

# Menston Primary School



## **CHILD PROTECTION POLICY** **(STATUTORY)**

Menston Primary School  
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Headteacher  
Iain Jones

Date approved by the Full Governing Body January 2019  
Reviewed and updated September 2019  
Approved by the Full Governing Body October 2019

This Child Protection Policy is available on the school website and paper copies can be requested from the school office. It 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.

This policy must be read and understood by all staff, volunteers and governors. This policy outlines locally agreed Bradford Children's Safeguarding Board referral pathways and protocols, and must be adhered to by all staff who have specific named responsibility for child protection (designated safeguarding lead and deputy safeguarding lead).

<b>Academic year</b>	<b>Designated Safeguarding Lead (DSL)</b>	<b>Deputy Designated Safeguarding Lead (Deputy DSL)</b>	<b>Nominated Safeguarding Governor</b>	<b>Chair of Governors</b>
2019 - 20	Iain Jones	Marie Wilson	Sarah Turner	Annet Nottingham

<b>Policy Review date</b>	<b>Date Ratified by governors</b>	<b>Date Shared with staff</b>
Annually (next review September 2020 or earlier if legislation changes)	8 <sup>th</sup> October 2019	9 <sup>th</sup> October 2019

## Aims

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

The Governing Body and staff of Menston 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.

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.

## Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education \(KCSIE\) 2019](#) and [Working Together to Safeguard Children \(WTTSC 2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the procedures set out by our Local Safeguarding Children Board.

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)

[Bradford Local Safeguarding Children Board](#) procedures

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

The policy is available to all interested parties on our website and on request from the main school office. It should 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](#).

## Definitions

**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

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

Appendix 1 explains the different types and indicators of abuse.

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

## Equality statement

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.

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 suffered abuse in the past

- Have English as an additional language
- Are known to be living in or have previously lived in difficult situations – for example, temporary accommodation or where there are/ were issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers

## Roles and responsibilities

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.

### All staff

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. Staff sign to say that they have read and agree to adhere to the statutory guidance within KCSiE.

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 care 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 (Page 7) illustrates the procedure to follow if you have concerns about a child's welfare. Wherever possible, speak to the DSL or deputy DSL first to agree a course of action. In the absence of a DSL or deputy DSL 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.
- We work in partnership with other agencies in the best interests of the children. Requests for service to Bradford Safeguarding Children Board should (wherever possible) be made by the Safeguarding Designated Staff, to the advice and duty team (01274 437500). 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 and radicalisation

Appendix 1 details different kinds of abuse.

Appendix 2 provides guidance to staff on how to handle disclosures.

### **The designated safeguarding lead (DSL) and deputy designated lead (Deputy DSL).**

Our DSL is Mr Iain Jones. The DSL takes lead responsibility for child protection and wider safeguarding.

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

The Deputy DSL – Mrs Marie Wilson takes joint responsibility for child protection and wider safeguarding.

If the DSL and Deputy DSL are not immediately available, the admin team will contact them.

The DSL and Deputy 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.
- 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.
- The Deputy DSL will also keep the DSL informed of any issues, and 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, Child in Need meetings 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 relevant parties 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 and/or Deputy 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.**

### **The governing board**

The governing board will approve this policy at each review, and hold the Head teacher to account for its implementation.

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.

In the event that an allegation of abuse is made against the head teacher, the chair of governors will act as the 'case manager'.

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.

