



**Inspiring Futures
Through Learning**

Inspiring Futures Through Learning
Staff Induction Policy and Procedures*

February 2019 to February 2020

At Inspiring Futures through Learning, we are driven by our pursuit of excellence every day. We have high expectations of learning, behaviour and respect for every member of our community. We create independent, articulate thinkers and learners who have confidence in, not only their individual ambitions, but also those of the Academy and The Trust as a whole. We have collaboration at the heart of everything we do and our vision is to nurture exciting, innovative, outstanding Academies who embrace change and provide a world-class education for all it serves.

***Including all IFtL Schools, Milton Keynes Teaching School Alliance and Two Mile Ash Initial Teaching Training Partnership**

Scope: IFtL Multi-Academy Trust (MAT) & Academies within the MAT

<p>Version:</p> <p>V1 – 12/02/19</p>	<p>Filename:</p> <p>IFtL – Staff Induction Policy and Procedures</p>
<p>Approval: Staff Induction Policy and Procedures</p> <p>This policy was ratified by the IFtL Trustees on 12th February 2019</p>	<p>Next Review on or before:</p> <p>12th February 2020</p> <p><i>This policy will be reviewed annually by the IFtL Executive committee and approved by the Trustees at least on an annual basis.</i></p> <p><i>Recent changes in Legislation will need to be read and used to review this Policy.</i></p>
<p>Owner:</p> <p>IFtL Trustees</p>	<p>Union Status:</p> <p>Not applicable</p>

Policy type:

<p>Good practice</p>	<p>Website – Good Practice</p>
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Staff Induction Policy and Procedures

Inspiring Futures Through Learning is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share and demonstrate this commitment in every aspect of their work.

We are committed to using disciplinary procedures that deal effectively with adults who fail to comply with the school's safeguarding and child protection procedures and practices, including referring any allegation of abuse against an adult working with children to the Designated Officer/ Local Authority Designated Officer (LADO) within one working day of the allegation being made.

A referral will be made if an adult 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 would pose a risk of harm if they work regularly or closely with children

1 Purpose

1.1 The purpose of this policy is to set out the requirements of an induction process that aims to:

Provide clear and comprehensive information to individuals who are joining the Trust to help them adapt as quickly as possible to their new working environment. In addition to helping them to understand their own responsibilities towards the safeguarding of the children.

1.2 Safeguarding and Child Protection induction process aims to:

- ensure all members of new staff receive the appropriate information, training and are clear understanding of what is required of them from a statutory and trust/ school perspective
- understand the importance of safeguarding and child protection within all IFtL schools and our unwavering commitment to ensure it is 'everybody's business'
- Understand the requirement to comply and adhere to all safer-recruitment checks and fulfil all training requirements otherwise they will not be able to commence their role
- Know what to do if they are concerned about a child or an adult and how to report concerns and understand this is a legal requirement
- Know who to see if they have any questions in relation to child protection and safeguarding including whistleblowing and making referrals.

2 Introduction

2.1 This policy applies to all employees and, as appropriate, to volunteers, agency staff and governors who will receive a tailored induction programme which will include appropriate

information, training, observation, and mentoring. Safeguarding Children and Child Protection will feature prominently in every induction programme.

2.2 The first weeks and months are vital to the success of any appointment. The arrangements made for introducing a new employee, volunteer or governor to the duties of the post, and to the School as a whole, provide the foundation for successful and safe contribution to the School. The Induction Programme is designed to help new employees, volunteers and governors become familiar with the requirements of their position and learn about the School culture, ethos and working practices effectively and efficiently so that they become knowledgeable and confident as quickly as possible. The Induction Programme should be cross-referenced to the NQT Induction requirements and probationary periods for support staff, as appropriate.

2.3 The induction process will:

- Provide information and training on the School's policies and procedures;
- Provide Child Protection training and assess its effectiveness;
- Enable the colleague to contribute to improving and developing the overall effectiveness of the School, raising pupil achievement, and meeting the needs of pupils, parents and the wider community;
- Contribute to the colleague's sense of job satisfaction and personal achievement;
- Explain the School's Code of Conduct to ensure that all staff, volunteers and governors new to the School understand what is expected of them at the School and gain support to achieve those expectations;
- Identify and address any specific training needs.

