



# Child Protection Policy

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Next review: December 2017

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Headteacher: Mrs C S Martin



# Child Protection Policy

## **Cross reference to other school policies**

Hirst Wood Nursery School recognises that a number of policies and procedures developed and operated by school form part of the wider agenda of safeguarding and Promoting Children's welfare and this policy should be read in conjunction with the policies guidance listed below:

- Whole school behaviour policy
- Health and safety policy
- Procedures for assessing risk i.e. school trips
- Safer recruitment policies and practice
- Induction and Code of conduct for staff
- Medicines policy
- ICT and internet safety policy
- Whistle Blowing policy
- Prevent duty (keeping children safe in education, Part 1 page 18)

# Hirst Wood Nursery School & Children's Centre

## Child Protection Procedures

### If a child tells you something about abuse or you have suspicion of child abuse

- Take it seriously and calmly
- Do not ask leading questions
- Accept what you are told
- Reassure the child but do not promise confidentiality.
- Do not put words into the child's mouth "tell me....."
- Do not attempt to investigate further
- Write the information down including dates times,

What action should you take next?

- Never investigate yourself
- Never confront the alleged perpetrator
- Never assume someone else will deal with the problem
- Note down what you were told as soon as possible
- Be clear about what is fact/opinion
- Be clear about what you assumed

Report to the designated member of staff:

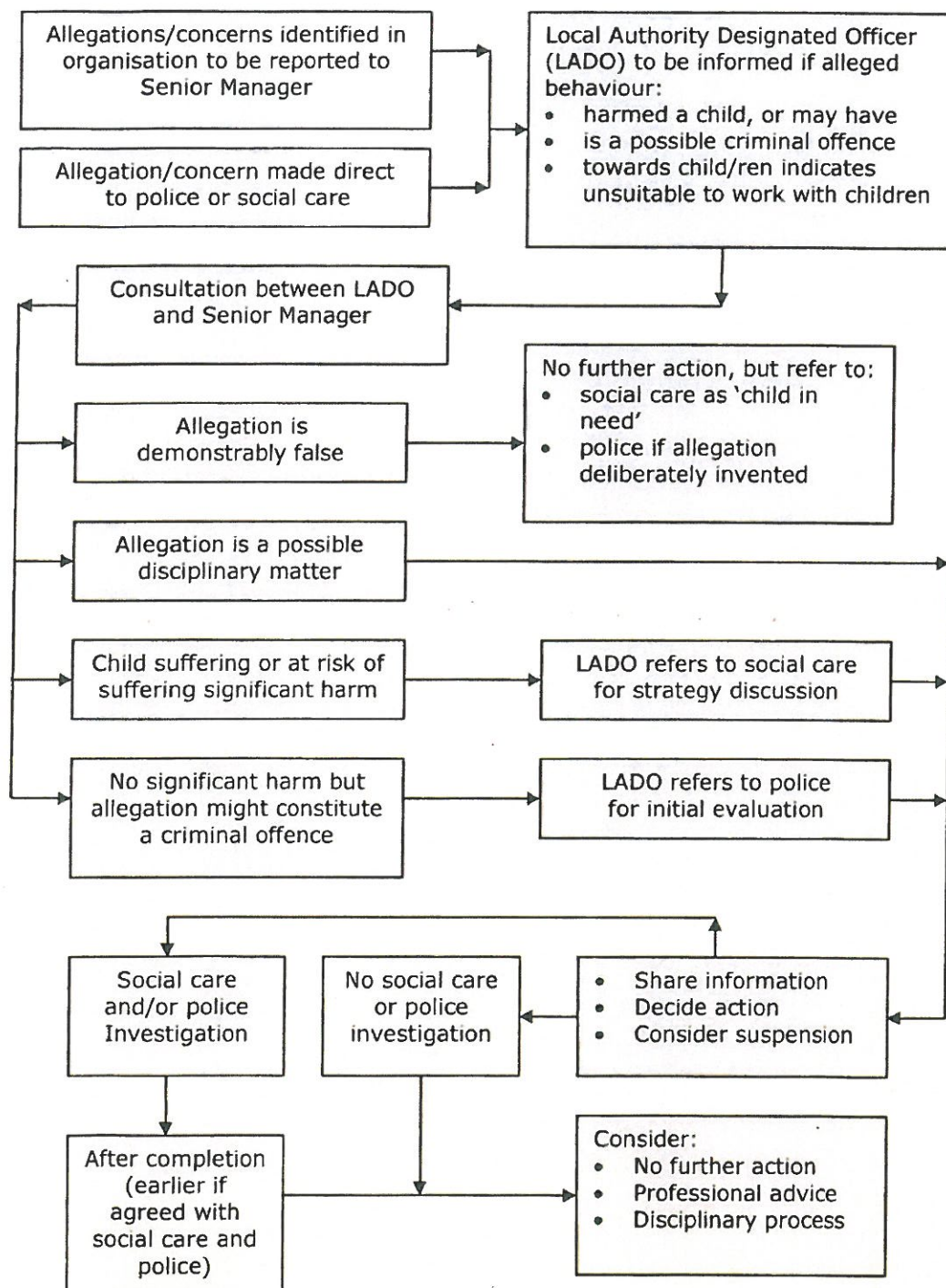
Chris Martin  
Jayne Taylor  
Debbie Dean

Named Governor: Sarah Kay

In the absence of these members of staff the most senior person in school will follow the procedures as follows in the flow chart on the next pages.

