

Wycliffe Church of England Primary School

# Child Protection/Safeguarding Policy

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Version:

  
( WENDY ANDERSON )  
( Chair of Governors )

### **Introduction**

Wycliffe C of E Primary School staff and governors have a statutory duty to safeguard and promote the welfare of children as described in section 157 of the Education Act 2002. This responsibility extends to ALL members of the school community and should be underpinned by a thorough understanding of this document and current legislation which informs it (see below). This policy has been developed in accordance with the principles of the Children Act 1989 and 2004 and has due regard to all relevant government guidance (both statutory and advisory) including the following:

‘Keeping Children Safe in Education’ (KCSE) - DfE (September 2016)

‘Working Together to Safeguard Children – A guide to interagency working to safeguard and promote the welfare of children’ – HM Government (March 2015)

‘What To Do If You Are Worried a Child Is Being Abused – Advice for Practitioners’ -

### **About Safeguarding**

Safeguarding is defined as to:

‘protect from harm or damage with an appropriate measure’.

In relation to our work in school, safeguarding relates to:

- Child Protection;
- Curriculum;
- E-Safety;
- Attendance;
- Behaviour management;
- Anti-Bullying’
- Educational visits;
- Safe recruitment and selection;
- Staff Conduct;
- Whistle blowing;
- Managing allegations against staff;
- Managing building design;
- Health and safety.

(This is not an exhaustive list)

### **Areas of Responsibility**

At Wycliffe C of E Primary School we are ALL responsible for safeguarding. The Designated Safeguarding Lead and Headteacher are there to oversee, offer advice and take responsibility for making decisions with regard to all safeguarding matters. The governors also have a vital role in ensuring that policies, procedures and training in the school are effective and comply with the law at all times.

**Our Policy:**

This policy aims to set out the responsibilities for safeguarding and keeping children safe which should be held by **ALL** members of the school community in line with the policies and procedures of the Bradford Safeguarding Children Board.

The Children's Act 2004 defines safeguarding and promoting the welfare of children as:

- protecting children from abuse and neglect;
- preventing impairment of their health or development;
- ensuring that they receive safe and effective care so as to enable them to have the optimum life chances.

At Wycliffe C of E Primary School, we believe that all children have the right to be safe both in our school and in society as a whole. We recognise that all members of the school community have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children. We believe this can be achieved by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and through our work with parents.

We want all our children to stay safe and have the opportunity to achieve their full potential by:

- being as physically and mentally healthy as possible;
- being given access to good quality educational opportunities;
- living in a safe environment;
- learning and working in a safe and enriching environment;
- experiencing emotional well-being;
- feeling loved and valued;
- learning to look after themselves and developing independence;
- developing skills to cope with everyday life in modern Britain;
- having a sense of identity and a positive image of themselves;
- developing their confidence and their interpersonal skills.

We recognise that the safety and protection of pupils is the responsibility of **all** school personnel and volunteers as they are in a unique position to notice injuries, marks or bruises when children are undertaking certain activities which might indicate a child has been abused. We must report all concerns and all injuries, following the school procedures outlined later in this policy, for the safety and protection of the children in our care.

**Aims of this policy:**

- To outline the responsibilities of **ALL** staff and volunteers within school to safeguard the well-being of our children including identifying concerns, sharing information appropriately and taking prompt action;
- To ensure **ALL** staff have a thorough understanding of child protection and follow the appropriate procedures to ensure the safety and well-being of all children at Wycliffe C of E Primary School;
- To ensure **ALL** staff are aware of the role of the Designated Safeguarding Lead (DSL) and deputy;
- To document clearly the processes which are in place for logging and communicating concerns to the DSL and for making referrals to Children's Social Care about children considered to be at risk from harm;
- To emphasise the need for good communication between all members of staff in matters relating to child protection;
- To outline the help that is available to support families including 'Early Help' and to further develop and promote effective working relationships with other agencies involved with safeguarding and promoting the welfare of children;
- To outline how the curriculum and other school activities support children to stay safe;
- To set out the procedure for recruiting and inducting new staff including safer recruitment training for all those involved in the selection process, ensuring that all adults working within our school have been checked as to their suitability to work with children, in line with current guidance and providing all new staff with a comprehensive introduction to our safeguarding processes;
- To link to related policies which further support the safety of all our children (see below).

**School Responsibilities for Safeguarding:**

Paragraph 2 of the 'Keeping Children Safe In Education' statutory guidance document states that:

'Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.'