2.4 The induction programme will include:

- An induction checklist of the policies, procedures and training to be covered;
- An induction timetable;
- Details of help and support available;
- Details of work shadowing, if appropriate;
- A diary of induction meetings;
- Details of other relevant individuals with responsibility for induction e.g. the designated mentor or supervisor.

3 Induction Processes

3.1 HR Induction Process:

- Introduction to line manager and team
- Tour of the School
- Arrange photo pass to access the School
- Location of facilities (washrooms etc)
- Provide details of working hours and working weeks (contract information)
- Outline role responsibilities and provide Job Description
- Arrangements for breaks and lunch (if applicable)
- Use of personal mobiles and social media
- ICT Familiarisation

- Code of Conduct
- Fire and Emergency procedures
- Details of lock down procedure
- First Aid contacts
- Outline Sickness Absence procedure
- IFtL Employee portal – location of and policies
- Details of Employee Benefits portal
- Safeguarding training arrangements – including induction; online Safeguarding; Prevent and FGM training

3.2 Safeguarding and Child Protection Induction Process:

Prior to commencing the role:

- All safer-recruitment processes must be adhered to and completed by every member of staff before they start their role as detailed in the IFtL Safer Recruitment Policy. IT is a requirement that the member of staff must provide all the necessary information to enable all the required checks to occur. Without the appropriate checks in place, the member of staff will be unable to commence their role.
- Key policies must be shared with the member of staff before but at the very latest, on the first day they start. These are, as a bare minimum:
 - The IFtL's Child Protection and Safeguarding Policy (Reviewed September 2018 version) (Part 1 and Annex A of 'Keeping Children Safe in Education' DfE Guidance, 2018 (hard copy given on 3rd September 2018 in addition to email and key changes were explained within the refresher training) **is a legal requirement**
 - IFtL Behaviour Policy
 - IFtL Whistleblowing Policy **is a compliancy requirement all staff fully aware**
 - IFtL Managing Allegations Against Staff Policy
 - MKSB Code of Conduct
 - IFtL Safer recruitment policy **includes statutory and compliancy requirements, including checks and SCR**
 - IFtL Staff Induction policy
- In addition, each school will give them the equivalent of their school policies. As a bare minimum these must include:
 - The school safeguarding and child protection policy
 - The school behaviour policy (or equivalent)
 - The school code of conduct

On the first day of their role (or before):

All staff must be provided with and attend a face-to-face induction meeting which must include the following from a safeguarding and child protection perspective:

- A signing form (for example, as outlined in IFtL staff induction policy) signed by the member of staff to confirm they have been given the policies, and they understand who the Safeguarding Designated Teachers are, the need to report extremism/ radicalisation, the law within positive handling, their GDPR compliancy requirements, the safe use of technology and safe use of Social Media, including Instagram, Facebook etc, requirement for appropriate and suitable behaviour for working with children and they understand and agree to the school code of conduct.

- The induction process must include signs and symptoms of abuse, KCSIE key information, who to report any concerns to and how, whistleblowing procedures, key safeguarding/ child protection contact information). Sharing induction information, for example induction power point by Andrew Hall, is recommended.

Prior to commencement or during the first month of starting:

All members of staff, including volunteers and anyone in regulated activity must:

- Receive child protection and safeguarding protection (on-line training can be used but must be followed up with and include a face-to-face meeting to check understanding of key points). Certificate to be kept in their employee file.
- prevent training must be included within the above training as a bare minimum. However, it is recommended staff complete the home office training www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html and print out a copy of the certificate to be kept in their employee file.
- Female genital mutilation training should be included in the child protection and safeguarding training and all staff must understand they must refer any FGM concerns and this is a legal requirement.

KCSIE 2018 states all schools must ensure schools remain up-to-date and refreshed and therefore IFtL require schools to ensure regular bite size sharing of information in addition to formal training occurs throughout the year and these include contextualised issues to the school and local community. Formal refresher training should be attended at least annually.

This induction policy is to be read and followed in conjunction with other IFtL and school policies including:

- IFtL and school Safeguarding and Child Protection Policy
- IFtL Whistle Blowing Policy
- IFtL Safer Recruitment Policy
- IFtL Behaviour and Core Values Policy and school behaviour policy (or equivalent)
- IFtL Policy on procedures for dealing with allegations against staff
- IFtL Data Protection Policy (which includes GDPR requirements)
- Absence Management Policy
- Disciplinary and Grievance Policies
- Code of Conduct

This policy will be regularly reviewed and updated to reflect any changes to legislation and statutory guidance.

