



GLASTONBURY THORN SCHOOL

‘Every day getting better in every way’

CHILD PROTECTION POLICY

(in accordance with Keeping children Safe in Education September 2024)

Committee	Full Governing Body
Date policy approved	15 th November 2022
Responsibility for Review	Designated Safeguarding Lead
Date policy reviewed	September 2025
Date for next review	September 2026

Written: September 2022
Adopted By Governing Board: November 2022
Updated: September 2025

Revision History			
Version	Date	Author	Summary of Changes
	June 2022	J Cursley	Contacts updated
			MASH referral added to safeguarding statement
			DSL in attendance when an outside agency is required to interact with a child
			Domestic Abuse – child is treated as a victim and not just a witness
	September 2022	J Cursley	Policy rewritten
	January 2024	T Redman	Updates from Working Together 2023 & KCSIE 2023
	September 2024	T Redman	Update references to KCSIE to read 2024
	February 2025	J Cursley	New paragraph in section 1. Changes to MK Together priorities. Additional sentence section 5. Additional bullet point in section 7. Addition of flow chart – pg 12
	September 2025	T Redman	Update references to KCSIE 2025, EYFS guidance, Crime and Policing Act 2025, SEN guidance Changes to MK Together Priorities MASH changes in structure New LADO

This policy should be read in conjunction with:

- Relationships Policy
- Health and Safety Policy, which includes Risk Assessment, First Aid, Use of Restrictive Force
- Child on Child Abuse Policy (Appendix 4)
- Safer Recruitment Policies and Practice
- Code of Conduct for Staff
- Managing Allegations Against Staff
- Complaints Policy
- Online Safety Policy
- Intimate Care Policy
- Offsite Visits & Outside Learning Policy

Written: September 2022
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- Equal Opportunities Policy
- Confidentiality Policy
- Attendance Policy
- Supporting Pupils with Medical Conditions
- Safer Eating and Nutrition Policy
- Low level concerns policy
- DfE advice for schools on Searching, Screening and Confiscation

This is not an exhaustive list of policies as all polices link in with safeguarding.



Child Protection and Safeguarding Policy

“Every day getting better in every way!”

Roles and responsibilities	Designated person	Contact Details
Head Teacher & Designated Safeguarding Lead	Jonathan Cursley	Tel: 01908 504648 Email:office@glastonburythorn.co.uk
Deputy Safeguarding Leads	Jo Clay (Assistant Headteacher) Carole Merchant (Business Support Manager) Lisa Moore (Wrap Club Lead)	Tel: 01908 504648 Email:office@glastonburythorn.co.uk
Safeguarding Team (All have current DSL certificate)	Jonathan Cursley	Tel: 01908 504648
CSE Lead	Jonathan Cursley	Tel: 01908 504648
Prevent Lead	Jonathan Cursley	
FGM Lead	Jonathan Cursley	
Designated Teacher for Looked After and Previously Looked After Children	Jonathan Cursley	Tel: 01908 504648
E-Safety Lead	Faye Hughes (Computing Subject Lead)	Tel: 01908 504648
Mental Health First Aider	Michelle Morris	Tel: 01908 504648
Inclusion Manager & SEN Lead	Jo Clay	Tel: 01908 504648

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Chair of Governors	Sophie Sarginson	Contact via school Tel: 01908 504648 Email: office@glastonburythorn.co.uk
Safeguarding Governor	Milly Azordegan-Lenihan	Contact via school Tel: 01908 504648 Email: office@glastonburythorn.co.uk
Governor responsible for Safer Recruitment	Milly Azordegan-Lenihan	Contact via school Tel: 01908 504648 Email: office@glastonburythorn.co.uk
Dedicated Safeguarding mobile number		For out of hours please email: jcursley@glastonburythorn.co.uk Tel: 07979103492
Safeguarding Recording System	Safeguard My School	Child Protection files are retained until the child DOB + 25 years
<p>All staff, volunteers, contractors, and governors are required to report through concerns to the Designated Safeguarding Lead.</p> <p>In consultation with the DSL, a decision will be made on whether a referral needs to be made. A referral can be for child protection or a request for help and support.</p> <p>Multi-Agency Safeguarding Hub (MASH) Tel: 01908 253169/70 9am-4.30pm Mon-Thurs and 9am-4.00pm on Fri or</p> <p>Emergency Social Work Team 01908 265545 out of office hours email: children@milton-keynes.gov.uk</p> <p>The referral form (MARF) can be found here Milton Keynes Children and Families Multi-Agency Referral Form (MARF)</p>		

1. Introduction

Our ethos at Glastonbury Thorn School, is that children and adults can feel safe, are valued, respected, and listened to. The wellbeing of our children is our priority and we will never lose sight of the needs of individual children and the duty to take action to safeguard them.

We are ideally placed to see the early signs of abuse and identify when a family are in need of early help services, due to the regular contact we have with children and their families. We recognise that we are individually and collectively responsible for making sure that any concerns are always acted on.

We have a culture of safeguarding, which puts the child at the centre of everything we do, adapting and developing robust protocols to support all children within our care. This starts with our safer recruitment policy and employing the right people, through to having a clear and concise child protection policy, a training programme for staff that ensures that all staff and volunteers understand safeguarding and know how to pick up concerns about children or adults working with children to a culture of ongoing vigilance where we hold everyone to account for safeguarding children in our care. Appendix 5 for additional requirement for EYFS staff.

Glastonbury Thorn School sets principles around safeguarding which all staff are committed and required to adhere to. We recognise that we must have robust procedures that make sure that all staff and volunteers know what actions to take and when. These procedures are based on the needs of the children attending, the safeguarding arrangements within the school, local issues or issues that the school have dealt with previously.

Glastonbury Thorn School is located in a very mixed area where there is a mixture of private and social housing. It is classed as a fairly affluent area but also has a high proportion of families with diverse cultural backgrounds.

Abuse is abuse and should never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up.'

Glastonbury Thorn School has zero tolerance towards **all** forms of abuse.

2. Scope

This policy applies to all staff, governors, volunteers, and contractors working in or on behalf of a Glastonbury Thorn School. We will make the policy available on our website and have paper copies available at reception.

It includes any out of school provision and activity clubs.

We have clear roles and responsibilities for Governors, DSL, Deputy DSLs, Staff, volunteers and contractors which are detailed in Appendix 2.

3. Background

Safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge.
- protecting children from maltreatment, whether that is within or outside the home, including online.
- preventing 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 in line with the 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 as an 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.

Child abuse is a term which describes all the ways in which a child's development and health are damaged by the actions or inactions of others. Abuse can occur within the family or in an institutional or community setting: by those known to them or, by a stranger (intra-familial harm and extra-familial harm). Abuse can occur within all social groups regardless of religion, culture, social class, or financial position. For children there are four types of abuse identified. The following definitions are based on those from 'Working Together to Safeguard Children'.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child whom they are looking after. Physical abuse, as well as being the result of an act of commission can also be caused through omission or the failure to act to protect from harm.

Signs of physical abuse may include: Unexplained or hidden injuries, lack of medical attention

Emotional Abuse

The **persistent** emotional maltreatment of a child so 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.

Signs of emotional abuse may include: Reverting to younger behaviour, nervousness, sudden underachievement, attention-seeking behaviour, running away from home, stealing, lying.

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. 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. Signs of sexual abuse may include pre-occupation with sexual matters evident in words, play, drawings, being sexually provocative with adults, disturbed sleep, nightmares, bed wetting, secretive relationships with adults and children, stomach pains with no apparent cause.

