



Child Protection and Safeguarding Policy

Ben Rhydding Primary School
July 2023

Policy document:	Child Protection and Safeguarding Policy
Legislation: education/ other	Education
Lead member of staff:	Mr Peter Timms
Lead governor:	Mr Nick Crannigan
Governor committee:	Full Governors
Committee approval date:	Dec 23
Review Frequency:	1 year
Date of next review:	Dec 24

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	Deputy Designated	Nominated	Chair of Governors
	Safeguarding Lead	Safeguarding Lead/s	Governor	
2023-24	Peter Timms	Gwyn Wilcock	Nick Crannigan	Nick Crannigan
		Anna Lambert	Katie MaCauley	
		Kally Wigglesworth		
Policy Review date	Date Ratified by		Date Shared with staff	
	governors			
July 2022	7 th Dec 2023		2 nd January 2024	

Ben Rhydding 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.

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.

Visitors and Volunteers to school

All visitors must sign in on arrival and collect a visitor’s badge and a School Information Leaflet which outlines Child Protection and Safeguarding procedures in school and how to report any concerns regarding a child/young person or another adult in school. This badge must be always worn. Visitors and Volunteers wearing a badge with a green lanyard have been DBS cleared and are allowed freedom to move around the school unescorted (e.g., Learn to Rock Staff). Visitors and volunteers wearing a badge with a red lanyard have not had DBS clearance and a staff member must always remain with their visitors (e.g., parent reading volunteer).

Contact List – Sep 2023

Child Protection and Safeguarding Advice

Role / Agency	Name and role	Contact Details
School Designated Safeguarding Lead (DSL) / Child Protection Coordinator	Mr P Timms (Headteacher)	01943 431133 peter.timms@benrhydding.bradford.sch.uk
Deputy DSLs	Gwyn Wilcock (HLTA, Child Mental Health Champion and Family Support Worker) Anna Lambert Kally Wigglesworth	01943 431133 gwyn.wilcock@benrhydding.bradford.sch.uk anna.lambert@benrhydding.bradford.sch.uk kally.wigglesworth@benrhydding.bradford.sch.uk
Governor with responsibility for Child Protection and Safeguarding including Children who are looked after	Nick Crannigan	nick.crannigan@benrhydding.bradford.sch.uk 01943 431133
Chair of Governors	Nick Crannigan	nick.crannigan@benrhydding.bradford.sch.uk 01943 431133
Designated Teacher for Children who are looked after	Sandy Leach	Sandy.leach@benrhydding.bradford.sch.uk 01943 431133
SENDCo	Sandy Leach	Sandy.leach@benrhydding.bradford.sch.uk 01943 431133
PSHE / RSE Coordinator	Lucy Alston	Lucy.alston@benrhydding.bradford.sch.uk 01943 431133
Children Social Care Initial Contact Point (Integrated Front Door)	Urgent referrals and advice	01274 433999
Access Team	Support for refugees/migrants/vulnerable families accessing education	01274439393
CME Team	Children Missing in Education	01274438877
Attendance and Prosecution Team	Deals with fines, attendance and prosecutions	01274 439651
Attendance Support Team	Khalid Ali Senior Attendance Improvement Officer	01274435743 khalid.ali@bradford.gov.uk 07890968324
Elective Home Education	Educating pupils at home advice	01274439340
Attendance Officer for Keighley and Ilkley	Janet Arkwright	07974854937 Janet.arkwright@bradford.gov.uk
Early Help in Community	Sarah O'Brien	07976792791 Sarah.obrien@bradford.gov.uk
Operation Encompass	Domestic Violence Key Organisation	02045139990
Emergency Duty Team (out of hours)	Urgent Child Protection concerns	Children's Social Care Emergency Duty Team: 01274 431010
Head of Education Safeguarding	Kate Hopton	01274439394 07582109139 Kate.hopton@bradford.gov.uk
Education Safeguarding Team	Advice / Training / Safeguarding Audit	Education Safeguarding Team Tel: 01274 437043 John Leese Attendance John.leese@bradford.gov.uk
Education Safeguarding Officer	Sits across Integrated Front Door and Education Safeguarding Team	Fiona Parkinson 07811504157 fiona.parkinson@bradford.gov.uk
Local Authority Designated Officer	Allegations against adults in school	Children's Social Care Duty Officer LADO@bradford.gov.uk
NSPCC Whistleblowing Helpline	Allegations against adults in school	0800 028 0285
PREVENT Education Officer	Prevent training/advice Asia Hussain	07816351420 assia.hussain@bradford.gov.uk

