

## **CHILD PROTECTION**

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The Child Protection Policy is in accordance with locally agreed inter-agency procedures (MK LEA) and this document is available to our parents on hard copy or via the school's Parent Zone website.

### **1. CHILD PROTECTION POLICY**

#### **Statement of Intent**

The safety and well being of all our pupils at Milton Keynes Preparatory School is our highest priority. Our business is to know everyone as an individual and to provide a secure and caring environment, so that every pupil can learn in safety. All staff have a duty to protect pupils from abuse and bullying and to promote their well-being. We expect respect, good manners and fair play to be shown by everyone so that every pupil can develop his/her full potential and feel positive about him/herself as an individual. All pupils should care for and support each other.

*Child protection is always our top priority.*

#### **What is Child Abuse?**

The NSPCC defines child abuse as:

*“Child abuse is the term used when an adult harms a child or a young person under the age of 18.....Child abuse can take four forms, all of which can cause long term damage to a child: physical abuse, emotional abuse, neglect and child sexual abuse. Bullying and domestic violence are also forms of child abuse.*

*“A child may be experiencing abuse if he or she is:*

- *Frequently dirty, hungry or inadequately dressed*
- *Left in unsafe situations, or without medical attention*
- *Constantly “put down,” insulted, sworn at or humiliated*
- *Seems afraid of parents or carers*
- *Severely bruised or injured*
- *Displays sexual behaviour which doesn't seem appropriate for their age*
- *Growing up in a home where there is domestic violence*
- *Living with parents or carers involved in serious drug or alcohol abuse*

*“Remember, this list does not cover every child abuse possibility. You may have seen other things in the child's behaviour or circumstances that worry you.*

*“Abuse is always wrong and it is never the young person's fault.”*

#### **Symptoms**

The NSPCC lists some of the signs and behaviours which may indicate that a child is being abused:

- repeated minor injuries
- children who are dirty, smelly, poorly clothed or who appear underfed
- children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums
- an air of 'detachment' or 'don't care' attitude

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### Symptoms – Cont...

- overly compliant behaviour
- a 'watchful attitude'
- sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play
- a child who is reluctant to go home, or is kept away from school for no apparent reason
- does not trust adults, particularly those who are close
- 'tummy pains' with no medical reason
- eating problems, including over-eating, loss of appetite
- disturbed sleep, nightmares, bed wetting
- running away from home, suicide attempts
- self inflicted wounds
- reverting to younger behaviour
- depression, withdrawal
- relationships between child and adults which are secretive and exclude others
- pregnancy

These signs are not evidence themselves; but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts.

### Transparency

Milton Keynes Preparatory School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting the school. Copies of this policy, together with our other policies relating to issues of child protection are on our web site, and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the school. We will never ignore an allegation of child abuse and will always investigate any concerns thoroughly. Open communications are essential.

### SAFER EMPLOYMENT PRACTICES

Milton Keynes Preparatory School follows the Government's recommendations for the safer recruitment and employment of staff who work with children. All members of the teaching and non-teaching staff at the school, including part-time staff, temporary, voluntary and supply staff, and visiting staff, such as musicians and sports coaches, are checked with the Criminal Records Bureau and follow Independent Schools Standard Regs before starting work. All Governors, volunteer helpers, contractors working regularly during term-time, such as contract catering staff are also vetted. Our policies are reviewed by the Head/Proprietor annually. More detail is set out in our policy on Induction of New Staff, Governors and Volunteers in Child Protection (which is on our web site).

New staff and Governors receive child protection training as part of their induction process. This training is repeated at not more than two/four yearly intervals.

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### **Raising Awareness**

The Head/Proprietor/Governors are responsible for:

- Annually reviewing the procedures for and the efficiency with which the child protection duties have been discharged.
- Ensuring that any deficiencies or weaknesses in child protection arrangements are remedied without delay.
- Approving amendments to child protection arrangements in the light of changing Regulations or recommended best practice.

