



Child Protection and Safeguarding Policy

March 2022.

Approval / Review:

Approved by Governors: March 2022

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Next Review: March 2023

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This Safeguarding & Child Protection Policy is available on the school website, and is reviewed and ratified annually by the governing body or as events, or legislation requires. Any deficiencies or weaknesses identified will be remedied without delay.

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead/s	Nominated Governor	Chair of Governors
2021-22	Andrew Soutar	Sarah Clewes	Roya Helme	Paul Smith

Policy Review date	Date Ratified by governors	Date Shared with staff
March 2023	16 th April 2022	March 2022

Contact List – March 2022

Child Protection and Safeguarding Advice

Role / Agency	Name and role	Contact Details
School Designated Safeguarding Lead (DSL) / Child Protection Coordinator	Andrew Soutar (Headteacher)	01943 609050 office@ashlands.bradford.sch.uk
Deputy DSL	Sarah Clewes	01943 609050 office@ashlands.bradford.sch.uk
Other DSLs		
Governor with responsibility for Child Protection and Safeguarding	Roya Helme	01943 609050 office@ashlands.bradford.sch.uk
Chair Of Governors	Paul Smith	p.smith@ashlands.bradford.sch.uk
Designated Teacher for Children who are looked after	Andrew Soutar	01943 609050 office@ashlands.bradford.sch.uk
SENDCo	Sarah Clewes	01943 609050 office@ashlands.bradford.sch.uk
PSHE / RSE Coordinator	Sam Wood	01943 609050 office@ashlands.bradford.sch.uk
Online Safety Coordinator	Alec Preece	01943 609050 office@ashlands.bradford.sch.uk
CSWS Duty and Advice / Front Door Safeguarding Hub	Urgent Child Protection concerns / initial referral	Children's Initial Contact Point: 01274 435600
Emergency Duty Team (out of hours)	Urgent Child Protection concerns	Emergency Duty Team: 01274 431010
Education Safeguarding Team	Advice / Training / Safeguarding Audit	Education Safeguarding Team Tel: 01274 437043
Local Authority Designated Officer	Allegations against adults in school	01274 435600
NSPCC Whistleblowing Helpline	Allegations against adults in school	0800 028 0285
PREVENT Education Officer	Prevent training/advice	Geraldine Cooper: 01274 437207

Ashlands Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share this commitment.

All staff refers to all paid adults, volunteers or students on placement, working in any capacity in the school or in activities organised by the school which brings them in to contact with pupils of the school (including before and after school staff working in Saplings).

Child Protection refers to the multi-agency arrangements to identify and protect children who are, or may be at risk of or suffering significant harm.

Safeguarding refers to the protection, safety and promotion of the welfare of all pupils including when in off-site provision or activities and using ICT. This includes the building of resilience and awareness of risk through the formal and informal curriculum.

Child is any pupil under the age of 18.

Glossary

- DSL Designated Safeguarding Lead
- SENDCo Special Education Needs and Disabilities Coordinator
- PSHE Personal, social health and economic
- SRE Sex and relationships education
- CSWS Childrens' Social Work Services

Visitors to school

All visitors must sign in on arrival and collect a visitor's badge. Safeguarding procedures and key staff are shown on information posters around school with information of how to report any concerns regarding a child/young person or another adult in school. This badge must be worn at all times. Staff must remain with their visitors at all times

1. Aims

1.1 The school aims to ensure that:

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

1.2 The Governing Board and staff of Ashlands Primary School (hereinafter referred to as 'the school') take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess and support those children who are suffering harm and to keep them safe and secure whilst in our care.

1.3 The responsibilities set out in this policy apply (as appropriate) to all members of the school community including pupils, staff, governors, visitors/contractors, volunteers and trainees working within the school. It is fully incorporated into the whole school ethos and is underpinned throughout the teaching of the curriculum, within PSHE and within the safety of the physical environment provided for the pupils.

2. Legislation and statutory guidance

2.1 This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education \(KCSIE\) 2021](#) and [Working Together to Safeguard Children \(WTTSC 2018\)](#), and the [Governance Handbook](#).

2.2 This policy is also based on the following legislation:

Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils

[The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques

[The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

Statutory [Guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

Guidance for safer working practice for those working with children and young people in education settings (GSWP) (Safer Recruitment Consortium May 2019)

[Children Missing Education](#) – Statutory guidance for local authorities (DfE September 2016)

When to call the police – Guidance for schools and colleges (NPCC – 2020) PDF guidance can be downloaded from <https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

This policy conforms is available to all interested parties on our website and on request from the main school office. It must be read in conjunction with other relevant policies and procedures and KCSiE.

The [Childcare \(Disqualification\) Regulations 2018](#) and [Childcare Act 2006](#), which set out who is disqualified from working with children

This policy also meets requirements relating to safeguarding and welfare in the [Statutory framework for the Early Years Foundation Stage](#).