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1. Aims

1.1 The school aims to ensure that:

- *The voice of the child is heard at all times including in the day to day activities of school, during a safeguarding concern and after a safeguarding concern has been addressed.*
- *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 and show professional curiosity regarding concerns*
- *Staff are properly trained in recognising and reporting safeguarding issues*
- *We critically review our approach to safeguarding to improve our approach*

1.2 The Governing Body and staff of Ben Rhydding (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, supply staff 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. Linked Policies

2.1 This policy is to be used in conjunction with other school policies which all staff should read upon induction.

These include:

- I.** Positive Behaviour Policy
- II.** E-Safety Policy
- III.** Staff Code of Conduct Policy
- IV.** PSHE and RSE Policy
- V.** SEND Policy
- VI.** Safer Recruitment Policy
- VII.** GDPR Policy

3. Legislation and statutory guidance

a. This policy is based on the Department for Education’s statutory guidance, Keeping Children Safe in Education (KCSIE) Sept 2023 and Working Together to Safeguard Children (WTTSC 2018), and the Governance Handbook.

b. This policy is also based on the following legislation and guidance:

- i. Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- ii. [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
- iii. [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- iv. 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
- v. [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- vi. [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- vii. Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity relation to children.
- viii. Guidance for safer working practice for those working with children and young people in education settings (GSWP) (Safer Recruitment Consortium May 2019)
- ix. 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
- x. Meeting Technology Standards (2022)
- xi. Working Together to Improve Attendance (2022)
- xii. Children Missing Education – Statutory guidance for local authorities (DfE September 2016)
- xiii. When to call the police – Guidance for schools and colleges (NPCC – 2020)
- xiv. 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.
- xv. The [Childcare \(Disqualification\) Regulations 2018](#) and [Childcare Act 2006](#), which set out who is disqualified from working with children

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

4. Definitions

- a. **Safeguarding and promoting the welfare of children** means:
 - i. Protecting children from maltreatment
 - ii. Preventing impairment of children’s mental or physical health or development
 - iii. Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - iv. Taking action to enable all children to have the best outcomes
- b. **Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.
- c. **Appendix 1:** Definitions and indicators of abuse explains the different types and indicators of abuse.
- d. **Children** includes everyone under the age of 18.

5. School Ethos and Equality statement

Equality Objectives

At Ben Rhydding Primary School we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life. We also promote a World Centred Curriculum, which seeks to provide pupils with opportunities to lead in school and acquire empathy towards others.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

At Ben Rhydding Primary School, we believe that diversity is a strength, which should be respected and celebrated.

Equality in Teaching and Learning

We provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. We do this by:

- Ensuring equality of access for all pupils and preparing them for life in a diverse society
 - Promoting attitudes and values that challenge any discriminatory behaviour or prejudice
- Promoting British Values and our own school Learning Values.
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
 - Seeking to involve all parents in supporting their child’s education
 - Utilising teaching approaches appropriate for the whole school population which are inclusive and reflective of our pupils.

These objectives can also be found on the school website.

School Ethos and Values

Our aim at Ben Rhydding Primary School, is to create an environment where children can excel in their learning, contribute to their community and become independent and empathetic young people. We want our school culture to be underpinned by caring relationships between staff, pupils and parents; working in partnership to build our learning community. The vision for our school is to develop a curriculum which is both challenging and inclusive, that promotes deep thinking yet supports all learners to succeed. We aim to build an environment where everyone's learning, from pupils to teachers, is valued and where we take time to reflect, evaluate and celebrate what we do.

6. Roles and responsibilities

- a. 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.

b. All staff

5.2.1 All staff will read and understand Part 1 and Annex B 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 reading and understanding their professional responsibilities as outlined in Keeping Children Safe in Education 2023, understanding the role of the designated safeguarding lead (DSL), reading, and understanding the positive behaviour policy, and their safeguarding responses to children who go missing from education during the school day or otherwise.
- 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.
- That children's behaviours can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviours that may communicate that poor wellbeing can be an indicator of factors such as abuse, neglect, or exploitation. Staff should understand the children's experiences such of abuse, neglect and adverse childhood experiences can impact on children's mental health, behaviour & education.
- Wherever possible staff must speak to the DSL, or deputy DSL (in the absence of a DSL) first to agree a course of action before making a referral. 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 Bradford Integrated Front Door will (wherever possible) be made by the Safeguarding Designated Staff, to the Integrated Front Door 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. This is done immediately on the school's incident reporting forms and then passed directly to the DSL. Safeguarding incidents are also recorded on CPOMs by the member of staff involved in the disclosure. The Child Protection and Safeguarding folder, which records all the schools safeguarding disclosures is kept locked in the head teacher's office.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE) FGM, radicalisation and serious and violent crime. All staff to be aware safeguarding incidents/ behaviours can occur outside school or college or be associated with outside factors CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.
- Children missing education/absconding during the school day can also be a sign of CCE, including involvement in County Lines.

