Hirst Wood Nursery and Saltaire Primary School Federation

Safeguarding and Child Protection Policy

Statutory or Non-Statutory	Statutory
Frequency of Review	Annually
Date of Review	September 2018
Next Review	September 2019
Website	Yes

Coss reference to other school policies

Hirst Wood Nursery School (HWNS) and Saltaire Primary School (SPS) recognise that a number of policies and procedures form part of the wider agenda of safeguarding and promoting children's welfare. This policy should be read in conjunction with the policies and guidance listed below:

- Staff Handbook
- Attendance Policy
- Missing child Policy
- Equality statement
- Accessibility statement
- Educational visits
- Information Sharing Advice (DfE)
- SEN and Inclusion
- Use of reasonable force (DfE)
- Administration of Medicines
- Staff induction procedures
- Staff code of conduct
- Safe working practice guidance
- Online Safety Policy
- Whistleblowing Policy
- Behaviour and anti-bullying policy
- Managing allegations against staff
- DBS and vetting policy
- Admissions statement
- Intimate care policy

The policy sets out how our schools aim to fulfil local and national responsibilities as laid out in the following documents:

- Bradford Safeguarding Children Board Procedures. Electronic version only now available on BSCB website
- Working Together to Safeguard Children (DFE March 2015)
- Keeping children safe in education (DFE September 2018) FGM, CSE and prevent
- See section 29, CTSA (2015)
- Information Sharing Advice for Safeguarding Practitioners March 2015
- Children Act 1989
- Children Act 2004
- Education Act 2002 s175
- Safeguarding Vulnerable Groups Act 2006
- Early Years statutory framework 2014
- Information sharing March 2018
- FGM Act 2003 (section 74 serious crime act 2015)
- General Data Protection Regulation 2018
- What to do if you are worried a child is being abused (HM Government 2015)
- Sexual Offences Act (2003)
- The PREVENT Duty July 2015
- Childcare Act (2006)
- UN Convention on the Rights of the Child 1989 ratified by UK in 1991
- Children Missing Education (Bradford Council, September 2017)

Definition

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

• taking action to enable all children to have the best outcomes

KCSIE 2018

Rationale

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 is always paramount. The protection of children is a shared responsibility. Failure to provide an effective response can have serious consequences for the child. All staff in school are in a unique position to identify and help abused children.

The wellbeing of children in our care takes precedence over any other consideration. The federation fully recognises all its responsibilities for child protection.

Our policy applies to all staff, governors and volunteers working in our schools. 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.

Overall Aims

To contribute to the prevention of abusive experiences in the following ways

- Clarifying standards of behaviour for staff and pupils
- Introducing appropriate work within the curriculum

- Developing staff awareness of the causes of abuse
- Encouraging pupils and parental participation in practice
- Addressing concerns at the earliest possible stage
- Being aware of the needs of vulnerable groups and individuals

To contribute to the protection of our children in the following ways
- Including appropriate work within the curriculum
- Implementing child protection policies and procedures
- Working in partnership with pupils, parents and agencies

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 PSHE 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) and Bradford Safeguarding Children's Board (BSCB) and take account of guidance issued by the Department for Education to:

- Ensure we have a Designated Safeguarding Lead (DSL) 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 DSL and their role.
- Ensure that parents and carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus and on the school's website
- Investigate the reason for absence of all children on the first day of absence.
- 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 and where there are paper copies in locked locations.
- Follow procedures if an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed in accordance with government guidelines.

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. Our schools 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. We will endeavour to support children through:

- The content of the curriculum.
- Our ethos, which promotes a positive, supportive and secure environment and gives children a sense of being valued.
- Our behaviour policies, which are aimed at supporting vulnerable pupils in the schools.
- Ensuring that children know that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse that they may have suffered.
- Liaising with other agencies that support children, such as Social Services, Child and Adult Mental Health Services (CAMHS), Education Welfare Service and Educational Psychology Service.
- Ensuring that when a child leaves our schools, if they are subject to a Child Protection Plan, their information is transferred to the new school immediately and that the child's social worker is informed.