### **Child Protection Officers**

Mrs May Sturge, our Matron and one of our Child Protection Officers, has been fully trained for the demands of this role in child protection and inter-agency working. She regularly attends courses with other child support agencies to ensure that she remains conversant with best practice. She undergoes refresher training every two years in child protection and inter-agency working. She maintains close links with the Local Safeguarding Children Board (LSCB) for Milton Keynes and reports at least once a year to the Head/Proprietor.

Mrs Hilary Pauley, our Head/Proprietor is also one of our Child Protection Officers and also has been fully trained in child protection and inter-agency working. She undergoes refresher training every two years in child protection and inter-agency working.

The school's records on child protection are kept locked in Matron's office and are separated from routine pupil records. Access is restricted to the CPO and the Headmistress.

Mrs Karen Smith, Head of the Pre Prep Departments is the designated person with responsibility for safeguarding children in the EYFS and will act in Mrs Sturge's absence. She will update her Child Protection training every two years.

All other members of staff will have Child Protection training every three years.

### **Induction and Training**

Every new member of staff, including part-timers, temporary, voluntary, visiting and contract staff working in school, receives basic training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the Child Protection Officer or the Head Mistress. Staff attend refresher training at least every three years. Training in child protection is an important part of the induction process. More detail is set out in our policy on Induction of New Staff, Governors and Volunteers in Child Protection

### **Raising Awareness with Pupils**

Milton Keynes Preparatory School prides itself on its culture of open and effective communication between staff and pupils, and on its excellent pastoral support structures. We prepare all of our pupils to make reasoned, informed choices, judgments and decisions. Time is allocated in PSHE and form time for discussion of child abuse and in developing in pupils the confidence which they require to recognise abuse and to stay safe.

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All pupils know that there are adults to whom they can turn to if they are worried.

- All pupils have access to a telephone helpline, enabling them to call for support in private.
- Our Anti Bullying Statement, displayed publicly, gives advice on where pupils can seek help.
- We operate a peer counselling scheme, whereby trained older pupils are encouraged to offer advice and support to younger pupils.
- We provide leadership training to our Head Boys and Girls, Deputies and House Captains which specifically covers the importance of offering support and assistance to younger and to vulnerable pupils.

### **Allegations Against Staff**

- We understand that a pupil may make an allegation against a member of staff (teaching, non-teaching, part-time, temporary, voluntary, supply and visiting such as musicians, sports coaches and governors). If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head Teacher or the most senior teacher if the Head Teacher is not present.
- The Head Teacher on all such occasions will discuss the content of the allegation with the Local Authority Lead Officer for Safe Guarding Children, or, in his/her absence, Principal Education Welfare Officer.
- The Chairman of Governors shall be told at once by the Deputy Head or Child Protection Officer of any allegation involving the Headmistress. The Headmistress should similarly be told at one of any allegation involving the CPO.
- The school will follow the Local Authority Procedures for managing all allegations against staff and will notify Ofsted/ISI accordingly.
- Please refer to our Policy on Procedures when a Member of Staff, Volunteer, Child Protection Officer or Head faces Allegations of Abuse.

### **Promotion of Welfare**

The ethos of Milton Keynes Preparatory School is to promote social and moral well-being, to teach pupils to take care of and to value themselves, and to think in terms of making a positive contribution to society as adults. All our pupils take part in a number of charitable activities. Many of our older pupils are involved in helping pupils from our pre-preparatory department. We see this as making an important contribution towards the development of the whole person, who grows up to value society and to expect to make a personal contribution towards the general.

### **Equal Treatment**

Milton Keynes Preparatory School is committed to equal treatment for all, regardless of an individual's race, ethnicity, religion, sexual orientation or social background.

We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each student.

### **Bullying**

Bullying, harassment and victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable.

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### **Complaints**

We hope that you and your child do not have any complaints about our school; but copies of the School's complaints procedure can be sent to you on request.