Appendix 1: Definitions and indicators of abuse

Appendix 2: Responding to children who report abuse.

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

5.3.1 Our DSL is Mr P Timms (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.

The DSL may also be contacted out of school hours via email:
peter.timms@benrhydding.bradford.sch.uk or phone 01943 431133.

5.3.3 When the DSL is absent, the deputies – Gwyn Wilcock, Anna Lambert and Kally Wigglesworth (Deputy DSLs) – 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.
- Plan weekly Safeguarding Meetings involving all DSL's for updates to safeguarding
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so and contribute to the assessment of children.
- Refer suspected cases, as appropriate, to the relevant body (Integrated Front Door ,team, Channel programme, and/or police), and support staff to comply with their mandatory reporting duties in cases where FGM has been identified.
- The DSL 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 Meeting
 - 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 designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2018).
 - Promote the educational outcomes of children with a social worker and other pupils deemed vulnerable.

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.

d. The governing body

- 5.4.1 The governing body will approve this policy at each review and hold the Headteacher to account for its implementation.
- 5.4.2 The governing body will appoint a lead governor to monitor the effectiveness of this policy in conjunction with the full governing body. Staff governors cannot be the lead governor with responsibility for safeguarding and child protection.
- 5.4.3 In the event that safeguarding concerns, or an allegation of abuse is made against the head teacher, the chair of governors will act as the ‘case manager’. See also 10.2
- 5.4.2 The governing body, 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.
- 5.4.5 The governing body will supply information as requested by the LA and the Local Authority Education Safeguarding Team.

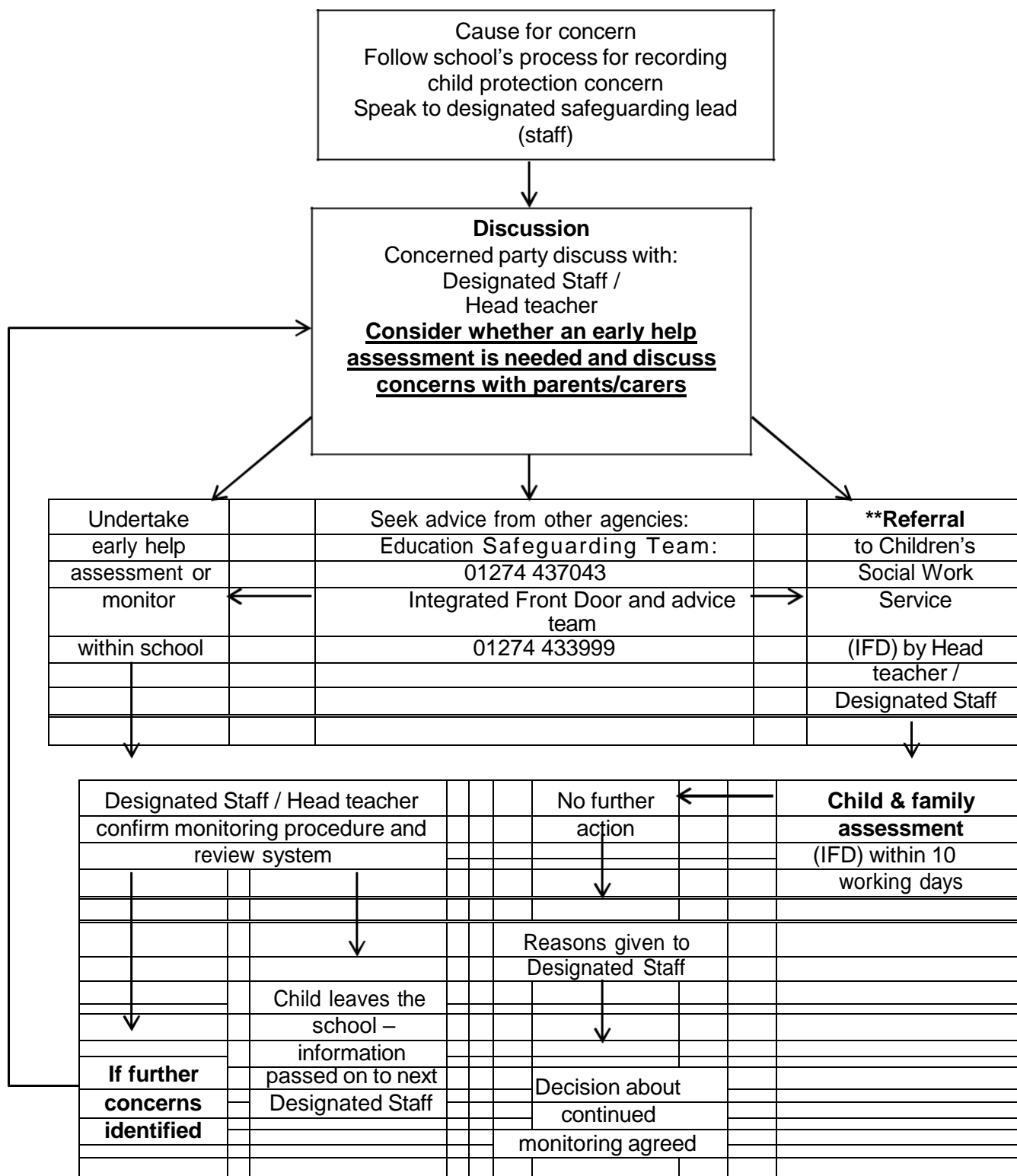
The full responsibilities of the governing body are set out in Part Two of KCSIE – The management of safeguarding. The governing body will ensure that the school is fully compliant with their statutory safeguarding responsibilities.