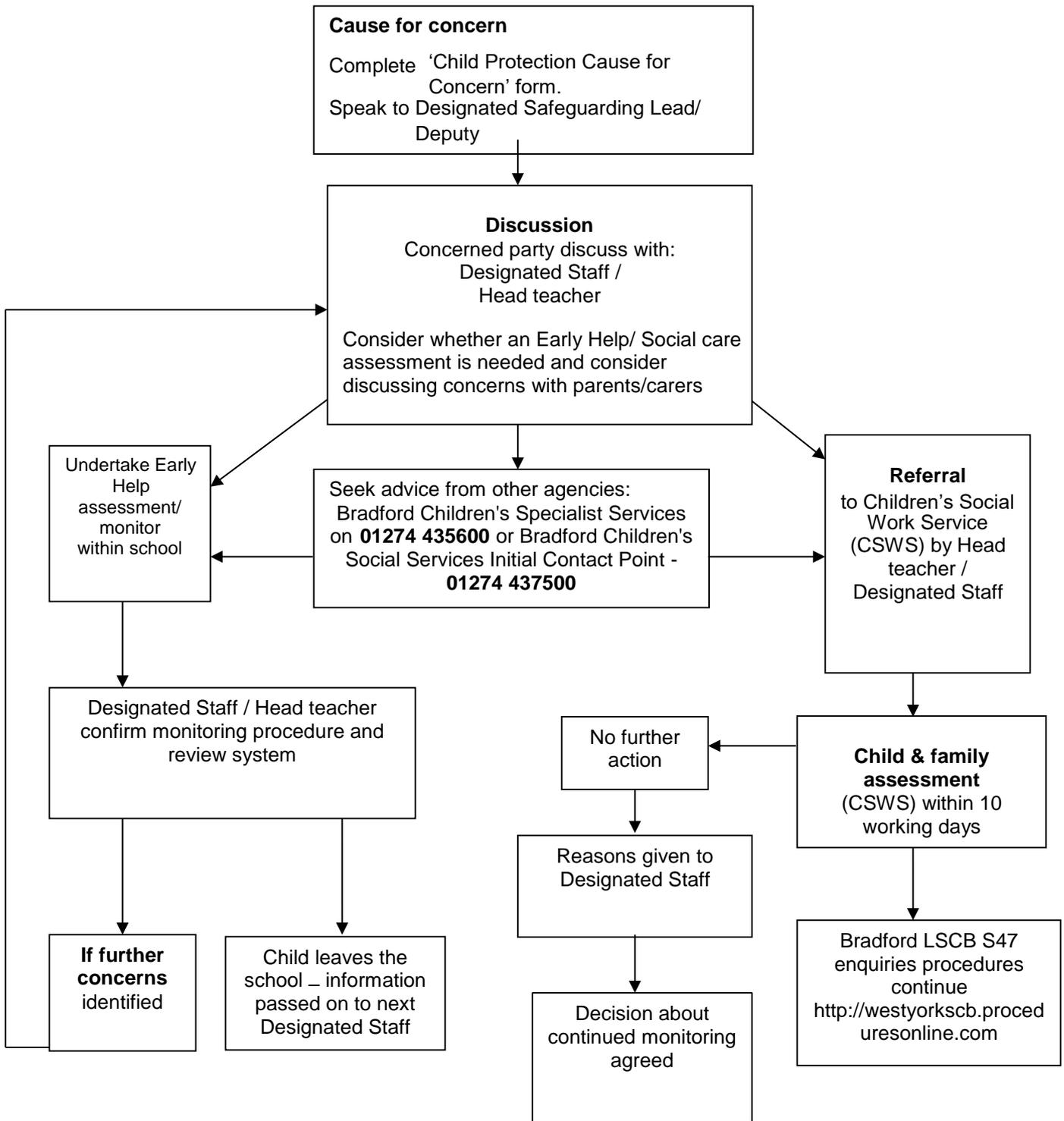
**The full responsibilities of the governing body are set out in Part Two of KCSiE – The management of safeguarding. All governing bodies should read Part Two of KCSiE in order to ensure that the school is fully compliant with their statutory safeguarding responsibilities.**

### **The head teacher**

The head teacher 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 and Deputy DSL have 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.

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



## **Confidentiality and Information Sharing**

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding.

Menston Primary 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/disclosure, and must pass any cause for concerns immediately to a designated safeguarding lead.

Confidentiality is addressed throughout this policy with respect to record-keeping (see Appendix 2), allegations of abuse against staff (see section information sharing (see section 0) and working with parents (see section 0).

