



# Lidget Green Primary School

## Safeguarding and Child Protection Policy

Last approved by the Governing Body on:

Approved by the governing body on: 11<sup>th</sup> October 2022 \_\_\_\_\_

To be reviewed on: October 2023 \_\_\_\_\_

Signed on behalf of the governing body: \_\_\_\_\_  


NB. This guidance will be retained for a period of 7 years from replacement.

Version / Dated:

This policy should be read in conjunction with the following school documents and policies, which contain further information on specific aspects of Child Protection and Safeguarding:

Online Safety policy  
Acceptable Use contract (Induction)  
Behaviour policy (Induction)  
Anti bullying policy  
Health, Safety and Welfare policy (Induction)  
Confidentiality policy (Induction)  
Manual Handling policy  
Physical Restraint policy  
Procedures for accessing risk  
Safer recruitment policy  
Prevent Policy  
Code of conduct for staff (Induction)  
Staff training file  
Intimate Care Policy  
Whistleblowing Policy  
Children Missing Education Policy  
Lost Child Procedure

and with the following National and Local documents:

Bradford Safeguarding Partnership Procedures  
Working Together to Safeguard Children (DFE July 2018 updated July 2022 )  
Keeping children safe in education (DFE September 2022) which includes guidance on  
FGM, Child Exploitation, Prevent and all forms of abuse  
Governance Handbook  
Children Act 1989 and 2004 amendment  
Education Act 2002 s175  
Safeguarding Vulnerable Groups Act 2006  
Early Years statutory framework 2021  
Information sharing July 2018  
The Prevent Duty (DfE 2015)  
FGM Act 2003 (section 74 serious crime act 2015)  
Multi-agency statutory guidance on female genital mutilation (DfE 2016)  
The Rehabilitation of Offenders Act 1974  
Safeguarding Vulnerable Groups Act 2006  
2018 Childcare Disqualification Regulations  
Dealing with allegations of abuse against teachers and other staff

This policy is reviewed: **annually** by **the Governing Body**

This policy is shared with staff: **on Induction and annually thereafter**

This policy is based on the principles that:

- All children have the right to be treated with respect and protected from harm to their physical and mental health.
- Schools can make an important contribution to the prevention of abuse.
- Children, including those who may have experienced abuse, need information and support which meets their individual needs.
- All members of the school community are confident that any concerns they have will be listened to and acted upon and that they know how to report and record these concerns.

We aim to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's physical and mental welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

### Named personnel with Designated Responsibility for Safeguarding

Academic year	Designated Safeguard Lead	Deputy Designated Safeguard Lead	Nominated Governor	Chair of Governors
2022 - 2023	<p>Philippa Tomlinson (Deputy Head) Named Person</p> <p>Christine Moran (Head Teacher) Named Person</p>	<p>Afshan Hassan (Assistant Head Teacher) DDSL SENCO Named Person</p> <p><b>Named Persons</b> Emma Kitson (Inclusion Manager)</p>	Deirdre Bailey	Deirdre Bailey

Useful contacts (these details can also be found under safeguarding on our website).

- Children's Social Services Initial Contact Point on **01274 435600**
- Social Services Emergency Duty Team on **01274 431010**
- If you believe a child is at **IMMEDIATE RISK OF HARM**, contact the police on **999**
- For general enquiries, please contact Children's Services on **01274 435600**
- <https://www.saferbradford.co.uk/>

## **CONTENTS**

	<b>Page</b>
<b>Introduction</b>	5
<b>School Commitment</b>	5/6
<b>Providing a Safe and Supportive Environment</b>	7
1. Safer Recruitment and Selection	7
2. Safe Practice	7
3. Safeguarding Information for Pupils	8
4. Partnership with Parents	8
5. Partnership with Others	8
6. School Training and Staff Induction	9
7. Support, Advice and Guidance for Staff	9
8. Related School Policies (inc. Children Missing from Education)	9
9. Pupil Information & CPOMS	9
10. Confidentiality	10
<b>Roles and Responsibilities</b>	10
<i>Governing Body</i>	10
<i>Headteacher</i>	10
<i>Designated Safeguarding Lead team</i>	10
<i>All Staff and Volunteers</i>	12
<b>Identifying Children who are suffering or likely to suffer Significant Harm</b>	13
Definitions	
<b>Taking Action to Ensure that Children are Safe at School and at Home</b>	16
1. Staff will immediately report	16
2. Responding to Disclosure	16
3. Action by Designated Senior Person	17
4. Action following a Child Protection referral	18
5. Recording and Monitoring	18
6. Supporting the Child and Partnership with Parents	19
<b>Allegations regarding person(s) working in or on behalf of school</b>	20
<b>Appendix A: Child Protection Procedures Flow Chart</b>	21
<b>Appendix B: Child Missing Education Procedures Flow Chart</b>	22
<b>Appendix C: Ten Point Safeguarding Reminder</b>	23

## INTRODUCTION

Lidget Green Primary School Co-operative Learning Trust recognises its legal duty under s175 of the Education Act 2002 and the 1989 Children Act, and takes seriously its responsibility to protect and safeguard the interests of all children. The school recognises that effective child protection work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations.

These procedures aim to provide a framework, based on the Statutory Guidance in the document **Keeping Children Safe in Education (September 2022)** which ensures that all practice in the area of child protection is consistent with stated values and procedures that underpin all work with children and young people.

This document also seeks to make the professional responsibilities clear to all staff to ensure that statutory and other duties are met in accordance with Bradford Safeguarding Partnership's requirements and procedures.