All IFtL and schools within the trust, will ensure they fulfil statutory requirements including those in line with Keeping Children Safe in Education, September 2018 and Working Together to Safeguard Children 2018 and GDPR May 2018.

APPENDIX 1

Management and Organisation of Induction

1. Responsibility for Induction

Each school will have identified members of staff:

- responsible for the overall management and organisation of induction of new employees supply teachers, and agency staff.
- responsible for the overall management and organisation of induction of volunteers.
- responsible for the overall management and organisation of induction of Governors.

Within IFtL core team:

K Kemp is responsible for safeguarding and child protection induction

S Stimpson is responsible for HR induction

2. The person/ people responsible for induction will:

- Make arrangements to ensure that a new member of staff, volunteer or governor is welcomed.
- Ensure that immediate needs are identified **before** taking up the position, where possible.
- Provide, if appropriate, a tour of the School and information about facilities, answer questions and give practical advice.
- Introduce key personnel.
- Ensure that an Induction Programme is provided, delivered and evaluated.

Appendix 2

The Induction Programme

The person/ people responsible for induction should ensure that an Induction Programme is provided personally, or by the Line Manager, Mentor, or another person with delegated responsibility, which will include:

- A statement of training needs, in particular Child Protection and Health and Safety;
- A training timetable;
- A checklist of the policies and procedures to be understood;
- Details of help and support available;
- A diary of meetings;
- Details of other relevant individuals with responsibility for induction, e.g. the designated mentor or supervisor.

Induction programmes should be tailored to specific individuals. Areas which should be considered for each category of staff are set out below. These are not intended to be exhaustive and careful consideration should be given in relation to each post and the experience of the post holder.

Supply Teachers and Agency Staff

All new supply teachers and agency staff should be given appropriate induction advice, training and resources. This will include:

- Safeguarding children, children protection and Part 1 of Keeping Children Safe in Education;
- Health and safety;
- Fire and emergency procedures;
- First aid;
- Code of Conduct;
- Behaviour management policy;
- Relevant information from the Staff Handbook;
- Relevant information on curriculum, schedules and timetables.

Teaching Staff including Teaching Assistants

All new staff should be given appropriate induction advice, training and resources and will include:

- Safeguarding children, children protection and Part 1 of Keeping Children Safe in Education;
- Health and safety;
- Fire and emergency procedures;
- First aid;
- Code of Conduct;
- National Curriculum documents;
- Staff Handbook;
- School Brochure;
- Policy documents, including School Improvement/Development plan;
- Year group schemes of work;
- Assessment advice, recording, reporting, resources and procedures;
- Class and set lists;
- Information on whole school and year group resources, including ICT;
- Timetables;
- SEN information.

Administrative Staff

All new staff should be given appropriate induction advice, training and resources and will include:

- Safeguarding children, children protection and Part 1 of Keeping Children Safe in Education;
- Health and safety;
- Fire and emergency procedures;
- First aid;
- Code of Conduct;
- Staff Handbook;
- School administrative systems and procedures;
- Specific job-related training such as finance, for recruitment selection administration, etc.

Cleaning/Caretaking/Kitchen Staff

All new staff should be given appropriate induction advice, training and resources and will include:

- Safeguarding children, children protection and Part 1 of Keeping Children Safe in Education;
- Health and safety;
- Fire and emergency procedures;
- First aid;
- Code of Conduct;
- Staff Handbook;
- Specific job-related training such as manual handling, use of ladders, kitchen safety, etc.

Midday and Cover Supervisors

All new staff should be given appropriate induction advice, training and resources and will include:

- Safeguarding children, children protection and Part 1 of Keeping Children Safe in Education;
- Health and safety;
- Fire and emergency procedures;
- First aid;
- Code of Conduct;
- Staff Handbook;
- Specific job-related training such as behaviour management.

Governors

All new staff should be given appropriate induction advice, training and resources and will include:

- Safeguarding children, children protection and Part 1 of Keeping Children Safe in Education;
- Health and safety;
- Fire and emergency procedures;
- First aid;
- Code of Conduct;
- Current relevant school information, policy documents and School Improvement Plan data;
- School brochure including staffing, Ofsted and school performance data;
- DfE information on the role of governor;
- Governing Body Policy documents;
- Dates and times of whole governing body and subcommittee meetings;
- Access and information of previous governing body minutes;
- Latest governing body report to parent and school newsletters;
- Information and access to governor training courses.