Neglect

Neglect involves

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:

- provide adequate food, clothing, and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger.
- ensure adequate supervision (including the use of inadequate caregivers)

- ensure access to appropriate medical care or treatment.
- provide a suitable education.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs of neglect may include: Looking ill-cared for and unhappy, being withdrawn or aggressive, lingering injuries or health problems.

4. Aims and purpose

Child Protection is about identifying and acting on behalf of children who may be at significant risk of harm. Safeguarding is everything we do to prevent harm and covers all our policies, procedures and risk assessments.

We safeguarded all our children and have trained all our staff to identify those who may be at risk of significant harm. We have a duty of care to children and will refer to the Multi Agency Safeguarding Hub (MASH) if a child is at risk of significant harm. Concerns will be discussed with parents unless this would put the child at additional risk.

All staff are clear about what to do if they suspect a child or young person may be experiencing, or be at risk of, harm and know how to record and report this to the Designated Safeguarding Lead and deputies, or in their absence how to report this through to the MASH.

All staff are aware of the contextual safeguarding approach, which looks holistically on the influences and places that may impact on children, it involves harm in the home and harm from outside the home. Staff are encouraged to consider the child at school, their home life, their friendship groups, the activities they may attend and the impact of their neighbourhood. We identify that harm may come from any of these arenas, and that they also may create protective factors which support keeping a child safe. Extra-familial harm links in very closely and looks at all risks that may be present outside of the family or home environment. The contextual safeguarding approach is used as part of our assessments of individual children and contributes to the information shared with MASH as part of a referral being made.

All staff are aware of the role of the DSL, they contact the DSL in the event of any concern about children. The DSL oversee internet activity and takes the lead responsibility for filtering and monitoring of the schools' internet and any school devices that are used.

This means that the DSL has an overarching view of safeguarding concerns and is more likely to make the links between low level concerns.

All staff receive safeguarding and child protection updates. Updates may be for example via email, staff newsletters or staff meetings as required, but will be at least annually, to provide them with relevant skills and knowledge to safeguard children

effectively. We take an approach where information on safeguarding is constantly being fed to staff, to ensure that they are sensitive to any subtle changes and pick up on concerns early.

If a child or other person is at immediate risk of harm, the first response should always be to call the police on 999.

The purpose of this policy is:

- To provide governors, staff and volunteers with the overarching legal framework and principles that guide our approach to safeguarding
- To outline the statutory responsibilities and the mechanisms for monitoring compliance in our school.

In line with legislation and guidance, we will ensure that arrangements are in place to safeguard and promote the welfare of children by:

- Working on a multi-agency basis with other agencies where we share the same goals, learn with and from each other, help and support families, recognise the skills and differences and challenge each other when necessary.
- Ensuring a safe environment, where children feel secure and are encouraged to talk and are listened to.
- Providing children and carers with opportunities to discuss issues and report problems affecting their safety and welfare.
- Equipping staff to identify the signs of Physical, Emotional, Neglect and Sexual Abuse.
- Identifying children who are particularly vulnerable and setting up a network of support around them.
- Supporting children to recognise risks of both face to face and online and alert a safe adult.
- Ensuring all staff understand their responsibilities in identifying and reporting abuse.
- Ensuring safe recruitment practices and safe working practices are in place and followed, to minimise the risk of employing the wrong people. (see Safer Recruitment Policy)
- Ensuring procedures for recognition and referral where there are welfare or child protection concerns
- Promoting partnership working with parents and other professionals
- Identify and support children who may be at risk online.
- Making sure we listen to children's wishes whilst ensuring we always act in the best interests of the child.
- Keeping secure & robust records to enable patterns of concern to be identified.
- Identifying children and families where early help support may be of benefit and discussing this with parents/carers.

Staff are fully briefed & trained to be alert to the potential need for early help for children who are more vulnerable (This is not an exhaustive list).

The Safeguarding team are aware of which children are vulnerable and the support they may need, staff are given relevant information to help them identify changes in behaviour.

For example:

- Children with a disability and/or specific additional needs.
- Children with special educational needs.
- Children who are acting as a young carer.
- Children who are Looked After or Previously Looked After.
- Children who are showing signs of engaging in anti-social or criminal behaviour.
- Children who may be living in poverty or are homeless.
- Children whose family circumstances present challenges, such as substance abuse, domestic violence, adult mental health or learning disabilities.
- Children who are showing early signs of abuse and/or neglect.
- Children who identify as LGBT or who are unsure of their sexual identity.
- Children who may be vulnerable to specific issues such as Female Genital Mutilation, Radicalisation, Child Sexual Exploitation, County Lines and Child on Child Abuse (previously known as peer-on-peer abuse. (See training log for details on staff training)
- Children missing from Education and children absent from Education.

There are a number of specific issues which are described in the appendices attached including: -

- Child on Child Abuse
- Sexual Violence & Harassment
- Contextual Safeguarding
- Child Criminal Exploitation
- County Lines
- Pandemics or global incidents.

MK Together have also identified several priorities for safeguarding in Milton Keynes. Glastonbury Thorn School are aware of these priorities and working with MK Together to achieve a safe environment within Milton Keynes

The priorities for 2025 to 2027 were:

- Priority One
 - Take a well-rounded approach when working with families, focusing on what children or vulnerable adults need to manage risks and achieve the best outcomes.

Priority Two

- Listen to the opinions of children and vulnerable adults in our decision making and everyday work, making sure we recognise and understand their unique traits to provide fair services.

Priority Three

- Improve the quality of care and support by learning from feedback and focusing on continuous improvements while maintaining high safeguarding standards.

Priority Four

- Act quickly to identify and address all forms of exploitation, abuse and neglect for both children and adults by working together across different organisations to provide early help and prevention.

Priority Five

- Make sure that different organisations work together effectively to support individuals as they transition between our services, keeping trauma in mind.
-

Staff are made aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers.

This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.

It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

5. Reporting a Concern

Glastonbury Thorn School have trained staff to identify concerns and record them as soon as possible. The system used is Safeguard My School and all staff are trained to use this system. This immediately sends alerts to the DSLs informing them that a concern has been raised. Staff are also required to alert the DSL in person, to ensure that all concerns are picked up quickly.

Staff are trained to identify low level concerns as well as significant concerns, they know that the majority of referrals are a number of low-level concerns that on their own are insignificant, but when looked at together create a significant concern. Staff also recognise the importance of children's (and parent's) mental-health and support children where this is a concern.

Staff are clear that all concerns must be reported to the DSL and recorded on Safeguard My School.

The voice of the child is always listened to, staff are trained to listen to what the child is saying through body language as well as verbally.

All referrals to MASH should come through the DSL, unless there are exceptional circumstances if no DSL is available, if it involves the DSL or their children, if the DSL disagrees with a referral being made or if the child is at immediate risk.

Staff know they have the authority to report to the MASH team or police independently in these cases. Staff know how and when to make a referral through the MASH team. See Appendix 1

The Crime and Policing Act 2025 requires all professionals to report sexual abuse concerns. In this school, we expect all staff to report any concerns they may have to the DSL. This is part of their code of conduct and could lead to disciplinary action if identified and not reported.

All referrals should consider the contextual elements that are present. The referral needs to contain this information, as part of the school assessment.

With Early Help, any agency including social workers, can take on the role of lead practitioner, they must have the skills and knowledge to undertake assessments, which must involve both resident and non-resident parents as well as others living in the household. The needs of the child are paramount, and the child should be cared for within the family or wider family providing it is safe to do so.