3. Definitions

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

- 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

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

3.3 Appendix 1: Definitions and indicators of abuse explains the different types and indicators of abuse.

3.4 **Children** includes everyone under the age of 18.

4. Equality statement

4.1 Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children’s diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

4.2 We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers

- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers

5. Roles and responsibilities

5.1 Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff (including those not directly employed by the school), volunteers, and governors in the school. Our policy and procedures also apply to extended school and off-site activities (including Saplings).

5.2 All staff

5.2.1 All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

5.2.2 All staff will be aware of:

- Our systems which support safeguarding, including Guidance for Safer Working Practice, the role of the designated safeguarding lead (DSL), the behaviour policy, and the safeguarding response to children who go missing from education
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social work service (CSWS) and for statutory assessments that may follow a referral, including the role they might be expected to play. Fig 1: Summary of in-school procedures to follow where there are concerns about a child illustrates the procedure to follow if you have concerns about a child's welfare. Wherever possible, speak to the DSL, deputy DSL or Headteacher (in the absence of a DSL) first to agree a course of action. In the absence of a DSL or Headteacher being available, staff must not delay in directly contacting children's social work duty and advice team or the police if they believe a child is at immediate risk of significant harm.
- Our work in partnership with other agencies in the best interests of the children. Requests for service to CSWS will (wherever possible) be made by the Safeguarding Designated Staff, to the CSWS advice and duty team. Where a child already has a child protection social worker, the school will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as Female Genital Mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- In school procedures for recording any cause for concerns and passing information on to DSLs in accordance with school's recording systems.

- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM, radicalisation and serious and violent crime.

Appendix 1: Definitions and indicators of abuse

Appendix 2: Responding to children who report abuse.

5.3 The designated safeguarding lead (DSL) and deputy designated staff.

5.3.1 Our DSL is [Andrew Soutar \(Headteacher\)](#). The DSL takes lead responsibility for child protection and wider safeguarding.

5.3.2 During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

5.3.3 The DSL will cover out-of-hours/out-of-term activities.

The DSL may also be contacted out of school hours via email: office@ashlands.bradford.sch.uk.

5.3.4 When the DSL is absent, the deputy, Mrs Sarah Clewes will act as cover.

5.3.5 The DSL will be given the time, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (children's social care duty and advice team, Channel programme, and/or police), and support staff to comply with their mandatory reporting duties in cases where FGM has been identified.
- [Andrew Soutar](#) will ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues, have access to regular safeguarding supervision. (Ref: Safeguarding Supervision: Policy and Guidance).
- The DSL will also liaise with local authority officers and relevant professionals for child protection concerns as appropriate.
- The school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- Provide reports as required for meetings. If school is unable to attend a meeting, a written report will be sent. Reports will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- Where a child in school is subject to an inter-agency child protection plan or any multi-agency risk management plan, the DSL will contribute to the preparation, implementation and review of the plan as appropriate.

The full responsibilities of the DSL are set out in Annex B of KCSIE – Role of the designated safeguarding lead. All designated safeguarding leads and deputy safeguarding leads must read and comply with this.

