

MIAG



Safeguarding and Child Protection Policy

Ratified by Chair of Govs:

Signed by 

Date 13/6/25

Date:

Review Date:



Definition:

At MIAG, we use the following definitions in line with [Keeping Children Safe in Education \(KCSIE, 2024\)](#) and [Working Together to Safeguard Children \(2023\)](#).

Safeguarding means:

- ✎ Protecting children from **abuse** and **maltreatment**
- ✎ Preventing harm to their **health or development**
- ✎ Making sure children grow up with **safe and effective care**
- ✎ Taking action to help children achieve the **best possible outcomes** in life

Safeguarding is **everyone's responsibility**. All staff, volunteers, families and professionals have a part to play.

Child Protection is a part of safeguarding.

It refers specifically to the **urgent action** taken when:

- ✎ A child is **suffering significant harm**, or
- ✎ A child is **at risk** of suffering such harm

In these situations, immediate steps are taken to **protect the child** and keep them safe.

Safeguarding Responsibilities at MIAG:

At MIAG, **safeguarding and promoting the welfare of children is everyone's responsibility**.

Anyone who works with or supports children — including staff, volunteers, families, and professionals — plays a vital role in:

- ✎ Identifying concerns
- ✎ Sharing information appropriately
- ✎ Taking timely and effective action

To safeguard effectively, we always take a **child-centred approach**, which means asking: **What is in the best interests of the child?**



Responsibilities of All Staff at MIAG:

Every adult at MIAG — regardless of their role — has a **duty to safeguard and protect** the children and young people in our provision. This includes:

- ✎ **Identifying concerns early** and offering help before issues escalate
- ✎ Discussing concerns immediately with the **Designated Safeguarding Lead (DSL)**
- ✎ Following the correct process for **recording and sharing information**
- ✎ Ensuring that the decision to share information is always based on what will **keep a child safe**
- ✎ Following the **referral procedures outlined in Appendix B**

Overall Aims:

This Safeguarding Policy helps to protect all learners at MIAG by:

Creating a Safe and Supportive Environment

- ✎ Building a **strong safeguarding culture** based on mutual respect, shared values, and emotional safety
- ✎ Teaching students how to **stay safe**, both offline and online, through a broad and balanced curriculum
- ✎ Promoting open conversations so students feel safe to share worries and seek help

Raising Awareness Among Staff

- ✎ Helping staff to **recognise the signs** of abuse, neglect, exploitation, and other safeguarding issues
- ✎ Increasing awareness of the **risks and challenges** our learners may face, including those linked to social, emotional, and mental health (SEMH) needs
- ✎ Ensuring staff can **act early** to support students and prevent concerns from escalating

Working Together

- ✎ Building strong **partnerships with families**, carers, and professionals
- ✎ Encouraging collaborative, joined-up responses to safeguarding concerns



♦ All Visitors Will:

- ✎ Be provided with and are expected to read MIAG's **Child Protection Reporting Procedure**
- ✎ Wear a **visitor badge** at all times, which includes key safeguarding contact information
- ✎ Report any safeguarding concerns **immediately** to a member of staff or the DSL

Safeguarding Training:

MIAG is committed to ensuring that all staff are **well-trained, confident, and informed** to safeguard the children and young people in our care.

■ Mandatory Reading

- ✎ All staff must read and understand **Part One of Keeping Children Safe in Education (KCSIE 2024)**
 - For staff who do not work directly with children, a condensed version (Part One or Annex A) may be used as appropriate, in line with guidance

🏠 Staff Training

- ✎ All staff will receive **comprehensive safeguarding and child protection training** as part of their induction
- ✎ Training is:
 - **Regularly updated** (at least annually)
 - Delivered through a combination of **in-person sessions, e-bulletins, emails, and staff meetings**
 - Designed to equip staff with the **knowledge and skills needed to identify and respond** to safeguarding concerns effectively

🔔 Whistleblowing

- ✎ **Whistleblowing procedures** are covered during whole-staff training
- ✎ All staff are made aware of **how to report concerns** about safeguarding practices within MIAG, including concerns about adults working with children



- ✎ Online safety training is **aligned with MIAG's whole-school safeguarding approach** and updated in line with the **Online Safety Act 2023**

Role of the Designated Safeguarding Lead (DSL):

At MIAG, the **Designated Safeguarding Lead (DSL)** is a senior member of staff who holds overall responsibility for safeguarding and child protection. Although some responsibilities may be delegated to **appropriately trained Deputy DSLs**, the **DSL retains ultimate accountability**.