The Lead practitioner must have the appropriate skills, knowledge and capacity to carry out assessments, undertake direct work with families and co-ordinate services.

The Data Protection Act 2023 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.

It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk.

In the event of a child at risk of significant harm, the DSL will make a referral or consult Children's Services regarding concerns about that child. Children's services must lead on all child protection concerns.

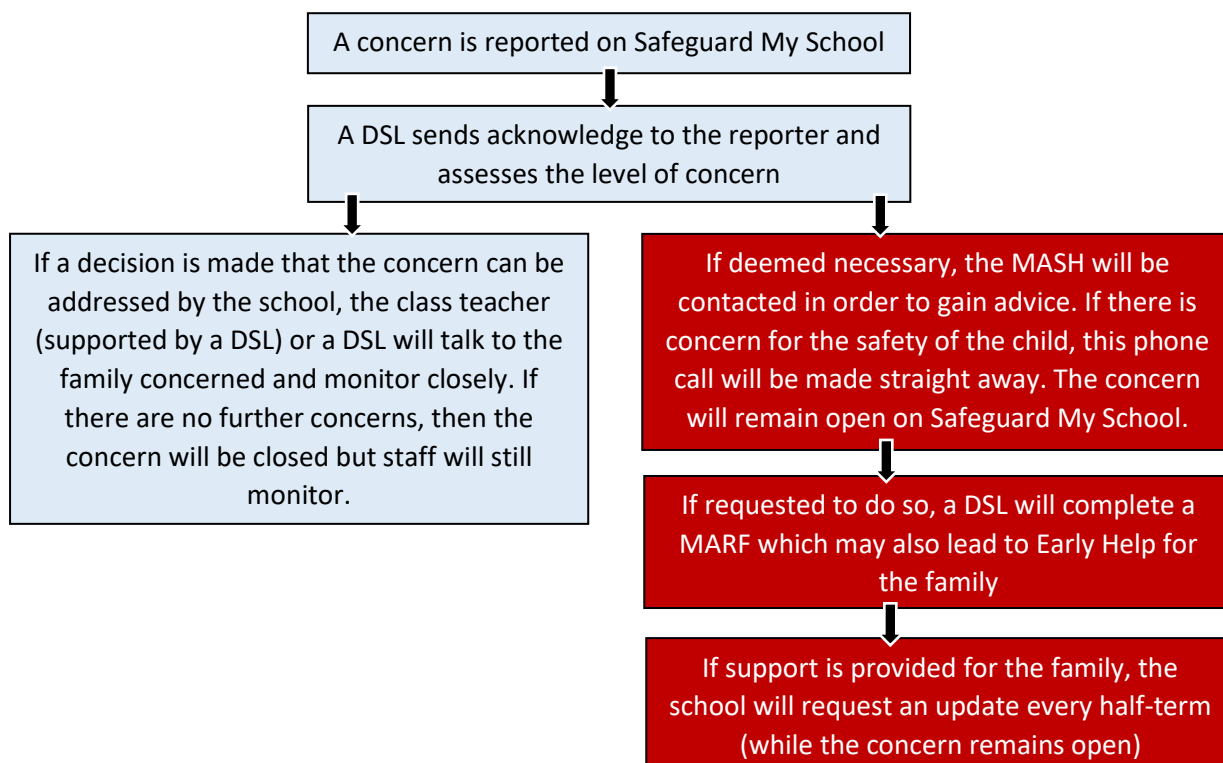
Multi-Agency Safeguarding Hub (MASH):

Tel: 01908 253169/253170 during office hours or

Emergency Social Work Team 01908 265545 out of office hours

email: children@milton-keynes.gov.uk

Where a concern is open on Safeguard My School and intervention is in place, the school will request an update every half-term, with a view of determining whether additional support is required for the child/family.



6. Home Visits

There may be occasions where it is necessary for staff to undertake a home visit. Home visits should only be undertaken with a very clear reason identified for the visit. The purpose and what needs to be achieved must be clearly stated. Home visits (pre-arranged and unannounced) must be authorised by the head teacher, with safeguards in place to protect the staff member. The school will keep details of both parents contact number plus two additional people (for EYFS children).

Staff must: -

- have a clear understanding of the actions that should be taken if it is believed that a child or parent is at immediate risk of harm, including when to contact emergency services and / or partner agencies.
- never enter a home without the parent or carer's consent or when the parent is absent, except in an emergency.
- ensure that children are seen in open and observable spaces; for example, living rooms or garden. Never in a bedroom or enclosed space.
- Comply with data protection regulations in relation to any personal information carried or notes made about the child and/or family.
- Check in with school on completion of visit.
- Fully record details of visit on system.
- Be aware of limitations of a visit.
- Share details of visit with MASH when necessary.

7. Opportunities to teach about safeguarding

Glastonbury Thorn School, take every opportunity to teach children how to keep safe. This may be done formally in lessons or opportunities that arise through discussion or news events. A range of issues are also taught within RSE curriculum, to support children in identifying risk and how to report concerns. A new one stop hub has been developed to support teachers to identify good resources to teach RSE.

All discussions and lessons include age and developmental appropriate content and we try to cover the following topics in an age appropriate way, suitable to our children's understanding: -

- healthy and respectful relationship
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- Zones of Regulation aids the children to self-regulate, improving well-being and mental-health

8. Record Keeping and Data Protection

Any concern, discussions and decisions made and the reasons for those decisions is recorded on Safeguard My School, as soon as possible after any disclosure.

Electronic records are 'protected' and are accessible only by nominated individuals (DSL). Any written records are stored in a locked cabinet. Child protection records are not kept with a child's academic record.

All staff can contribute to these records. Paper records are scanned onto the system.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child's academic file within 5 days.

If a pupil is admitted to Glastonbury Thorn School having previously attended another school, a written request will be sent by the Headteacher to ask if there are any Safeguarding records that need to be forwarded.

In order to safeguard a child, it may be necessary to share information with other agencies. In the event of the DSL being unsure about whether they can share information or not, they should seek independent legal advice.

9. Allegations Against Staff

Glastonbury Thorn School have policies in place to protect children, however there are occasions where a member of staff, volunteer or Supply Teacher behaves in a way where further investigation is required.

It is essential that all staff and volunteers are aware that they are required to self-report as well as report if they have concerns about staff, volunteers or other agency workers. This also covers concerns that are raised by parents, children or other agencies.

Failure to report concerns may lead to disciplinary procedures being implemented.

In addition, any organisations working with children or vulnerable adults who hire rooms or the sports field from the school, is required to share any allegations made against their staff or volunteers with the school. The Headteacher is required to report these concerns through to the LADO

There are two streams of safeguarding allegations identified.

Stream 1 – This is where the allegation meets the harm criteria for a referral to the Local Area Designated Officer (LADO).

Stream 2 – These concerns do not meet the threshold for referral to the LADO and may involve a member of staff behaving in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; It does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO

In the event of either stream, staff should initially contact the Head, who will identify if it is stream 1 or 2, if the head is in any doubt, they will contact the LADO for further advice and guidance.

Stream 1 – All allegations will be reported to the Head who will contact the LADO within 24 hours. If it is about the Head, they will notify the Safeguarding Governor who will report through to the LADO, or they will go directly to the LADO. The LADO will look at the allegation and decide whether an internal or external investigation is required.