5.4 The governing board

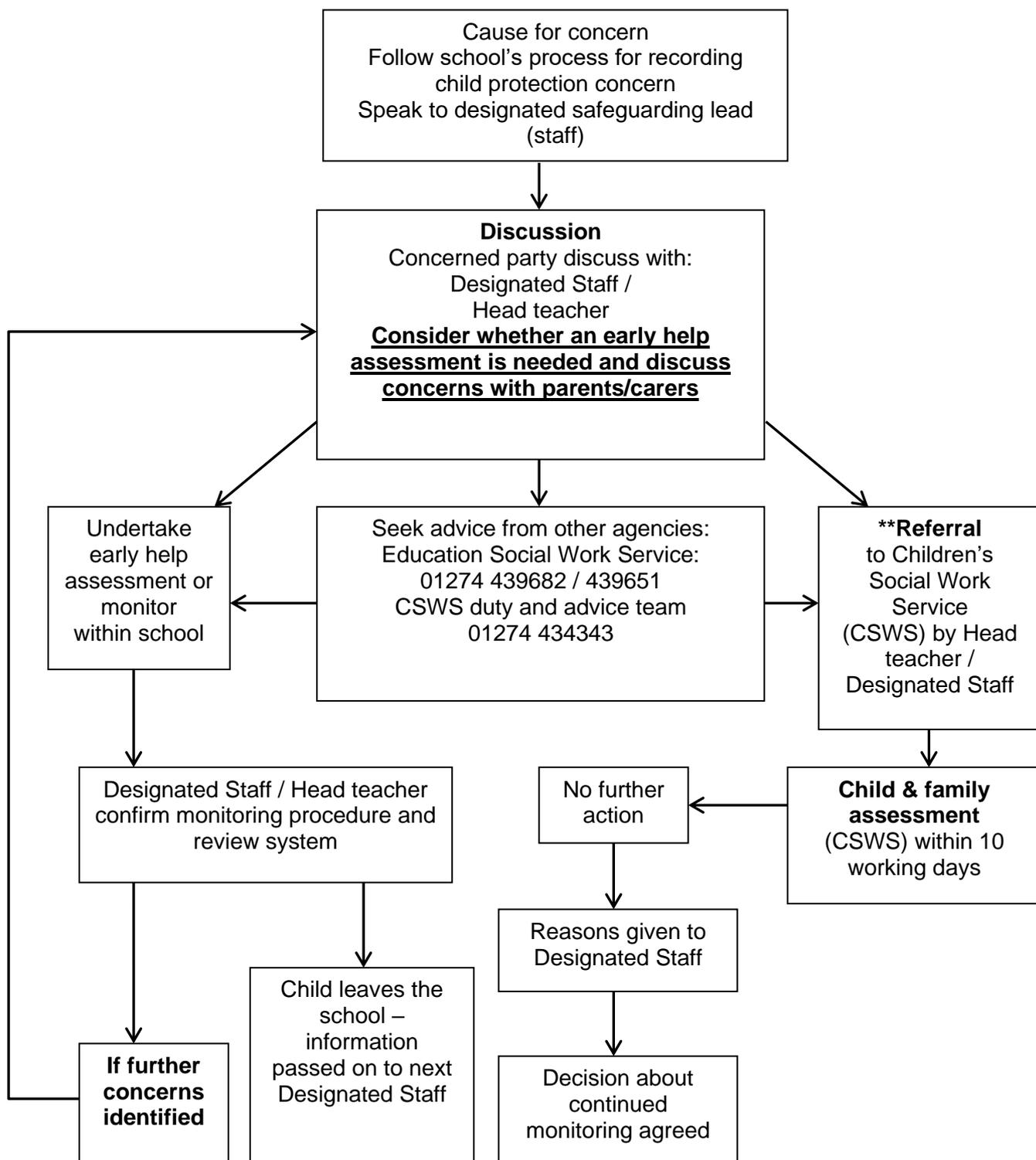
- 5.4.1 The governing board will approve this policy at each review, and hold the Headteacher to account for its implementation.
- 5.4.2 The governing board will appoint a lead governor to monitor the effectiveness of this policy in conjunction with the full governing board. The DSL cannot also be the lead governor with responsibility for child protection.
- 5.4.3 In the event that an allegation of abuse is made against the Headteacher, the chair of governors will act as the 'case manager'.
- 5.4.4 The governing board, along with the school's senior leadership team, are responsible for satisfying themselves and obtaining written assurances from any relevant school lettings and alternative/off site providers and provisions that their safeguarding arrangements are secure and in keeping with KCSIE. Ashlands Primary School use the following alternative or off-site providers and have written evidence of safeguarding arrangements:
- [Robinwood Activity Centre.](#)
 - [Nell Bank.](#)
 - [Inspiration Tree.](#)
- 5.4.5 The governing board will supply information as requested by the LA.

The full responsibilities of the governing board are set out in Part Two of KCSIE – The management of safeguarding. The governing board will ensure that the school is fully compliant with their statutory safeguarding responsibilities.

5.5 The Headteacher

- 5.5.1 The Headteacher is responsible for the implementation of this policy, including:
- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction
 - Communicating this policy to parents when their child joins the school and via the school website
 - Ensuring that the DSL has appropriate time, training and resources, and that there is always adequate cover if the DSL is absent
 - Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
 - Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
 - Ensuring the relevant staffing ratios are met, where applicable
 - Making sure each child in the Early Years Foundation Stage is assigned a key person

Fig 1: Summary of in-school procedures to follow where there are concerns about a child



6. Confidentiality and Information Sharing

- 6.1 Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding.
- 6.2 School recognises that the only purpose of confidentiality in this respect is to benefit the child. Staff/volunteers and visitors to school should never promise a child that they will not tell anyone about an allegation/report of abuse, and must pass any cause for concerns immediately to a designated safeguarding lead.
- 6.3 Confidentiality is addressed throughout this policy with respect to record-keeping dealing with reports of abuse (see Appendix 2: Responding to children who report abuse.), allegations of abuse against staff, information sharing (see section 6.4) and working with parents (see section 6.5).

6.4 Information sharing

- 6.4.1 Timely information sharing is essential for effective safeguarding. This school/college will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance document, [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#) (DfE 2018). This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being.

6.5 Working with parents and other agencies to protect children

- 6.5.1 Parents/carers will be made aware of our in-school procedures in respect to taking any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child may be suffering significant harm, ill treatment or neglect or other forms of harm, staff will follow the procedures for responding to suspected cases of child abuse outlined in this policy document and contact CSWS Duty and Advice team to discuss their concerns.
- 6.5.2 In keeping with KCSIE, we will endeavour wherever possible to obtain at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.
- 6.5.3 In general, we will discuss concerns with parents/carers before approaching other agencies and will seek to inform parents/carers and receive their consent when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the child.
- 6.5.4 Parents/carers are informed about our Safeguarding & Child Protection policy through: school prospectus, website, newsletters etc. A safeguarding & child protection statement is prominent in the school foyer/reception area.