### **Information sharing**

Timely information sharing is essential for effective safeguarding. Information. This school 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.

### **Working with parents and other agencies to protect children**

Parents/carers should be aware that our school will take 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 have no alternative but to follow the Bradford Safeguarding Board procedures and contact the Duty and Advice team to discuss their concerns.

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.

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.

Parents/carers are informed about our Safeguarding & Child Protection policies through website, newsletters etc. A safeguarding & child protection statement is prominent in the school foyer/reception area.

### **Multi-agency work**

We will co-operate with Bradford Safeguarding Children Board in accordance with the requirements of the Children Act and allow access to child and child protection records for them to conduct section 17 (Child in Need) or section 47 assessments.

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

### **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.**

#### **The Curriculum**

Relevant issues will be addressed through the PSHE curriculum which will include covering relevant issues through Relationships Education. The Government has made regulations which will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2020.

Content of the PSHE curriculum includes work on self-esteem, emotional literacy, assertiveness, power, online safety, online bullying, sexting, child sexual exploitation (CSE), female genital mutilation (FGM), preventing radicalisation, peer on peer abuse and anti-bullying.

Children will be taught about online safety through computing curriculum as well as through the PSHE curriculum. Relevant issues will be addressed through other areas of the curriculum. For example, circle time, English, History, Drama, Art and assemblies.

#### **Other areas of work**

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

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

#### **Our role in supporting children**

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

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

#### **The child's wishes**

Where there is a safeguarding concern, staff should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the best interests of the child at heart.

## **Children with additional vulnerabilities**

Menston Primary School recognises 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.

If any 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, staff will undertake an informed (multi-agency where other professionals are involved) risk-assessment prior to making the decision to 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 body.

This school follows the Bradford 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**

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".

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'.

**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.

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 should not examine pupils.

**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.

**Any member of staff** who suspects a pupil is *at risk* of FGM must speak to the DSL and follow Bradford Safeguarding Children Board procedures.

## **Radicalisation**

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. For further information on this subject please refer to pages 84 to 86 of Keeping Children Safe in Education (September 2019).

### **Responding to concerns about radicalisation**

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 should seek advice appropriately with the DSL who will follow the [Bradford District Prevent Action Plan](#).

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.

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.

### **Peer on peer abuse**

We recognise that children are capable of abusing their peers and that peer on peer abuse can manifest in many different ways. This may include (but is not limited to): bullying (including cyber bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm; sexting (also known as youth produced sexual imagery) and initiation/hazing type violence and rituals. 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 staff are responsible for responding to such concerns in keeping with Bradford Safeguarding protocols referenced below. The DSL staff are responsible for providing support to any victims and the perpetrators.

### **Sexual violence and sexual harassment between children (See pages 87 – 89 of KCSiE September 2019)**

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

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

### **Upskirting**

‘Upskirting’ typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

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 (further guidance at

<http://aimproject.org.uk>) must be completed and contact made with Children's Social Work Service as appropriate.

We minimise the risk of peer on peer abuse by ensuring that all areas of school are appropriately supervised and by teaching children how to report incidents within a safe and nurturing environment. Our policy on mobile phone use states that children must hand their phones in to a teacher or member of Care Club staff as soon as they enter the building. Phones are then returned at the end of the school day.

We will ensure that all incidents of peer on peer abuse are recorded (on CPOMs), investigated and dealt with appropriately and proportionately.

We recognise the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously

We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

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.

Where child sexual exploitation, or the risk of it, is suspected, frontline practitioners should complete a cause for concern form and pass onto the designated member of staff for child protection.

Where sexting has been reported or is suspected, staff will follow guidance set out within '[Searching, screening and confiscation Advice for headteachers, school staff and governing bodies](#)' January 2018

The DSL will refer to Bradford Safeguarding Children Board for further advice child where child sexual exploitation, or the risk of it, is suspected.

If the child already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about sexual exploitation.

We will ensure the school works in partnership with parents / carers and other agencies as appropriate.