Stream 1 allegations are when a member of staff, volunteer, contractor or supply teacher 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 he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Stream 2 Allegations – Low level concerns which do not meet the criteria such as favouring a child, shouting at a child or using inappropriate language, it also covers breaches of the code of conduct where there is no direct harm to a child. The Head will keep a record of these and will talk to both the person raising the concern, witnesses and the person who the concern has been raised about, they may seek advice from the LADO but will address the concerns internally. In the event of a more serious allegation being made this information will be passed onto the LADO for consideration.

The LADO will offer advice and guidance, this may lead to an external investigation. They may authorise an internal investigation which will be reported back to the LADO. All referrals made will need to have a completed [LADO referral form](#).

The LADO may suggest additional training or revisiting a policy to strengthen it. An allegation may also lead to a criminal investigation or a strategy meeting.

Consideration will also be given to any children who may be at risk and a referral through to the MASH team may be made if required,

All allegations are fully documented and recorded according to Data Protection requirements

If the Headteacher (or Governor) is in any doubt about which strand an allegation comes under they should contact the LADO for advice and guidance. This can be undertaken without giving the staff members name.

Allegations that are substantiated or unsubstantiated will be kept securely until retirement age or plus 10 years (whichever is later). Unfounded will be kept until the person leaves the school. False and malicious allegations will be removed from personnel files and destroyed securely.

In any situation, the member of staff will be listened to fairly and without bias. The Head will endeavour to communicate regularly with all parties, ensuring the process is understood by all.

The Head will also notify Ofsted and the Department of Education, if the allegation meets the criteria, the LADO will advise on this.

A referral to DBS may also be required.

Glastonbury Thorn School is guided by local procedures for managing allegations against staff, supply teachers, carers and volunteers, which are set out in MK Together Board procedures - [Chapter 1.0.8 Welcome to the Milton Keynes Safeguarding Children...](#)

For allegations about people who work with children:

Local Area Designated Office (LADO) – Denise Goodson, Kay Newman and Mel Perkins

Tel: 01908 254307

email: LADO@milton-keynes.gov.uk

10. Support for staff

At Glastonbury Thorn School, our staff play a key part in keeping children safe. They do this by being fully part of the safeguarding culture. To support children effectively, we ensure that staff feel fully supported. We offer an open-door policy and staff are confident that they can ask for help and support. Support is provided internally through the DSL and safeguarding team. Staff may discuss any issues that arise or seek guidance and support.

In addition, staff may access independent support through the Education Support Partnership. The Education Support Partnership are a UK charity dedicated to improving the wellbeing and mental health of education staff in schools, colleges and universities. The support is available to anyone who works in schools about all kinds of issues including:

- Feeling overwhelmed, stressed or anxious
- Personal issues
- Financial information
- Issues of work-life balance

Helpline: 08000 562 561

Text Helpline: 07909 341229

Useful Numbers

NSPCC Helpline: 0808 800 5000

Childline: 0800 1111

FGM helpline: 0800 028 3550

Whistleblowing Helpline: 0800 028 0285

11. Use of school premise by other organisations

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

We will ensure that users of our building sign an agreement stating that they have the necessary safeguarding arrangements in place in line with 'Keeping Children Safe in Community Settings 2023'. We will request sight of all relevant policies and procedures and safeguarding arrangements.

We will expect to see a copy of:

- Child Protection Policy
- Whistleblowing Policy
- Managing Allegations Policy
- Details of the person responsible for safeguarding (DSL or appointed person)
- Complaints Policy
- Health & Safety Policy
- Safer Eating and Nutrition Policy
- DBS checks & safer recruitment protocols
- Details of reporting procedure to MASH
- Requirement to share any safeguarding concerns for children attending their events.
- Requirement to share concern about staff and volunteers with headteacher.

The school's Lettings Policy is adhered to when decisions are made as to whether to grant access to visitors and other organisations.

12. Quality Assurance of Child Protection procedures

Glastonbury Thorn School is committed to robust scrutiny of our procedures and policies. This is undertaken by a variety of methods including:-

- Head teachers report to governors at each governor meeting
- Annual report to governors
- MK Together section 175 audit
- Regular reviews of procedures
- Independent scrutiny through local authority
- Surveys undertaken with parents, children and staff
- Supervision of DSL
- Open door policy
- Safer recruitment protocols (see Safer Recruitment Policy)
- Complaints Policy
- School Improvement/Development plans
- Ongoing conversations between governors, SLT and DSL
- Ofsted Inspection regime

13. References

This policy reflects the current advice and guidance from the Department for Education and to take note of the priorities of their Local Safeguarding Partnerships.

Legislation

- Children Act 1989
- Children Act 2004

- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2023
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- The Education Act 2002 (section 175)
- Human Rights Act 1998

Statutory Guidance

- HM Government (2022) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE (2023) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- DfE (2025) 'Keeping children safe in education'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- The Education (Pupil Information) (England) Regulations 2005
- DfE (2012) Safeguarding Children and Safer Recruitment in Education
- DfE (2011) Dealing with Allegations of Abuse Against Teachers and Other Staff
- Home Office (2015) Mandatory Reporting of Female Genital Mutilation
- DfE (2025) Statutory framework for the early year's foundation stage DfE (2021) Education and Training (Welfare of Children) Act 2021

Non-Statutory Guidance

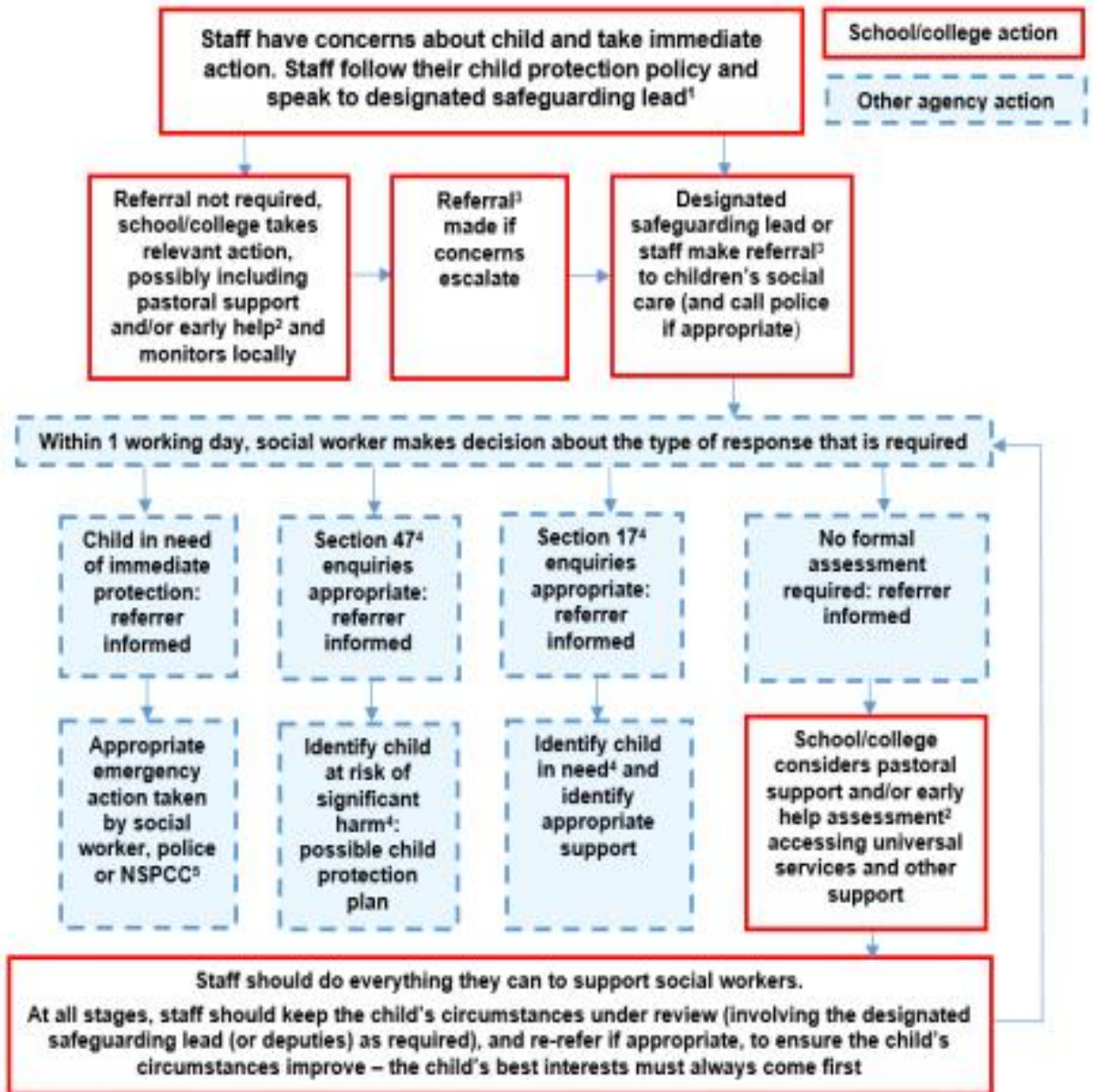
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2023) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'