6.6 Multi-agency work

- 6.6.1 We will co-operate with CSWS in accordance with the requirements of the Children Act and allow access to child and child protection records for them to conduct section 17 or section 47 assessments.

- 6.6.2 In the best interests of our pupils, we will work with all relevant professionals and agencies as required to safeguard children and promote their welfare.

7. Our role in the prevention of abuse

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

7.1 The Curriculum

7.1.1 Relevant issues will be addressed through the PSHE curriculum, including self-esteem, emotional literacy, assertiveness, power, relationship and sex education, online safety, online bullying, sexting, child sexual exploitation (CSE), youth generated images, female genital mutilation (FGM), preventing radicalisation, peer on peer abuse and anti- bullying.

7.1.2 Relevant issues will be addressed through other areas of the curriculum. For example, circle time, English, History, Drama, PSHE, Art and assemblies.

7.2 Other areas of work

7.2.1 All our policies that address issues of power and potential harm, e.g. Anti- Bullying, Equalities, Positive Handling, Behaviour, will be linked to ensure a whole school approach.

7.2.2 Our Safeguarding and Child Protection policy cannot be separated from the general ethos of the school which is to ensure that children are treated with respect and dignity, feel safe, and are listened to.

8. Our role in supporting children

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

8.1 In cases where children have experienced abuse/abused others, the DSL will ensure that appropriate support is offered. An individual support plan will be devised, implemented and reviewed regularly should the pupil (victim, perpetrator, or other child affected) require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e. learning mentor, key worker) and the child's wishes and feelings. A copy of the individual support plan will be kept in the pupil's child protection record.

8.2 Children with additional needs

8.2.1 We recognise that while all children have a right to be safe, some children *may* be more vulnerable to abuse e.g. those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

8.2.2 When the school is considering excluding, either fixed term or permanently, a vulnerable pupil and/or a pupil who is either subject to a S47 Child Protection plan or there are/have previously been child protection concerns, we will undertake an informed (multi-agency where other

professionals are involved) risk-assessment prior to making the decision to suspend or exclude. In the event of a one-off serious incident resulting in an immediate decision to permanently exclude, the risk assessment must be completed prior to convening a meeting of the governing board.

8.3 Children in Specific Circumstances

- 8.3.1 This school follows the Local authority guidance with regard to online multi-agency procedures and will, where necessary, have due regard to the government guidance for children in specific circumstances as outlined in Part 1 and Annex A of KCSIE.

Female Genital Mutilation: The Mandatory Reporting Duty

- 8.3.2 The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".
- 8.3.3 FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.
- 8.3.4 **Any teacher** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must immediately (in consultation with the DSL) report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.
- 8.3.5 The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff must not examine pupils.
- 8.3.6 **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.
- 8.3.7 **Any member of staff** who suspects a pupil is *at risk* of FGM, must speak to the DSL and follow our local safeguarding children's partnership procedures.

Radicalisation

- 8.4.1 Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

8.5 Responding to concerns about radicalisation

- 8.5.1 If staff are concerned about a change in the behaviour of an individual or see something that concerns them (**this could be a colleague too**) they must seek advice appropriately with the DSL who must contact the Education Safeguarding Team or the Prevent Education Officer for further advice (see appendix 10).
- 8.5.2 Schools and colleges are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. The Education Safeguarding Team and the Prevent team can advise and identify local referral pathways.

8.5.3 Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. Our school will ensure that as far as possible all front line staff will undertake Prevent awareness training (e.g. Workshop to Raise Awareness of Prevent [WRAP]).

Channel

8.5.4 Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

8.6 Peer on peer abuse

Procedures for dealing with allegations of peer-on-peer abuse

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

Creating a supportive environment in school and minimising the risk of peer-on-peer abuse

We recognise the importance of taking proactive action to minimise the risk of peer-on-peer abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously
- Ensure staff are trained to understand:
- How to recognise the indicators and signs of peer-on-peer abuse, and know how to identify it and respond to reports
- That even if there are no reports of peer-on-peer abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”

- That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
- Children can show signs or act in ways they hope adults will notice and react to
- A friend may make a report
- A member of staff may overhear a conversation
- A child's behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing peer-on-peer abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns

Sharing of nudes and semi-nudes ('sexting')

This is a suggested approach based on guidance from the UK Council for Internet Safety for all staff and for DSLs and senior leaders.

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care

- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through a police community support officer or by dialling 101].

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in this policy also apply to recording these incidents.

Curriculum coverage

8.6.1 Pupils in KS2 are taught about the issues surrounding the sharing of nudes and semi-nudes in the context of sharing all inappropriate material online within online safety lessons delivered by the police online safety team.