### **Serious Violence**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing
- signs of assault or unexplained injuries

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

### **Child criminal exploitation**

All staff should be aware of the associated risks and understand the measures in

place to manage these. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines guidance](#)

### **Children missing from education**

A child going missing from education is a potential indicator of abuse or neglect. School and college staff members must follow the [Bradford LA procedures](#). Contact: Bradford Education Social Work Service Tel 01274 439651

Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. School staff members should follow the school'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.

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 \(DfE September 2016\)](#)

### **A Safer School Culture**

**Governors have agreed and ratified the following policies which must be read in conjunction with this policy and be provided to all staff as part of their induction procedures:**

- 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 policies (including online safety).
- School behaviour policy

### **Safer Recruitment, selection and pre-employment vetting**

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 (2019). The school will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check (as set out in paragraphs 122-125 of KCSiE), DBS check at the correct level (as set out in paragraph 121 of KCSiE), prohibition checks for teachers (as set out in paragraphs 126 and 127 of KCSiE), section 128 checks for governors and school leaders (as set out in paragraphs 128 and 129 of KCSiE), identity, qualifications, prohibition order and right to work in the UK. (see [Part 3 of KCSiE 2019](#)). The school will carry out [Disqualification under the Childcare Act 2006](#) checks for all relevant staff.

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils (see Appendix 7).

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 Bradford Local Authority

The school will ensure that written risk assessments are undertaken in situations where information provided on DBS certificates necessitates so. Advice and support for carrying out risk assessments can be accessed through the school's HR Advisor/Provider or the Education Safeguarding Team.

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

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

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, 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.

A safeguarding complaint that meets the above criteria must be reported to the Head teacher ('case manager') immediately. If the complaint involves the Head teacher, then the **chair of governors** must be informed (and the next most senior member of staff).

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. The Head teacher or another member of school management must contact the **Duty Safeguarding Coordinators (01274 435600)** and must not attempt to carry out any investigation before receiving advice; this includes historic as well as current allegations. As part of this initial consideration, the case manager should consult with their school's HR Advisor/provider. The completed LADO notification form must be sent via secure email to **CPUDuty@bradford.gov.uk** 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.

The case manager **should 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.

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.

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.

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.

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 Contact: 01274 437043 or 01274 435600**

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.

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](mailto:help@nspcc.org.uk).

## **Training and Support**

All staff members are responsible for knowing and adhering to systems within our school that support safeguarding. These will be explained to them as part of our staff induction. This includes: the school's safeguarding and child protection policies; the school's safer working practice document and the school's whistleblowing procedures. As part of their induction, all teaching, teaching support and administration staff carry out comprehensive child protection and safeguarding training.

Designated Safeguarding staff must have attended the Designated Lead for Child Protection training course. They will attend refresher training at least every two years.

The school will ensure all staff, including temporary and volunteers, receive induction and updated training appropriate to their roles and responsibilities, especially staff new to the school. All staff will access refresher training at least every two 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.

The Head teacher will attend appropriate safeguarding training at least every two years.

Governors, including the nominated safeguarding governor will attend specific training for their role, updated at least every two years.

### **Child Protection Records**

Child protection and safeguarding records will be held securely, with access being restricted to the DSL and Deputy DSL, head teacher 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 Bradford Safeguarding Children Board, Early Help, 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.

Where a pupil leaves their existing provision, the school/college 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.

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.

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 must 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 should 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 should 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 should be retained by the school/college*)
- Where the child has not attended the nominated school (*the original records should be retained by the school/college*)
- There is any on-going legal action (*the original file should be retained by the school and a copy sent*)

Pupil records should 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.

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 should, wherever possible, 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 will be obtained for audit purposes by the delivering school.

If sending by post, children records should be sent "Special Delivery". A note of the special delivery number should also be made to enable the records to be tracked and traced via Royal Mail.

For audit purposes a note of all pupil records transferred or received should 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.

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.