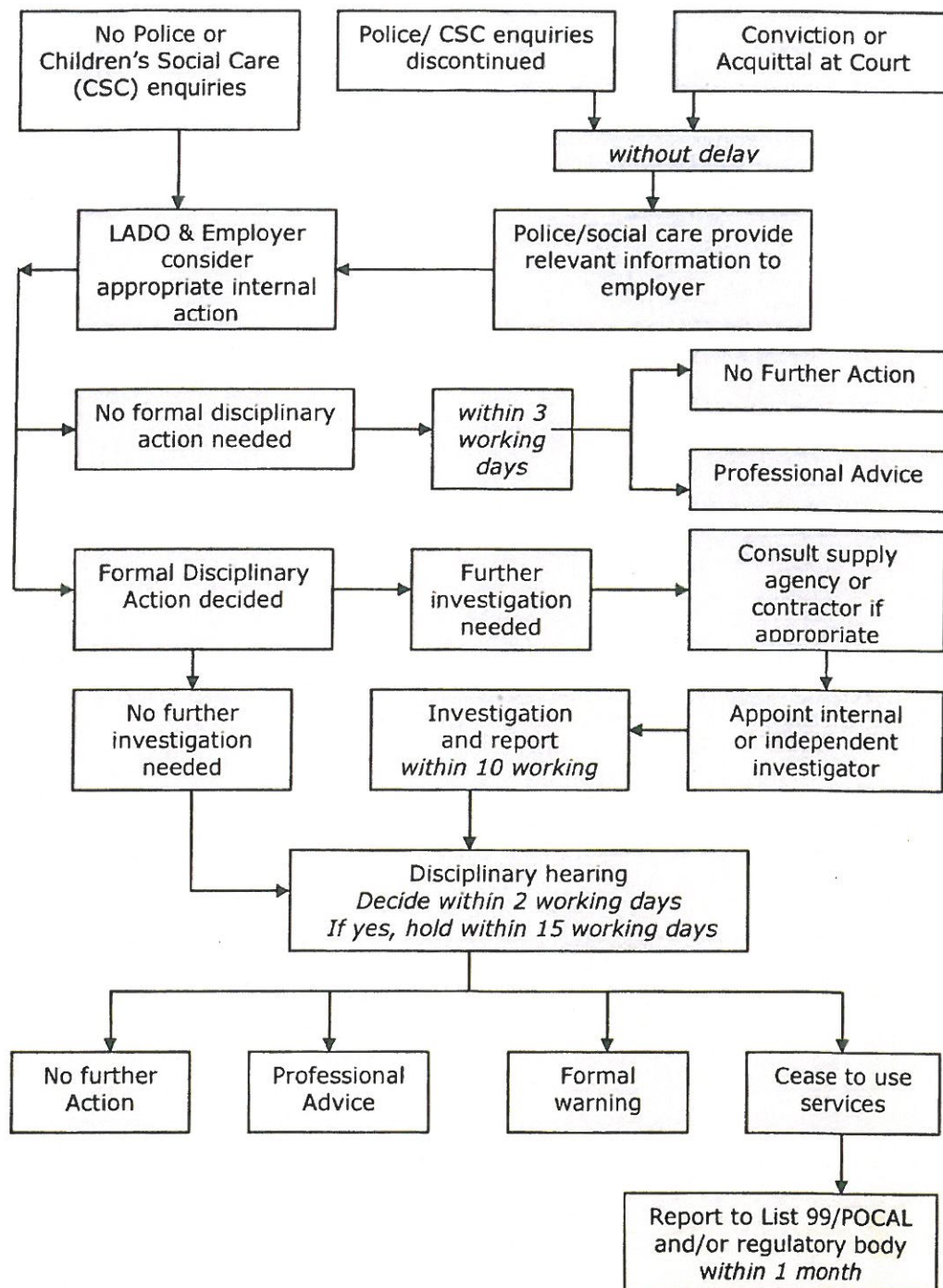
Contact details for the designated lead (Frank Hand) are included also.

## ALLEGATIONS/CONCERNS AGAINST STAFF AND VOLUNTEERS CHILD PROTECTION PROCESS





**ALLEGATIONS/CONCERNS AGAINST STAFF AND VOLUNTEERS  
DISCIPLINARY/SUITABILITY PROCESS**



**Allegations Management**  
**Contact details for Local Authority Designated Officers (LADO),**  
**Named Senior Officers and Senior Managers within organisations**