At Wycliffe, we see keeping children safe as our highest priority. We recognise that some children may be especially vulnerable to abuse and that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. To support the development and well-being of these and all our children, we take a considered and sensitive approach. Wycliffe's school ethos is reflected in our commitment to the following actions:

- Maintaining a systematic means of monitoring pupils known or thought to be at risk of significant harm;
- Supporting staff in ensuring that children and their families receive the right help at the right time including referrals to other services including 'Early Help' where needed;
- Supporting staff in working openly and in partnership with parents in relation to child protection concerns;
- Providing a safe environment in which children can learn;
- Promoting safe practice and challenging poor and unsafe practice;
- Integrating opportunities into the curriculum for children to develop the skills they need to recognise and stay safe from abuse, allowing for continuity and progression through the Key Stage Phases;
- Taking account of and informing policy in related areas, such as anti-bullying; e-safety; discipline and behaviour; health and safety; missing children; child sexual exploitation; FGM; positive handling and physical intervention procedures; procedures for dealing with allegations against staff and recruitment.

### **Child Protection:**

Child Protection can be defined as:

'the process of **protecting** individual children identified as either suffering, or likely to suffer, significant harm as a result of **abuse** or neglect. It involves measures and structures designed to prevent and respond to **abuse** and neglect.

Children have the right to be kept safe. This is enshrined in the European Convention on Human Rights as:

'the right to life, the right to be kept safe from torture and cruel treatment, freedom from slavery, the right to a fair trial, the right to respect for private and family life, and the right to an education.

All adults working with children have a responsibility to protect them from harm, abuse and neglect.

As a school we will therefore ensure that:

- We have a designated member of staff who will take the lead on safeguarding (the DSL) and at least one deputy, both of whom will receive appropriate training and support for their roles, in accordance with mandatory requirements. We will ensure that the designated safeguarding leads undergo training to provide them with the knowledge and skills required to carry out their roles. Their knowledge and skills will be updated via regular training, at appropriate intervals, as and when required, (but at least annually), to keep up with any developments. These roles will also be specified in their job descriptions.

- All staff receive regular refresher training, at appropriate intervals, as and when required, (but at least annually), to keep up with any relevant safeguarding and child protection developments.
- Every member of staff, volunteer and governor knows the name of the designated safeguarding lead and understands their role and what the back-up arrangements are if the DSL is unavailable. These arrangements are clearly displayed throughout the school.
- All staff are familiar with this Safeguarding and Child Protection Policy, recent statutory safeguarding documents produced by the Bradford Safeguarding Board and the government (see introduction) and the staff code of conduct. All new staff will be made aware of these policies and documents during induction sessions.
- All staff develop their understanding of signs and indicators of abuse (see below) and report any concerns to the designated lead but know that they can also refer direct to Children's Social Care if needed.
- We will ensure that all staff are aware that it is important to identify any concerns about children at as early a stage as possible so that their needs can be identified and monitored and appropriate support put in place.
- If staff members have any concerns about a child or about a colleague or other adult they will raise these with the designated member of staff.
- All staff know how to respond to a child who discloses abuse.
- All staff are made aware that whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- All parents / carers are made aware of the responsibilities of staff members with regard to Child Protection procedures, (for example by including this information in the school prospectus).
- If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anybody can make a referral.
- We will develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at CP case conferences wherever possible and providing reports as a matter of course. We will contribute to multi – agency assessments of children's needs where appropriate and work in a fully integrated way with other relevant services as appropriate.
- If a child's situation does not appear to be improving, the school will take responsibility for finding out what is happening and keep pressing for action to be taken.
- Staff will alert the Headteacher or Governors if they have any concerns about the safeguarding systems at Wycliffe C of E Primary School and their concerns will always be taken seriously.

- Written records are kept of all concerns, whether or not there is a need to refer the matter immediately, and that these records are kept securely, separate from the main pupil file, and in locked locations.
- The child's social worker is notified of any pupil subject to a Child Protection Plan who is absent from school without explanation for more than 2 days.
- Any new concern or relevant information about a child subject to a Child Protection Plan will be passed to the child's allocated social worker without delay.
- If a child subject to a Child Protection Plan leaves the school, records will be transferred to the new school without delay and the child's social worker informed of the change.
- If school staff are unsure how to proceed in a potential Child Protection situation, or require advice, this will be appropriately sought via the Bradford Safeguarding Children board.
- The Board of Governors will utilise the experiences and expertise of staff to contribute to and shape safeguarding arrangements and child protection policies.