The designated safeguarding leads (DSLs) are:

Rob Whitehead, Head of School (Lead, SPS)
Jayne Taylor, Head of School (Lead, HWNS)
Sally Stoker, Executive Headteacher (Deputy Lead, SPS & HWNS)
Tracey Liddle, SENCO, Assistant Headteacher (Deputy Lead, SPS)
Bev Jennings Early Years practitioner & Sunshine Club Coordinator

Named Child Protection Governors: Ruth Trattles (HWNS) & Emma Collingwood (SPS)

All staff will have access to this policy and sign to the effect that they have read and understood its contents.

Our role in the prevention of abuse

We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

1. The Curriculum

- Relevant issues will be addressed through the PSHE curriculum, eg. self esteem, emotional literacy, assertiveness, power, sex and relationship education, bullying, homophobic bullying.
- Relevant issues will be addressed through other areas of the curriculum, eg. circle time, English, History, Drama, RE, Art.

2. Other areas of work

- All our policies that address issues of power and potential harm, e.g. Bullying, Equal Opportunities, Handling, Positive Behaviour, need to be linked, to ensure a whole school approach.
- Our Child Protection Policy cannot be separated from the general ethos of the school, which should ensure that children are treated with respect and dignity, feel safe, and are listened to.

Our role in supporting children

We will offer appropriate support to individual children who have experienced abuse or who have abused others.

- An individual support plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, and who will be involved.
- We will ensure that the school works in partnership with parents / carers and other agencies as appropriate.

A Safe School Culture

Keeping children safe in education

All staff will be provided with a copy of Part 1 of the DfE document 'Keeping Children Safe in Education' 2018 Part 1 and Annex A, which they must read. In particular, staff must understand their individual responsibility for recognising abuse and taking action to protect a child: passing concerns on at an early stage to enable the school to offer the child and family early help; and to make a referral to social care themselves or press for re-consideration if they believe that action is not being taken to protect a child for whom they have concerns.
See:

Keeping children safe in education - GOV.UK

Children Missing in Education

The schools follows the Bradford MBC / BSCB 'Children missing from Education' procedures – see https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=50

All registers must be completed accurately twice daily using SIMS. First day contact must be made in cases where a parent/carer has not reported the reason for the child's absence. Any unauthorised absence must be reported to the local authority immediately after ten days. We will ensure that each school has at least two emergency contacts. See attendance policy for further information.

Safer Recruitment and Selection

The schools pay full regard to **Part 3 of Keeping children safe in education (DfE 2018**). Safer recruitment practice includes:

- verifying a candidate's identity. Identification checking guidelines can be found on the www.gov.uk website;
- obtaining (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity);
- obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- verifying the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;
- verifying the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then prospective employers, or volunteer managers, should follow advice on the www.gov.uk website;
- if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate (see paragraph 114 of Keeping Children Safe in Education); and
- verify professional qualifications, as appropriate.

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the welfare of pupils. Sally Stoker, Rob Whitehead, Jayne Taylor & Tracey Liddle have undertaken appropriate Safer Recruitment training and at least one will be involved in each staff appointment.

Each school maintains a complete and current Single Central Register (CSR) administered by Fiona Cressey. This securely logs all DBS records held by the school for all members of staff and volunteers.

Induction

All staff will be made be aware of systems within each school which supports safeguarding and these will be explained to them as part of staff induction. This will include:

• the child protection policy;

• the behaviour policy;

• the staff code of conduct

• the safeguarding response to children who go missing from education; and

• the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Use of Reasonable Force

All staff should observe guidelines set out in the document 'Use of Reasonable Force in Schools 2013 Reviewed 2015

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Staff support
We recognise the stressful and traumatic nature of child protection work. Support and advice is available for any member of staff from The Bradford MBC Child Protection team. **(Tel: 01274 754343)**.

Prevent Duty
All staff and visitors:

- Have a duty to protect children under the Counter Terrorism Security Act 2015
- Have a duty to report any suspicions
- Have a duty to attend all relevant WRAP training
- To work with BSCB to coordinate any referrals
- Must ensure that children are safe from terrorist and extremist material when accessing the internet
- Have a duty to promote British values
- To follow guidance outlined in the schools' Prevent risk assessment
- Staff should understand when it is appropriate to make a referral to the local authority Channel Programme

The Single Point of Contact (SPOC) for Prevent across the Federation is Sally Stoker. Any concerns or referrals related to the Prevent Duty should be discussed immediately with her.