Contact details for the DSL and Deputy DSL are published on the www.miag.co.uk

◆ Key Responsibilities

The DSL is responsible for:

1. Managing Referrals

- ✎ Referring cases of suspected abuse to **Children's Social Care**
- ✎ Referring concerns about **radicalisation** to the **Channel Programme**
- ✎ Referring individuals to the **Disclosure and Barring Service (DBS)** when a person poses a risk of harm to children
- ✎ Notifying the **police** where a criminal offence may have been committed
- ✎ Supporting and guiding staff in making their own referrals when appropriate

2. Seeking Parental Consent

- ✎ Working with commissioning schools/PRUs to gain parental consent for referrals
- ✎ Making referrals **without parental consent** if a child is at risk of significant harm or if seeking consent would increase the risk

3. Multi-Agency Working

- ✎ Attending and contributing to **Child Protection Conferences** and **Core Group meetings**
- ✎ Implementing and monitoring **multi-agency Child Protection Plans**
- ✎ Liaising with the **Local Authority Designated Officer (LADO)** when allegations are made against staff or volunteers



- ✎ Keeping an up-to-date **Single Central Record (SCR)** available for commissioning schools and PRUs to inspect

8. Availability and Support

- ✎ Ensuring the DSL or Deputy DSL is **available during term time and school hours** to respond to safeguarding concerns
- ✎ Cooperating with external agencies and attending safeguarding meetings and case conferences as required

Role of the Proprietor:

The **Proprietor of MIAG** holds overall accountability for ensuring the provision meets its **statutory safeguarding duties** and maintains a strong safeguarding culture. The Proprietor is committed to ensuring that safeguarding is embedded across all areas of the organisation.

The Proprietor will ensure that:

✓ Safeguarding Framework

- ✎ MIAG has an up-to-date **Child Protection and Safeguarding Policy**, in line with guidance from the **Keeping Bristol Safe Partnership (KBSP); BANES Community Safety and Safeguarding Partnership (BCSSP)** and statutory guidance from **KCSIE 2024**
- ✎ The policy is **reviewed annually** and made available to all stakeholders, including staff, parents/carers, and commissioning schools

✓ Safer Recruitment

- ✎ Safer recruitment procedures are followed, and all appropriate **pre-employment checks** are completed for staff and volunteers, including:
 - DBS checks
 - Identity verification
 - Employment history checks
 - Right to work in the UK
 - Professional qualifications and references
 - Medical Disclaimer Forms



Creating a Culture of Safeguarding:

At MIAG, safeguarding is not just about following policies and procedures—it is embedded in our everyday practice, interactions, and ethos. We are committed to creating a **safe, respectful, and inclusive learning environment** where children and young people feel secure, valued, and heard.

✓ Safer Recruitment and Selection

- ✎ MIAG follows the **safer recruitment guidance** outlined in *Keeping Children Safe in Education (KCSIE) 2024*
- ✎ All staff, volunteers, and visitors who work with learners are thoroughly vetted to ensure they are safe to do so
- ✎ At least one member of any recruitment panel will be trained in **safer recruitment practices**

✓ Staff Support

- ✎ We recognise that safeguarding work can be **emotionally demanding** and sometimes distressing
- ✎ Staff are encouraged to speak openly with the **Designated Safeguarding Lead (DSL)** if they are affected by any issues or disclosures
- ✎ Additional support or supervision will be provided where appropriate

✓ Learner Support and Empowerment

- ✎ Learners are taught how to **keep themselves safe**, both in and out of school, through a carefully planned curriculum
- ✎ Our **PSHE (Personal, Social, Health and Economic Education)** programme includes topics such as:
 - Emotional literacy and self-esteem
 - Healthy relationships and consent
 - Online safety and digital wellbeing
 - Bullying and peer-on-peer abuse
 - Managing risk and seeking help
- ✎ We actively promote a culture where learners are confident to speak up and know who to go to if they need help

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- 👉 Go to **regular safeguarding training** to stay up to date
- 👉 Follow MIAG's rules, including the **Attitude to Learning policy**

🔍 Spotting Problems Early

Staff should:

- 👉 Know how to **spot early signs** that a learner might be struggling or unsafe.
- 👉 Take action quickly if they are worried about a learner's safety or wellbeing.

