cross-referenced. This file should be kept separate to the child's educational school record.

A note or symbol (e.g. a blue star) should be placed on the cover of the school file for the child, indicating that there is a child protection file relating to the child. All staff who may need to consult the child's school file should be made aware what the symbol means, and who to consult if they see it.

4. Who should have access to child protection information?

Access to the information on file should be on a need-to-know basis among the staff. This can only be decided on a case-by-case basis. The confidentiality of the child and family should be respected as far as possible, but the welfare of the child is paramount. It would be unlikely that every member of staff would need to know the details of a case. Generally speaking, the closer the day-to-day contact with the child, the more likely the need to know an outline of the case. The school report to the child protection conference should be shared with the parent(s) before the conference takes place. All information must be shared with Social Worker and/or Police and Health, as appropriate, where there is concern that a child is at risk of significant harm.

Child protection information should not ordinarily be shared with agencies other than these statutory agencies e.g. information should not be released to solicitors etc. Where such a request is made, it is best to seek further advice and guidance from the relevant LADO team (see Part 1 Section 11).

Child Protection records can be kept on computer and are exempt from the disclosure provisions of the Data Protection Act 1984. For manual records, the Education (School Records) Regulations 1989 exempt information relating to child abuse from the requirement of disclosure. However, in cases of alleged child abuse which come to court, the school may be required to provide its child protection records.

5. What should happen to the information when a child leaves the school/ How long should information be kept?

If the child is moving to another school, the complete child protection file should be sent, under separate cover from the regular school file. It should be marked 'Confidential, Addressee Only', and should go to the Head Teacher or designated safeguarding lead of the receiving school. Where a pupil of 16+ years is taking up a college place, the file should be sent to the designated safeguarding lead for the receiving college or further education establishment. All relevant information including nagging doubts should be shared.

Where a pupil leaves with no Further Education (FE) place identified, the file should be retained at the school until the child's 25th birthday. There is no need to keep a copy of material sent to a new school unless, at the discretion of the designated person, there are exceptional reasons for doing so.

The receiving school should complete a form stating they have received a Child Protection file for any children transferring to them.

Copies of child protection information should be kept by the final school placement until the child's date of birth + 25 years.

Information of a child protection nature relating to an allegation against a member of staff, including where the allegation is unfounded, should be kept until the person's normal retirement age or 10 years from the date of the allegation if that's longer.

6. Sharing Information with other Schools/Agencies

Conversations between designated personnel at different schools (e.g. sharing concerns or asking for information about sibling groups) are perfectly acceptable. Where possible, consent from parents should be sought before a conversation takes place. Any relevant child protection information coming to light should be carefully logged.

If a child protection file has been started for a child who then moves school, the entire contents of the file should be sent to the receiving school/college.

The information should be sent under separate cover to the school file, in a sealed envelope to the Headteacher, marked 'Strictly Confidential'.

If a child moves without a forwarding address for home and school and no contact is received from a new school the county's Missing Pupil Procedures should be followed.

Where a child is removed from roll to be educated at home the school's child protection file should be copied to the Local Authority as soon as possible.

Remember:

Monitor the child and record observations as factually as possible.

A direct disclosure from a child or young person should be referred immediately to the appropriate social work team.