Within our policies, procedures and during our training we make mention and include the following:

- a) the signs of possible abuse;
- b) that confidentiality cannot be promised to a pupil giving evidence;
- c) the need to avoid leading questions;
- d) procedures for dealing with abuse by one or more pupils against another pupil;
- e) the school's reporting arrangements (including contact with a welfare agency within 24 hours of a disclosure or suspicion of abuse);
- f) the contact details for agency involvement;
- g) guidance for staff, to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by care, engaging in inappropriate electronic communication with a pupil, and so on);
- h) that assurance is obtain that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site.

## **2. INTERACTION WITH PUPILS – CODE OF CONDUCT**

### **Introduction**

New members of staff are given copies of the school's policy on Interaction with Pupils: Model Code of Conduct for Staff. Discussion of the procedures set out in that document forms a vital part of our induction procedures. The model code of conduct provides guidance for teachers and other members of staff when faced with handling any issue relating to child abuse. It is not intended to be a substitute for proper training.

Every member of staff should read this code of conduct in conjunction with the school's Statement on Child Protection Policy, our Policy for Pupils on Confidentiality Issues and our Policy for Induction of New Staff, Governors and Volunteers in Child Protection. Staff are invited to review this code of conduct annually, and copies are sent to the Governors.

Mrs May Sturge, Matron, our designated Child Protection Officer, who has received specialist training in this topic, should always be informed if a member of staff has any concerns. The code is placed on the agenda of a staff meeting once a year, so that it can be reviewed and updated by the staff themselves and approved by the Head/Proprietor.

All staff must show children kindness, courtesy and respect for each other and for the children in their care.

Staff may not smack, push, jab or touch children in an aggressive manner.

Staff may not shout, swear or speak to children in an aggressive manner.

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### **Promoting Awareness**

Our curriculum and pastoral systems, [enhanced by the house system] are designed to foster the spiritual, moral, social and cultural development of all our pupils. All our teaching staff play a vital role in this process, helping to ensure that all of our pupils relate well to one another and feel safe and comfortable within the school. We expect all the teaching and medical staff to lead by example, and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All the staff, including all non-teaching staff, have an important role in insisting that our pupils always adhere to the standards of behaviour set out in our behaviour policy and in enforcing our anti-bullying policy.

Time is allocated in PSHE and form time to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama and RE lessons are used to promote tolerance and mutual respect and understanding. We use opportunities, such as the annual National Anti-Bullying week and the annual Safer Internet Day to teach about the unacceptability of bullying and abusive behaviour and to promote the safe use of the internet and mobile phones, inside and outside of school.

### **Interaction with Pupils**

In general, pupils should be encouraged to discuss with their parents or guardians issues that are troubling them. It may be appropriate to suggest that a pupil sees the School Counsellor or Matron/CPO.

Staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. They need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental music lesson, or sports coaching lesson, it is good practice to ensure that others are within earshot. Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint. Staff should avoid taking one pupil on his/her own in a car.

### **Communication with Pupils**

Staff should not give their personal mobile phone numbers to pupils, nor should they communicate with them by text message or personal email. If they need to speak to a pupil by telephone, they should use one of the school's telephones. The Group Leader on all trips and visits involving an overnight stay should take a school mobile phone with him/her, and may ask the pupils for their mobile numbers before allowing them out in small, unsupervised groups. The school mobile should be used for any contact with pupils that may be necessary. The Group leader will delete any record of pupils' mobile phone numbers at the end of the trip or visit.

### **Physical Restraint**

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on [himself/herself] or on another, and then only as a last resort, when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the Headmistress who will decide what to do next.