Volunteers

All new staff should be given appropriate induction advice, training and resources and will include:

- Safeguarding children, children protection and Part 1 of Keeping Children Safe in Education;
- Health and safety;
- Fire and emergency procedures;
- First aid;
- Code of Conduct.

Appendix 3

General Induction Checklist

(This should be adapted to the requirements of the specific post and post holder)

Name: _____ Start Date: _____

Name of Senior Colleague/Mentor: _____

Induction Element	Tick on Completion	Notes
Day One		
Meet Induction Co-ordinator		
Introduction to Senior Colleague/Mentor		
Tour work area & introduce to work colleagues and work area		
Location of facilities – toilets, etc.		
Hours of work - including details of flexi-time arrangements, if applicable		
Arrangements for breaks and lunch		
Use of personal mobiles		
ICT and Resources familiarisation		
Health and Safety aspects relating to individual's work environment		
During First Week		
Planned meetings with key people.		
Personal programme and planned introduction to duties of post - agreed with the Induction Co-ordinator.		
Meet with Induction Co-ordinator at the end of the first week, review progress and agree training and development needs.		
Identify development needs and agree means of meeting.		
End of First Month		

Meet with Induction Co-ordinator and review progress.		
Agree action plan to deal with outstanding items.		
End of Three Months		
Meet with Induction Co-ordinator to determine whether Induction Programme is complete or if there are still outstanding items.		
Agree an action plan to deal with any outstanding items.		
If Induction Programme is complete, discuss possible courses of action in relation to future development of the job role.		

Policies and Procedures	Tick on Completion	Notes
Health and Safety This will include:		
Provision of or reference to the location of the School policy.		
Information and training in relation to the employee's responsibilities.		
Fire and emergency procedures This will include:		
Location of school/building fire safety manual, fire action and other fire notices.		
Location of firefighting equipment.		
Means of raising the alarm including the position of fire alarm points (i.e. break glass units).		
Fire evacuation procedure and means of escape.		
Fire assembly points.		
Times of fire alarm sounder tests.		
Any other relevant information.		

Further training may be necessary depending upon the responsibilities of the post holder.		
First Aid This will include:		
Location of first aid provisions.		
Location of notices bearing details of qualified First Aiders.		
Means of obtaining first aid assistance.		
Policy on providing medicine and first aid for pupils.		
Any other relevant information.		
Further training may be necessary depending upon the responsibilities of the post holder.		
Policy and procedures relating to Safeguarding Children and Child Protection This will include Child Protection Policy and Part 1 of Keeping Children Safe in Education and whistleblowing.		
Policy and procedures relating to Behaviour Management		
Policy and procedures relating to Sickness Absence		
Policy and procedures relating to Discretionary Leave of Absence		
Policy and procedures relating to Appraisal/Performance Management		

APPENDIX 4 – Example Staff Induction signing agreement form



IFtL signing agreement:

Trust name: Inspiring Futures Through Learning; IFtL. **Role:**

Date:

Please sign and return to Kim Kemp (IFtL DSL).

I, _____ have been given a copy of (emailed), read and am familiar with the contents of the following documents and understand my role and responsibilities as set out in these document(s):

- (1) The IFtL's Child Protection and Safeguarding Policy (Reviewed September 2018 version)
- (2) **Part 1 and Annex A of 'Keeping Children Safe in Education' DfE Guidance, 2018 (hard copy given on 3rd September 2018 in addition to email and key changes were explained within the refresher training)**
- (3) IFtL Behaviour Policy
- (4) IFtL Whistleblowing Policy
- (5) IFtL Managing Allegations Against Staff Policy
- (6) MKSB Code of Conduct
- (7) Safer recruitment policy

I know that further guidance, together with copies of the policies mentioned above, are available on the IFtL website, in the IFtL main reception office and with the DSL's.

I understand that if I do not understand any information in the Policy or in the above documents, I can see any of the Safeguarding Designated Teachers.

I am aware that the Safeguarding Designated Teachers are:

.....
.....
.....
.....

I understand it is my legal duty of care to speak to one of the DSLs and complete an IFtL Child Protection red form if I have any concerns with regards to Safeguarding or Child Protection. I understand that it is important to share any concerns and if I am unsure if it is child protection or not, I will always discuss to clarify this. We operate 'it is better to check than be sorry later' approach.