5. The Headteacher

5.5.1 The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary and supply 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 (including supply 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.
- Ensures that termly reviews of the school's Child Protection folder are held with the school's other DSLs and Governor responsible for Safeguarding. These reviews are reported back to the FGB. Each case is kept confidential, and no children are named during safeguarding reports to the FGB.

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 (see section 10), dealing with reports of abuse (see Appendix 2: Responding to children who report abuse.), allegations of abuse against staff (see section 10.2), information sharing (see section 6.4) and working with parents (see section 6.5).

6.4 Information sharing and GDPR

- 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.
- 6.4.2 All staff must have due regard for the relevant data protection principles which allow them to share (in the context of their role) and withhold personal information, as provided for in the Data Protection Act 2018 and GDPR.
- 6.4.3 The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information should not stand in the way of the need to safeguard and promote welfare of children.

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 the Integrated Front Door and Advice team to discuss their concerns.
- 6.5.2 In keeping with KCSIE, we will endeavor 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.

6.6 Multi-agency work

6.6.1 We will co-operate with the Integrated Front Door 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 Opportunities to teach safeguarding

7.1.1 As part of providing a broad and balanced curriculum relevant issue will be addressed through the PSHE curriculum, including self-esteem, emotional literacy, assertiveness, power, relationship and sex education, online safety, online bullying, sexting, child exploitation (CSE/CCE), youth generated images, female genital mutilation (FGM), preventing radicalisation, peer on peer abuse, consent, online safety, anti-bullying, unhealthy and abusive family relationships. The curriculum will reflect the statutory Relationship Education, Relationship and Sex Education and Health Education (DfE 2020).

7.1.2 Relevant issues will be addressed through other areas of the curriculum. For example, circle time, P4C (Philosophy for Children), English, History, Drama, PSHE, Art and a range of 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 Statement, Positive Handling, Positive Behaviour, E-Safety 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.

7.2.3 The school's online safety policy is reflective of the requirements set out in Keeping Children Safe in Education and reflects our approach to issues of online safety that empowers us to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

7.3 Online Safety and Filtering and Monitoring

Increased emphasis has been placed on Online Safety including the Online Safety Bill (2023). As part of ensuring schools are up to date the Governing Bodies and priorities should ensure the school has appropriate filtering and monitoring systems in place. In part this will be informed by the risk assessment required by the Prevent Duty. The school will have in place the following procedures:

- An assigned lead responsible for overseeing filtering and monitoring
- Review procedures at least annually including an annual risk assessment
- Block harmful content without unreasonably impacting teaching and learning
- Have effective monitoring strategies in place that meet safeguarding needs

Further information and detailed guidance can be found in the school E-Safety Policy.