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### If a Pupil Reports Abuse

Pupils who have a problem may speak to someone whom they trust. It is important that the member of staff sets the boundaries firmly at the outset of such a conversation, making it clear that no one can offer absolute confidentiality. A pupil who is insistent upon confidentiality should be referred to an external source, such as ChildLine (details are given in the Policy for Pupils on Confidentiality Issues, which is displayed on a notice by the public telephone. If the pupil is only prepared to speak if absolute confidentiality is guaranteed, the member of staff should terminate the conversation at that point. The adult should provide the CPO with a written account of what has transpired as a matter of urgency.

If a pupil decides to speak to a member of staff about the fact that either he/she, or a pupil known to them, is being bullied, harassed and abused, the member of staff should:

- React professionally, and remember that they are not carrying out an investigation, (which is a task for specialists),
- Take what the child says seriously, and calmly, without becoming emotionally involved,
- Make it clear why unconditional confidentiality cannot be offered, (drawing on the policy for pupils on confidentiality issues as necessary),
- Explain that any adult member of staff is obliged to inform the CPO, if there child protection or safeguarding issues are involved, in order that specialist help can be arranged.
- Encourage the pupil to speak directly to the CPO,
- Explain that only those who have a professional “need to know” will be told, and, if appropriate, measures will be set up to protect the pupil from retaliation and further abuse,
- Reassure the child that he or she was right to tell, and that he/she is not to blame for having being bullied or abused,
- Allow the child to tell his or her own story, without asking detailed or leading questions.
- Record what has been said,
- Inform the CPO or the Head Master/Mistress as soon as possible - at least by the end of the morning/afternoon session of that day.
- Inform the Headmistress immediately in cases where abuse from a member of staff is alleged, or if the incident happened inside the school, or on a school trip. (If the Headmistress is unavailable – or is involved - the Chairman of Governors should be told immediately).

Where there are evident signs of physical injury, that may (or may not) be the result of abuse or bullying, medical help should be summoned, or the pupil should be taken to the Matron. In serious cases, the Police should be informed from the outset.

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### **Action to Protect the Child**

Information about possible abuse may come to a member of staff in several ways - direct allegation from a child that has been abused, through a friend, relative or other child, through a child's behaviour or through observation of an injury to the child.

In the case of an allegation being made by the child concerned or by a third party it is important to remember that:

- Defendants have been acquitted where leading questioning or inappropriate investigation has been proven.
- It is vital that subsequent enquiries should not be prejudiced by detailed questioning in school.

The CPO and the Headmistress will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, carers, Local Safeguarding Children Board (LSCB), or other agencies involved to identify the support strategies that will be appropriate.

### **Whistle-Blowing**

If a teacher or member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the Headmistress. Any concern will be thoroughly investigated under the school's whistle-blowing procedures. If there is evidence of criminal activity, the Police will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution.

### **Confidentiality**

A member of staff who uses the whistle-blowing procedure is entitled to have his/her name protected from being disclosed by the Headmistress to the alleged perpetrator, without his/her prior approval. However, it has to be recognised that his/her evidence may be required by the Police to be used in any criminal proceedings.

### **Where a Member of Staff has concerns about a Pupil**

If a teacher or other member of staff has concerns about any pupil or incident that touches upon child protection issues, he or she should report them as soon as possible to the CPO, or to the Headmistress.

### **Parents**

In general, we believe at MKPS that parents should be informed about any concerns regarding their children. It is important that we are honest and open in our dealings with them. However, concerns of this nature must be referred to the CPO or the Headmistress, who will decide on the appropriate response. In a very few cases, it may not be right to inform them of our concerns immediately as that action could prejudice any investigation, or place the child at further risk. In such cases, advice will be sought from the Local Safeguarding Children Board (LSCB).

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### **Remember**

Your aim should be to establish as quickly and accurately as possible the details of the injury or abuse. Questioning should be brief and gentle using open rather than closed questions ("How did it happen?" rather than "Did [ ] hit you?"). Keep a note of what you heard and saw.