And Procedures set out by the Safeguarding Partnership (known as MK Together) MK Together Levels of Need Document provides guidance on procedures when identifying and acting on child safety and welfare concerns, including:

- The four stages of intervention from early help to child protection and the criteria that define these.
- When and how to make a referral to Milton Keynes Multi Agency Safeguarding Hub (MASH).

Appendix 1

Actions where there are concerns about a child



Appendix 2

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who encounters 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

All staff have a role to play in keeping children safe within the school. Additionally, there are roles which have specified responsibilities which are detailed in 'Keeping Children Safe in Education' and 'Working together to Safeguard Children'.

2.1 Role of Governing Body

The Governing body has a strategic responsibility to ensure that the school is compliant under legislation requirements. They must ensure that they comply with their duties under legislation. They must have regard to this guidance, ensuring policies, procedures and training in Glastonbury Thorn School is effective and complies with the law at all times.

The Governing body must: -

- Appoint a Safeguarding Governor
- Receive sufficient safeguarding training (at Induction) to understand the process of identification and referral, the role of MK Together and the local multi-agency arrangements and explore how to scrutinise and challenge the arrangements in place in school.
- Oversee the appointment of a Designated Safeguarding Lead and sufficient deputies to ensure the school is always covered.
- Ensure that DSL is appropriate to the role and ensure that adequate support, supervision, training, time and resources are available for the role.
- Ensure that there is an effective Child Protection and Safeguarding Policy in place and update whenever there is a change in legislation (at least annually).
- Ensure the child protection policy is in accordance with government guidance and refers to locally agreed multi-agency safeguarding arrangements put in place by MK Together.
- Ensure the Child Protection policy is available online and paper copies are available.
- Ensure the Code of Conduct is adopted and followed within school.
- Ensure there are arrangements for Children Missing from Education and absent from Education.
- Ensure that an appropriate filtering and monitoring system is in place, which blocks inappropriate content, safeguards children but does not prevent them from undertaking relevant research, which is checked annually for suitability.

- Ensure that there is a protocol and agreement for any virtual training sessions for children and staff. Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty)

The Governing body will hold the school accountable for its safeguarding arrangements.

They will do this by: -

- Working closely with the Headteacher/DSL
- Receiving regular reports from the Head/DSL.
- Undertaking regular checks on the Single Central Record.
- Receive reports from the Head at Governors meetings
- Report any allegations to the Police or LADO immediately.
- Visits to the school, asking questions to staff, parents and children.
- Undertake or commission audits to check on effectiveness of arrangements.
- Co-operate with the Safeguarding Partnership when asked for information.

The Governing body may carry out or commission an audit to check that safeguarding is working in practice within the school.

2.2 Role of Designated Safeguarding Lead

The DSL, deputies and safeguarding team appointments should be overseen by the Governing body, ensuring that there is always sufficient cover for this role.

DSL's must receive sufficient support, supervision, training, time and resources are available to allow the role to be performed adequately.

The role of the DSL is explicitly mentioned in their job description.

DSL's must be experienced and resilient in order to manage the cases within school.

The DSL must oversee internet within the school and lead on filtering and monitoring within the school.

2.2.1 Manage referrals

The Designated Safeguarding Lead is expected to: -

- refer cases of suspected abuse to MASH as required.
- support staff who make referrals to MASH.
- Work closely with the Early Help Advisors, to ensure there is sufficient support for children and families.
- Undertake early help assessments
- refer cases to Channel Panel where there is a radicalisation concern.
- refer cases to Police, under the FGM mandatory reporting duty.

- support staff who make referrals to the Channel Panel or Police
- Undertake assessments and lead Team around Family meetings and take on the role of lead practitioner in TAF meetings when they have the necessary skills and where it is appropriate.
- refer cases where a person is dismissed or has left due to risk/harm to a child to the Disclosure and Barring Service.
- refer cases where a crime may have been committed to the Police as required.

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

2.2.2 Work with others

The Designated Safeguarding Lead is expected to: -

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. (PACE Code C 2019).
- as required, liaise with the “case manager” and the LADO for child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCO’s), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare
- (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school or college. This includes:

- ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort,
- supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes

2.2.3 Training

The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The Designated Safeguarding Lead and all staff should undertake Prevent awareness training annually. Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local referral arrangements.
- undertake relevant training to allow them to take on the role of the Lead Practitioner, undertake assessments and facilitate TAF meetings.
- understand the importance of the role the Designated Safeguarding Lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff.
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers understand relevant data protection legislation and regulations, especially the Data Protection Act 2023 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the school and college, and with MASH, other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals.

- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- undertake regular Prevent training.
- understand and support the school with regards to the requirements of the FGM duty and are able to provide advice and support to staff on protecting children from the risk of FGM.
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.
- understand the need for filtering and monitoring and work with IT to support this.
- can recognise the additional risks that children with vulnerabilities including SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- obtain access to resources and attend any relevant or refresher training courses.
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role.

2.2.4 Understanding the views of children

It is important that all children feel heard and understood. Therefore, Designated Safeguarding Leads (and deputies) should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them, and,
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

2.2.5 Providing support to staff

Training should support the Designated Safeguarding Lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters.

This includes specifically to:

- ensure that staff are supported during the referrals processes, and support staff to consider how safeguarding, welfare and educational outcomes are linked.
- to inform the provision of academic and pastoral support
- ensure staff understand the role of the DSL in filtering and monitoring the internet within school.

2.2.6. Raise Awareness

The Designated Safeguarding Lead should:

- ensure the school's child protection policies are known, understood and used appropriately.
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- link with MK Together to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.

Their role could include ensuring that the school, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

2.2.5 Child Protection File

When children leave the school, the Designated Safeguarding Lead should ensure their child protection file is copied and transferred to the new school or college within 5 days. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving.