## 3. Definitions

**Safeguarding and promoting the welfare of children** means:

- Protecting children from maltreatment
- Preventing impairment of children's physical and mental 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

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Annex A of KCSIE Part 1 explains the different types of abuse.

**Neglect** is a form of abuse and 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. Annex A of KCSIE Part 1 defines neglect in more detail.

## THE SCHOOL'S COMMITMENT TO SAFEGUARDING AND CHILD PROTECTION

Due to the many hours of teaching and care we provide, school staff may be the first people to sense that there is a problem. They may well be the first people in whom children confide about abuse. We have a duty to be aware that abuse does occur in our society and the forms that this may take; we must also be aware that abuse can take place in many different places, including online or in the wider community. Our prime responsibility is the welfare and well-being of all children in our care. As such we believe we have a duty to the children,

parents/carers and staff to act quickly and responsibly in any instance that may come to our attention, regardless of how the situation came to our attention.

This policy lays out the procedures that will be followed if we have any reason to believe that a child in our care is subject to any sort of physical, sexual or emotional abuse, or neglect regardless of context. Our actions are based on the understanding that:

- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded.
- Each child is unique. Action taken by child welfare organisations should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs.
- Children, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances.
- Each child has a right to be consulted about actions taken by others on his/her behalf. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings.
- Individual family members must be involved in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare.
- Open-mindedness and honesty must guide each stage of assessment and of operational practice. The strengths of individual family members, as well as their needs, should be given due consideration.
- Personal information is usually confidential. It should only be shared with the permission of the individual concerned, unless the disclosure of confidential personal information is necessary in order to protect a child. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child; the level of information shared should be appropriate to the child's need for support.
- Professionals should be aware of the effects of outside intervention upon children, and on their family life, and the impact and implications of what they say and do.
- Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms.
- Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation.
- Early intervention – Early Help - in providing support services under Section 17 of the Children Act (1989) is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children.

## PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

### 1. Safer Recruitment and Selection

The school pays full regard to current DfE guidance in **Keeping Children Safe in Education**. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including volunteers and contractors' staff.

Our safer recruitment practice is in line with the requirements and recommendations made in Part 3 of **Keeping Children Safe in Education and** includes:

having a statement in our recruitment materials that makes clear our commitment to safeguarding and promoting the welfare of children, and informs prospective candidates that safeguarding checks will be undertaken, including online searches;

outlining safeguarding responsibilities of the post in the job description and personal specification;

ensuring all candidates for a post submit an application form even if a CV has been enclosed;

scrutinizing application forms to ensure short-listed candidates understand the nature and responsibilities of the post;

making applicants aware that it is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children;

shortlisted candidates being asked to complete a Ministry of Justice self-declaration of their criminal record or information that would make them unsuitable to work with children;

a minimum of two people being involved in shortlisting and interviewing applicants;

verifying identity and academic or vocational qualifications;

obtaining professional references;

checking previous employment history, including periods when not employed;

investigating other concerns;

and ensuring that a candidate has the health and physical capacity for the job.

Senior leaders and Governors have undertaken Safer Recruitment training; at least one of these people will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

In line with statutory duties, the following will apply:

- we will maintain an up to date single central record detailing the range of checks carried out on our staff and volunteers
- we obtain a DBS Enhanced Disclosure for all new appointments to the school workforce before the appointment is confirmed; if the successful candidate has lived or worked abroad, further checks may be made in line with guidance in Keeping Children Safe in Education Part 3, Safer Recruitment
- we obtain confirmation of identity, appropriate checks and on-going training for supply staff from their agencies
- where possible, contractors whose staff have DBS checks are used. Where this is not

possible, appropriate measures are taken to supervise workers without a current DBS. Similarly, occasional visitors to the school who do not have DBS certificates are supervised appropriately.

## **2. Safe Practice**

All staff and governors are provided with an up-to-date copy of **Keeping Children Safe in Education part 1** on induction and relevant annexes and updates; they are asked to sign that they have read and will follow the guidance given. In addition, Governors are required to have a specific safeguarding induction, as are all staff, and to attend annual update training. Our school also complies with the current Safe Practice guidance. Safe working practice helps to ensure that pupils are safe because all staff:

- are aware of and abide by the school's code of conduct
- are responsible for their own actions and behaviour and avoid any conduct which would lead any reasonable person to question their motivation and intentions
- work in an open and transparent way
- work with other colleagues where possible in situations that may be open to question
- discuss and/or take advice from the DSL team over any incident which could give rise to concern
- record any incidents or decisions made
- apply the same professional standards regardless of gender or sexuality or any other protected characteristic
- are aware of and abide by the school's confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

## **3. Safeguarding Information for pupils**

The school is committed to ensuring that pupils understand what constitutes unacceptable behaviour towards them and how they can keep themselves safe, through our PSHE and Relationships education. All pupils know that we have staff with particular responsibility for child protection and know who this is. We tell pupils how to seek help from adults, both in and out of school, of their right to be listened to and heard, and what steps can be taken to protect them from harm.

We will ensure that pupils are made aware that information can be found on various websites and that links to these sites can be found on our school website.

Issues related to safeguarding are addressed through the PSHE curriculum, for example: relationship and sex education, self-esteem, emotional literacy, assertiveness and the role of power in relationships, and Child-on-Child abuse, including bullying of any sort and, at a level appropriate to their age, sexual violence and harassment.