Child Sexual Exploitation (CSE)

All staff and visitors:

- Have a duty to prevent CSE by identifying, referring and supporting victims
- Must be aware that CSE can take many forms
- Must be aware that CSE can involve children being given gifts or affection in exchange for engaging in sexual activities

Identify

Below are some of the signs that may indicate a child is a victim of CSE:

- Regularly missing school
- Often going home late
- Unexplained gifts
- New possessions
- Associating with younger people involved in CSE
- Having older boyfriends/girlfriends
- Mood swings or drastic changes in behaviour
- Inappropriate or sexualised behaviour

Refer

- Where CSE (or a risk of CSE) is suspected, staff should discuss this with the **child protection lead.** If necessary, local safeguarding procedures will then be triggered, including referral to the LA.

Honour Based Violence (HBV) including FGM, Forced Marriage and Breast Ironing

All forms of so called HBV are abuse

Female Genital Mutilation (FGM)

All school staff must:

- Be alert to the possibility that a girl is at risk of/has suffered FGM
- Know that victims of FGM typically come from communities that adopt this practice
- Be sensitive when approaching the subject of FGM with girls, as some may not know what it is
- Activate local safeguarding procedures, contact social care services or the police if you are concerned about any girls (It is a statutory duty that **teachers** report to the police where they discover that FGM appears to have been carried out on a girl under 18).

There are a range of indicators that can suggest FGM: two or more signal that a child may be at risk.

Indicators of heightened risk:

- The position of the family and their level of integration into UK society
- Any girl with relatives (mother/sister/cousin) subjected to FGM
- Any girl withdrawn from PSHE

Indicators that FGM could be imminent:

- When a female family elder from the country of origin visits
- A girl may confide about a ‘special procedure’ or ceremony to ‘become a woman’
- A girl may request help if she suspects she’s at risk

- Talk of a holiday to her country of origin or somewhere the practice is prevalent

Indicators that FGM has **taken place:**

- Difficulty in **walking, sitting,** or **standing**
- Spending **longer than normal** in the **toilet**
- Periods **away from the classroom** with bladder/menstrual problems
- Prolonged or repeated **absence** followed by **withdrawal** or **depression**
- **Reluctance** to undergo normal **medical examinations**
- **Asking for help**, **but** not being explicit about the problem
-

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

Private Fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity). There is a duty to inform the local authority if this is the case.

The schools follow the procedures outlined in 'Keeping Children Safe in Education, (2018)

If the school becomes aware that a pupil may be in a private fostering arrangement, where a child under the age of 16 is provided with care and accommodation by someone to whom they are not related in that person's home, we will notify the local authority of the circumstances so that appropriate safeguarding checks can be made.

Sexual violence and sexual harassment between children.

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes from education, when the victim may have been trafficked for the purpose of transporting drugs.

Staff training

- The Designated Safeguarding Leads will have attended the appropriate 2-day training course. Their knowledge and skills will be updated annually through appropriate refresher training.
- The school will aim to ensure all staff receive induction (see induction list) and updated INSET appropriate to their roles and responsibilities, especially staff new to the school. All staff will receive safeguarding updates at least annually. Access to training can be via the BSCB or in house training by the Designated Safeguarding Lead.
- Governors, including the Nominated Governor, will aim to have attended specific training on their role, updated regularly.
- Training completed will be recorded by the school; a print out of the school's training history can be obtained from the Designated Safeguarding Lead or CPD co-ordinator.

In-school procedures for protecting children

1. **All staff and visitors will be:**

- Subject to Safer Recruitment processes and checks whether new staff, supply staff, contractors, volunteers etc.
- Expected to behave in accordance with the staff Code of Conduct and the guidance provided in relevant government documents.
- Familiar with the Federation Safeguarding and Child Protection Policy including issues of confidentiality.
- Alert to signs and indicators of possible abuse. See **Appendix One** for current definitions of abuse and examples of harm.
- Expected to sign in and/or show official proof of identity before gaining access to the school.
- Expected to wear identification at all times.
- Required to sign and to say they have received, read and understand their duties as outlined in part one of 'Keeping Children Safe in Education'.

2. **All staff and visitors must:**

- Record a cause for concern, which is not a child protection issue, on CPOMS (Child Protection Online Monitoring System) and link other staff as appropriate. This is important in building a picture of the child's story over time.