DSL's and staff will be made aware of the 4C's of Online Safety which are:

Content: anything posted online that could be harmful; words, images, videos.

Commerce: anything involving online gambling, advertising, financial scams.

Contact: anything involving interaction with peers or with adults who groom children online.

Conduct: anything involving the way children interact online which could cause harm like bullying or sharing content.

8. Our role in the prevention of abuse

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

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.

8.1 Children with additional needs

8.1.1 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, special educational need, mental health issues or those living with domestic violence or drug/alcohol abusing parents, parents' mental health issues, learning disabilities etc.

8.1.2 When the school is considering excluding, either fixed term or permanently, a vulnerable pupil and/or a pupil who is either subject to Child Protection/child in need 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 exclude. Schools would be advised to speak to the named social worker for the child where the exclusion will be to the home to ensure that any risk is assessed and speak to Area Inclusion Partnership for support if required. Schools should note advice in the DFE Exclusions Guidance September 2017 Section 3. 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 body.

8.2 Children in Specific Circumstances

8.2.1 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

8.2.2 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".

8.2.3 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'.

8.2.4 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.

8.2.5 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.

8.2.6 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.

8.2.7 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.

8.3 Children requiring mental health support

Mental health problems can be an indicator a child has suffered or is at risk of suffering from abuse, neglect or exploitation. Governors and the school will ensure we have clear systems in place for identifying and addressing mental health problems in school including having the role of a designated mental health lead to oversee these systems. All state schools will receive training by 2025 to enable every school to have a mental health lead.

8.4 Children who are absent or at risk of absence from education

Children who are absent from education for prolonged periods or repeatedly acts as warning sign that a safeguarding issue may also be present. School will track attendance weekly, particularly identifying children who are persistently absent to prevent risk of harm and the risk of the child becoming a child missing education in the future. See 8.6 Section. Further information on the approach to safeguarding can be seen in the school Attendance Policy.

8.5 Children who are looked after or previously looked after (CLA and PCLA)

Children who are CLA or PCLA are more likely to be affected by abuse and/or neglect. The school will ensure any looked after children entering the school or existing within the school have up to date records on their looked after status legally and the child's contact arrangements with birth parents or those with parental responsibility. In the case of CLA, the school should ensure all details have been passed on by the child's social worker and the name of the Virtual School Head.

Due to this being a particularly vulnerable group staff should receive training and the school should assess the needs and skills of staff in relation to this area.

Children with Elective Home Education

The school will inform the LA if anyone is taken off roll; if a parent is considering removing a child all services and parents around the child must meet to discuss best interests of the child.

Children and Domestic Violence

The Domestic Abuse Act 2021 recognised the impact on children from Domestic Violence. Experiencing domestic abuse has long term emotional and psychological impacts on young people. Operation Encompass operates through the police forces across England and should inform schools if they have dealt with a DV incident involving a child at the school. A member of the DSL's will be trained as a Key Adult (DSL) who the police liaise with in case of abuse in the family home.

A comprehensive list of is listed in Annex B of KCSIE 2023

Radicalisation, Terrorism and the Prevent Agenda

- 8.4.1 Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.
- 8.4.2 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– Julia Holden, 07891 273720 for further advice (see appendix 3).
- 8.4.3 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.
- 8.4.4 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

- 8.5.1 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/ child on child abuse

- 8.6.1 We recognise that children are capable of abusing their peers and that peer-on-peer abuse can manifest in many different ways, including bullying, cyber bullying, criminal and sexual exploitation, initiation/hazing, inappropriate/harmful sexualised behaviours, upskirting and youth produced imagery (sexting) and abuse within intimate partner relationships.

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/ child on child 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.