The threats and dangers that stem from the use of the internet are addressed through both PSHE and the Computing curriculum. We teach about Online Safety using UKCIS's

ProjectEvolve, take part in Safer Internet Day and ensure safety messages are reinforced at every opportunity.

Other relevant issues will be addressed through curriculum areas such as English, History, Drama, RE and Art.

Pupils have the opportunity to share and discuss their views, opinions and concerns at a general level in PSHE lessons, school council, circle time, pupil questionnaires and in informal discussions with adults. Adults involved in these discussions listen carefully and give further opportunities to children to talk privately if they feel this may be helpful to the child. Adults also know that they should listen very carefully to children and seek further advice if they have any concerns about what a child is saying to them

#### **4. Partnership with Parents**

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. Information such as guidance about online safety and school safety initiatives is sent to parents at regular intervals via ClassDojo. If an issue has arisen with individuals or groups of pupils, parents are given the necessary support to help them protect their children at home.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child's physical or mental health.

Lidget Green Primary will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm

We encourage parents to discuss any concerns they may have with our DSL team or class teachers. We make parents aware of our policy through our website and at parents' meetings.

#### **5. Partnerships with others**

We know that it is essential to establish positive and effective working relationships with other agencies in the Bradford Safeguarding Partnership. We work closely with social services, health services and the Local Authority. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

#### **6. School Training and Staff Induction**

All staff (including temporary staff and volunteers) are provided with this, and other relevant policies, and informed of school's child protection arrangements on induction.

The Designated Safeguarding Lead and DSL deputies undertake child protection training and training in inter-agency working, (provided by the Bradford Safeguarding Partnership) and refresher training at 2 yearly intervals.

All other school staff, including non-teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at yearly intervals.

All staff also receive training, information and guidance on specific aspects of child protection, including but not limited to, Child Sexual and Criminal Exploitation, Online Safety, the Prevent Strategy, Contextual Safeguarding and Extra-Familial Harm, Female Genital Mutilation and Child-on-Child Abuse, in line with the guidance contained in Keeping Children Safe in Education.

## **7. Support, Advice and Guidance for Staff**

Information and advice is available from the DSL team. Staff all have access to a digital safeguarding folder on the school's GDrive (Teachers' Drive; \*\*2022 2023 Staff Safeguarding Folder) containing written guidance published by the Government and the Local Authority, and school policies related to safeguarding. Further information is available in the staffroom, on our school website and on our .

## **8. Attendance and Children Missing Education**

Monitoring children's attendance is a vital part of safeguarding; where children are absent from school without a message about their absence, parents are contacted before 10.00 am to ensure that the child's whereabouts and well-being is known.

Where children are absent and we cannot contact parents we make home visits and continue to attempt to contact parents, including speaking to known friends and neighbours of the family. If contact still cannot be made after twenty days or if it is obvious that the house is empty, we refer the child to the Local Authority as a Child Missing Education.

## **9. Confidentiality**

Information that would normally be deemed to be private must be shared with police and social services where the child/young person is or may be at risk of harm; parents must be informed that this information has been shared unless to do so may cause the child further harm.

Within school, information is shared in a way that protects an individual's right to privacy but allows relevant staff to be a part of a child's support network.

## **10. Pupil Information and CPOMS**

The school operates a system in which all parents can be contacted immediately by mobile phone or email. For this to work effectively the school needs to keep up to date and accurate information on families which helps us to keep children safe and provide appropriate care for them. The school keeps the following details, which is shared with staff on a 'need-to-know' basis.

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above) including mobile numbers and email addresses where available
- emergency contact details (if different from above)
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been subject to a Child in Need or Child Protection Plan or has Early Help support from outside agencies
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child, including historic information provided by previous settings and schools

We use CPOMS - the Child Protection Online Monitoring System - a software application for monitoring child protection, safeguarding and other pastoral and welfare issues.

Every member of staff is able, and has a duty to, report any concerns which they may have. CPOMS records this information centrally and alerts the DSL team immediately; in collating this information, it allows us to identify concerns about a pupil that might otherwise not be noted and to record incidents and actions taken.

## **Roles and Responsibilities**

### ***The Governing Body will ensure that:***

- there is a Named Governor for Safeguarding who will take the lead in ensuring that all aspects of safeguarding are in line with Government requirements as outlined in KCSIE, including the duty of Governors to read the KCSIE document in full.
- new Governors have a safeguarding induction to ensure their understanding of their important strategic role, as well as their legislative responsibilities, and those set out by their local multi-agency safeguarding arrangements, and that this is regularly updated.
- the school has a child protection and safeguarding policy and procedures in place that are in accordance with the Working Together to Safeguard Children document, local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the school has procedures for dealing with allegations of abuse against staff, including supply staff, and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- the school has procedures for dealing with any member of staff, including supply staff or volunteer who has behaved, or may have behaved, in a way that indicates they may not be suitable to work with children;

- the school has a Designated Safeguarding Lead and named staff to deputise in this role so that a member of the team is always available during school hours;
- they read the full DSL job description in Annex C so they can properly understand and support the DSL role
- the DSL has adequate time and resources to perform the role effectively
- all staff regularly undertake appropriate child protection training;
- they understand that Online Safety is a central theme in the school's approach to safeguarding
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate
- they review their policies and procedures on a regular basis

***The Headteacher will ensure that:***

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities;
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children;
- such concerns, including low level concerns, are addressed sensitively and effectively in a timely manner and appropriate records kept
- staff are aware of their right and responsibility to question and challenge the Headteacher and DSL team about their actions in response to any concerns submitted, understanding that such actions may be confidential to the parties involved
- staff understand the whistle blowing policy