🧠 What to Do if a Learner Tells You Something

- 👉 **Listen carefully** and take them seriously
- 👉 Never promise to keep a secret. Say: *"I may need to tell someone to help keep you safe"*
- 👉 Share your concern with the **DSL or Deputy DSL straight away**
- 👉 If the child is in **immediate danger**, call **Children's Services** or the **Police**

🚨 Reporting Concerns

- 👉 If you're worried about a learner, **tell the DSL or Deputy DSL as soon as possible**
- 👉 If you believe a child is at **serious risk now, make a referral straight away**
- 👉 If you think a learner might be at risk of **radicalisation or terrorism**, report this to the DSL or Deputy DSL
- 👉 If you find out a learner has had **Female Genital Mutilation (FGM)**, you must call the **police yourself**, and tell the DSL or Deputy DSL

👁️ Recognise Abuse and Neglect

Be able to spot the **signs of abuse** – physical, emotional, sexual, or neglect.

📢 Speaking Up About Unsafe Behaviour (Whistleblowing)

- 👉 Tell the DSL or a senior leader if you're worried about how someone is behaving around children.
- 👉 If you can't speak to them or nothing changes, you can contact:
NSPCC Whistleblowing Helpline



Key Safeguarding Areas – Easy Guide

MIAG is committed to keeping all learners safe. Below are the main issues staff are trained to watch for and take action on:

Child Sexual Exploitation (CSE) and Trafficking

- ✎ This happens when a child or young person is tricked, pressured, or forced into sexual activity in exchange for things like food, gifts, money, or affection.
- ✎ It may look like a normal relationship at first, but it always includes an **unfair power imbalance**
- ✎ It often involves threats, manipulation, or bullying, including online (cyberbullying)
- ✎ Some victims show no signs, so staff stay alert even when there are no clear warning signals

Female Genital Mutilation (FGM)

- ✎ FGM is illegal and extremely harmful
- ✎ It involves cutting or harming a girl's private parts for non-medical reasons
- ✎ Staff must look for signs that a girl might be at risk, even if she doesn't know what FGM is.
- ✎ If a member of staff finds out FGM has happened, they must report it to the police and the DSL immediately

Bullying (Including Cyberbullying and Sexting)

- ✎ MIAG does not tolerate any kind of bullying
 - ✎ This includes in-person and online bullying, and the sending or asking for sexual messages or pictures
 - ✎ See our **Anti-Bullying Policy** for more details (available on request).
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Mental Health

- ✚ Good mental health helps learners do well in life and school
 - ✚ We support learners' emotional wellbeing and watch for signs they may need extra help
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Faith-Based Abuse

- ✚ Abuse linked to beliefs (such as witchcraft or possession) is taken seriously
 - ✚ Staff follow national guidance to help protect children from this kind of harm
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Radicalisation and Extremism

- ✚ We teach learners to think critically about harmful ideas and keep them safe from being drawn into extremism or terrorism
 - ✚ Staff are trained under the **Prevent Duty** to spot and act on signs of radicalisation, including online
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Private Fostering

- ✚ This is when a child under 16 (or 18 if disabled) lives with someone who is not their parent or close relative for more than 28 days
 - ✚ MIAG must tell Children's Services if this is happening, so checks can be made to keep the child safe
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Online Sexual Abuse

- ✚ This includes using the internet to pressure or trick children into sexual activity or to share inappropriate images or videos
- ✚ It can be carried out by adults or other children, and victims may not understand they are being abused
- ✚ No child can "agree" to being abused—it is always wrong



- ✎ If the young person has a social worker already, we go directly to them or their team manager
 - ✎ We attend all required meetings to support the child (e.g. child protection conferences, core group meetings, MARAC, or integrated support plan meetings)
 - ✎ For **Children in Care** on reduced timetables, we always consult the **Virtual School**
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4. 🚫 Suspending Learners

- ✎ Before suspending a vulnerable learner (either temporarily or permanently), especially if they have a child protection plan or file, we hold a **multi-agency risk assessment meeting**
 - ✎ If a learner must be excluded immediately due to a serious incident, we still complete a risk assessment as soon as possible
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5. 🏠 Private Fostering

- ✎ If we find out that a child under 16 (or 18 if disabled) is living with someone who is not a close relative, staff must tell the DSL
 - ✎ The DSL will contact **First Response** to make sure the arrangement is safe
 - ✎ A close relative includes grandparents, siblings, uncles/aunts, or step-parents
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6. 🙋 Female Genital Mutilation (FGM)

If FGM is known to have happened:

- ✎ Staff **must call 101**, or **999 if the child is in immediate danger**
- ✎ They should also tell **First Response**

If FGM is suspected:

- ✎ Staff look for warning signs (e.g., travel plans to practising countries, community background, changes in behaviour, talk of "special occasions")
- ✎ Parents are invited in to discuss the trip, who is going, and the purpose



Appendix A: Key Documents and Guidance

This list includes important national guidance that underpins MIAG's safeguarding policy and procedures. Staff and stakeholders should be familiar with these documents, which reflect the statutory duties and best practice in safeguarding children.