- 8.6.2 Where children and young people have exhibited inappropriate/harmful sexualised behaviour and/or exhibited inappropriate/harmful sexualised behaviours towards others, an AIM (Assessment, Intervention, Moving On) checklist must be completed and contact made with Children's Social Work Service if appropriate. There must be a coordinated multi-agency approach through a risk assessment management plan (RAMP) to respond to their needs which will include parent/carers, youth justice (where appropriate), children's social work service and health. Further support and advice on AIM Checklists and/or undertaking a RAMP can be obtained from the Education Safeguarding Team.
- 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 Where child exploitation (i.e., criminal, sexual, trafficking, modern day slavery etc.), or the risk of it, is suspected, frontline practitioners must notify the designated member of staff for child protection, in line with the child protection policy reporting systems.
- 8.6.6 The DSL must complete the child exploitation risk identification tool for partners and refer to the table at the end of the tool to help decide how to proceed. A copy of the completed tool must be kept in the child's child protection records for future reference. The DSL can also refer a pupil to the monthly Multi-agency Child Exploitation (MACE) meeting if it is felt that the criteria for referral is met and a discussion is warranted. Information provided should include name; date of birth; what the risks are; what has been put in place to lessen the risk; and the plan that the child is subject to. Referrals will be triaged and if selected, the social worker, team manager or other relevant practitioner involved will be invited to attend the MACE meeting for a short discussion.
- 8.6.7 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.
- 8.6.8 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, CSE or CCE including involvement in county lines. 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 body will ensure that the following appropriate policies and procedures are in place and shared with staff at the point of induction, 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 Positive Behaviour policy
- The names, roles and responsibilities of the designated safeguarding lead and any deputies.

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 (2023). 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 2023).
- 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 All applicants for a position at the school need to be informed that online searches may be done as part of due diligence checks.
- 10.1.4 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.
- 10.1.5 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 or the Education Safeguarding Team.

INDUCTION PROCESSES

10.2 Managing allegations or safeguarding concerns against a member of staff or person in school procedures.

10.2.1 These procedures must be followed in any case in which it is alleged that a member of staff (including supply 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
- d) behaved or may have behaved in a way that indicates they may not be suitable to work with children.

10.2.2 Inappropriate behaviour by staff or person in school 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 head teacher 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 Head teacher/Principal ("case manager") immediately. If the complaint involves the head teacher, then the next most senior member of staff must be informed and the chair of governors/chair of the management committee or proprietor of an independent school (please delete as appropriate).

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 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 or in the case of a supply member of staff the supply agency safeguarding lead/senior manager. The completed LADO notification form must be sent to lado@braford.gov.uk **within one working day of the allegation being made**. This will assist the case manager and HR/supply agency senior manager 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.

- 10.2.5 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.
- 10.2.6 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.
- 10.2.7 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.
- 10.2.8 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.
- 5.1.1 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 the above.

LADO: 01274 437600 or LADO@bradford.gov.uk

Advice can also be sought from Education Safeguarding Team: Kate Hopton
Education Safeguarding Team on 01274 437043 or email kate.hopton@bradford.gov.uk

- 5.1.2 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.
- 5.1.3 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.

5.2 Training and Support

- 5.2.1 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.
- 5.2.2 We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from (G Hartford). 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).

- 5.2.3 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.
- 5.2.4 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 basic child protection training (including online safety) and refresher training at least every three years and regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- 5.2.5 The Headteacher will attend appropriate safeguarding training at least every three years.
- 5.2.6 Governors, including the nominated governor will attend specific training for their role, updated at least every three years.

The Head teacher and at least one member of the governing body that is not a staff governor must complete the National Safer Recruitment Training and refresh this training every five years.

6. Child Protection Records

11.1.1 The responsibility to maintain, process, share, transfer and store child protection and safeguarding records in accordance with the Data Protection Act 2018 and the GDPR principles is the responsibility of the designated safeguarding lead and any safeguarding deputies. 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
- Records of 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 a vulnerable young person is moving to a Further Education establishment, consideration will be given to the pupil's wishes and feelings about their child protection information being passed on, in order that the FE establishment can provide appropriate support. In cases where it is deemed appropriate, relevant child protection information must be shared via the FE Safeguarding Information Sharing Form only. The original records will be retained and archived by the school/college. Due consideration must be given to the sharing of any additional information requested by the receiving establishment.

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

- 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 are 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 body. 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.

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7. 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 Record

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

- Provide adequate food, clothing, and shelter (including exclusion from home or abandonment);
Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate caregivers) 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 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 using 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 indicate 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 bodys, 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?