***The Senior Member of Staff with Designated Responsibility for Child Protection will:***

- work with the SLT, colleagues and external agencies to ensure that safeguarding is at the heart of the school ethos and that all staff are supported in knowing how to recognise and respond to potential concerns
- keep knowledge and skills up to date via online training, e-bulletins, opportunities to network with other DSLs, and attend locally arranged briefings.
- understand the referral and assessment process for early help and intervention
- manage referrals to external agencies where appropriate, oversee the support given within school to vulnerable children and their families, and keep detailed, accurate and

secure written records of safeguarding concerns. These records are confidential and should be kept separately from pupil records. They should include a chronology of concerns, referrals, meetings, phone calls and emails

- where children leave the school or college, ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure delivery and confirmation of receipt should be obtained
- work with the governing body to ensure the school's child protection policy is updated and renewed annually and that all members of the school community have access to it and understand it
- arrange staff training and provide regular briefings and updates at staff and governor meetings to help ensure that everyone is kept up to date on latest policy developments and reminded of their responsibilities
- ensure that parents are aware of the policy and the steps the school may take if there are concerns about abuse or neglect
- link with the Bradford Safeguarding Partnership to keep up to date with training opportunities and the latest local policies
- to liaise with the Headteacher regarding enquiries under S47 of the Children Act 1989, and police investigations
- understand that the role of the appropriate adult is to safeguard the interests, rights, entitlements and welfare of children and vulnerable people who are suspected of a criminal offence, by ensuring that they are treated in a fair and just manner and are able to participate effectively in police investigations

***All staff and volunteers will:***

- understand that they have an important role to play in safeguarding children in school and in the local community, including monitoring children's attendance and supporting the Early Help process
- fully comply with the school's policies and procedures
- attend appropriate training
- inform the designated person of any concerns in person and on CPOMS

## **IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM**

Appendix A of Keeping Children Safe in Education (2022) gives guidance regarding the definition and nature of all types of and all school staff are expected to read this and act in accordance with it.

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The

relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

## Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18<sup>th</sup> birthday.

**Harm** means ill-treatment or impairment health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical, including emotional abuse, neglect and online abuse.

**Abuse and Neglect** are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family, in an institutional or community setting or online, by those known to them, or 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. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.

**Sexual Abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

**Emotional Abuse** is the persistent emotional maltreatment 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 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 overprotection 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 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.

**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)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caretakers)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Online Abuse** is any type of abuse that happens on the internet. It can happen across any device that's connected to the web - computers, tablets, games consoles and mobile phones. - and can happen via any online platform, including: social media; text messages and messaging apps; emails; online chats; online gaming and live-streaming sites. Children can be at risk of online abuse from people of any age who may be people they know or strangers. It might be part of other abuse which is taking place offline, like bullying or grooming or may only happen online. The abuse may take the form of bullying, emotional abuse, criminal and sexual abuse or exploitation in many forms, including grooming and sexting,

A further risk to children's well-being is using web-sites, apps or games that are not age-appropriate.

## **Prevent Duty**

The Prevent duty is the duty in the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.

All staff and volunteers have a duty to:

- protect children under the CTSA act 2015
- report any suspicions
- attend all relevant Workshop to Raise Awareness of Prevent (WRAP) training
- work with BRADFORD SAFEGUARDING PARTNERSHIP to coordinate any referrals
- ensure that children are safe from terrorist and extremist material when accessing the internet
- promote British values
- follow guidance outlined in the schools Prevent risk assessment

Staff should understand when it is appropriate to make a referral to the local authority to the Channel Programme

## **Child Sexual Exploitation (CSE)**

All staff and volunteers have a duty to:

- prevent CSE by identifying, referring and supporting victims
- be aware that CSE can take many forms, can happen in many different contexts and can be perpetrated by adults or other children
- be aware that CSE can involve children being given gifts or affection in exchange for engaging in sexual activities
- be aware of signs that may indicate a child is a victim of CSE,

### **Child Criminal Exploitation (CCE)**

Criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks groom and exploit children to sell drugs. Often these children are taken to different areas of the country where they are isolated from friends and family. It is vital that these children are recognized as victims of organized crime rather than as individual perpetrators.

All staff and volunteers have a duty to:

- prevent CCE by identifying, referring and supporting victims
- be aware that CCE can take many forms, can happen in many different contexts and can be perpetrated by adults or other children
- be aware of signs that may indicate a child is a victim of CCE

Where Child Exploitation is suspected – either sexual or criminal - staff should discuss this with the designated senior person. If necessary, local safeguarding procedures will then be triggered, including referral to the LA. The LA and other authorities will then handle the matter to conclusion. The school will cooperate as necessary.

### **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 which adopt this practice
- Be sensitive when approaching the subject of FGM with girls as some may not know what it is
- Share with any concerns with the designated senior person. If necessary, local safeguarding procedures will then be triggered, including referral to the LA.
- be aware of a range of indicators which can suggest FGM: two or more signal that a child may be at risk
- be aware of indicators that FGM has taken place

### **Child-on-Child abuse**

Children can abuse other children. This is generally referred to as Child on Child abuse and can take many forms. This can include (but is not limited to): bullying (including cyberbullying); sexual violence and sexual harassment, including upskirting or the taking of

other indecent images; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

We have a 'zero tolerance' approach to Child on Child abuse and staff must be aware of the importance of:

- building a whole school ethos of showing kindness and respect to everyone in our school community;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts
- understanding that no reports of Child on Child abuse does not mean it is not happening. They must be responsive to any concerns, however small, and mindful of the fact that “**It could happen here**”.