|          |  |  |
|----------|--|--|
| <b>1</b> | <b>Bradford Safeguarding Children Board</b><br><b>Local Authority Designated Officer</b><br>Frank Hand – Service Manager<br>Children’s Safeguarding & Reviewing Unit<br>Sir Henry Mitchell House, 4 Manchester Road, Bradford, BD5 0QL<br><br>Contact via Duty Officer, Child Protection Unit<br>☎ 01274 434343<br>✉ <a href="mailto:frank.hand@bradford.gov.uk">frank.hand@bradford.gov.uk</a>  |  |
| <b>2</b> | <b>Airedale Teaching Hospital NHS Trust</b><br><b>Named Senior Officer</b><br>Rob Dearden - Director of Nursing<br>Airedale General Hospital<br>Steeton<br>Keighley<br>West Yorkshire BD20 6TD<br>☎ 01535 652511<br>✉ <a href="mailto:rob.dearden@anhst.nhs.uk">rob.dearden@anhst.nhs.uk</a>   | <b>Senior Manager</b><br>Joanne Newman<br>Named Nurse – Safeguarding Children<br>Airedale General Hospital<br>Steeton, Keighley<br>West Yorkshire BD20 6TD<br>☎ 01535 292389<br>✉ <a href="mailto:joanne.newman@anhst.nhs.uk">joanne.newman@anhst.nhs.uk</a>   |
| <b>3</b> | <b>Bradford City, Bradford Districts and Airedale, Wharfedale &amp; Craven CCGs</b><br><b>Named Senior Officer</b><br>Nancy O’Neill<br>Director of Collaboration<br>Douglas Mill<br>Bowling Old Lane<br>Bradford BD5 7JR<br>☎ 01274 237723<br>✉ <a href="mailto:nancy.o’neill@bradford.nhs.uk">nancy.o’neill@bradford.nhs.uk</a>   | <b>Senior Manager</b><br>Sue Thompson<br>Designated Nurse for Safeguarding<br>Douglas Mill<br>Bowling Old Lane<br>Bradford BD5 7JR<br>☎ 01274 237344<br>✉ <a href="mailto:sue.thompson2@bradford.nhs.uk">sue.thompson2@bradford.nhs.uk</a>                     |
| <b>4</b> | <b>Bradford District Care Trust</b><br><b>Named Senior Officer</b><br>Nicola Lees<br>Deputy Chief Executive/Director of Nursing<br>Level 2<br>New Mill<br>Victoria Road, Saltaire<br>BD18 3LD<br>☎ 01274 228350<br>✉ <a href="mailto:nicola.lees@bdct.nhs.uk">nicola.lees@bdct.nhs.uk</a><br><br><b>Named Nurse/Team Leader for Safeguarding</b><br>Amanda Lavery<br>Park View Court<br>Shipley BD18 3DZ<br>☎ 01274 221002<br>✉ <a href="mailto:amanda.lavery@bdct.nhs.uk">amanda.lavery@bdct.nhs.uk</a> | <b>Senior Manager</b><br>Cathy Woffendin<br>Deputy Director of Specialist Services & Nursing<br>Level 2<br>New Mill<br>Victoria Road, Saltaire<br>BD18 3LD<br>☎ 01274 363484<br>✉ <a href="mailto:cathy.woffendin@bdct.nhs.uk">cathy.woffendin@bdct.nhs.uk</a> |



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| 5 | <b>Bradford Teaching Hospitals NHS Trust</b>                 | <b>Named Senior Officer</b><br>Juliette Greenwood<br>Chief Nurse<br>Bradford Teaching Hospitals NHS Foundation Trust<br>Trust HQ, Chestnut House<br>Bradford Royal Infirmary<br>Duckworth Lane<br>Bradford BD9 6RJ<br>☎ 01274 364841<br>✉ <a href="mailto:juliet.greenwood@bthft.nhs.uk">juliet.greenwood@bthft.nhs.uk</a> | <b>Senior Manager</b><br>Lorraine Cameron – Head of Equality<br>Human Resources<br>Trust Headquarters<br>Bradford Teaching Hospitals Foundation Trust<br>Bradford Royal Infirmary<br>Duckworth Lane<br>Bradford BD9 6RJ<br>☎ 01274 382428<br>✉ <a href="mailto:lorraine.cameron@bthft.nhs.uk">lorraine.cameron@bthft.nhs.uk</a> |
| 6 | <b>CAFCASS</b>   | <b>Named Senior Officer</b><br>Christine Banim - National Service Director<br>2 <sup>nd</sup> Floor<br>1 – 3 Hamilton House<br>Clasketgate<br>Lincoln LN2 1JG<br>☎ 07768 796 454<br>✉ <a href="mailto:Christine.banim@cafcass.gsi.gov.uk">Christine.banim@cafcass.gsi.gov.uk</a>   | <b>Senior Manager</b><br>Hilary Barrett – Head of Service West Yorkshire<br>Cafcass, One Leeds City Office Park<br>Meadow Lane<br>Leeds LS11 5BD<br>☎ 0844 353 4332<br>✉ <a href="mailto:hilary.barrett@cafcass.gsi.gov.uk">hilary.barrett@cafcass.gsi.gov.uk</a>   |
| 7 | <b>Children's Specialist Services</b>                        | <b>Named Senior Officer</b><br>Julie Jenkins – Assistant Director – Children's<br>Specialist Services<br>Room 202<br>City Hall<br>Bradford BD1 1HY<br>☎ 01274 432904<br>✉ <a href="mailto:Julie.jenkins@bradford.gov.uk">Julie.jenkins@bradford.gov.uk</a>   | <b>Senior Manager</b><br>Melanie John-Ross - Group Service Manager -<br>Children's Specialist Services<br>Flockton House<br>Flockton Road<br>Bradford BD4 7RY<br>☎ 01274 437077<br>✉ <a href="mailto:melanie.john-ross@bradford.gov.uk">melanie.john-ross@bradford.gov.uk</a>   |
|   |  | <b>Senior Manager</b><br>David Byrom – Group Service Manager -<br>Children's Care Resources<br>Flockton House<br>Flockton Road<br>Bradford, BD4 7RY<br>☎ 01274 432986<br>✉ <a href="mailto:david.byrom@bradford.gov.uk">david.byrom@bradford.gov.uk</a>  | <b>Senior Manager</b><br>Graham Hutton – Youth Service Manager<br>Culture Fusion<br>125 Thornton Road<br>Bradford<br>BD1 2EP<br>☎ 01274 435361<br>✉ <a href="mailto:graham.hutton@bradford.gov.uk">graham.hutton@bradford.gov.uk</a>  |
| 8 | <b>Children's Services, Education and School Improvement</b> | <b>Named Senior Officer</b><br>Paul Makin – Assistant Director<br>Education and School Improvement<br>Ground Floor<br>Future House<br>Bradford BD4 7EB<br>☎ 01274 385716<br>✉ <a href="mailto:paul.makin@bradford.gov.uk">paul.makin@bradford.gov.uk</a>   | <b>Senior Manager</b><br>Jennie Sadowskyj – Behaviour Support Service<br>Manager<br>1 <sup>st</sup> Floor<br>Future House<br>Bolling Road<br>Bradford, BD4 7EB<br>☎ 01274 385617<br>✉ <a href="mailto:jennie.sadowskyj@bradford.gov.uk">jennie.sadowskyj@bradford.gov.uk</a>  |