8.6.2 We recognise that children are capable of abusing their peers and that peer on peer abuse can manifest in many different ways, including on-line bullying, criminal and sexual exploitation,

initiation/hazing, inappropriate/harmful sexualised behaviours, upskirting and youth produced imagery (sexting).

It is very clear that this type of abuse should always be treated seriously, and never just as banter or part of growing up. Any concerns around peer on peer abuse must be reported and recorded in line with the child protection procedures outlined in this policy. The DSL is responsible on responding to such concerns in keeping with LSCP protocols referenced below. The DSL is responsible for providing support to any victims, and the perpetrators.

- 8.6.3 We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- 8.6.4 Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment.
- 8.6.5 If the child /young person already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about child exploitation.
- 8.6.6 We will ensure the school works in partnership with parents / carers and other agencies as appropriate. This includes facilitating return to home interviews as requested.

9. Children missing from education

9.1 A child going missing from education is a potential indicator of abuse or neglect. School and college staff members must follow the Bradford LA procedure.

Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. School and college staff members must follow the school's or college's procedures for dealing with children who are absent/ go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

9.2 We will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in [Children Missing Education – Statutory guidance for local authorities](#) (DfE September 2016).

10. A Safer School Culture

The governing board will ensure that the following appropriate policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare:

- Whistle Blowing/Confidential reporting policies (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult's behaviour)
- School's procedures for managing children who are missing education
- Guidance on Safer Working Practices
- Safeguarding and Child Protection policy (including online safety).
- School behaviour policy

10.1 Safer Recruitment, selection and pre-employment vetting

- 10.1.1 The school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSiE (2020). The school will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK. (see Part 3 of KCSiE 2020).
- 10.1.2 All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.
- 10.1.3 The school will ensure that all recruitment panels include at least one person that has undertaken the safer recruitment consortium, safer recruitment training as recommended by the Local Authority/Leeds LSCP.
- 10.1.4 The school/college will ensure that written risk assessments are undertaken in situations where information provided on DBS certificates necessitates so. Written risk assessments must be undertaken for all volunteers **not** engaging in regulated activity. Advice and support for carrying out risk assessments can be accessed through the school's HR Advisor/Provider/Contact or the Education Safeguarding Team.

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

- 10.2.1 These procedures must be followed in any case in which it is alleged that a member of staff, governor, 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 s/he may pose a risk of harm to children
- 10.2.2 Inappropriate behaviour by staff/volunteers could take the following forms:
- Physical, for example intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
 - Emotional, for example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, sex, disability or sexuality.
 - Sexual, for example sexualised behaviour towards pupils, grooming, sexual harassment, sexual assault and rape.
 - Neglect which may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.
 - Staff have duty to disclose to the Headteacher where their relationships and associations both within and outside of the workplace (including online) may have implications for safeguarding children in school.
- 10.2.3 A safeguarding complaint that meets the above criteria must be reported to the Headteacher ("case manager") immediately. If the complaint involves the Headteacher then the complaint should be reported to the chair of governors.

- 10.2.4 The case manager should gather as much information about the alleged incident as necessary in order to establish whether there is substance to the allegation. The case manager must use the local authority designated officer (LADO) notification form in order to assess the level of concern. As part of this initial consideration, the case manager should consult with their school's HR Advisor/provider/contact.
- 10.2.5 This information must be sent to the LADO within **one working day of the allegation being made**. This will assist the case manager and HR in consultation with the LADO to decide on the most appropriate course of action. This includes when to inform the member of staff of the concerns raised. Parents or carers of the child or children involved should be told about the allegation as soon as possible if they do not already know of it.
- 10.2.6 The case manager **must not** carry out an investigation or **directly interview** an individual about whom there is a concern until the above process has been duly completed and relevant partners have been consulted.
- 10.2.7 A multi-agency allegations management meeting may be arranged to look at the complaint in its widest context. The case manager must attend this meeting, which will be arranged by the LADO. All issues must be recorded and the outcome reached must be noted to ensure closure.
- 10.2.8 In many cases it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about the expectations for their conduct.
- 10.2.9 In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children/young people may be at further risk and/or evidence/witnesses may be compromised and/or the allegations are so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the school's Disciplinary Policy.
- 10.2.10 Any staff/volunteers who are dismissed by the school for gross misconduct or cumulative misconduct relating to safeguarding of children/young people will be referred to the DBS for consideration of barring. Similarly, where the school has a reasonable belief that the member of staff/volunteer would have been dismissed by the school had they been employed at the time of the conclusion of investigations, they will be referred to the DBS. The school will keep written records of all of the above.
- **LADO: 01274 437600**
 - **Advice can also be sought from Education Safeguarding Team:** Suzanne Ellis Lead Officer Education Safeguarding Team on 01274 437043 or email suzanne.ellis@bradford.gov.uk
- 10.2.11 Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, staff can contact any of the professionals named in the above paragraph, in addition to other whistleblowing channels which may be open to them.
- 10.2.12 The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday and Email: help@nspcc.org.uk.