For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

2.2.6 Availability

During term time the Designated Safeguarding Lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the Designated Safeguarding Lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Zoom or Microsoft Teams, or other such media is acceptable.

The Designated Safeguarding Lead will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

2.3 Role of Safeguarding Team

The safeguarding team will support the DSL, in the event of the DSL or deputies being unavailable. Members of the safeguarding team are able to step up and act on behalf of the DSL.

All the safeguarding team have access to the same training and support and are able to access the child protection files.

They have the authority to act and take action in the absence of the DSL.

2.4 Role of Staff, Volunteers and Visitors

All staff and volunteers have a responsibility to provide a safe environment in which children can learn and should be prepared to identify children who may benefit from early help or who are at risk of significant harm. Early help means providing support as soon as a problem emerges at any point in a child’s life, from the foundation years through to the teenage years.

Staff and volunteers’ responsibilities: -

- Any staff member who has a concern about a child’s welfare should follow the referral processes. Visitors to the school must inform a staff member if they have a concern, knowing the school’s processes and procedures.
- All staff should be aware of vulnerabilities and the support that may be offered.
- All staff must be aware of the role of the DSL in overseeing the internet and filtering and monitoring internet use on school devices
- Staff should expect to support social workers and other agencies following any referral.
- Every school should have a Designated Safeguarding Lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children’s social care.
- Staff must report any concerns directly to the Designated Safeguarding Lead (and any deputies) to assess any further action that should be taken.
- In the event of a DSL not being available, staff are confident in knowing how to make a direct referral to MASH.

The Teachers' Standards 2012 state that teachers (which includes Headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties

- All staff are aware of systems within their school or college which support safeguarding,
- All staff are aware of how to respond to disclosures from children.

All staff have received: -

An Induction which includes:

- Child Protection and Safeguarding Policy.
- Relationships Policy.
- Code of Conduct.
- Safeguarding response to children who go missing from education and Absent from Education.
- Role of the Designated Safeguarding Lead & safeguarding team.
- Identity of the Safeguarding Governor
- Contact details and role of the LADO
- Details of the Online Safety Policy
- KCSIE 2025 Part 1
- Confidentiality Policy
- Log on details

Following employment, staff also receive the following:

- Basic Safeguarding Training every two years with safeguarding updates in between.
- Training covering specific safeguarding issues such as FGM, CSE and Prevent.
- An awareness around early help and the vulnerabilities which may make a child more likely to be abused.
- Ability to reassure all victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment, nor should a victim ever be made to feel ashamed for making a report.
- Understanding of how technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content
- An awareness around internet safety and the current risks online.

- Awareness in how to make a referral to both early help services and children social care.
- Have an awareness around safer eating and the importance of supervision and healthy diet (See safer Eating Policy)
-

All staff are made aware of the support that they can access through the Safeguarding Team and other agencies.

2.5 Role of Contractors

Any contractors who visit the school regularly are expected to adhere to the School Child Protection and Safeguarding Policy whilst on site.

We will seek written clarification that they have the following in place: -

- DBS checks (when deemed necessary)
- Safer recruitment procedures have been followed
- References are sought
- A Code of Conduct
- Child Protection Policy
- Received Child protection training

These will all be recorded on the school's single central record (SCR).

2.6 Role of Alternative Education

When a pupil placed with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil. We seek written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

There is a requirement that communication is frequent in terms of the pupil's progress and any concerns that may have been raised.

It has now been recognised that children in Alternative Education, may be more vulnerable as they may be on a limited time table, exposed to other safeguarding risks and come into contact with other children engaged in risky activities.

Children should only remain in alternative education where on balance it is safer for them to be in alternative education. They will return to mainstream education as soon as it is in the best interests of the child to do so.

Appendix 3

3 Specific Safeguarding Issues

3.1 PREVENT

Glastonbury Thorn School is fully committed to safeguarding and promoting the welfare of all its children. We recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views.

Staff are fully engaged in being vigilant about radicalisation and ensure that we work alongside other professional bodies and agencies to ensure that our children are safe from harm.

Staff receive annual PREVENT training and are constantly vigilant and remain fully informed about the issues which affect children in Milton Keynes.

Most radicalisation happens online, children are often targeted via games such as Minecraft or Roblox, they are then persuaded to move to other chat rooms to be further radicalised.

Action will be taken on a case-by-case basis and referrals will be made to the Channel Panel as necessary.

A referral should be made by the DSL

Initial referral should be made to MASH to look at safeguarding for the child.

In addition, a call should go to the Police using the 101 number, the DSL should state that the referral is being made under the mandatory referral duty for PREVENT.

This must be followed up, by completing a referral form and sending to the email below. [Prevent Referral form](#)

preventreferralsmiltonkeynes@thamesvalley.pnn.police.uk

3.2 Female Genital Mutilation Policy (FGM)

Female genital mutilation (FGM) comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons.

It is nearly always carried out on minors and is a violation of the rights of children. The practice also violates a person's rights to health, security and physical integrity, the right to be free from torture and cruel, inhuman or degrading treatment, and the right to life when the procedure results in death.

Female Genital Mutilation affects girls particularly from north African countries, including Egypt, Sudan, Somalia and Sierra Leone.

It is illegal in the United Kingdom to allow girls to undergo female genital mutilation either in this country or abroad. People guilty of allowing FGM to take place are punished by fines and up to fourteen years in prison.

We have a duty to report concerns we have about girls at risk or who have undergone FGM to the police and social services. We believe that every child has the right to be safe from harm, we monitor the ethnicity of children attending the school who may come from countries where FGM is practiced.

Our Designated Safeguarding Lead is trained to use the FGM screening tool and understands how to refer to the FGM panel as well as immediate concerns being reported through to MASH. Teachers are required to report directly to the police, all other staff must report to the DSL. All staff must ensure the DSL is aware of any referral made, as an identification number will need to be recorded on the child's child protection file.

We also report through to Police on 101, using the FGM Mandatory Reporting Duty.

Our staff are all trained to identify possible signs and symptoms of FGM as part of our standard safeguarding reporting procedures.

A FGM screening tool will also be completed by the DSL, seeking additional guidance and support. [FGM Screening tool](#)

FGM Helpline - 0800 028 3550 - fgmhelp@nspcc.org.uk

3.3 Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Children aged 12-15 years of age are most at risk of child sexual exploitation although victims as young as 7 have been identified, particularly in relation to online concerns. Equally, those aged 16 or above can also experience child sexual exploitation, particularly those without adequate economic or systemic support.

We have a duty to report concerns we have about girls or boys who we believe are at risk of CSE or being sexually exploited to the police and social services.

Our Designated Safeguarding Lead is trained to use the Child Criminal Exploitation (CCE) screening tool and understands how to refer to MARMM and CME group as well as immediate concerns being reported through to MASH. [Child Exploitation Indicator Tool](#)

Our staff are all trained to identify possible signs and symptoms of CSE as part of our standard reporting procedures.

3.4 Children where additional consideration needs to be made

We acknowledge that all children and young people are, vulnerable at some point and at some level.

Some are at increased risk of vulnerability because of the social, socio-economic, cognitive, ethnic, linguistic or health related factors impacting on themselves, their families or their contexts.

Consequences of being vulnerable may include the following:

- slower attainment and development rates of progress than peers
- low levels of emotional wellbeing and engagement
- low self-esteem and poor self-image
- reduced life chances and increased likelihood of becoming NEET (not in education, employment or training)
- school, social and family exclusion
- poor health
- increased likelihood of experiencing or exhibiting bullying behaviour.