|  |   |
|--|---|
| <p><b>9 Children's Services, Access &amp; Inclusion</b><br/> <b>Named Senior Officer</b><br/> George McQueen – Assistant Director – Access &amp; Inclusion<br/> Future House<br/> Bolling Road<br/> Bradford<br/> BD4 7EB<br/> ☎ 01274 385719<br/> ✉ <a href="mailto:george.mcqueen@bradford.gov.uk">george.mcqueen@bradford.gov.uk</a></p>  | <p><b>Senior Manager</b><br/> Jennie Sadowskyj – Behaviour Support Service Manager<br/> 1<sup>st</sup> Floor<br/> Future House<br/> Bolling Road<br/> Bradford BD4 7EB<br/> ☎ 01274 385617<br/> ✉ <a href="mailto:jennie.sadowskyj@bradford.gov.uk">jennie.sadowskyj@bradford.gov.uk</a></p>                                    |
| <p><b>10 NSPCC</b><br/> <b>Named Senior Officer</b><br/> Carol Long - Director of Services for Children and Families<br/> NSPCC Service and Regional Centre<br/> Wallington House<br/> Starbeck Avenue<br/> Newcastle NE2 1RH<br/> ☎ 0191 227 5300<br/> ✉ <a href="mailto:clong@nspcc.org.uk">clong@nspcc.org.uk</a></p>   | <p><b>Senior Manager</b><br/> Fiona Richards – Regional Head of Service<br/> NSPCC Regional Centre<br/> 5<sup>th</sup> Floor<br/> St John's Offices<br/> Albion Street<br/> Leeds LS2 8BT<br/> ☎ 0113 2182 700<br/> ✉ <a href="mailto:frichards@nspcc.org.uk">frichards@nspcc.org.uk</a></p>                                    |
| <p><b>11 West Yorkshire Police</b><br/> <b>Named Senior Officer</b><br/> Superintendent Vince Firth<br/> West Yorkshire Police<br/> Lawcroft House<br/> Bradford<br/> BD9 5AF<br/> ☎ 01274 376250<br/> ✉ <a href="mailto:vincent.firth@westyorkshire.pnn.police.uk">vincent.firth@westyorkshire.pnn.police.uk</a></p>  | <p><b>Senior Manager</b><br/> DCI Susan Jenkinson<br/> West Yorkshire Police<br/> Laburnum Road<br/> Wakefield<br/> WF1 3QP<br/> ☎ 01924 292388<br/> ✉ <a href="mailto:susan.jenkinson@westyorkshire.pnn.police.uk">susan.jenkinson@westyorkshire.pnn.police.uk</a></p>   |
| <p><b>12 West Yorkshire Probation</b><br/> <b>Named Senior Officer</b><br/> Maggie Smallridge<br/> Head of Bradford &amp; Calderdale Probation<br/> West Yorkshire Probation Trust<br/> Fraternal House<br/> 45 Cheapside<br/> Bradford, BD1 4HP<br/> ☎ 03000 487040<br/> ✉ <a href="mailto:maggie.smallridge@west-yorkshire.probation.gsi.gov.uk">maggie.smallridge@west-yorkshire.probation.gsi.gov.uk</a></p> | <p><b>Senior Manager</b><br/> Billy Devenport - Operations Manager<br/> West Yorkshire Probation Trust<br/> Fraternal House<br/> 45 Cheapside<br/> Bradford BD1 4HP<br/> ☎ 03000 487040<br/> ✉ <a href="mailto:billy.devenport@west-yorkshire.probation.gsi.gov.uk">billy.devenport@west-yorkshire.probation.gsi.gov.uk</a></p> |
| <p><b>13 Youth Offending Team</b><br/> <b>Named Senior Officer</b><br/> Julie Jenkins – Assistant Director – Children's Specialist Services<br/> Social Care<br/> Room 202<br/> City Hall<br/> Bradford BD1 1HY<br/> ☎ 01274 432904<br/> ✉ <a href="mailto:julie.jenkins@bradford.gov.uk">julie.jenkins@bradford.gov.uk</a></p>  | <p><b>Senior Manager</b><br/> Charlie Jones – Manager<br/> Bradford District<br/> Youth Offending Team<br/> Bank House<br/> 41 Bank Street<br/> Bradford BD1 1RD<br/> ☎ 01274 436060<br/> ✉ <a href="mailto:charlie.jones@bradford.gov.uk">charlie.jones@bradford.gov.uk</a></p>  |