10.3 Training and Support

- 10.3.1 All staff members will be made aware of systems within our school that support safeguarding and these will be explained to them as part of our staff induction. This includes: the school's/college's safeguarding/child protection policy; the school's safer working practice document and the school's whistleblowing procedures.
- 10.3.2 We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from Andrew Soutar. Access to regular and timely supervision is an essential form of support for all designated safeguarding staff. Children's Services Education Safeguarding team are also potentially available for advice and support (Tel: 01274 437043).
- 10.3.3 Designated Safeguarding staff must have attended the 2-day Children's Services Education child protection training course. They will attend refresher training at least every two years. The DSL will undertake Prevent Awareness Training (e.g. Workshop to Raise Awareness of Prevent [WRAP]) to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- 10.3.4 The school will ensure all staff including temporary and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the school. All staff will access refresher training at least every year and regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), to provide them with relevant skills and knowledge to safeguard children effectively.
- 10.3.5 The Headteacher will attend appropriate safeguarding training at least every three years.
- 10.3.6 Governors, including the nominated governor will attend specific training for their role, updated at least every three years.

11. Child Protection Records

- 11.1.1 Child protection and safeguarding records will be held securely, with access being restricted to the DSL and their deputies, Headteacher and in cases of Early Help, the nominated lead professional, if this is not a designated safeguarding lead/officer. The following information must be kept securely with restricted access, whether paper or electronic:
- Chronology (summary of significant events and the actions and involvement of the school/college)
 - All completed child protection cause for concern records
 - Any child protection information received from the child's previous educational establishment
 - Records of discussions, telephone calls and meetings with colleagues and other agencies or services
 - Professional consultations
 - Letters and emails sent and received relating to child protection matters
 - Referral forms sent to CSWS, other external agencies or education-based services
 - Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate

- Formal plans for, or linked to, the child e.g. child protection plans, Early Help (previously known as CAF's), risk assessments etc
 - A copy of any support plan for the pupil concerned.
- 11.1.2 Where a pupil leaves their existing provision, we will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known) as soon as possible and within 15 school days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes.
- 11.1.3 Where there is an existing risk management plan/assessment in place for behaviours that are deemed potentially harmful to the pupil or others (i.e self-harming or harmful sexualised behaviour), this information must be shared with the destination provision prior to the pupil starting so that appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring. The DSL will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving, for example prior to a transfer programme.
- 11.1.4 Where a child leaves a school before statutory school leaving age, the child protection file must be transferred to the new school or college. There is no need to keep written or electronic copies of the child protection records, therefore these will be deleted from electronic systems once the successful transfer has been confirmed. The exception to this rule will be in any of the following instances:
- Where the destination school is not known (*the original records will be retained by the school*)
 - Where the child has not attended the nominated school (*the original records will be retained by the school*)
 - There is any on-going legal action (*the original file will be retained by the school and a copy sent*)
- 11.1.5 Pupil records will be transferred in a secure manner, for example, through secure electronic file transfer or by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school they are being transferred to must be made and a signature obtained from the receiving school as proof of receipt. When sending records through secure electronic file transfer, a delivery and read receipt of the transfer must be retained for audit purposes.
- 11.1.6 If a pupil moves from our school, child protection records will be forwarded onto the named DSL at the new school, with due regard to their confidential nature. Good practice suggests that this will always be done with a face to face handover between designated staff or a verbal conversation is had over the telephone if a face to face handover is not possible. A signed receipt of file transfer or an electronic delivery and read receipt must be obtained for audit purposes by the delivering school.
- 11.1.7 If sending by post, children records will be sent "Special Delivery". A note of the special delivery number will also be made to enable the records to be tracked and traced via Royal Mail.
- 11.1.8 For audit purposes a note of all pupil records transferred or received will be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology will also be retained for audit purposes and kept securely.
- 11.1.9 If a pupil is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded onto the relevant organisation in accordance with the 'The

Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records.

11.1.10 If a parent chooses to electively home educate (EHE) their child, the child protection record must be forwarded to Bradford LA.

11.1.11 When a DSL member of staff resigns their post or no longer has child protection responsibility, there will be a full face to face handover/exchange of information with the new post holder.

11.1.12 In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the Headteacher to ensure that the new post holder is fully conversant with all procedures and case files.

11.1.13 All DSLs receiving current (live) files or closed files must keep all contents enclosed and not remove any material.

11.1.14 All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

11.2 Children's and parents' access to child protection files

11.2.1 Under Data Protection legislation (General Data Protection Regulation & Data Protection Act 2018) a pupil or their nominated representative have a number of legal rights in respect of information relating to them. These rights include the right to access and the right to rectification of inaccurate data. Therefore all information will be accurately recorded, objective in nature and expressed in a professional manner.

11.2.2 Any child who has a child protection file has a right to request access to it. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:

- could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person; or
- could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or
- is likely to prejudice an on-going criminal investigation; or
- information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.