- Deal with a disclosure of abuse from a child in line with Bradford MBC and BSCB procedures. These must be passed to one of the Designated Staff immediately, followed by a written account as outlined in staff training.
- Be involved in ongoing monitoring and recording to support the implementation of individual education programmes and interagency child protection and child support plans.

3. Designated Staff and Confidential Information

- Four members of senior staff across the Federation are Designated Safeguarding Leads (DSLs). Rob Whitehead and Jayne Taylor are the Lead Designated Safeguarding Lead within each school. Sally Stoker is Deputy Safeguarding Lead and Single Point of Contact (SPOC) for Prevent incidents. Tracey Liddle (SPS) is Deputy Safeguarding Lead with a responsibility for Looked After Children. They are responsible for co-ordinating child protection in the schools.
- Where the school has concerns about a child, the DSLs will decide what steps should be taken. See flowchart page 21.
- Child Protection information needs to be dealt with in a confidential manner. A written record will be made of what information has been shared with who, and when. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to deal with an individual child and /or family.
- CPOMS will be used by all staff to monitor incidents and alert other members of staff.
- Any hard copies of child protection records will be stored securely in a central place separate from academic records. They should be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation.
- Access to these by staff other than the DSLs will be restricted, and a written record will be kept of who has had access to them and when.
- Parents should be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents should be in line with any home school policies and give due regard to which adults have parental responsibility.
- Do not disclose to a parent any information held on a child, if it would put the child at risk of significant harm.
- If a pupil moves from our school, child protection records will be forwarded onto the new school, with due regard to their confidential nature. Contact between the two schools may be necessary, especially on transfer from nursery to primary school and primary to secondary school. We will record where and to whom the records have been passed, and the date.

4. The Governing Body

The Education Act 2002 (Implemented June 2004) states: 'The Governing body of a maintained school shall make arrangements for ensuring that their functions relating to the

conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.'
'In considering such arrangements they shall, "have regard to any guidance given… by the Secretary of State."

The Governing Body ensures that the school:-

- Has a Child Protection Policy & procedures in accordance with LA / BSCB guidelines
- Operates safe recruitment procedures and ensures appropriate checks are carried out on all new staff and volunteers (see – **Keeping children safe in education (**DFE September 2018)
- Has at least one senior member of the school's leadership team designated to lead on Child Protection issues and at least one DSL

The Governing Body also ensures that:

- DSLs have appropriate refresher training every two years
- All staff who work with children undertake training at least annually and that temporary staff and volunteers are made aware of the school's arrangements for Child Protection and their responsibilities as set out in the 'Child Protection Procedures Flowchart (See Appendix 4).

The Governing Body remedies any deficiencies or weaknesses brought to its attention without delay and:

- Has procedures for dealing with allegations of abuse against staff/volunteers
- Nominates a member of the governing body (usually the Chair) to be responsible for liaising with the LA/partner agencies in the event of allegations of abuse being made against the Headteacher

Reviews its policies/procedures annually and provides information to the LEA about them.

Early Help

All staff should be aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

The local authority has an early help strategy to ensure that problems for children and families are identified early and responded to effectively as soon as possible. The aim is to ensure problems do not escalate to become more acute, and more costly, to the detriment of children and families, by investing in effective community services and multi-agency coordination.

Any member of staff who thinks a child or their family might benefit from early help should discuss their concerns with a DSL.

1. Involving parents / carers

- In general, we will discuss concerns with parents/carers before approaching other agencies and will seek their consent to make a referral to another agency. Appropriate staff will approach parents / carers after consultation with the DSL. However, there may be occasions when school will contact another agency **before** informing parents / carers, if the school decides that contacting them may increase the risk of significant harm to the child. Where there are any issues relating to parental responsibility, guidance will be taken from 'Understanding and dealing with issues relating to parental responsibility' (January 2016)

2. Multi-agency work

- We work in partnership with other agencies in the best interests of the children. Therefore, school will, where necessary, liaise with the school nurse and doctor, and make referrals to Social Care Services. Referrals should be made, by the Designated Staff, to the central Local Authority duty & assessment team. Where a child already has a social worker, the referral should indicate that fact and the social worker should also be informed. Reference to 'Bradford's Threshold of Need' (2010) is made when making a referral.
- We will co-operate with Social Care Services where they are conducting child protection enquiries. Furthermore, school will endeavour to attend appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- We will provide written reports as required for these meetings. If school is unable to attend, a written report will be sent.
- Where a child in school is subject to an inter-agency child protection plan, school will contribute to the preparation, implementation and review of the plan, as appropriate.