# **Hirst Wood Nursery School**

## **Child Protection Policy**

**Children have a fundamental right to be protected from harm.  
Children have a right to expect schools to provide a safe and secure environment.**

Any fears or worries that children bring into the classroom should not go unnoticed by staff.

It is a guiding principle of the law and child protection procedures that the protection and welfare of the child must always be the first priority. The protection of children is a shared community responsibility. Failure to provide an effective response can have serious consequences for the child. Teachers and other education staff are in a unique position to identify and help abused children.

The well being of children in our care takes precedence over any other consideration.

**Hirst Wood Nursery School** fully recognises its responsibilities for child protection.

**Aims:** We aim to provide a caring environment, which will underpin all other school aims, and a curriculum where self-esteem can be nurtured and children empowered to protect themselves.

Our policy applies to all staff, governors and volunteers working in the school. There are three main elements to our policy:

Prevention through safe recruitment practices and through the teaching and pastoral support offered to children.

Protection through procedures for identifying and reporting cases, or suspected cases of child abuse.

Support to children who may have been abused.

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSED curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Area Child Protection Committee (ACPC) & Bradford Safeguarding Children's Board (BSCB) and take account of guidance issued by the Department for Education and Skills to:

- Ensure we have a designated teacher for child protection who has received appropriate training.
- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff, volunteer and governor knows the name of the designated teacher responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated teacher responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Check absence of all children after first day.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is subject to a Child Protection Plan.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- The school behaviour policy, which is aimed at supporting vulnerable pupils in the school.
- The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Social Services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology service.
- Ensuring that, where a pupil is subject to a Child Protection Plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.



## What is abuse?

A form of maltreatment of a child.

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children and young people may be abused in a family or an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children

**Physical Abuse** - may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child, including by fabricating the symptoms of, or deliberately causing, ill health to a child.

**Emotional Abuse** – is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual Abuse** – involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include involving children in looking at, or in the production of, pornographic material, or encouraging children to behave in sexually inappropriate ways and may not necessarily involve a high level of violence.

**Neglect** – is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues: DfE guidance September 2016, Keeping Children Safe in Education

\*Also see BSCB information SIGNS AND SYMPTOMS OF CHILD ABUSE- A GUIDE FOR STAFF



### **Specific safeguarding issues**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the [TES website](#) and [NSPCC website](#). Schools and colleges can also access broad government guidance on the issues listed below via GOV.UK website:

- Child missing from education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Breast ironing
- Bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mate crime
- Mental health
- Private fostering
- Preventing radicalisation (see Prevent Duty June 2015)
- Sexting
- Teenage relationship abuse
- Trafficking

### **Mate Crime**

This is on the rise, various serious case reviews have highlighted how other children have bullied/coerced younger children into carrying out petty acts of criminality and ultimately encouraged inappropriate behaviour that led to death.

### **Honour based violence**

So called honour based violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or community, including Female Genital mutilation (FGM), forced marriage and practices such as breast ironing. All forms of so called HBV are abuse and should be handled and escalated as such. If in any doubt staff should speak to the designated safeguarding lead. (See also Keeping Children Safe in Education 2016)

### **Records and Monitoring**

- Appropriate records and documentation will be kept securely and confidential on a need to know basis, separate from school records. These will be kept in a locked cupboard.
- When a child leaves or transfers any child protection information will be passed on to the new school

- When a child who is subject to a Child Protection Plan leaves or transfers social services will be informed.
- Upon making a referral to Children's Social Care a COMMON REFERRAL FORM must be completed copies available from the headteacher, 1 copy to Social Care, 1 copy Lead Officer for Child Protection, 1 copy to be retained confidentially in the Child's file in the Head's office.

### **Professional Confidentiality**

- Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child.
- We should never guarantee confidentiality to a child
- Only the designated teacher, Head Teacher and those working most closely with the child need to be given information relating to a child protection matter.
- All child protection records will be kept secure and separate from the child's main file. (Head teachers office)

## **Roles and Responsibilities**

### **The role of the Head Teacher**

- Put in place procedures for handling cases of suspected abuse (including allegations against staff and volunteers).
- Liaise with the nominated governor on child protection issues and school policy.
- Appoint a designated teacher and ensure appropriate retraining and support.
- Ensure all staff know and are alert to signs of possible abuse and know what to do if they have concerns or suspicions.
- Make parents aware of the schools child protection policy.
- Work with local partners such as LEA and Social Services.