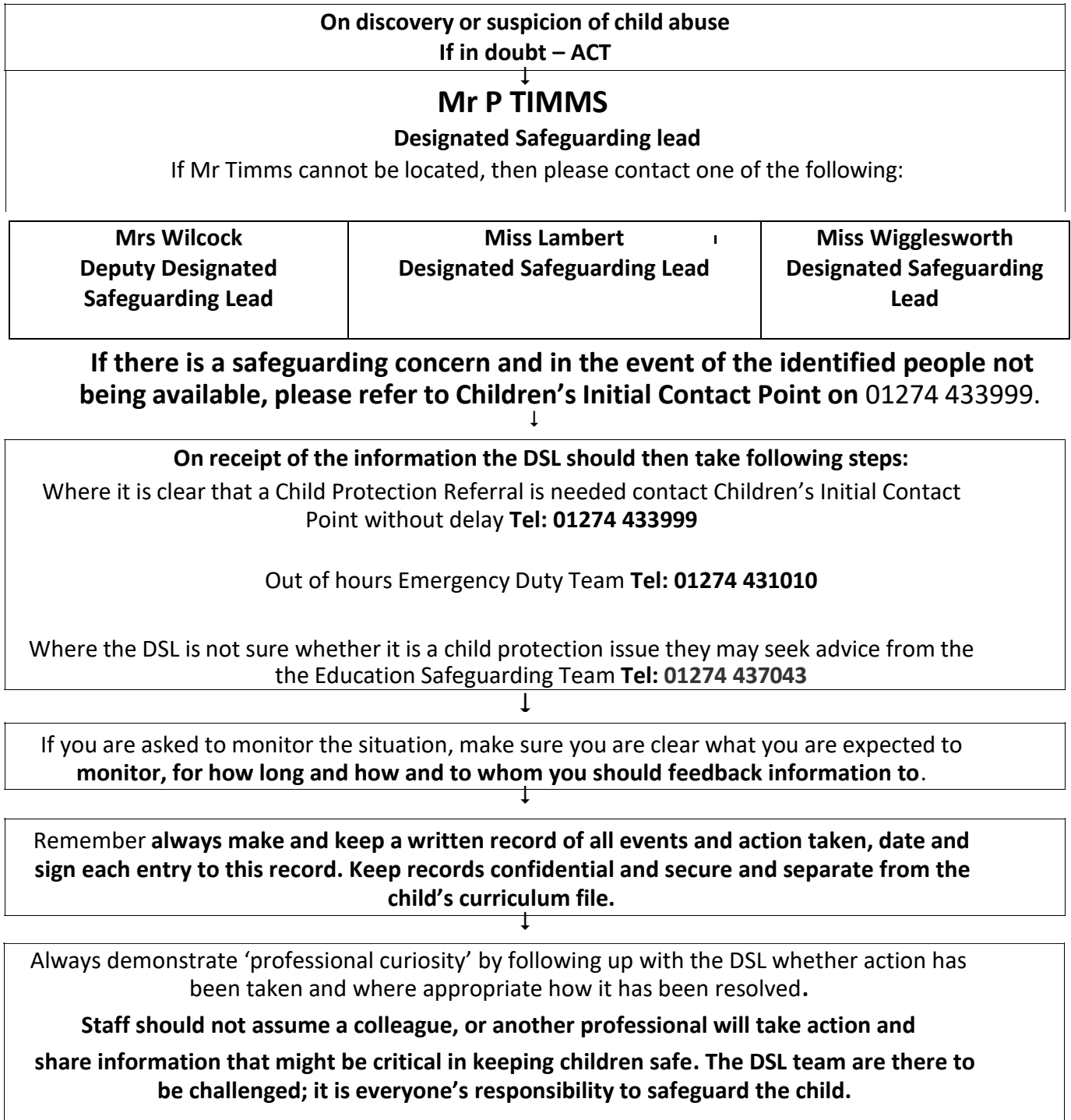
- Stay calm
- Do not transmit shock, anger, or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people to do 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 recorded and 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.

Appendix 3: Child Protection Procedures Flow Chart



USEFUL TELEPHONE NUMBERS
Children’s Social Care Initial Contact Point: 01274 433999
Emergency Duty Team: 01274 431010
Education Safeguarding Team: 01274 437043
NSPCC Whistleblowing Helpline: 0800 028 0

CHILD WELFARE CONCERNS FORM 2023-24

Level of Initial Concern 1-10

'Where are we on a scale of 0 to 10, where 10 means there is enough safety for child protection authorities to close the case, and 0 means it is certain that the child will be (re) abused (Judgment)'.