I am aware that if it is a Child Protection Issue I must inform one of the above people IMMEDIATELY so appropriate actions can be taken as soon as possible, the same day.

PREVENT:

I have been provided with training on Prevent and understand that if I have any concerns to possible extremism or radicalisation, whether it be a pupil, parent/ carer, member of staff or any member of the community including visitors, I must report this using the Child Protection red form and to one of the Designated Safeguarding Teachers (as recorded above) immediately.

POSITIVE HANDLING:

I understand I must adhere to the permitted actions in line with government guidelines on the restraint of children. The Education Act 1996 forbids corporal punishment but permits staff to use reasonable force to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Damaging property
- Acting in a way that is counter to maintaining good order and discipline at the school.

Reasonable means 'Using no more force than is needed.' The department advises a 'no contact' policy at a school can leave staff unable to fully support and protect their pupils and students. When using reasonable force in response to risks presented by incidents involving children with SEND or disabilities or with medical conditions schools should consider the risks carefully and recognise the additional vulnerability of these groups. (KCSiE, 2018)

I understand the use of positive handling is never endorsed unless for the safety of the child or others and is as a last resort. If there is another member of staff present when positive handling is required (for safety reasons) who has the appropriate training, this member of staff would provide the positive handling and I would support as appropriate in response to this member of staff. For any positively handling conducted, I will always ensure I inform a member of the senior leadership team and complete the positive handling bound book with factual accuracy.

GENERAL DATA PROTECTION REGULATION (GDPR):

I am aware GDPR came into enforcement on 25th May 2018 and if there are any concerns with regards to data breaches (for example where data is lost, accidentally deleted or stolen), I must inform the Data Protection Officer (Jason Smith within IFtL) immediately (we only have 72 hours to report data breaches to the Information Commissioner Office – ICO). I understand the importance of keeping personal data of others, including email addresses, secure and it is advisable to avoid use of memory sticks for personal data and downloading personal data onto laptops. If paper copies including any personal data are required, these are to be kept secure during use and shredded as soon as no longer in use.

USE OF TECHNOLOGY:

I understand that I can only take appropriate and purposeful photographs of pupils on school/ trust equipment and that they must not be taken off site with photographs stored on them. I am aware I need to check that we have parental;/ carer permission to take their photographs and they must not be stored in 'clouds' nor on memory sticks. I must not take photos using any personal device, including mobile phones.

Use of Social Media, including Instagram, Facebook etc.:

I understand that under no circumstances will I communicate with a pupil via any form of social media, messaging via emails or texting and the like. I understand I will not share my email address, mobile number, Instagram, Facebook details etc. with any pupil, including when they leave the school.

Additionally, I am aware and understand that I must not talk about or mention the schools and/ or IFtL within social media, including Facebook, nor comment in any way that might show them in a negative light. I understand the importance of confidentiality in all areas of school and IFtL life and that any comments cannot be made about the schools or IFtL under any circumstances. Additionally, I understand that I must take care that any photos or information shared on Facebook is appropriate and will not reflect myself and the schools or IFtL in a negative light. I understand that breach of this can result in disciplinary action.

Appropriate and suitable behaviour for working with children:

I am aware that I must ensure my behaviour towards and with children is appropriate at all times both during and outside of working hours. I understand an allegations of abuse against staff or volunteers can be made if I have:

- behaved towards a child or children in a way that has harmed 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 s/he is unsuitable to work with children.

Inappropriate behaviour would be including contacting any pupil via social media, texting and the like and taking photographs on personal devices as stated above. **I can confirm I am aware of and understand what I need to do in an event of a disclosure and my legal responsibility to share any concerns and behave in an appropriate way towards children at all times.**

Signed _____ Date _____

Many Organisations will have professional ethics that they will work to, for organisations where there are no professional guidelines available, the code of conduct ensures that workers and volunteers are clear about how they should conduct themselves when working with children and young people.

This code of conduct is principally designed to safeguard children and young people involved in any activity, but will help you by identifying required standards of behaviour as you carry out your role as a worker or volunteer.

Following this code of conduct will reduce the likelihood of any misinterpretations of your actions. It is key for you to remember that you have been allocated a position of trust and responsibility and you must act in accordance with this.