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

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

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

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

## **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 is 35 years from closure when there has been a referral to Children's Services. If no referral has been made to Children's Services, the child protection record should 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 must be made by the school via the governing body. Due to sensitivity of the information, the records should continue to be held in a secure area with limited access e.g. designated officer or head teacher. The DSL is responsible for ensuring that all CP files are archived in accordance with the timescales referenced above and for ensuring that the appropriate timeframes for archiving and destroying child protection records referenced above are set on electronic systems accordingly for each pupil.

## **Children's and parents' access to child protection files**

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

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.

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

The establishment's report to the child protection conference should be shared with the child, if old enough, and parent at least two days before the conference.

## **Safe Destruction of records**

Where records have been identified for destruction, they should 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 should 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 should be shredded (or deleted as appropriate) prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes the school should 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.

## Appendix 1

### Definitions and indicators of abuse and children with additional vulnerabilities

Reference: [Working Together to Safeguard Children](#) (DfE 2018). See also [KCSiE Part one and Annex A](#) and [What to do if you're worried a child is being abused](#) (March 2015).

Abuse and neglect are forms of maltreatment – a person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including, via the internet. In the case of female genital mutilation, children may be taken out of the country to be abused. They may be abused by an adult or adults, or another child or children. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. Abuse and neglect can happen over a period of time, but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so you should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, you can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

There are a number of warning indicators which might suggest that a child may be being abused or neglected.

**Neglect:** Neglect is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a child's health or development. Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol 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 (e.g. no winter coat)
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Angry, aggressive or self-harming behaviour
- Untreated illnesses/injuries (failure to receive basic health care)
- 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 abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

Examples which may indicate physical abuse (not to be used as a checklist):

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

**Sexual abuse:** Sexual abuse is any sexual activity with a child. You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can 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):

- Children who display knowledge or interest in sexual acts inappropriate to their age
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have
- Children who ask others to behave sexually or play sexual games
- 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-harm, 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

**Child sexual exploitation** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Further information about child sexual exploitation can be found at 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)

**Emotional abuse:** Emotional abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

Examples which may indicate emotional abuse (it is not designed to be used as a checklist):

- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder'
- Children who are excessively withdrawn, fearful, or anxious about doing something wrong
- Parents or carers blaming their problems on their child
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons
- 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.

### **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 additional vulnerabilities**

#### **Children with disabilities (including learning disabilities and physical disabilities)**

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- being more prone to peer group isolation than other children

- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers.

When working with children with 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

### **Looked after children and previously looked after children**

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding to keep looked after children safe. In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child. A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

Governing bodies of maintained schools and proprietors of academies must appoint a designated teacher and should work with local authorities to promote the educational achievement of registered pupils who are looked after. With the commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher must have appropriate training and the relevant qualifications and experience.

Statutory guidance contains further information on [The Role and Responsibilities of the Designated Teacher](#).

## **Appendix 2      Dealing with a disclosure of abuse**

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

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

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

### **Immediately afterwards**

You must not deal with this yourself. All disclosures of abuse must be responded to in keeping with the professional roles and responsibilities outlined in Fig 1 (Page 7)

**Appendix 3** Chronology of key events

**Strictly Confidential**

Guidance Notes: What was our involvement with this child and family?  
 Construct a comprehensive chronology of involvement by the agency and/or professional(s) in contact with the child and family over the period of time set out in the review's terms of reference. Briefly summarise decisions reached, the services offered and/or provided to the child (ren) and family, and other action taken.

Name of child.....DoB.....Class .....