**BETTER STILL . . . . .** with care and sensitivity, pass the pupil to the CPO or Headmistress immediately.

### **3. MEMBERS OF STAFF FACING ALLEGATION OF ABUSE**

#### **Introduction**

Allegations that a member of staff has abused a pupil or pupils either inside the school premises or during a school trip or visit could be made by:

- Parents
- The abused pupil
- Other members of staff
- Other pupils
- The Police or Social Services
- A third party

An allegation of such seriousness would normally be made directly to the Headmistress; but if another member of staff is told first, he/she will ensure that the Headmistress is informed immediately.

If the Headmistress is unavailable – or is involved - the Deputy Head should be told at once.

#### **Anonymous Allegations**

If we are faced with an anonymous allegation of child abuse which names both a member of staff and a child, we will handle it in exactly the same way as if we knew the identity of the person making the allegation. Where the allegation names the member of staff; but not the pupil, we will normally interview the member of staff, and ask for his or her version of events. It could be appropriate to establish a mentoring or review programme for that individual, or to provide him or her with further training. A record would be kept on the individual's personal file.

#### **The First Response**

We will respond promptly and sensitively to the legitimate concerns of the victim and his or her family. We undertake to:

- Take any allegation of abuse, involving a member of staff, very seriously,
- Establish the facts before jumping to any conclusion,
- Inform the member of staff concerned honestly of the allegation that has been made, and advise him or her to contact their Trade Union or Professional Association for advice and support,
- Inform the child's parents in confidence, inviting them to maintain confidentiality whilst the investigation takes place, unless the allegation involves the parents, in which case we will contact the Social Services before making contact.

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### **The Next Step**

Although a formal investigation is a matter for specialists, where the facts suggest that there may be reasonable grounds for suspecting actual abuse, or grooming of a child, or other criminal behaviour, we will always:

- Invite the police to conduct the investigation,
- Involve the Local Safeguarding Childrens Board (LSCB),
- Consider suspending the member of staff (or volunteer) concerned.

### **Support for the Pupil**

Our priority is to safeguard the children in our care. We will give all the support that we can to a pupil who has been abused. The Headmistress, together with Matron, the school's Child Protection Officer (CPO), will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, guardians, Local Safeguarding Children Board (LSCB), or other agencies involved to identify the support strategies that will be appropriate.

### **Suspension**

Suspension of a member of staff is a neutral act and does not imply that any judgement has been reached about his or her conduct. Even so, it is a serious step, and we will take legal advice beforehand, and will normally only suspend a member of staff where:

- There is a serious risk of harm (or further harm) to the child,
- The allegations are so serious as to constitute grounds for dismissal, if proven,
- The police are investigating allegations of criminal misconduct.

We recognise fully that we have a duty of care towards all of our staff, and we will always:

- Keep an open mind until a conclusion has been reached.
- Interview a member of staff before suspending him or her.
- Keep him or her informed of progress of the investigation.

Any member of staff who is invited to a meeting whose outcome is likely to result in his or her suspension, is entitled to be accompanied by a friend [or Trade Union representative].

### **Alternatives to Suspension**

We will always consider whether an alternative to suspension might be appropriate. Possibilities include:

- Sending the member of staff on leave,
- Giving him or her non-contact duties,
- Ensuring that a second adult is always present in the classroom when he or she teaches.

### **If the Member of Staff Resigns**

The resignation of a member of staff or volunteer mid-way through an investigation would not lead to the investigation being abandoned. Our policy is always to complete every investigation into allegations of child abuse.

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### **Compromise Agreements**

The policy at Milton Keynes Preparatory School is to follow the DCSF guidance set out in “Safeguarding Children and Safer Recruitment in Education” on the use of compromise agreements in cases of child abuse which is:

*“Compromise agreements, by which a person agrees to resign, and a school... agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, must not be used in these cases. In any case, such an agreement will not prevent a thorough police investigation where that is appropriate. Nor can it override the statutory duty to make a referral to List 99 [now the ISA] where circumstances require it”*

### **Length of Investigatory Process**

We recognise that everyone’s interests are served by completing any investigatory process as swiftly as possible. We will aim to spend as little time as is compatible with fair and impartial processes on the investigatory process. We would expect almost every case to be completed within one month.