- ✓ DO treat all of those involved equally with respect and dignity - offensive, discriminatory or aggressive behaviour will not be tolerated.
- ✓ DO understand your role in any policies and procedures e.g. child protection, health and safety - be clear about what you should do if a concern about the safety or welfare of a young person arises.
- ✓ DO co-operate fully with other volunteers and professionals.
- ✓ DO consistently display high standards of behaviour and appearance.
- ✓ DO show respect for your peers and participants, and treat them how you would want to be treated yourself.
- ✓ DO understand that inappropriate behaviour will be followed up by the Designated Safeguarding Lead in consultation with the Local Authority Designated Officer
- ✓ DO act as a role model for other young people, your behaviour may influence others
- ✓ DO ensure that permission is sought from parents for any photographs or video of children or young people. These may only be captured using the settings equipment.
- ✓ DO remember that your behaviour towards participants to whom you are in a position of trust should reflect your role. Sexual relationships with anyone under the age of 18 in your care will be treated as an abuse of trust and dealt with through the disciplinary procedures.
- ✓ DO be vigilant of changes in behaviour and inappropriate conduct in other workers and volunteers and report to your Designated Safeguarding Lead.
- ✓ Do remember that you are a professional and maintain professional boundaries with all children and parents that you work with

There are a number of things that you must ensure do not happen whilst you are working or volunteering in this organisation

- ⊗ Never spend time alone with children out of sight of others.
- ⊗ Never take or drop off a child alone unless you are following agreed procedures and have agreed safeguards in place.
- ⊗ Never take children to your home.
- ⊗ Never engage in rough, physical or sexual provocative games.
- ⊗ Never allow or engage in any form of inappropriate touching or physical abuse.
- ⊗ Do not take part in or tolerate behaviour that frightens, embarrasses or demoralises a child or young person or affects their self-esteem.
- ⊗ Never make sexual suggestive comments to a child, even in fun.
- ⊗ Do not allow allegations made by a child to go unchallenged, unrecorded or ignored.
- ⊗ Never make a child cry as a form of control.
- ⊗ Do not do things of a personal nature for children or vulnerable adults that they can do for themselves.
- ⊗ Do not contact children or families individually via Facebook or any other social media including mobile phones.
- ⊗ Don't make promises that you cannot keep. All allegations or disclosures on child protection issues must be reported on.
- ⊗ Avoid favouritism and special friendships.
- ⊗ Do not take pictures of the young people using personal equipment.

This code of conduct protects the children and young people we work with, you as a worker or volunteer and the organisation, by reducing the risk of anyone working with us, using their role to access children to cause harm.

It also helps to identify practice that could be misinterpreted and may lead to a false allegation being made

Any breach of the code of conduct may lead to disciplinary action being taken.

Serious breaches may result in a referral to Police, Social Services or the Local Authority Designated Officer (LADO)

All workers or volunteers are expected to report any breach to the Designated Safeguarding Lead.

Please complete the section below to confirm that you agree to adhere to the Code of Conduct:

I have read the Code of Conduct and agree to follow the guidelines, and act accordingly.

I understand the consequences if I break any of the guidelines.

Name:
Date:

Role:

Signature:

Date:

APPENDIX 5 – Signs of Child Abuse (Andrew Hall)

Signs of child abuse and neglect

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities including non-contact activities.

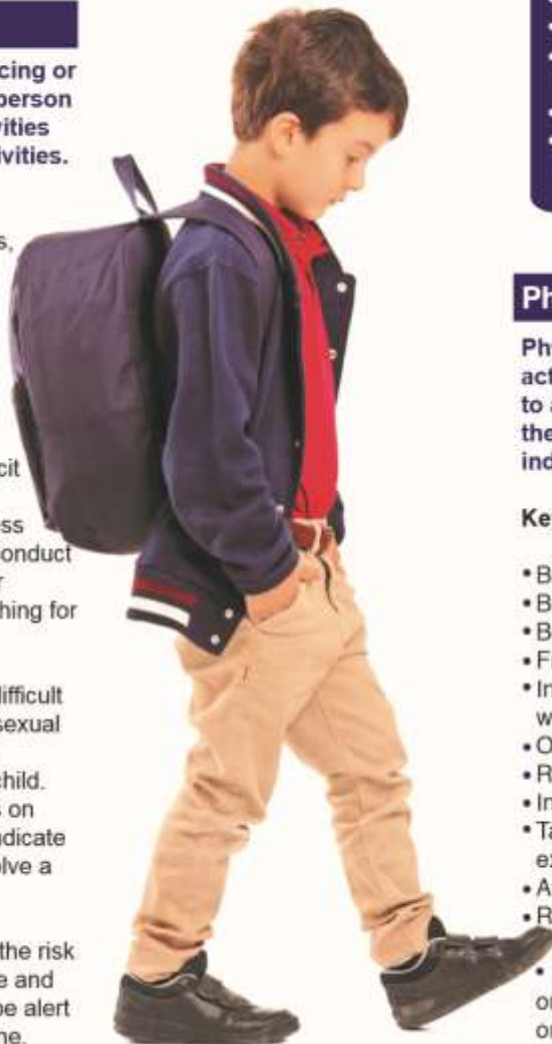
Key features

There are few physical signs, more likely to be emotional and behavioural factors.