Sharing Information

If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children. The Data Protection Act 2018 and General Data Protection Regulation (GDPR) does not preclude this in any way.

Procedures in the event of an allegation against a member of staff or person known in the school

These procedures should be used in any case in which it is alleged that a member of staff, visiting professional or volunteer has:

a. behaved in a way that has harmed a child or may have harmed a child;
b. possibly committed a criminal offence against or related to a child;
c. behaved towards a child or children in a way that indicates they may pose a risk of harm if they work regularly with children.

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children. All potential allegations will be notified **immediately** to Local Area Designated Officer (LADO) (01274 385617) in line with 'Keeping Children Safe in Education' (DfE, September 2018) and BSCB procedures www.bscb.org.uk

If it comes to our attention that a member of staff providing early years education or childcare, or later years childcare, is disqualified under the Childcare Regulations 2009, we will remove that person from childcare immediately. We will seek advice from HR, LADO or BSCB on next steps. We recognise that suspension may be necessary, however if possible, we will always consider alternatives, such as deployment to another role while the employee seeks a waiver from Ofsted.

Whistle-blowing

Whistle-blowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. **It is important that you understand the whistle-blowing procedures of your school and who to talk to if you have a concern about another adult.** Further details can be found in the Whistle-blowing Policy.

Children with additional needs

Saltaire Primary School and Hirst Wood Nursery School recognise that while all children have a right to be safe, some children *may* be more vulnerable to abuse eg. those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc. **(Safeguarding Vulnerable Groups Act 2006).**

Staff should be aware that these pupils may have additional barriers if disclosing abuse and should seek advice from a DSL if they require support in managing these disclosures.

Appendix One

Definitions and indicators of 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 may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

('Working together to safeguard children', **September 2018)**

Neglect

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 and clothing, shelter (including exclusion from home or abandonment), failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision (including the use of inadequate care-givers), or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Examples which **may** indicate neglect (it is not designed to be used as a checklist):
Hunger
Tiredness or listlessness
Child dirty or unkempt
Poorly or inappropriately clad for the weather
Poor school attendance or often late for school
Poor concentration
Affection or attention seeking behaviour
Untreated illnesses/injuries
Pallid complexion
Stealing or scavenging compulsively
Failure to achieve developmental milestones, for example growth, weight
Failure to develop intellectually or socially
Neurotic behaviour

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Examples which **may** indicate physical abuse (it is not designed to be used as a checklist):
Patterns of bruising; inconsistent account of how bruising or injuries occurred

Finger, hand or nail marks, black eyes
Bite marks
Round burn marks, burns and scalds
Lacerations, wealds
Fractures
Bald patches
Symptoms of drug or alcohol intoxication or poisoning
Unaccountable covering of limbs, even in hot weather
Fear of going home or parents being contacted
Fear of medical help
Fear of changing for PE
Inexplicable fear of adults or over-compliance
Violence or aggression towards others including bullying
Isolation from peers

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Examples which **may** indicate sexual abuse (it is not designed to be used as a checklist):
Sexually explicit play or behaviour or age-inappropriate knowledge
Anal or vaginal discharge, soreness or scratching
Reluctance to go home
Inability to concentrate, tiredness
Refusal to communicate
Thrush, Persistent complaints of stomach disorders or pains
Eating disorders, for example anorexia nervosa and bulimia
Attention seeking behaviour, self mutilation, substance abuse
Aggressive behaviour including sexual harassment or molestation
Unusually compliant
Regressive behaviour, Enuresis, soiling
Frequent or open masturbation, touching others inappropriately
Depression, withdrawal, isolation from peer group
Reluctance to undress for PE or swimming
Bruises, scratches in genital area

Emotional abuse

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent 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 involve 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 the child's developmental capability, as well as over-protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child though it may occur alone.