### **The role of the designated teacher**

- To be the first person contacted by staff report concerns to. It is then the responsibility of the designated teacher to discuss the situation with the relevant agencies.
- Ensure each member of staff has access to and is aware of their school's child protection policy.
- Liaise with the head teacher to inform her of any issues and ongoing investigations.
- Ensure the schools child protection policy is updated and reviewed annually.
- Be able to keep accurate and secure records.
- Have a working knowledge of how the ACPC operate and the conduct of a child protection case conference and be able to attend and contribute to these when required.
- Attend refresher training courses and ensure any new or key messages are passed to other staff volunteers and governors.



## **Responsibility of governors**

The governing body should

- Sanction a robust child protection policy, review the policy annually, monitor and evaluate its effectiveness and be satisfied that it is being complied with.
  - Ensure that a senior member of the schools senior management team is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the LEA and working with other agencies.
  - Recognise the importance of the role of the designated person, support them and ensure the necessary training is undertaken.
- 
- Ensure cover is provided when needed to enable the designated teacher to carry out their role, especially when there are ongoing child protection issues.
  - Ensure the Head teacher, and all other staff that work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at least 2 yearly intervals.
  - Ensure arrangements are in place so that temporary staff and volunteers who work with children are made aware of the schools arrangements for child protection and their responsibilities
  - Ensure there are safe and effective recruitment policies and disciplinary procedures in place, which adhere to The Education (Prohibition from Teaching or Working with children) Regulations 2003.
  - Remedy any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention without delay.

## **The Area child Protection committee**

- The ACPC has the primary responsibility for promoting safeguarding of children in the local community. They review local child protection policies and promote effective co-operation between the agencies involved. The ACPC is an inter agency forum including representatives from Education Social services Primary Care Trusts, Probation Services, Police and NSPCC.

## **Child Protection Conferences/ Child in need meetings**

- When a child protection conference/ child in need meeting is called the class teacher or the designated teacher will attend.
- A written report will be submitted.

## **Training and Support**

- Our school will ensure that the Head Teacher, designated teachers and the nominated governor for Child Protection attend relevant training to their role.
- Ensure the school has a designated senior member of staff who has undertaken the 2-day training course provided by the LEA as a minimum. This will be updated at least every 2 years.



- All staff will receive basic training on Child Protection every year.
- Staff will be kept informed on current child protection issues through staff meetings/supervision.

### **Children with SEND**

- We recognise that statistically children with behaviour difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and or emotional behaviour problems will need to be particularly sensitive to signs of abuse.

### **Safe School Safe Staff/ Safe Care Practices**

Staff need to be prudent about their own conduct and vigilant about the conduct of others, so that their relationships with children remain and are seen to remain entirely proper and professional.

- Toileting children;

All children who require intimate care are treated respectfully at all times, the child's welfare and dignity is of paramount importance. Staff will encourage each child to do as much for themselves as they can. Children should not be assisted to do things of a personal nature that they can do for themselves.

Parents will be involved with their child's intimate care arrangements through regular discussion of the child's needs.

If a child needs to use the toilet when out on a visit a member of staff and not parent helpers will take them (unless it is their own child). See also the Code of Conduct Policy.

- Physical contact and comforting children;

There may be occasions when a child needs comfort or reassurance which would include physical comforting such as a parent would give. Staff should use their discretion to ensure what is normal and natural does not become unnecessary or unjustified contact. Once the child is settled the adult will redirect them to an activity. Staff will be sensitive to children's needs by knowing how to respond to individual children e.g. some children preferring their own space when upset, some need more reassurance and comfort.

Sometimes children initiate physical contact with adults e.g. a hug. Staff will respond briefly to such affection but aim to move the child to independence as soon as possible.

Sometimes a child needs to be held when parting from parents. Staff will ask parents if they are happy for the child to be handed over. Ask the parent to hand the child over once the receiving adult is sitting down. The adult will comfort and reassure the child.

- Physical restraint;

Sometimes it is necessary to restrain a child to prevent them from hurting themselves or others. Where a member of staff has taken such action to restrain a child they should report the matter as advised.

Restraint can be defined as "the reasonable application of the minimum necessary force to overpower the child with the intention of preventing them from harming themselves or others, or from causing serious damage to property"

Restraint should only be used exceptionally, when unavoidable and in keeping with the incident leading to it. It should be primarily for the benefit of the child, and though immediate, should as far as possible be a considered response.

Children who require regular handling a “safe handling plan” is put in place – see Behaviour Policy

Some examples: -

Children who are running out of control will be gently slowed down.

In extreme situations a child may need holding whilst they calm down- the adult should hold the child facing away and place arms under theirs then sit with the child until they calm down.

- First Aid;

Staff who have to administer first aid should ensure whenever possible that another adult is present. Any injury requiring treatment will be recorded in the accident book and reported to parents. They should also follow the schools guidelines on administration of medicines.

- Photography;

We always seek permission from parents before allowing children to be photographed for records, brochures or other publications.

- Students / Volunteers :

Cannot change children & toilet children.

- Information sharing is on a need to know basis.

- Social Media;

There should be no information relating to the work place or children from the work place on social media.

See also Social Media and ICT Policy.

## **Checking adults in school**

All adults wanting to work in school will be required to fill in a form for an enhanced DBS check and have it processed and returned before working in the school (including volunteers and students). All supply staff must hold a current enhanced DBS check in order to work in the school. (Police Checked Ref: DfES 0780/202) In certain circumstances the head teacher can agree to an adult working in school whilst their form is in the process of being checked provided that they are supervised at all times by another adult who has been checked.