- Aggression
- Withdrawn
- Self harming, including eating disorders
- Drawings of sexually explicit behaviours
- Promiscuity/ precociousness
- Inappropriate sexualised conduct
- Sexually explicit behaviour
- Reluctance to remove clothing for swimming or PE

Sexual abuse can be very difficult to recognise and reporting sexual abuse can be an extremely traumatic experience for a child. Whilst there is often a focus on 'stranger danger', studies indicate that over 90% of cases involve a known adult.

The internet has increased the risk of non-contact sexual abuse and children and parents must be alert to these dangers when online.



High Risk Factors

- Families with complex needs
- Parental substance use
- Poor parental mental health
- Parents with learning difficulties
- Children with disabilities
- Families with past history of childhood abuse

Physical Abuse

Physical abuse involves any action that causes physical harm to a child including fabricating the symptoms of or deliberately inducing illnesses.

Key features

- Bruising of various ages
- Bite marks
- Burns and scalds
- Fractures in non- mobile children
- Injuries in unusual areas or with well-defined edges
- Old injuries or scars
- Refusal to discuss injuries
- Inconsistent explanations
- Talk of punishment which seems excessive
- Arms and legs kept covered
- Reluctance to remove clothing for swimming or PE
- The parents are uninterested or undisturbed by an accident or injury

Neglect

Neglect is the failure to meet a child's physical and or psychological needs.

Key features

- Persistently hungry
- Inadequate clothing for the child's size, weather or time of year
- Underweight for age
- Frequent school absences
- Poor health
- Emotionally needy

Further Information

The statutory guidance for schools is set out in the following documents:

Keeping Children Safe in Education (2018)

Working Together to Safeguard Children (2018)

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child.

Key features

- Development delay.
- Abnormal attachment to parent/ carer.
- Low self-esteem.
- Lack of confidence.
- Inappropriate emotional response.

APPENDIX 6 – Key Information about KCSIE (Andrew Hall)



KEEPING CHILDREN SAFE IN EDUCATION

WHAT YOU NEED TO KNOW



A child means everyone under the age of 18.



Children need the right help at the right time to address risks



Remember 'it could happen here' where safeguarding is concerned.



We are all responsible for the welfare of children and keeping the environment safe, whatever our job.

What is safeguarding?

Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.



What do I need to do?



ALWAYS ACT
in the best interests of the child. Never promise confidentiality.



KNOW HOW
to identify children who may benefit from early help.



KNOW THE DIFFERENT
types of abuse and neglect, so that you can identify children who may be in need of help or protection.



Know what to do if a child tells you they are being abused or neglected.



Know who the Designated Safeguarding Lead is and talk to them as soon as you are concerned.



Everyone must read: Keeping Children Safe in Education Part One and Annex A, Child Protection policy, Staff behaviour policy



Any staff member can make a referral to children's social care, but they should inform the designated safeguarding lead as soon as possible.



If a teacher finds Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Staff Behaviour



If you are concerned about the behaviour of any staff member, you should speak to the headteacher. Concerns about the headteacher should be referred to the Chair of Governors.

Whistleblowing



If you're worried about poor or unsafe safeguarding practices, or potential failures in the school, talk to the Designated Safeguarding Lead, any senior leader, or the Chair of Governors. If you feel unable to talk someone in school, you can call the NSPCC whistleblowing helpline on 0800 028 0285 or email: help@nspcc.org.uk.

APPENDIX 7 – IFtL Whistleblowing Key Contacts

IFtL WANTS YOU TO BE CONFIDENT THAT YOUR CONCERNS WILL BE TAKEN SERIOUSLY AND THAT YOU WILL BE PROTECTED FROM VICITIMISATION OR BULLYING OR HARRASSMENT IF YOU RAISE A CONCERN. IF YOU HAVE A CONCERN ABOUT IFtL PROVISION PLEASE READ THE IFtL WHISTLEBLOWING POLICY. AT IFtL, WE ADHERE TO THE MILTON KEYNES SAFEGUARDING BOARD WHISTLEBLOWING PROCEDURES AND RECOMMENDATIONS.