Examples which **may** indicate emotional abuse (it is not designed to be used as a checklist):
Over-reaction to mistakes, continual self deprecation
Delayed physical, mental, emotional development
Sudden speech or sensory disorders
Inappropriate emotional responses, fantasies
Neurotic behaviour: rocking, banging head, regression, tics and twitches
Self harming, drug or solvent abuse
Fear of parents being contacted
Running away
Compulsive stealing
Masturbation, Appetite disorders - anorexia nervosa, bulimia
Soiling, smearing faeces, enuresis

Responses from parents

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

Appendix Two

Dealing with a disclosure of abuse

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why. Staff should never promise a child that they will not tell anyone about an allegation- as this may ultimately not be in the best interests of the child.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. At SPS, use CPOMS (Child Protection Online Monitoring Service) to record the conversation. At HWNS use the appropriate form to record your concerns – pass this on to the DSL.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and to make time to talk.

Immediately afterwards:

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to social services without delay, by the Headteacher / Designated Person using the correct procedures.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Teacher or Head teacher; alternatively the **Bradford Education Social Work Service.**

Appendix Three

Allegations against a member of staff or volunteer

Inappropriate behaviour by staff/volunteers could take the following forms:

- **Physical** includes, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- **Emotional** includes, for example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, disability or sexuality.
- **Sexual** includes, for example, sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.
- If a child makes an allegation against a member of staff, visitor or volunteer the Head teacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head teacher should not carry out the investigation itself or interview pupils. As part of this initial consideration, the Head teacher should consult with the education personnel section who will then contact the Local Authority Designated Officer (LADO) on 01274 439330.
- The consultation between school, personnel and the LADO will determine the need for further investigation. Only if the allegation is demonstrably false or trivial would further investigation not be warranted. A Strategy Meeting is usually held to determine the mechanics of the investigation, and to address such issues as who will interview the child/ren, informing the staff member, informing parents, the need or not for suspension, and to what extent disciplinary or criminal procedures need to be invoked alongside any child protection procedures (where more than one set of procedures is invoked, child protection procedures take precedence, to ensure the best interests of the child are catered for).
- Where the allegation has been made against the Headteacher, the abuse should be reported to the Chair of Governors, who in turn should report it to the LEA and follow its procedures. For details of the inter-agency procedures, refer to **BSCB Procedures May 2010 (www.bscb.org.uk)**
- Where the allegation has been made against the Headteacher, the abuse should be reported to the **Chair of Governors** who in turn should report it to the LEA and follow its procedures. For details of the inter-agency procedures, refer to **BSCB Procedures May 2010 (www.bscb.org.uk)**

Appendix Four

Role of the designated safeguarding lead

The governing body will appoint a senior member of staff, from the school to the role of designated safeguarding lead. The designated safeguarding lead will take lead responsibility for safeguarding and child protection. This should be explicit in the role-holder's job description. They will be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and to support other staff to do so – and to contribute to the assessment of children.

Deputy designated safeguarding leads

Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required;

Work with others

The designated safeguarding lead is expected to:

- liaise with the Executive Headteacher to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- as required, liaise with the "case manager" (as per part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Training

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

The designated safeguarding lead should undertake Prevent awareness training.

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

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school 's protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