Dismissing or tolerating such behaviours risks normalising them. We will seek to address the issues with the individuals involved and at a wider level, so that all children are aware that Child-on-Child abuse is not tolerated in our school.

Staff must also be aware that it is a criminal offence to look at or have possession of indecent images of children; this must be borne in mind when dealing with any such concern. Staff who become aware that a child or adult has possession of, or has supplied, such images must inform the police and the DSL team immediately.

**In the event of a disclosure or serious concern about Sexual Violence or Sexual Harassment, the detailed guidance outlined in KCSIE (2022) will be followed.**

## **TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME**

All staff follow the school child protection procedures which is based on the model provided by the Bradford Safeguarding Partnership.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. Similarly, it is not the responsibility of staff to 'diagnose' mental health problems. All staff, however, have a duty to recognise concerns and maintain an open mind. Concerns regarding the physical or mental welfare of pupils will be recorded and discussed with the Designated Safeguarding Lead Or Deputy DSL who may, in turn consult the appropriate professionals prior to any discussion with parents.

### **1. Staff must immediately report:**

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm e.g. worrying drawings or play, a change in attitude, motivation or energy
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect, including an unwillingness to talk about their life outside school
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children e.g. living in a household with children present

## **2. Responding to Disclosure**

Disclosures or information may be received from pupils, parents or other members of the public. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Equally, they may be inhibited by cultural, religious or other factors. Accordingly all staff will handle disclosures with sensitivity and within the procedures outlined below

All information is confidential and must not be discussed with colleagues unless they have a direct involvement in the child

### Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next. It must be noted that that children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information, understanding that this disclosure may be the first time a child has spoken about the abuse and that there may have been numerous incidents that the child is referring to

- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- reassure and support the person as far as possible
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate

Notes should be made as soon as possible **after** the discussion using the child's own words as much as possible.

### **3. Action by the Designated Safeguarding Lead or deputy**

Following any information raising concern, the senior designated person will consider:

- any urgent medical needs of the child
- checking on CPOMS or making an enquiry to find out if the child has current or past involvement with Children's Social Care
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. LADO, Children's Social Care
- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
  - whether to make a child protection referral to Social Care or Early Help because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately
- OR**
- not to make a referral at this stage
  - if further monitoring is necessary
  - if it would be appropriate to undertake an assessment and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form.

### **4. Action following a child protection referral**

The designated senior person or other appropriate member of staff will:

- make regular contact with the Social worker involved to stay informed

- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children are placed on a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Child Protection Review Conferences
- where possible, share reports with parents prior to meetings
- where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, attempt to discuss this with a Senior Social Worker
- where a child on the child protection register moves from the school or goes missing, immediately inform the key worker in Social Care

## **5. Recording and monitoring**

Accurate records will be made as soon as practicable, ideally on CPOMS and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All CP documents will be scanned / uploaded onto the child's CPOMS page. Any paper copies will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the headteacher, the Designated Safeguarding Lead and the designated person dealing with the case. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Safeguarding Lead.' If the child goes missing from education or is removed from roll to be educated at home, then any Child Protection file should be copied and the copy sent to the Child Missing Education service. Original copies will be retained until the child's 25<sup>th</sup> birthday.

## **6. Supporting the Child, and Partnership with Parents**

- School recognises that the child's welfare is paramount. However, good child protection practice and outcomes rely on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. While understanding this, the DSL will make sure that staff know which children are facing challenges in their life, understand their academic

progress and attainment, maintain a culture of high aspirations for them and offer appropriate additional academic support to best support them

## **Allegations regarding person(s) working in or on behalf of school, including supply staff and volunteers (see Appendix C)**

Where an allegation has been made against any person working in or on behalf of the school that he or she has behaved in a way that **meet the harms threshold** or that gives rise to a **low level concern** the school will follow the process outlined in the West Yorkshire Consortium Procedures for Allegations against Persons who Work with Children.

[https://westyorkscb.proceduresonline.com/p\\_alleg\\_staff.html](https://westyorkscb.proceduresonline.com/p_alleg_staff.html)

Actions that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college would meet the harms threshold and be referred to the Local Authority Designated Officer (LADO) – if that person has:

- a. •behaved in a way that has harmed a child, or may have harmed a child and/or;
- b. •possibly committed a criminal offence against or related to a child and/or;
- c. •behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- d. •behaved or may have behaved in a way that indicates they may not be suitable to work with children.

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 process and identify roles within the process.

Where the allegation has been made against the Headteacher, the allegation should be reported to the **Chair of Governors** who in turn should report it to the LADO and follow the Local Authority's procedures.

\*In circumstances where an allegation has been made that a member of staff has used force against a child, we will apply the same principles as in the rest of this document using the guidance supplied by the DfE in **Dealing with allegations of abuse against teachers and other staff (October 2012)** and in **“Use of reasonable force” (July 2013)**.

**Non recent allegations** Where an adult makes an allegation to a school or college that they were abused as a child, the individual should be advised to report the allegation to the police. Non recent allegations made by a child, should be reported to the LADO in line with the local authority's procedures for dealing with non-recent allegations. The LADO will coordinate with children social care and the police. Abuse can be reported no matter how long ago it happened.