### **Referral to the Independent Safeguarding Authority**

Like all schools, we have a statutory legal duty to refer an individual, where there is the risk that he or she may harm, or has caused harm to children, to the Independent Safeguarding Authority (ISA) within one month of the individual’s dismissal or resignation because he or she has been considered unsuitable to work with children. Reports concerning members of staff or volunteers are normally made by the CPO. If the CPO is involved, the report is made by the Headmistress. If the Headmistress is involved, the report is made by the Chairman of Governors.

The referral form can be downloaded from the ISA website on ([www.isa-gov.org.uk](http://www.isa-gov.org.uk)). The school plays no part in the subsequent process of barring individuals from working with children and/or vulnerable adults. We also have a legal duty to respond to any requests for information that we receive from the ISA at any time.

### **Recording Allegations of Abuse**

We will record all allegations of abuse, and our subsequent actions, including any disciplinary actions, on an individual’s file. A copy will be given to the individual and he or she will be told that the record will be retained until he or she reaches statutory retirement age, or for ten years, if that is longer.

### **Handling Unfounded or Unsubstantiated Allegations**

#### The Child

A child who has been the centre of unfounded or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath. We will liaise closely with the LSCB to set up a professional programme that best meets his or her needs. We shall be mindful of the possibility that the allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child’s own family and/or community.

However much support the child may need in such circumstances; we need to be sensitive to the possibility that the aftermath of an unfounded allegation of abuse may result in the irretrievable breakdown of the relationship with the teacher. In such circumstances, we may conclude that it is in the child’s best interests to move to another school. We would do our best to help him/her to achieve as smooth a transition as possible, working closely with the parents or guardians.

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### The Member of Staff

A member of staff could be left at the end of an unfounded or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that colleagues might shun him/her. If issues of professional competency are involved, and though acquitted of child abuse, disciplinary issues are raised; we recognise that he or she is likely to need both professional and emotional help. We will undertake to arrange a mentoring programme in such circumstances, together with professional counselling outside the school community. A short sabbatical or period of re-training may be appropriate.

### **Allegation of Abuse of a Child who is not Pupil at the School**

If we were given information that suggested that a member of staff was abusing a child who was not a pupil at our school, we would immediately pass such information to the Local Safeguarding Children's Board (LSCB) to handle. We would then interview the member of staff and formally advise him/her of the allegations, making it clear that the school would not play any part in the investigatory process. He or she would be advised of the possibility of facing suspension, re-assignment to other duties etc in exactly the same way as if the allegation had involved a school pupil. If the allegation subsequently proved to be unfounded, he or she would be given full support by the school in resuming his/her career.

### **Allegations Involving the Head or Child Protection Officer**

The Chairman of Governors should be told at once by the Deputy Head or Child Protection Officer of any allegation involving the Headmistress. She will obtain legal advice before proceeding to the steps outlined above. The Headmistress will normally be suspended for the duration of the investigatory process, and the Deputy Head will be made acting Head until the conclusion of the investigation and resolution of the issue.

The Headmistress should similarly be told at once of any allegation involving the CPO. The Chairman of Governors should normally be informed on the same day, and legal advice obtained. The CPO will normally be suspended for the duration of the investigatory process. The Headmistress/Another Deputy Head/Members of the Senior Management Team should be made acting CPO until the conclusion of the investigation and resolution of the issue.

## **4. INDUCTION OF NEW STAFF, GOVERNORS AND VOLUNTEERS IN CHILD PROTECTION**

### **Introduction**

Every new member of staff is given an induction programme that is tailored to his or her roles and responsibilities. All new teaching, [medical and administrative] staff are allocated a mentor in their first year, whose role is to provide informal support and assistance.

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### What is the Reason for the Training?