Date and time	Event – CFC/Meeting/Telephone Call/Email/Review	Names of family member/professional involved.	Outcome/Follow up action



## Child protection concerns record

### Raising a concern

Who the concern was reported to/ observed by:		Role of person the concern was reported to/ observed by:	
Has the Designated Safeguarding Lead been informed?		Date and time the concern was reported/ observed:	
Child's name:			
Date of birth:		Year group:	
Address of child involved:			
Is the child in immediate danger? (If so, contact the police immediately)			
The nature of the concern:			
Account of what happened and where:			
The pupil's account or perspective:			
Were any injuries sustained?		If yes, has a body plan been completed?	
Additional observations:			

<b>Have the police been contacted and why?</b>			
<b>Staff members who are aware of the concern:</b>		<b>External agencies who have been contacted:</b>	
<b>Actions taken and by whom:</b>			
<b>Was professional advice sought?</b>		<b>If yes, who was advice sought from?</b>	
<b>Professional advice or opinion given:</b>			
<b>Has this concern been discussed with the parent/carer?</b>			
<b>Reason for/for not discussing the concern:</b>			
<b>Further action to take:</b>			

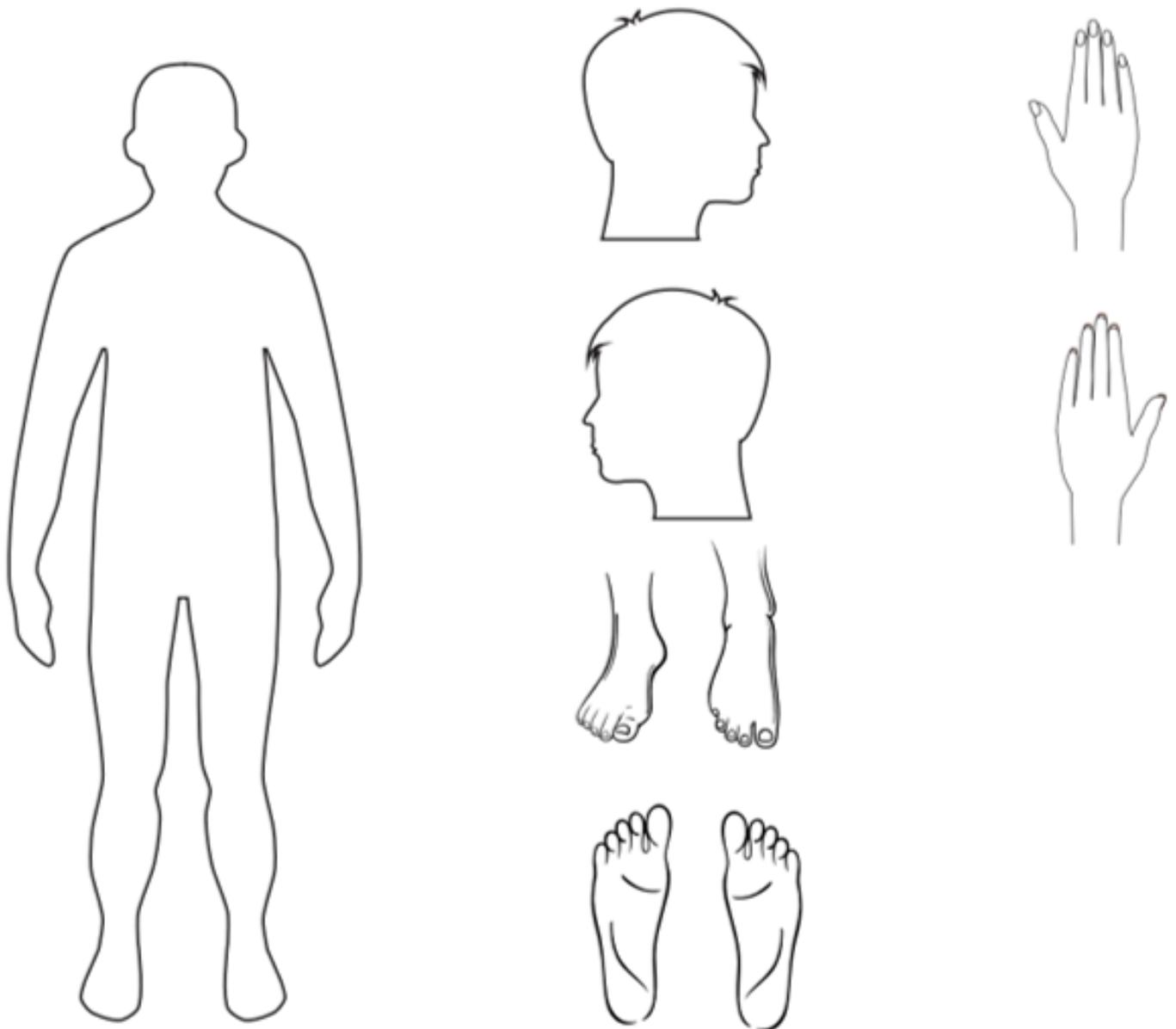
**Outcome of concern raised**

<b>Feedback to the referring staff member:</b>	
<b>Names and contact details of those with information about the outcome:</b>	
<b>Where can further information about the concern be found?</b>	

Other notes:

**Body plan** (to be completed in conjunction with the 'Raising a concern' form)

Using the body plan below, circle areas of the body which are a cause for concern and indicate what it is that is causing this concern.



Here at Menston Primary School we are dedicated to safeguarding the wellbeing of all children and adults in the school and expect everyone in our community to share this commitment.

**Appendix 5 Ongoing Monitoring Form**

**Strictly Confidential Ongoing Monitoring Form**

Name of child..... Class / Tutor group.....

Monitoring will relate to one or more of the following headings:

<ul style="list-style-type: none"> <li><input type="radio"/> Attendance</li> <li><input type="radio"/> Mood change</li> <li><input type="radio"/> Change in academic functioning</li> <li><input type="radio"/> Relationships</li> <li><input type="radio"/> Language</li> <li><input type="radio"/> Behaviour</li> <li><input type="radio"/> Demeanour and appearance</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Statements, comments, stories, 'news', drawings</li> <li><input type="radio"/> Parental interest and comments</li> <li><input type="radio"/> Home/family changes</li> <li><input type="radio"/> Medicals</li> <li><input type="radio"/> Response to P.E./Sport <input type="radio"/> Injuries/marks etc.</li> </ul>
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Day & Date	Observation / incident	Staff name	Action taken

## Appendix 6: Child Protection Procedures Flow Chart

<p style="text-align: center;"><b>On discovery or suspicion of child abuse If in doubt - ACT</b></p>
<p style="text-align: center;"><b>Inform your Designated Safeguarding Lead (DSL) for Child Protection Iain Jones</b></p> <p style="text-align: center;">If Iain Jones cannot be located, then please contact <b>Marie Wilson</b> – Deputy Designated Safeguarding Lead</p>
<p style="text-align: center;"><b>If there is a safeguarding concern and neither of the safeguarding leads is available, you should refer to Children's initial Contact Point on 01274 437500</b></p> <p style="text-align: center;">If you have reason to believe that a child is at <b>IMMEDIATE RISK OF HARM</b>, contact the police on <b>999</b></p>
<p style="text-align: center;"><b>On receipt of the information the Named Person should take following steps:</b></p>
<p style="text-align: center;"><b>Where it is clear that a Child Protection Referral is needed contact Children's Initial Contact Point without delay Tel No 01274 437500</b></p> <p style="text-align: center;"><b>Out of hrs Emergency Duty Team Tel No 01274 431010</b></p> <p style="text-align: center;"><b>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 No 01274 434343 for the Children's services switchboard or 01274 435908 for direct contact</b></p> <p style="text-align: center;"><b>The DSL may also seek advice from the Education Social Work Service Tel 01274 439651</b></p>
<p>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.</p>
<p><b>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.</b></p>
<p>Completion and dispatch of the Common Child Protection Referral form. Retain a copy in school. Send copies to:</p> <ul style="list-style-type: none"><li>• Children's Social Care to the Area Office you made your referral to</li><li>• Lead Officer for Child Protection, Margaret McMillan Towers, Princes Way, Bradford, BD1 1NN</li></ul>