**Low level concerns** The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold outlined above. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate

conduct outside of work, and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, through behaviour that may look to be inappropriate, but might not be in specific circumstances, to that which is ultimately intended to enable abuse.

It is crucial that any such concerns, including those which do not meet the harm threshold are shared responsibly and with the Headteacher, who will follow the ***PACTHR Managing Investigations*** policy in managing the concerns. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

## Appendix A Child Protection Procedures Flow Chart

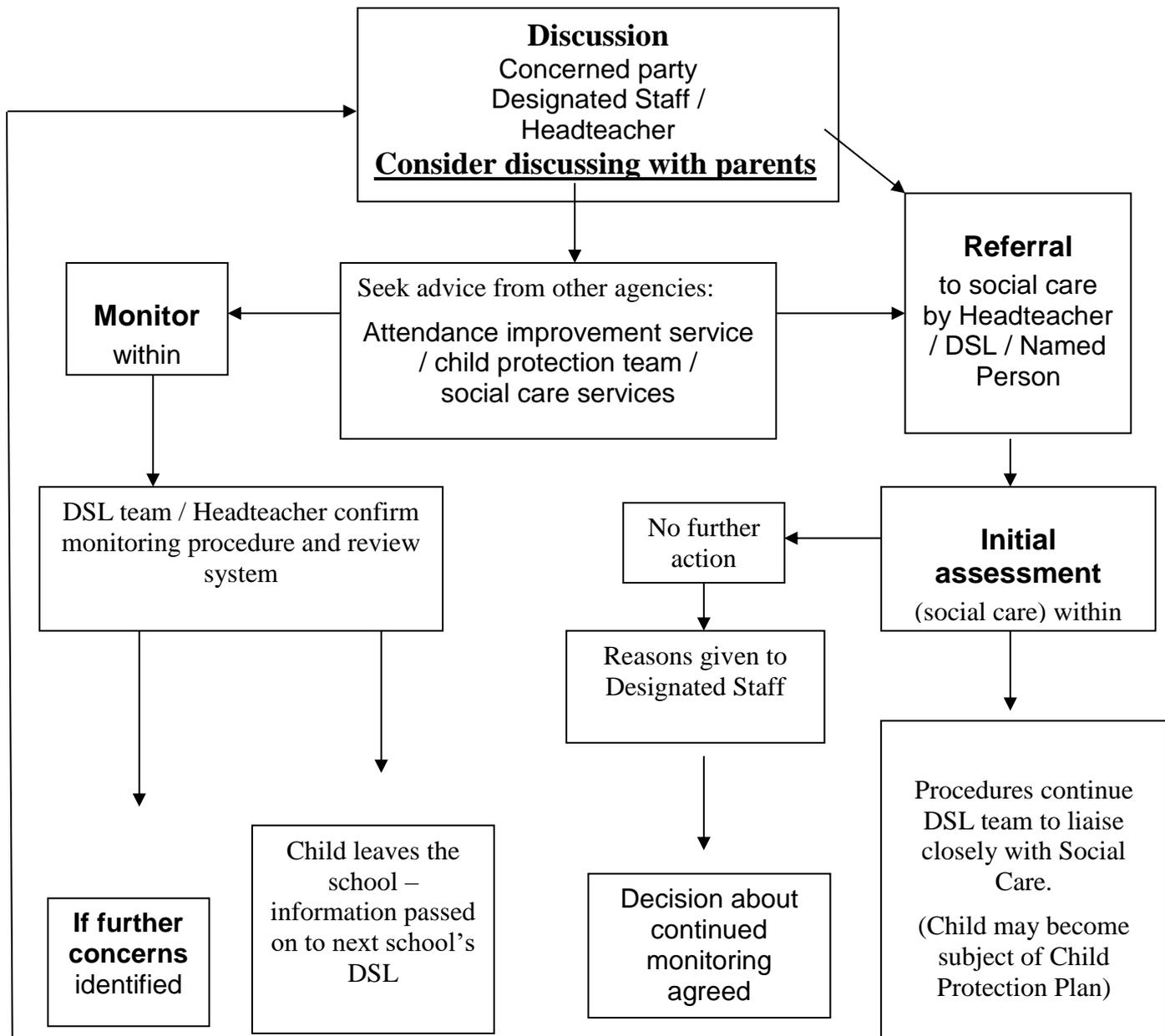
On discovery or suspicion of any form of child abuse: **If in doubt – ACT**

Make sure the child is safe

Inform your Designated Safeguarding Lead or DSL Deputies Person for Child Protection

(Christine Moran, Philippa Tomlinson, Afshan Hassan, or Emma Kitson)