Child protection is always our top priority.

Every member of staff needs to be confident that he or she understands his or her role in:

- Keeping children safe
- Promoting the welfare of pupils
- Promoting equal opportunities and inclusion
- Preventing bullying and harassment

### What Topics does the Training Cover?

Our induction training will tell you about:

#### 1. Our pupil welfare systems

We will describe our arrangements for providing additional support for pupils with SEN and for whom English is an additional language.

#### 2. The Legal Framework for our Child Protection and Anti-Bullying Policies

We describe this briefly and cover our policies on:

- Anti-bullying
- Behaviour
- Special Education Needs and Learning Difficulties
- Equal Opportunities
- Educational Visits

Teaching staff have a particular responsibility for supervising pupils and ensuring that they behave with consideration and good manners at all times; but all staff need to be made aware of the school's policies in these areas. All staff are reminded of their important role in building positive relationships, identifying risks and keeping everyone safe. We cover internet and technological bullying, and the risks of the internet and social networking sites.

#### 3. Understanding Challenging Behaviour

We shall draw upon national guidance relating to the safeguarding and protection of children, the signs of abuse, and the duties of staff, as well as the role of specialist agencies. We shall explain our expectations of how they should respond in a difficult situation, why they cannot promise confidentiality to a pupil.

#### 4. The School's Policies on Child Protection

All new staff will be expected to become familiar with our policies on:

- Child Protection
- Interaction with Pupils: A Model Code of Conduct for Staff
- Pupils and Confidentiality Issues
- Practices and Procedures when a Member of Staff faces Allegations of Abuse

Copies of these documents are available.

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### 5. Visitors and Site Security

This covers the need for visitors to be signed in at Reception and to be escorted about the school.

### 6. Effective Record Keeping

Why effective record keeping matters.

### 7. Refresher Training

The session concludes with reminding staff that refresher training is given at three yearly intervals.

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### NQT INDUCTION

Milton Keynes Preparatory School has opted to participate in the national arrangements for the induction of NQTs that are described in the Training and Development Agency for Schools' guidance "Supporting the Induction Process" ([www.tda.gov.uk](http://www.tda.gov.uk))

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Please sign and return to [            ]

#### **CHILD PROTECTION INDUCTION PROCEDURES in [            ] School**

I \_\_\_\_\_ have attended an induction session on Child Protection Procedures. As a result, I:

- (A) Am familiar with the contents of the following documents
- (i) Child Protection Policy
  - (ii) Interaction with Pupils: A Model Code of Conduct for Staff
  - (iii) Checking Employees, Temporary Workers, Governors, Proprietors, Volunteers and Contractors
  - (iv) Procedures when a Member of Staff, Volunteer, Child Protection Officer or Head faces Allegations of Abuse
  - (v) Policy for Pupils on Confidentiality
  - (vi) Use of ICT, Mobile Phones and Other Electronic Devices
  - (vii) Photography and using Images of Children
- (B) Am aware of procedures for Child Protection at [            ] school.
- (C) Know that [            ] is the Child Protection Officer and that I can discuss any concerns that I may have with [her/him].
- (D) Know that further guidance, together with copies of the policies are in the Staff Handbook, which is available on the School's intranet.
- (F) Understand the responsibilities of staff in this area, and the issues that may arise.

Signed \_\_\_\_\_

Date \_\_\_\_\_

## **CHILD PROTECTION**

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### **5. POLICY ON TAKING, STORING AND USING IMAGES OF CHILDREN**

At Milton Keynes Preparatory School, we are very proud of all of the achievements of our pupils in their academic, artistic and sporting endeavours.

We particularly welcome parents to our concerts, plays and sporting events, as well as to more formal occasions during the school year. The school walls are decorated with examples of pupils' work and photographs. We make full use of our TV screen in the entrance hall to enhance our displays. Our web site is updated regularly, and all parents are kept fully abreast with the news of our active community through our website 'parent zone' and regular newsletters.