We ensure that particular attention is paid to these groups. We will provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.

3.5 Looked After Children and Previously Looked After Children

Looked After Children and Previously Looked After Children have already experienced some level of trauma and disruption in their lives

We will support our looked after and previously looked after children and give them access to every opportunity to achieve to their potential and enjoy learning.

We will:

- Maintain an up-to-date record of all Looked After Children and previously looked after children who are attending. This will include:
 - Status i.e. care order or accommodated.
 - Type of Placement i.e. foster, respite, residential.
 - Name of Social Worker, area office, telephone number.
 - Daily contact and numbers e.g. name of parent or carer or key worker in children's home.
 - Child Protection information when appropriate.
 - Attendance figures
 - Exclusions

Ensure that someone attends Children's Services Reviews on each child/young person and/or always prepares a written report which promotes the continuity and stability of their welfare. We will seek support and guidance, where needed from the Virtual Heads within the Local Authority.

3.6 Privately Fostered Children

Private foster carers are people who care for a child by an arrangement between a parent and the carer who may be known or unknown to them.

The child is under 16 years (or 18 with disabilities) and living with a person who is not a close relative or legal guardian, and this is for more than 28 days.

Host families who look after children studying with language schools would also be classified as private foster carers.

We have a duty to actively seek and inform the Council of any private fostering arrangement that we become aware of.

Private Fostering Team 01908 253206

3.7 Children where there is Domestic Abuse in the home

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. Domestic abuse includes emotional, physical, sexual, financial or psychological abuse. Domestic abuse can seriously harm children and young people.

The Domestic Abuse Act 2021 identifies that children are also victims of domestic abuse, witnessing domestic abuse is child abuse, and teenagers can also suffer domestic abuse in their relationships.

Where Domestic abuse has been identified or staff have been made aware of domestic abuse within the home, attention will be paid to the children, to ensure they

are safe and supported. The school is also signed up to ENCOMPASS which means the school is informed of high-risk domestic abuse incidents the day after the event.

3.8 Young Carers

Children and young people under 18 years who provide regular or on-going care and emotional support to a family member who is physically or mentally ill, disabled or misuses substances.

A young carer becomes vulnerable when the level of caregiving and responsibility to the person in need of care, becomes excessive or inappropriate for that child, risking impacting on his or her emotional or physical well-being or educational achievement and life-chances

We will support young carers to engage in appropriate support from Carers MK.

[Carers MK](#)

3.9 Children with Disabilities and Learning Needs

Children may be more vulnerable due to communication difficulties, lack of understanding of their own bodies or sexuality or because of multiple carers offering personal care with additional needs

The school will make reasonable adjustments to allow the child to access school and seek additional support where needed.

Children with Disabilities Team - 01908 691691

3.10 Children where there is Parental Substance Misuse

When working with substance misusing parents we recognise that children are not necessarily at risk just because a parent uses substances. Many children of substance misusing parents receive good parenting, stability and have all their needs fully met. However, we are alert to the possibility that substance misuse by a parent may lead to a child being considered as a child in need and may prevent a child from receiving the level and quality of care that they need.

The Designated Safeguarding Lead will support families to access additional services when needed and will make a referral to Targeted Help Services where appropriate.

Support for those experiencing drug and alcohol issues can be accessed through ARC. [ARC Milton Keynes](#)

3.11 Children where there are Parental Mental Health Issues

Staff understand the effects that parental mental health may have upon the children in the family. Not all parents and children will need the support of health and social

care, but those that do will need to get support that is acceptable, accessible and effective for the whole family. We recognise that the adults with mental health issues may have long periods where they are coping well, but there may be periods when they are unwell and unable to manage adequate parenting for their child.

The Designated Safeguarding Lead will support families to access additional services when needed and will make a referral to Targeted Help Services where appropriate.

[Mental health services :: Central and North West London NHS Foundation Trust \(cnwl.nhs.uk\)](https://www.cnwl.nhs.uk)

3.12 Families where there may be Honour Based Abuse

Honour based abuse is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.

It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based abuse might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture
- Are homosexual or consider themselves a different gender, Guidance on Gender Questioning children is expected imminently.

The legal minimum age of marriage in England and Wales is now 18 years, staff should be aware that some families may try to avoid this law by taking a child to Scotland or Ireland.

A forced marriage is one where there is coercion and consent is not freely given. Informed consent means that there is a free choice, the young person is not excluded from the community if they choose not to marry. This includes non-official or non-binding marriages.

We are mindful that different groups will have cultural expectations and beliefs, but when this impacts on the safety or wellbeing of a child or is in contravention of UK law, the school are required to refer to Children Social Care.

Ethnic Minority Achievement Team ema@milton-keynes.gov.uk

3.13 Child Criminal Exploitation & County Lines

Child Criminal Exploitation may involve children being manipulated into undertaking criminal acts such as theft, violence, gang activity.

County Lines refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns. Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism via MASH on a case-by-case basis.

3.14 Serious Violence

Staff may be made aware of the indicators which may identify a child is at risk from, or is involved with, serious violent crime. Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violent crime. These risk factors include, but are not limited to, the following:

- A history of committing offences.
- Substance abuse.
- Anti-social behaviour.
- Truancy.
- Peers or family involved in crime and/or anti-social behaviour.

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL

3.15 Children from Asylum Seeking Families

Children who arrive in the UK without their parents or carers usually go into the care of their nearest public authority and will often live with approved foster carers when there is no suitable family member or guardian to care for them.

Asylum-seeking children may have experienced persecution for their beliefs, or because of their ethnic or social group. Some may have seen adults they loved murdered, beaten, tortured or raped; others may have had members of their family 'disappear' with no warning or explanation. Some may have come from a country where they would have been forced to fight as a child soldier if they remained. It is likely that these children will be more vulnerable because of their experiences. Glastonbury Thorn School is particularly vigilant of these children. The Designated Safeguarding Lead will seek support and help as soon as concerns have been identified.

3.16 Children where English is a second language

We are aware that children coming from households where English is the second language may find it more difficult to identify and express any concerns that they have.

We are sensitive to the needs of these children. The Designated Safeguarding Lead will seek support and help as soon as concerns have been identified. An interpreter will be brought in if required to ensure effective communication.

If a referral is made to MASH, the Designated Safeguarding Lead will ensure that they are aware of the language spoken and if there is a need for a translator.

3.17 Special Education Needs

We recognise that children with Special Education Needs may be more vulnerable by nature of their needs. These children may have learning problems or disabilities that make it harder for them to learn than most children of the same age. Many children will have special needs of some kind at some time during their education. We ensure that staff are sensitive to identifying and supporting these needs and ensuring that identification, support and additional support are offered.

3.18 Goes missing from care or home

We recognise that children who going missing either overnight or for short periods of time, may be more vulnerable to child criminal exploitation, child sexual exploitation, grooming, county lines, gang activity and becoming involved with drugs or alcohol.

3.19 Child misusing drugs or alcohol

Children may experiment with drugs and alcohol for many reasons, we recognise the risks that this poses in terms of dependence and the ability to be manipulated and also the risks associated with contaminated drugs. Children identified as using alcohol and drugs will be offered support through the school and the Local Authority such as Young Peoples Drug and Alcohol Service.