## **Allegations against members of Staff, Carers and Volunteers**

### **Criteria and Threshold for allegations**

When it is alleged that a person who works with children 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 or



- Behaved toward a child or children in a way that indicates she or he is unsuitable to work with children
  
- **Upon receipt of an allegation of abuse by a member of staff, including temporary staff, in a school or other educational establishment, Head Teacher/Senior Managers must immediately inform and consult with the Bradford Council's designated officer for child protection within one working day**
  
- **If the allegation is against a Head Teacher the staff member receiving it must alert the nominated governor (usually the Chair or Vice-chair) who in turn must inform and consult with the designated lead for child protection.**

The Headteacher/Senior Manager/Nominated Governor will then follow the Statutory Procedures set out by BSCB and detailed in:-

**Allegations against members of Staff, Carers and Volunteers File.**

Further information can be obtained in

Department of Education booklet entitled "Working Together to Safeguard Children 2015"

Every Child Matters change for Children in Schools DfES

Keeping Children safe in Education DfE 2016

Bradford Safeguarding Children Board

\*\* Copies available in school



# BODY MAP GUIDANCE

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

When you notice an injury to a child, try to record the following information in respect of each mark identified:

- Exact site of injury on the body e.g. upper outer arm, left cheek.
- Size of injury – approximate cm or inches.
- Approximate shape of the injury e.g. round, straight line.
- Colour of the injury – if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab?/any blistering?/any bleeding?
- Is the injury clean? Or is there grit/fluff etc?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Add any further comments as required.



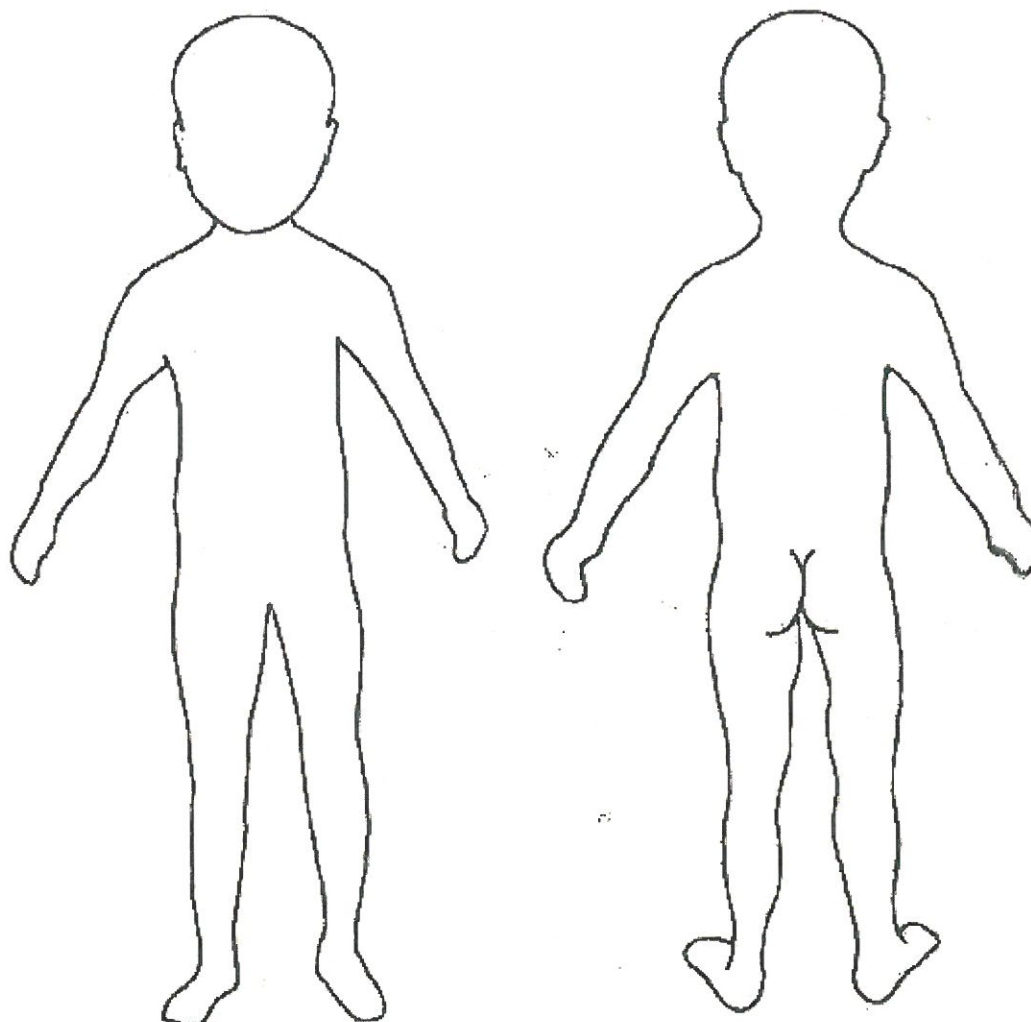
**Body Map-** To be completed at the time of the observation.