### 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 437500

Education Social Work Service: 01274 439651

Lead Officer Child Protection: 01274 435908

Police: Javelin House, Child Protection Unit: 01274 376061

#### **KEEPING CHILDREN SAFE IS EVERYONE'S RESPONSIBILITY**

**If you have concern that a child is being harmed you must not keep these concerns to yourself.**

In the Bradford district, these are the numbers that you can ring for advice and to make a referral:

During office hours (8.30am - 5pm Monday to Thursday, 4.30pm on Friday)

Children's Social Care Initial Contact Point - **01274 437500**

At all other times, Children's Social Care Emergency Duty Team - **01274 431010**

If you have reason to believe that a child is at **IMMEDIATE RISK OF HARM**, contact the police on **999**

For all general enquires, please contact Children's Specialist Services on 01274 435600

## Appendix 7 Recruitment and Selection Checklist

### Recruitment and Selection Checklist

Pre-interview:	Initials	Date
<b>Planning</b> - Timetable decided: job specification and description and other documents to be provided to applicants, reviewed and updated as necessary. Application form seeks all relevant information and includes relevant statements about references etc.		
<b>Vacancy advertised</b> (where appropriate) Advertisement includes reference to safeguarding policy, that is, statement of commitment to safeguarding and promoting welfare of children and need for successful applicant to be DBS checked		
<b>Applications on receipt</b> - Scrutinised – any discrepancies/anomalies/gaps in employment noted to explore if candidate considered for short-listing		
<b>Short-list prepared based on essential criteria</b> Further filter on desirable criteria if required (with the exception of Disabled applicants who would be guaranteed a place in the selection process if they can demonstrate that they meet the essential criteria)		
<b>References – seeking</b> Sought directly from referee on short-listed candidates; ask recommended specific questions; include statement about liability for accuracy		
<b>References – on receipt</b> Secure without viewing (e.g. receive by someone not on selection panel, keep in a secure area in a marked up sealed envelope)		
<b>Invitation to interview</b> - Includes all relevant information and instructions		
<b>Interview arrangements</b> - At least two interviewers; panel members have authority to appoint; have met and agreed issues and questions/assessment criteria/standards		
<b>Interview</b> - Explores applicants' suitability for work with children as well as for the post		
<b>Note:</b> identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents; copies of documents taken and placed on file; where appropriate applicant completed application for DBS disclosure		
Preferred candidate selected (through identified/agreed selection process)		
<b>References</b> Obtain references from secure area <b>for preferred candidate only</b> where available and chase up any missing & review by selection team. If the preferred candidate's references are unsatisfactory or you are not able to obtain suitable references then reject this candidate & repeat the process with the 2 <sup>nd</sup> preferred candidate from the selection process (assuming that they meet the requirements of the position)		
<b>Conditional offer of appointment:</b> pre appointment checks Offer of appointment is made conditional on satisfactory completion of the following pre-appointment checks:		
<b>Identity</b> (if that could not be verified at interview)		
<b>Qualifications</b> (if not verified on the day of interview)		
<b>Permission to work in UK</b> , if required		
<b>DBS certificate</b> - where appropriate satisfactory DBS certificate received		
<b>DBS Barred list</b> – person is not prohibited from taking up the post		
<b>Childcare (Disqualification) Regulations 2009</b> - For staff who work in childcare provision or who are directly concerned with the management of such provision, the school needs to ensure that appropriate checks are carried out to ensure that individuals caught up in these regulations are not disqualified under the Disqualification under the Childcare Act 2006 (updated 2018).		
<b>Health</b> – the candidate is medically fit (pre-health screening should this be required)		
<b>Prohibition</b> – (for teaching posts in any type of school) the teacher has not been included in the prohibition list or interim prohibition list		
<b>Qualified Teacher Status (QTS)</b> – (for teaching posts in maintained schools) the teacher has obtained QTS or is exempt from the requirement to hold QTS		
<b>Statutory induction</b> for teachers who obtained QTS after 7 May 1999, unless applicant is a NQT		

**Appendix 8: Summary of in-school procedures to follow where there are potential radicalisation concerns about a child/member of staff**