11.2.3 It is best practice to make reports available to the child or their parents unless the exceptions described above apply.

11.2.4 The establishment's report to the child protection conference will (wherever possible) be shared with the child, if old enough, and parent at least two days before the conference.

11.3 Archiving

11.3.1 The school that the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining any child protection records they may hold. The recommended retention periods is 35 years from closure when there has been a referral to CSWS. If no referral has been made to CSWS, the child protection record will be retained until the child's 25th birthday, after which point the file will be destroyed confidentially/deleted from

our electronic system. The decision of how and where to store child protection files will be made by the school via the governing board. Due to sensitivity of the information, the records will continue to be held in a secure area with limited access e.g. designated officer or Headteacher. The DSL is responsible for ensuring that all CP files are archived in accordance with the timescales referenced above. The DSL is responsible for ensuring that the appropriate timeframes for archiving and destroying child protection records referenced above are set on electronic systems accordingly for each pupil.

11.4 Safe Destruction of the pupil record

11.4.1 Where records have been identified for destruction, they will be disposed of securely at the end of the academic year (or as soon as practical before that time). Records which have been identified for destruction will be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of Data Protection legislation or they will contain information which is confidential to school or the Local Education Authority. Information will be shredded (or deleted as appropriate) prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes the school will maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format.

12. Safeguarding responsibilities for pupils in transition

12.1.1 In the event that a pupil transitions full-time from a primary setting into a high school setting before the end of their academic school year 6, the high school must place a pupil on their admissions register on the first day that the pupil attends and submit a new starter form to the local authority admissions team. Once the pupil is registered at the new school, the previous school can remove the pupil from their register. All safeguarding responsibilities, including attendance management, for the pupil will transfer to the Headteacher and/or the senior designated safeguarding lead of the secondary setting. All child protection files and risk assessments will be transferred in keeping with the guidance outlined in section 11 of this policy – Child Protection Records

Appendix 1: Definitions and indicators of abuse

Reference: Working Together to Safeguard Children (DfE 2018). See also KCSiE Part one and Annex A.

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 maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers)
- 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 (not 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: 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 also 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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 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 include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child in participating in normal social interaction. It may also 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

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 / Going missing
- Compulsive stealing
- Masturbation, Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) may indicate maltreatment.

Child Sexual Exploitation: Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Reference: Child Sexual Exploitation. *Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation* (DfE 2017)

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

Children with special educational needs and disabilities

When working with children with special educational needs and disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child.
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child’s means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child’s finances
- Invasive procedures

Appendix 2: Responding to children who report 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.
- 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.
- Use 'TED Questions':
 - TELL ME – for example 'Tell me what happened next'
 - EXPLAIN – for example 'Explain what happened next'
 - DESCRIBE – for example 'Describe what you saw/what happened then'
- 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.
- Do not take photographs or make videos of any injuries reported by a child.
- 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.

NB It is not education staff's role to investigate reports of abuse. Their role is to observe that something may be wrong, ask about it, listen, be available and respond appropriately.

Immediately afterwards

You must not deal with this yourself. All reports of abuse must be responded to in keeping with the professional roles and responsibilities outlined in Fig 1: Summary of in-school procedures to follow where there are concerns about a child (Page 11)

Appendix 3: Guidance for Staff: CPOMs

Please use CPOMs to record serious incidents and concerns around children's well-being, behaviour or safeguarding.

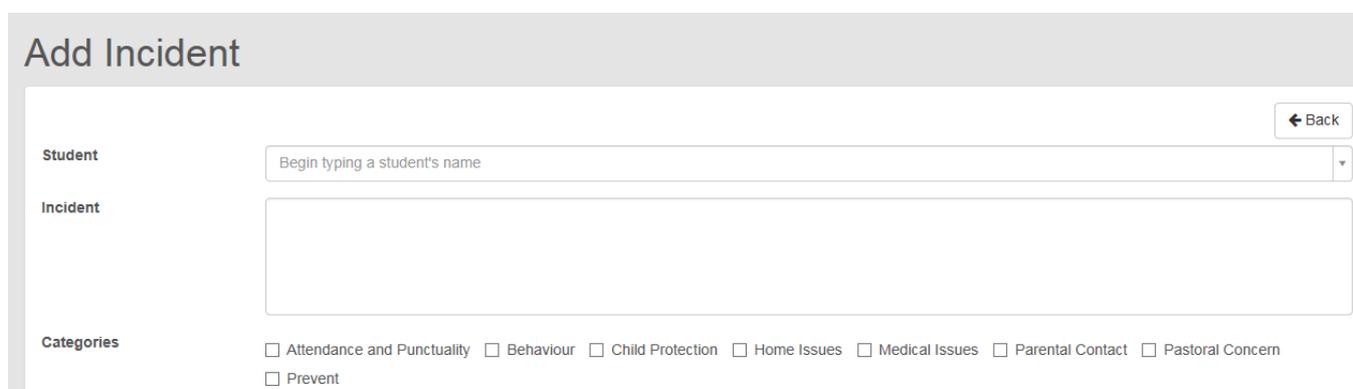
To log an Incident (as a key holder)

1. Type child's name in 'Quick Student Search'.
2. Click on 'Incidents' from the top toolbar.
3. Click on 'New Incident'.