Safeguarding & Child Protection

-  Keeping Children Safe in Education (2016)
-  What to Do If You're Worried a Child Is Being Abused (2015)
-  Working Together to Safeguard Children (2015)
-  Information Sharing: Advice for Practitioners (2015)
-  Listening to and Involving Children and Young People (2014)
-  Supervision of Activity with Children (2012)

Looked-After Children & Vulnerable Learners

-  Designated Teacher for Looked-After Children (2009)
-  Promoting the Education of Looked-After Children (2014)
-  Alternative Provision (2016)
-  Education for Children with Health Needs Who Cannot Attend School (2013)

Female Genital Mutilation (FGM)

-  Mandatory Reporting of FGM – Procedural Information (2015)
-  Multi-Agency Statutory Guidance on FGM (2016)

Prevent & Radicalisation

-  Prevent Duty Guidance for England and Wales (2015)



Appendix B: Dealing with a Disclosure of Abuse

If a child tells you they are being harmed or abused, here's what you must **remember and do**:

✅ DO:

- ✎ Stay calm.
- ✎ Listen carefully — give the child your full attention.
- ✎ Reassure the child that they've done the right thing by speaking up.
- ✎ Be honest — explain that you cannot keep what they tell you a secret.
- ✎ Tell them who you will speak to and why.
- ✎ Use open and gentle questions only (e.g., *"Can you tell me more about that?"*).
- ✎ Reflect back what they say to check understanding (e.g., *"You said... is that right?"*).
- ✎ Praise their courage for speaking out.
- ✎ Stay neutral — don't comment on the alleged person who may have harmed them.
- ✎ Make a written record as soon as possible, using the child's own words.
- ✎ Include the date, time, and your name on the record.
- ✎ Record any questions you asked, but avoid interpreting or guessing.

❌ DO NOT:

- ✎ Don't panic, show shock, or act upset.
 - ✎ Don't promise to keep secrets.
 - ✎ Don't ask leading or suggestive questions (e.g., *"Did your dad do that?"*).
 - ✎ Don't make assumptions or jump to conclusions.
 - ✎ Don't discuss the disclosure with anyone except the DSL (Designated Safeguarding Lead).
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Appendix C: Types of Abuse and Neglect:

Abuse and neglect happen when someone **hurts a child or young person** or **fails to keep them safe**. The harm can be done by **adults** or even **other children**.

Abuse and neglect rarely happen in isolation. A child may be experiencing more than one type of harm at the same time.

Our job is **not to decide what kind of abuse has happened**, but to:

- 👉 **Understand what the types are**
- 👉 **Notice the signs**
- 👉 **Act quickly** if we think a child may be at risk

● Physical Abuse

This is when someone **hurts a child's body on purpose**.

It can include:

- 👉 Hitting, slapping, punching
 - 👉 Shaking, throwing
 - 👉 Burning or scalding
 - 👉 Drowning or suffocating
 - 👉 Giving them harmful substances (like poison or drugs)
 - 👉 Making up or causing an illness on purpose (fabricated or induced illness)
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● Emotional Abuse

This is **ongoing emotional harm** that affects a child's mental and emotional development.

It can include:

- ✎ Telling a child they are worthless, unloved, or only valued for what they do
- ✎ Ignoring or mocking them
- ✎ Not allowing them to express themselves
- ✎ Putting unfair pressure on them (e.g., expecting adult behaviour)
- ✎ Keeping them from friends or normal activities
- ✎ Exposing them to abuse of others (e.g., domestic violence)
- ✎ Bullying, including cyberbullying

Emotional abuse is part of **all** other types of abuse, but it can also happen on its own.

▲ If you have concern that a child is being harmed:

- **Don't wait** — speak to the **Designated Safeguarding Lead (DSL)** or **Deputy DSL**
- Your role is to **notice, listen, and report** — **not investigate**