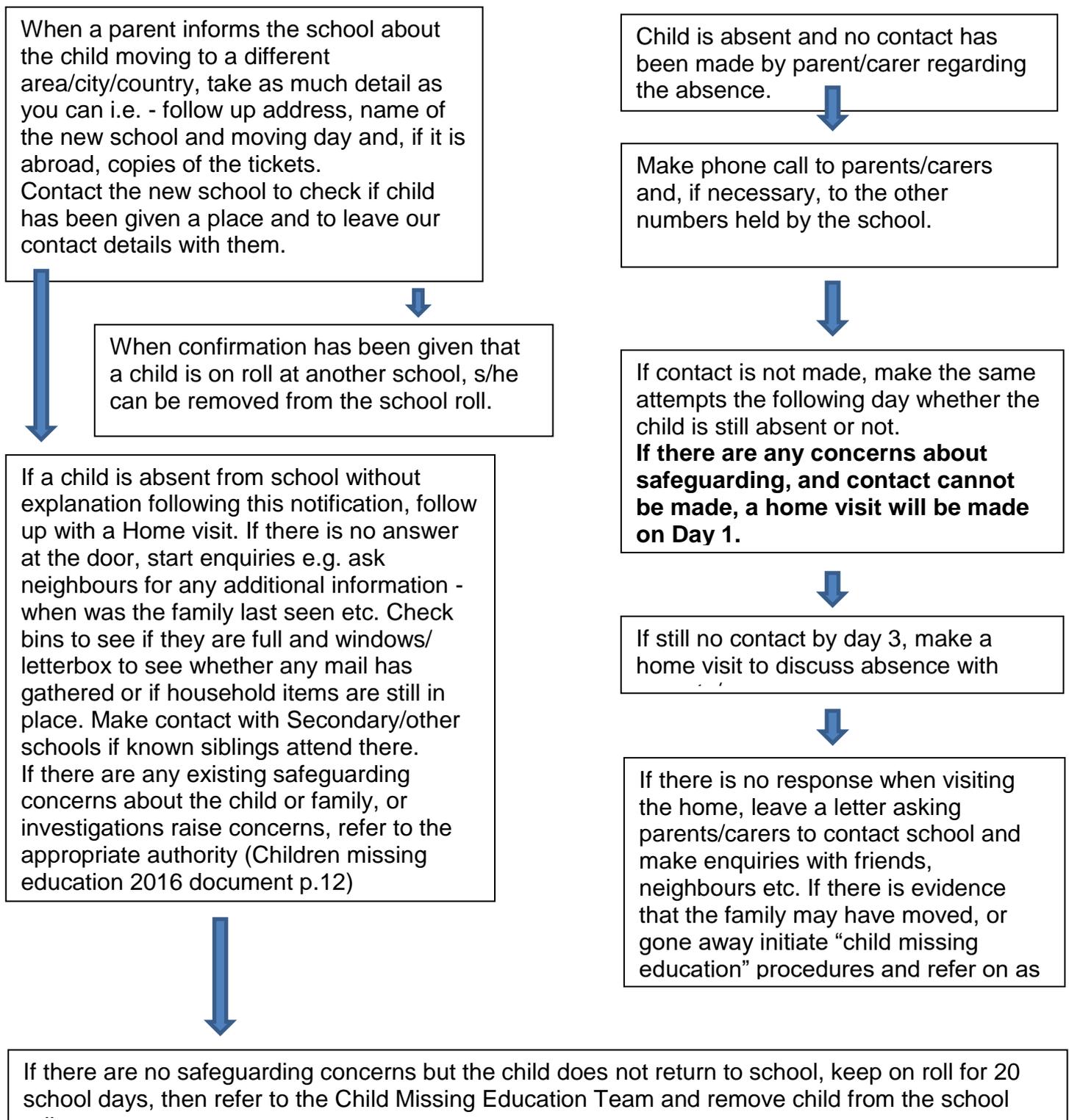
who should then take following steps:



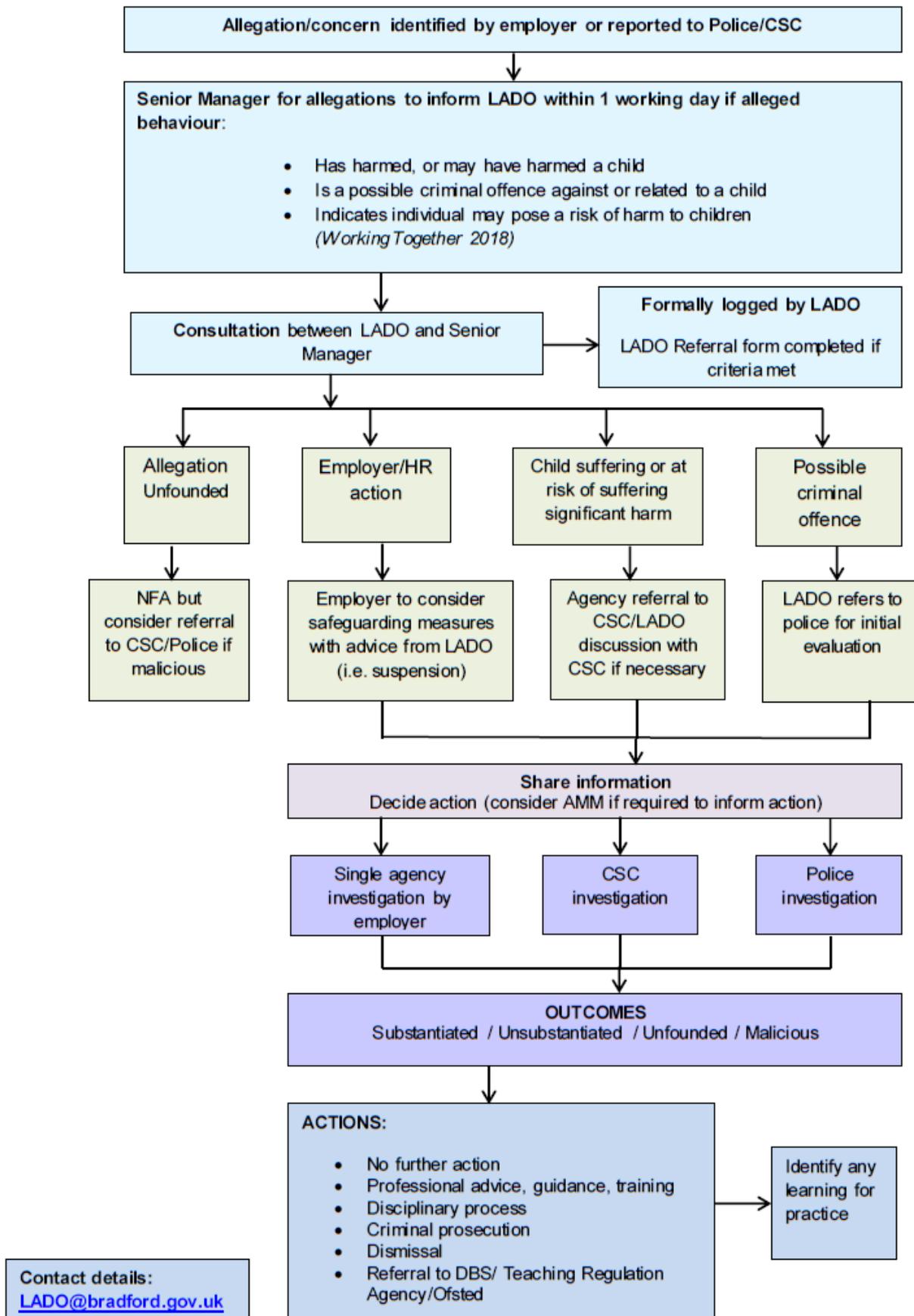
If you are asked to monitor the situation, make sure you are clear what you are expected to monitor, for how long and how and to whom you should feedback information to.