#### **The Application of Data Protection Laws to Taking, Using and Storing Images of Children**

Parents who accept a place for their child are invited to agree to the school using anonymous photographs of their child and information relating to his or her achievements for promotional purposes, which may be published in the prospectus or on the web site, as well as displayed within the premises, and in bulletins sent to the school community. The consent form is part of our Family Information System.

#### **Use of Images: Displays, etc**

We will only use images of our pupils for the following purposes:

- Internal displays (including clips of moving images) on digital and conventional notice boards within the school premises,
- Communications with the school community (parents, pupils, staff, Governors and alumni) via password-protected sections of the school's web site,
- Marketing the school both digitally by web site, by prospectus, by displays at educational fairs and other marketing functions and by other means.

#### **Images that we use in Displays and on our Web Site**

The images that we use for displays and communications purposes never identify an individual pupil. Instead, they name the event, the term and year that the photograph was taken (for example, Under 11 Soccer from 2009). We only use images of school activities, such as plays, concerts, sporting fixtures, prize-giving, school trips etc in their proper context. We never use any image that might embarrass or humiliate a pupil. Pupils are always properly supervised when professional photographers visit the school. Parents are given the opportunity to purchase copies of these photographs.

#### **Storage and Review**

Photographs are stored in a database which is 'locked' when not in use. Photographs are deleted when no longer required.

#### **Media Coverage**

We would always notify parents in advance when we expect the press to attend an event in which our pupils are participating, and will make every effort to ensure that children whose parents or guardians have refused permission for images of their children to be used are excluded from the event.

We would always complain to the Press Complaints Council (PCC) if the media fails to follow the appropriate code of practice for the protection of young people.

## **CHILD PROTECTION**

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### **Staff Induction**

All new teaching and office staff are given guidance on the school's policy on taking, using and storing images of children.

### **Use of Cameras and Recording Equipment by Parents and Guardians**

Parents are welcome to take photographs of their own children taking part in sporting and outdoor events. When an event is held indoors, such as a play or a concert, parents should be mindful of the need to use their cameras and recording devices with consideration and courtesy for the comfort of others.

We ask parents not to take photographs of other pupils on their own, without the prior agreement of that child's parents.

Flash photography can disturb others in the audience, or even cause distress for those with medical conditions; we therefore ask that it is not used at indoor events.

Parents are also reminded that copyright issues may prevent us from permitting the filming or recording of some plays and concerts. We always print a reminder in the programme of events where issues of copyright apply.

### **Treating Others with Respect**

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, gender orientation or physical disability.

All pupils are encouraged to look after each other, and to report any concerns about the misuse of technology, or worrying issue to a member of staff. The misuse of cameras in a way that breaches our anti-bullying policy is always taken seriously and may be the subject of disciplinary procedures.

## CHILD PROTECTION

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MILTON KEYNES  
PREPARATORY SCHOOL

### CONSENT FORM: PHOTOGRAPHY AND USE OF IMAGES OR RECORDINGS OF CHILDREN

Name of child (Block Capitals) :	Class
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The school may use our child's image on internal display boards (both digital and conventional) within the school.	Yes/No ( <i>please indicate</i> )
The school may use our child's image in material that is sent both electronically & by paper to the school community (parents, pupils, staff, Governors & alumni).	Yes/No ( <i>please indicate</i> )
The school may use our child's image in printed material that is sent to prospective parents.	Yes/No ( <i>please indicate</i> )
The school may use our child's image on its web site and on marketing material.	Yes/No ( <i>please indicate</i> )

This Consent Form is valid for:

The duration of our child's time at the school	Yes/No ( <i>please indicate</i> )
Some shorter time – please specify	

We/I understand that the school will always try to contact us in advance when a visit by the media is expected.

We/I understand that we/I may revoke or amend this consent at any time by giving written notice to the school.

(Signature of Parent or Guardian).....	
Print Name.....	Date .....