This form, regardless of perceived risk, should be **completed immediately** after the disclosure/incident and given to one of the school's 4 named safeguarding leads (Mr Timms, Mrs Wilcock, Miss Lambert, Mrs Wigglesworth)

PUPIL'S NAME:	Level of Concern (1-10):
MEMBER OF STAFF REPORTING THE CONCERN:	
DATE:	TIME:
DESCRIPTION OF EVENT OR CONCERN:	
continued overleaf...	
AGREED ACTIONS AND ANTICIPATED OUTCOMES:	
continued overleaf...	
FOLLOW UP ACTIONS AND ADDITIONAL OUTCOMES (IF REQUIRED)	
continued overleaf...	
SIGNED (STAFF MEMBER):	DATE:
SIGNED (DSL):	DATE:

Appendix 5 Further Information

Key contacts:

Role	Name	Contact number	Email
Designated Safeguarding Lead	Peter Timms	01943 431133	Peter.timms@benrhydding.bradford.sch.uk
Deputy Designated Safeguarding Leads	Anna Lambert Gwyn Wilcock Kally Wigglesworth	01943 431133	anna.lambert@benrhydding.bradford.gov.uk Gwyneth.Wilcock@benrhydding.bradford.sch.uk Kally.Wigglesworth@benrhydding.bradford.sch.uk
Safeguarding Governor	Nick Crannigan	01943 431133 01943 431133	Nick.crannigan@benrhydding.bradford.sch.uk
Chair of Governors	Nick Crannigan	01943 431133	Nick.crannigan@benrhydding.bradford.sch.uk

Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health, and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability. Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

Ben Rhydding Primary School will, when required, continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be Mr P Timms.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Ben Rhydding Primary School will explore the reasons for this directly with the parent.

Attendance monitoring

Local authorities and education settings do not need to complete their usual daily attendance processes to follow up on non-attendance.

Ben Rhydding Primary School and social workers will agree with parents/carers whether children in need should be attending school – Ben Rhydding Primary School will then follow up on any pupil that they were expecting to attend, who does not. Ben Rhydding Primary School will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

HOW WILL THIS LOOK IN YOUR SCHOOL?

To support the above, Ben Rhydding Primary School will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Ben Rhydding Primary School will notify their social worker.

Designated Safeguarding Lead

Ben Rhydding Primary school has a Designated Safeguarding Lead (DSL) and three Deputy DSLs.

The Designated Safeguarding Lead is Mr P Timms

The Deputy Designated Safeguarding Leads are: Mrs Wilcock, Miss Lambert and Mrs Wigglesworth.

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for coordinating safeguarding on site.

This might include updating and managing access to child protection online management system, CPOMS and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all Ben Rhydding Primary School staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of that person is and how to speak to them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Child Protection Policy. In the unlikely event that a member of staff cannot contact the DSL from home, they should phone or email (encrypted email only if sensitive information and/or family names are being disclosed) the Designated Safeguarding Lead, asking for confirmation that the emails were received if these were sent. The member of staff recording the concern must ensure that the concern has been received by one of the school's DSLs.

Staff are reminded of the need to report any concern immediately and without delay. If there is a requirement to make a notification to the Headteacher whilst away from school, this should be done verbally and followed up with an email to the Headteacher.

Concerns around the Headteacher should be directed to the Chair of Governors:

Mr Nick Crannigan

Safeguarding Training and induction

A DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2023). They should also read Annex B.

The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child. Where new staff are recruited, or new volunteers enter Ben Rhydding Primary School, they will continue to be provided with a safeguarding induction.

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, school name will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2020) (KCSIE).

Where Ben Rhydding Primary School are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Ben Rhydding Primary School will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

Ben Rhydding Primary School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral. Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such,

Ben Rhydding Primary School will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Online safety in schools and colleges

Ben Rhydding Primary School will continue to provide a safe environment, including online. This includes the use of an online filtering system. Where students are using computers in school, appropriate supervision will be in place.

Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the code of conduct.

Ben Rhydding Primary School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Supporting children not in school

Ben Rhydding Primary School is committed to ensuring the safety and wellbeing of all its Children and Young people. Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. Details of this plan must be recorded on CPOMS, as should a record of contact have made. The communication plans can include remote contact, phone contact, doorstep visits. Other individualised contact methods should be considered and recorded.

Ben Rhydding Primary School and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and through email communications with parents. Ben Rhydding Primary School recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at Ben Rhydding Primary School need to be aware of this in setting expectations of pupils' work where they are at home.

Ben Rhydding Primary School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

Peer on Peer Abuse

Ben Rhydding Primary School recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer-on-peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on CPOMS and appropriate referrals made.