**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.**

## Appendix B Child Missing Education Flow Chart



## Appendix C ALLEGATIONS MANAGEMENT PROCESS: SERIOUS CONCERNS (STAFF AND VOLUNTEERS)



## Appendix D ALLEGATIONS MANAGEMENT PROCESS: LOW LEVEL CONCERNS (STAFF AND VOLUNTEERS)

A low-level concern is raised about an adult in school. A low-level concern may also pertain to a member of staff's behaviour out of school.



The person raising the concern fills in a 'Staff Cause for Concern' form, which is in Appendix 1 of the Staff Code of Contact, and emails it to the Headteacher.



The Headteacher meets with the person raising the concern to discuss the details of the concern.



The Headteacher believes no further action is required but keeps the form on file.



The Headteacher investigates the concern further, speaking to the person who is the cause for concern, or:  
The Headteacher appoints another member of staff to investigate the concern further.



The Headteacher decides this a serious allegation and follows the Allegations Management Process (see Appendix C)



The Headteacher takes appropriate action, based on the conclusions of the investigation.

Low-level causes for concern are when an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy or
- humiliating children.

*DfE Keeping Children Safe in Education 2022*

## Appendix E                    **TEN POINT REMINDER**

1. **Safeguarding is keeping children safe from harm, including harm to their mental health, ensuring they can grow up in a healthy and happy way so they have the best chance in life.**
2. **Safeguarding is everyone's responsibility.**
3. **Our Designated Safeguarding Leads** are **Christine Moran** (Head) **Philippa Tomlinson** (Designated Safeguarding Lead) and **Afshan Hassan** (Deputy Designated Safeguarding Lead). **Emma Kitson** is also a trained Named Person.
4. Our named Governors are **Deirdre Bailey** and **Atif Mahmood**
5. The four types of abuse are: **physical, emotional, sexual** and **neglect**. If you are worried about changes in a child's behaviour, extreme political or religious views they express, or any physical signs they might be at risk of harm, speak to the DSL team.
6. Full details of how you can report safeguarding concerns to other agencies can be found on our web-site under the Safeguarding tab.
7. **If a child tells you that they are at risk of harm or are being harmed by abuse or neglect:**
  - **Don't promise to keep a secret.** Explain you will tell somebody to help keep them safe.
  - **Listen carefully** to what the child says. Take their allegations seriously.
  - Ask questions to find out what has happened, when it happened and where it happened. Be sensitive, speak gently. Make sure the child does not feel they are the problem for making a report or feel ashamed for making a report.
  - Don't interrogate the child or 'put words in their mouth'. Remember there may be barriers to the child making a full disclosure.  
Use questions that start with **Who, What, When, Where, How or Tell, Explain, Describe**
  - Try to remember the exact words the child uses for what has happened.
  - Write down the conversation as soon as possible afterwards.
  - **Speak to one of the DSL team as soon as possible.**
  - Keep the child informed about actions that you are taking
8. As well as the **abuse** as outlined above, **other forms of abuse** include Female Genital Mutilation (FGM), Radicalisation/ Extremism, Child Sexual Exploitation, 'County Lines', Child Criminal Exploitation or Trafficking, Bullying, Children Missing from School or Home, Domestic Abuse, Fabricated or Induced Illness, Forced Marriage, Honour-Based Abuse, Child-on-Child abuse; these are all **crimes** and you must **report** them if you know they are happening. More details can be found in Annexe 1 of KCSIE.
9. **Online Safety:** Keeping children safe online is vital. In school, children are protected by software on our computers but **if you see anything that worries you**, speak to the DSL team. If you become aware of anything outside school – children getting inappropriate or abusive messages on their phone or by email or children going on inappropriate web-sites – **speak to the DSL team.**
10. **Safeguarding our children is everyone's responsibility.** You must report any concerns you have, no matter what they are or who is involved.