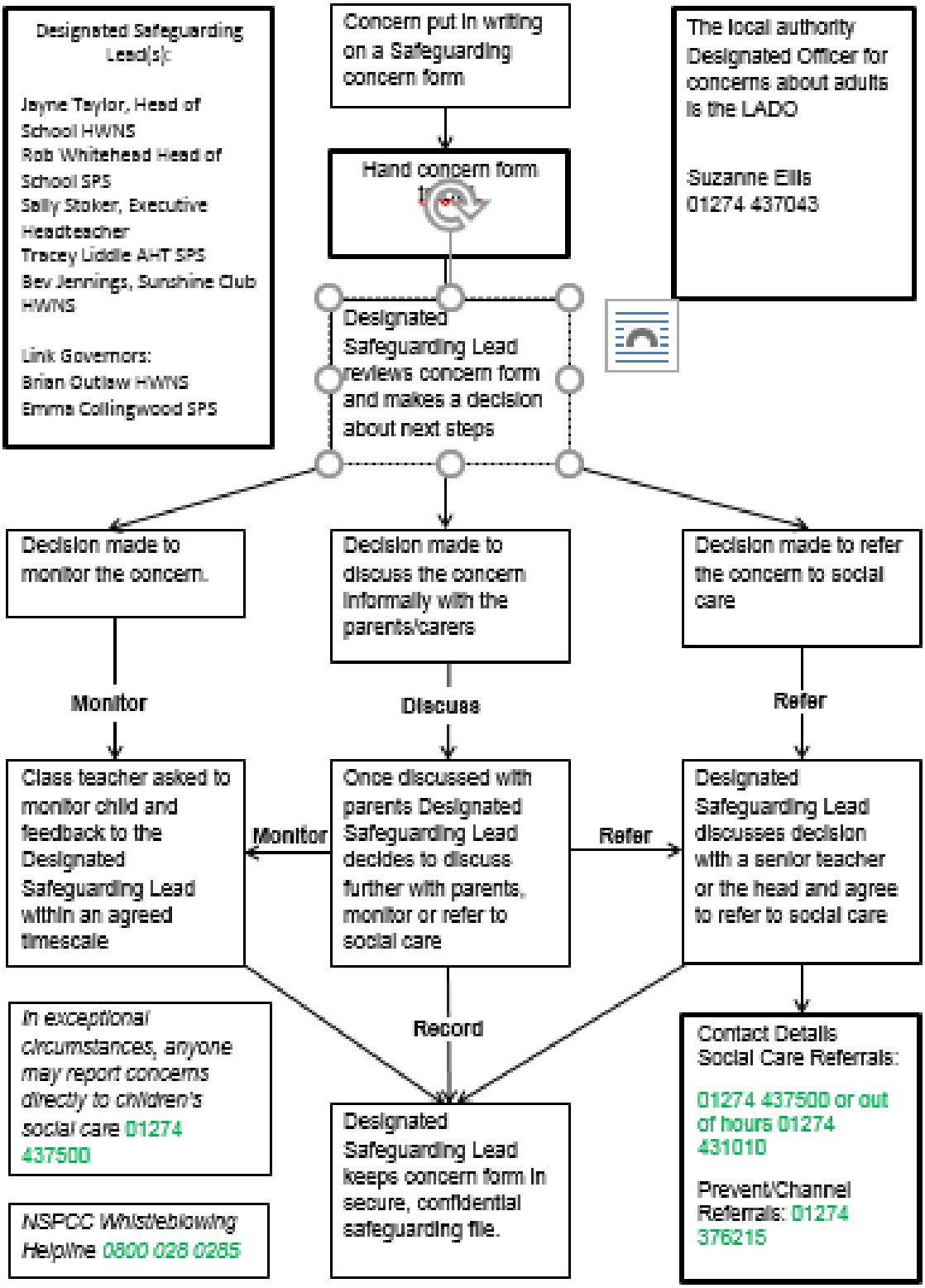
The designated safeguarding lead (and any deputies) should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or a deputy) would be expected to be available in person, in exceptional circumstances availability via phone is acceptable.
duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Appendix Five

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



Appendix Six

City of Bradford MDC
www.bradford.gov.uk

Child Protection Procedures Flow Chart January 2017

On discovery or suspicion of child abuse
If in doubt – ACT

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Inform your Designated Safeguarding Lead (DSL)
……

Who should then take following steps

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Where it is clear that a Child Protection Referral is needed contact Children's Initial Contact Point without delay **Tel No 01274 437500**
Out of hrs Emergency Duty Team **Tel No 01274 431010**
Named Persons may also seek advice from the Education Social Work Service **Tel 01274 439651**

↓

If you are asked to monitor the situation, make sure you are clear what you are expected to monitor, for how long and how and to whom you should feedback information to.

↓

Remember **always make and keep a written record of all events and action taken, date and sign each entry to this record. Keep records confidential and secure and separate from the child's curriculum file.**

↓

Ensure immediate completion and dispatch of the Common Child Protection Referral form. This form can be accessed here
Retain a copy in school. Send copies to:

- Children's Social Care
- Principal Education Social Worker Margaret McMillan Tower, Princes Way, Bradford BD1 1NN

USEFUL TELEPHONE NUMBERS
Children's Social Care Initial Contact Point: 01274 437500
Emergency Duty Team: 01274 431010
Education Social Work Service: 01274 439651
Police**:** Javelin House, Child Protection Unit: 01274 376061