3.20 Pupil Premium or Families living in Poverty

We recognise that any child, who is accessing pupil premium, may be living in a household where finances are limited. Staff are trained to identify families who may be struggling

3.21 Parent in Prison

We recognise that children who may have a parent in prison, may need additional support. There may be continued involvement from those involved in criminal activity or anxiety caused by a parent not being around.

3.22 Military Service Children

We recognise that children may move on a regular basis, so have problems settling in and building roots. There may also be fear and anxiety due to parents being involved in war zones or risky activities.

3.23 Mental Health Issues including Self Harm

We recognise that there has been growing numbers of children, who have displayed fear, anxiety which may lead to mental health issues. Boys have been identified as a group where numbers have been rising. We have a member of staff who is trained in Mental Health First Aid to identify and refer to other relevant support.

3.24 Inadequate Housing & Homeless

Any family living in accommodation which is not suitable or who is in temporary accommodation may need additional support.

3.25 Elective Home Education

Children who are removed from school to be home educated, must be reported to the Local Authority. They are now identified as potentially being at high risk, because they are not seen by professionals on a regular basis. From September 2021 any child that a parent is seeking to remove from school to be home schooled must be considered in terms of safety of the child.

Any child with an EHCP plan must be monitored and supported by the LA SEN team. A meeting between parent, school and LA must take place before the child is removed to discuss safety and appropriateness for the child, this is particularly relevant for children who are vulnerable or under a social worker.

3.26 Internet Use

The internet is a really useful resource however, pupils may also be at risk of harm through their use of the internet. It is vital that pupils are taught about safe use of the internet within school lessons. It is also important that parents have access to parent workshops which highlight the potential dangers around IT.

Glastonbury Thorn School ensures that all staff are trained in basic internet safety. We also ensure that children know what safe internet use looks like and how to report any concern that they may have.

Artificial Intelligence (AI) is increasingly recognised as beneficial, but also open to misinterpretation and should be used with caution, we will ensure that we talk to children about misinformation, disinformation and cybercrime.

We ensure parents are aware of the risks of the internet and how to set up parental controls by providing relevant information, we publish this information on our website and also send out alerts when needed.

<https://www.internetmatters.org>

3.27 LGBT

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

This list is not exhaustive, any child may be at need of additional support at any time, Glastonbury Thorn School has trained staff to identify when a family or child needs additional support and to ensure that the DSL is notified at an early stage.

The DSL will be able to flag vulnerable children and know the additional support which may be offered.

We will offer support and signpost families to additional services where needed, we will also refer a child to MASH when we identify a child is at risk of significant harm.

Appendix 4

4 Child on Child Abuse Policy

Glastonbury Thorn School is an infant school, which caters for children up to the age of 7 years. We nonetheless need to be aware of the wider issues of child-on-child abuse, and be aware that our pupils may be vulnerable in their contacts with older children and young people

A number of issues are identified under the child-on-child abuse policy: -

- Bullying – face to face and online (see anti-bullying policy).
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’).
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- 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 (also known as sexting or youth produced sexual imagery).
- consensual and non-consensual sharing of nude and semi-nude images and/or videos sexting (also known as youth produced sexual imagery).
- initiation/hazing type violence and rituals.
- upskirting.

4.1 Reducing the Risk

We believe that children should feel safe at school and be given opportunities to raise concerns and talk to staff about concerns.

We encourage this by having an open-door policy, having posters around the building, detailing who the DSL’s are, we also regularly talk about the availability of staff and the opportunity to discuss concerns.

4.2 Sexual Violence & Harassment Policy

Sexual Violence refers to the three following offences:

- Rape
- Assault by Penetration
- Sexual Assault

The term “harmful sexual behaviour” is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage.

Harmful sexual behaviour may include:

- Using sexually explicit words and phrases.
- Inappropriate touching.

- Sexual violence or threats.
- Sex with other children or adults.
- Sexual interest in adults or children of very different ages to their own.
- Forceful or aggressive sexual behaviour.
- Compulsive habits.

Sexual behaviour can also be harmful if one of the children is much older (especially where there is two years or more difference, or where one child is pre-pubescent and the other is not) and where the child may have SEND.

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a pupil's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

Sexual harassment includes:

- Sexual comments.
- Sexual "jokes" and taunting.
- Physical behaviour, such as deliberately brushing against another pupil.
- Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion and threats – online sexual harassment may be isolated or part of a wider pattern.

4.3 Initiation/Hazing Ceremonies

Hazing or initiation ceremonies refers to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. Hazing is seen in many different types of social groups, including gangs, sports teams and school groups.

4.4 Upskirting and down blousing

Upskirting is the practice of taking non-consensual photographs under a person's skirt or kilt, capturing an image of the crotch area, underwear, and sometimes genitalia.

Down blousing is the practice of taking non-consensual photographs or video of female chest area.

Glastonbury Thorn School operates a zero-tolerance policy on child on child abuse. We will avoid opportunities for this to happen, by ongoing vigilance and clear expectations of behaviour. In order to prevent child on child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and

respecting others through the curriculum, assemblies and PSHE lessons. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships.
- Respectful behaviour.
- Gender roles, stereotyping and equality.
- Body confidence and self-esteem.
- Prejudiced behaviour.
- That sexual violence and sexual harassment is always wrong.

Pupils will be allowed to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled.

4.5 Responding to Child-on-Child Abuse

Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed. If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of MASH where necessary. If staff are in any doubt, they will speak to the DSL. Where an alleged incident took place away from the school or online but involved pupils from the school, the school's duty to safeguard pupils remains the same.

All staff are trained to handle disclosures, to record those concerns and alert the DSL. Support will be identified for the young person.

Appendix 5

Training required for all EYFS staff

All training is designed for staff caring for 0 – 5 year olds and is appropriate to the age of the children being cared for.

The safeguarding training for all practitioners must cover the following areas:

- What is meant by the term safeguarding.
- The main categories of abuse, harm and neglect.
- The factors, situation and actions that could lead or contribute to abuse, harm or neglect.
- How to work in ways that safeguard children from abuse, harm and neglect.
- How to identify signs of possible abuse, harm and neglect at the earliest opportunity. These may include:
 - Significant changes in children's behaviour.
 - A decline in children's general well-being.
 - Unexplained bruising, marks or signs of possible abuse or neglect.
 - Concerning comments or behaviour from children.
 - Inappropriate behaviour from practitioners/childminders and assistants or household members, or any other person working with the children. This could include inappropriate sexual comments; excessive one-to-one attention beyond what is required through their role; or inappropriate sharing of images.
 - Any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a child may experience emotional abuse or physical abuse because of witnessing domestic abuse or coercive control or that a girl may have been subjected to (or is at risk of) female genital mutilation.
 - How to respond, record and effectively refer concerns or allegations related to safeguarding in a timely and appropriate way.
 - The setting's safeguarding policy and procedures.
 - Legislation, national policies, codes of conduct and professional practice in relation to safeguarding.
 - Roles and responsibilities of [practitioners/childminders and assistants] and other relevant professionals involved in safeguarding.

Training For DSL

Training for the DSL should take account of any advice from the local safeguarding partners or local authority on appropriate training courses.

It must include:

- How to build a safer organisational culture.
- How to ensure safer recruitment.
- How to develop and implement safeguarding policies and procedures.

- If applicable, how to support and work with [other practitioners/assistants] to safeguard children.
- Local child protection procedures and how to liaise with local statutory children's services agencies and with the local safeguarding partners to safeguard children.
- How to refer and escalate concerns
- How to manage and monitor allegations of abuse against other staff.
- How to ensure internet safety.