REPORTING TO IFtL

If you have any concerns about the IFtL or any member of the IFtL, please read this policy. You may think this policy does not apply to the concern you have – IT DOES, we can give confidential advice about ANY concern you may have regarding the IFtL Trust or its members.

If you want to informally / confidentially discuss this policy or your concerns, you can contact:

1. Head teacher or Line Manager within your school (unless the Head teacher and/ or Line manager are implicated or part of the cause for concern)

If they are part of the cause for concern, then contact:

2. Sarah Bennett (IFtL Chief Executive Officer and Safeguarding Lead) on 01908 533288 or email sbennett@iftl.co.uk

Or Kimberley Kemp (IFtL Safeguarding Lead) on 01908 533288 or email kkemp@iftl.co.uk

If they are part of the cause for concern, then contact:

3. Marilyn Hubbard (IFtL Chair of Board of Trustees) email mhubbard@iftl.co.uk


If all of the above are implicated or part of the concern, then you can externally call:

APPENDIX 8 – IFtL Safeguarding and Child Protection Key Contacts

Role	Name	Contact details
Chief Executive Officer of the IFTL Academy Trust	Sarah Bennett	sbennett@iftl.co.uk
Board of Trustees Chair	Marilyn Hubbard	mhubbard@iftl.co.uk
IFTL Designated Safeguarding Leads	Sarah Bennett Kimberley Kemp	sbennett@iftl.co.uk kkemp@IFTL.co.uk
School Designated Safeguarding Leads	Becky Skillings – Chestnut School Hayley Cook – Two Mile Ash School Geraldine Anderson – Whitehouse Primary School Steve Dunning – Olney Infant School Adam Palmer – Olney Middle School Donna Tagg – Fairfields Primary School Jezamin Lindsay – Woodnewton Primary School Sue Martin – Exeter Primary School Kate Kinneir – Priors Hall Primary School	becky.skillings@chestnuts.milton-keynes.sch.uk hcook@tma.bucks.sch.uk Ganderson@whitehouseprimary.co.uk Steve.Dunning@olneyinfant.org mrpalmer@olneymiddle.milton-keynes.co.uk dtagg@fairfieldsprimary.co.uk JezaminLindsay@woodnewtonalc.com suemartin@woodnewtontrust.com KateKinneir@priomrshallalc.com

IFtL Prevent Specific Point of Contact	Kimberley Kemp	kkemp@iftl.co.uk
Designated Trustee for Safeguarding and Safer recruitment	Steve Fulton	sfulton@iftl.co.uk
IFtL Human Resource Contact	Sharon Stimpson	sstimpson@iftl.co.uk

Other external contacts:

MK Multi Agency Safeguarding Hub (MASH) Team MILTON KEYNES	Multi-Agency Safeguarding Hub (MASH) and Child Protection Team	01908 253169/70 during office hours or Emergency Social Work Team 01908 265545 out of office hours Email: children@milton-keynes.gov.uk
Designated Officer (DO) (formerly LADO) MILTON KEYNES	For allegations about people who work with children: Contact MASH as above or: Milton Keynes Local Authority Designated Officer (LADO)	01908 254306 lado@Milton-keynes.gov.uk 01908 254300
Multi Agency Safeguarding Hub (MASH) Team NORTHAMPTONSHIRE	Northamptonshire Multi-Agency Safeguarding Hub: <ul style="list-style-type: none"> Telephone: 0300 126 1000 Email: MASH@northamptonshire.gcsx.gov.uk 	Out-of-hours: 
Designated Officer (DO) (formerly LADO) NORTHAMPTONSHIRE	Designated Officer prior to submitting a referral please e-mail you query to AndSmith@childrenfirstnorthamptonshire.co.uk / CYork@childrenfirstnorthamptonshire.co.uk	Designated Officer Administrator - 01604 364031 Designated Officer Andy Smith - 01604 367862 Designated Officer Christine York – 01604 362633
Whistleblowing	Whistleblowing hotline on 01908 533288 Public Concern at Work on 0207 404 6609 or helpline@pcaw.co.uk	