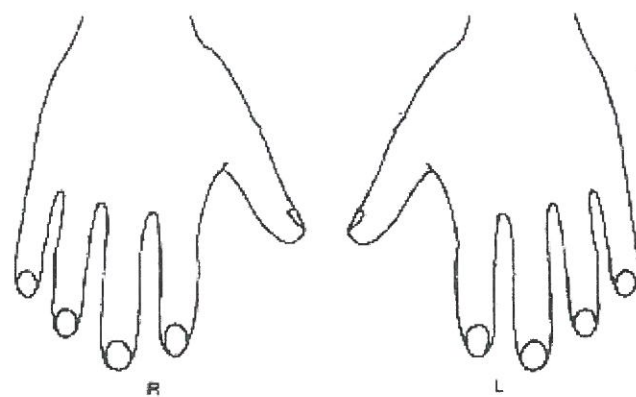
Childs Name .....

Date of Birth .....

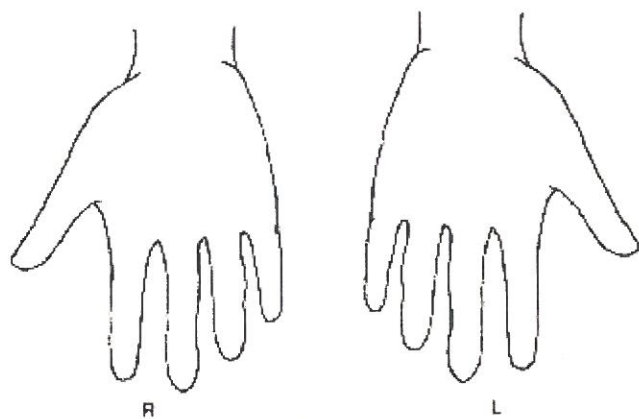
Date and time of observation .....

Name of person recording the observation .....

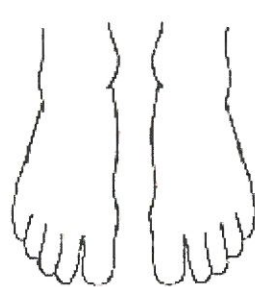




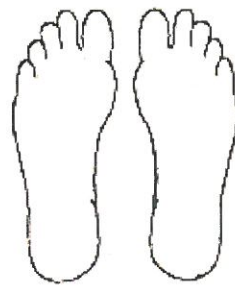
BACK



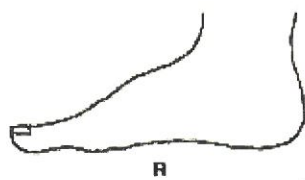
PALM



TOP



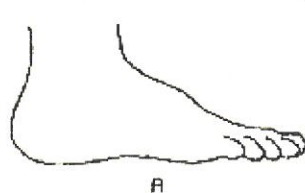
BOTTOM



INNER



INNER

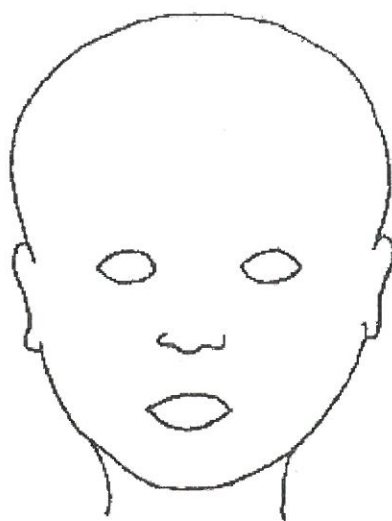


OUTER

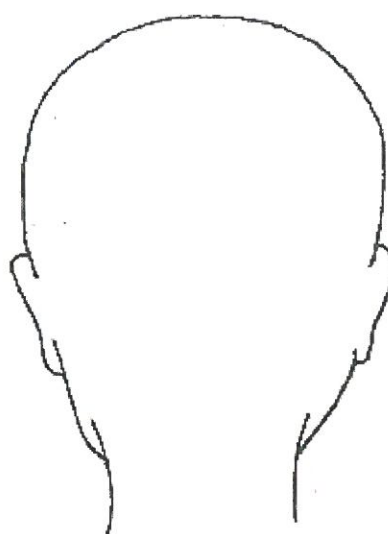


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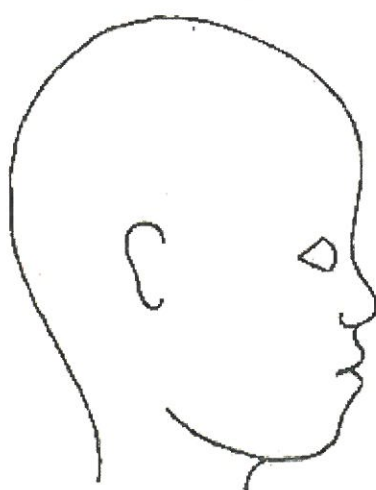




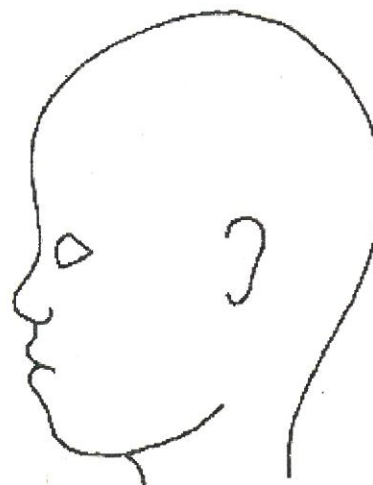
FRONT



BACK



RIGHT



LEFT