To log an Incident (as non-key holder)

Click 'Add Incident'.

Add Incident



The screenshot shows a web form titled 'Add Incident'. On the left is a vertical sidebar with three sections: 'Student', 'Incident', and 'Categories'. The 'Student' section contains a search input field with the placeholder text 'Begin typing a student's name' and a dropdown arrow on the right. The 'Incident' section contains a large, empty text area. The 'Categories' section contains a list of checkboxes: 'Attendance and Punctuality', 'Behaviour', 'Child Protection', 'Home Issues', 'Medical Issues', 'Parental Contact', 'Pastoral Concern', and 'Prevent'. A 'Back' button with a left-pointing arrow is located in the top right corner of the form area.

Add details of the incident using names for staff (Mrs _/Mr _) and first names for pupils (not initials). Refer to family as Mum/Dad/Grandma/Grandad. Include relevant details, including direct quotes where possible. Keep comments clear and concise.

Use formal language which would be appropriate if recalling an incident with parents, outside agencies or in court. Try to distinguish between fact and opinions: John reported . . John accused . . John claimed . .

Select the most appropriate category for **this** incident. Please be careful about which category you assign to an incident in order to assist accurate reporting to Governors.

Linked Students

Begin typing the names of any children involved in this particular incident. Select the child from the drop down list. Tick 'monitor' if you want the **same categories** to be attached to the 'linked student'. Do not tick monitor for innocent parties and witnesses.

Linked student(s) ▼
Type a student's name to link them to this incident.

Body map

Date/Time

Body Map

Select parts of the body where injuries have occurred.

Date/Time

This is the date and time of the incident rather than the time at which you are completing the incident report.

Date/Time

Status ▼

Assign to ▼

Status and Assign to

After recording an incident, there are three alternative actions:

1. If appropriate actions have already been taken in response to an incident or the record is for information only, please change the incident status from 'active' to 'closed'.
2. If you intend to carry out further actions, please leave the incident as 'active'. Remember to close the incident once it is resolved.
3. If you require another member of staff to take some further action, leave the incident status as 'active' and add their name to this box. Consider carefully who the most appropriate member of staff should be and be specific about what action you need them to take, by recording this in the incident description. Please use your professional judgment and only assign to another member of staff where you feel an incident needs to be escalated.

Files

You can scan any relevant documents or notes and add them to the incident here.

Alert Staff Members

Begin typing a staff member's name

Safeguarding Leads Leadership Team Teachers Midday Supervisors Teaching Assistants

Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

Who should I alert?

Files

Click to browse or drag a file to upload

Agency Involved

Select Agencies

Add Incident

Following a serious incident, please complete the Serious Incident Form and scan and upload this file to the CPOMs incident. In these circumstances, only a brief record is needed on CPOMs E.g. Serious incident involving _ and _. Please refer to incident form attached.

Alert staff members

Safeguarding Leads are automatically alerted to all concerns.

The members of staff who will automatically be notified are already listed at the bottom of the screen.

You may also wish to notify other members of staff if they teach the child during PPA time.

Notify lunchtime staff/Saplings staff where appropriate.

Child Protection Procedures Flow Chart

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



Inform your Designated Safeguarding Lead (DSL) for Child Protection

Andrew Soutar

If Andrew Soutar cannot be located, then please contact the following:

Mrs. Sarah Clewes
SENDco

If there is a safeguarding concern and in the event of the identified people not being available, please refer to Children’s Initial Contact Point on 01274 437600.



On receipt of the information the DSL should then take following steps:
Where it is clear that a Child Protection Referral is needed contact Children’s Initial Contact Point without delay **Tel: 01274 437600**
Out of hours Emergency Duty Team **Tel: 01274 431010**
Where the DSL is not sure whether it is a child protection issue they may seek advice from the Children’s Safeguarding and Reviewing Unit Consultation Service **Tel: 01274 434343** for the Children’s services switchboard or 01274 435908 for direct contact.
The DSL may also seek advice from the Education Safeguarding Team **Tel: 01274 437043**



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
- Lead Officer Child Protection Margaret McMillan Tower, Princes Way, Bradford BD1 1NN

USEFUL TELEPHONE NUMBERS

Children’s Safeguarding and Reviewing Unit Consultation Service: 01274 434343

Emergency Duty Team: 01274 431010

Children’s Social Care Initial Contact Point: 01274 437600

Education Safeguarding Team: 01274 437043

Lead Officer Child Protection: 01274 435908 Police: Javelin House, Child Protection Unit: 01274 376061



Designated Safeguarding Lead



Mr. Soutar
Headteacher

Deputy DSL for Child Protection



Mrs Clewes