#### **Child Abuse:**

**Child abuse** is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

We recognise that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. However there are four broad areas of definition:

- Neglect
- Physical Abuse
- Sexual Abuse
- Emotional Abuse

Brief definitions are given below. Guidance for recognising the indicators of possible abuse are attached as Appendix 1.

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

**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 causes ill health to a child. This situation is now known as illness fabricated or induced by carer (previously Munchausen Syndrome by Proxy).

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. These 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

It is important to recognise that many children will be living (or may have lived) in families where **Domestic Abuse** is a factor, and that these situations have a harmful impact on children emotionally, as well as placing them at risk of physical harm. The definition of Domestic abuse is as follows:

'Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.'

**Child sexual exploitation (CSE)** involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim, which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

**Female Genital Mutilation (FGM):** professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

**Peer on Peer Abuse:**

At Wycliffe C of E Primary School we see it as important to be conscious that any child who is engaging in abusive behaviour towards others may have been subject to abuse from other children or from adults. Children who abuse others should be held responsible for their abusive behaviour, whilst being identified and responded to in a way which meets their needs as well as protecting others. In such incidences, the school will follow guidance issued in relation to children who abuse others and local procedures.

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. These include the following:

- physical acts including punching, kicking etc. (see physical abuse outlined above);
- Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.);
- Bullying (physical, name calling, homophobic etc.) including cyber-bullying;
- Sexting - when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

- **Initiation/Hazing** - Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.
- **Prejudiced Behaviour** - The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

#### **Dealing with Peer-on-peer Abuse:**

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

- It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.
- In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.
- Once all the relevant information has been gathered and the events thoroughly investigated, cases of peer-on-peer abuse should be dealt with in-line with the school's existing safeguarding procedures and behaviour policy and always in full consultation with the DSL.

#### **Anti-Radicalisation**

At Wycliffe C of E Primary School we are committed to safeguarding in all its forms and therefore we make sure that protecting children from the risk of radicalisation is seen as part of our wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. We also recognise that during the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Therefore, Wycliffe C of E Primary School supports the **Prevent Strategy**, which works to prevent the growth of issues that create a climate which encourages radicalisation and extremism, which in turn can lead to acts of violence or terrorism.

Radicalisation is defined as:

‘the action or process of causing someone to adopt radical positions on political or social issues’

Extremism is defined as:

‘the holding of extreme political or religious views which may deny rights to any group or individual.’

All staff members are aware of these issues and relevant staff have attended training. The school also works within the curriculum to promote the Fundamental British Values, tolerance and respect for diverse views, while challenging prejudice of any kind. We are an inclusive school, which values citizenship and a sense of belonging. Pupils are encouraged to share their views and recognise that they are entitled to have different beliefs, but that these should not be used to influence others.

As with all matters pertaining to the maintenance of a safeguarding culture within the school, staff are expected to be vigilant in identifying concerns and ensuring these are passed to the DSL without delay. If any concerns do arise, or are disclosed by a child, they will be responded to following normal safeguarding processes and advice would be sought from colleagues in LA (either Prevent coordinator or safeguarding services) if necessary.

### **Vulnerable Groups:**

**Children Who Go Missing From Home or Care** are particularly vulnerable and may be at significant risk of harm. The immediate risks associated with going missing include:

- No means of support or legitimate income – leading to high risk activities;
- Involvement in criminal activities;
- Victim of Abuse;
- Victim of crime, for example through sexual assault and exploitation;
- Alcohol/substance misuse;
- Deterioration of physical and mental health;
- Missing out on schooling and education;
- Increased vulnerability.

Longer-term risks include:

- Long-term drug dependency / alcohol dependency;
- Crime;
- Homelessness;
- Disengagement from education;
- Child sexual exploitation;
- Poor physical and/or mental health.

**Children Missing from Education:** Wycliffe C of E Primary School rigorously monitors attendance and punctuality. We will always inform our EWO if we have any concerns about punctuality or attendance. We alert the LA immediately when children are: taken off of roll by parents (to another school or to be home schooled), permanently excluded or if we think that a child is missing from education and we will complete the mandatory LA Paperwork.

Children missing from education are at risk because this can be a potential indicator of abuse or neglect e.g. travelling to conflict zones, FGM, forced marriage. We will inform the LA of any pupil who fails to attend school regularly, or has been absent for a continuous period of 10 days or more, at such intervals as are agreed between the school and the LA.

### **Children with Special Educational Needs/Disabilities (SEND)**

At Wycliffe C of E Primary School we recognise that children with SEND may be especially vulnerable to abuse and neglect and make the following provision to ensure that these children are protected:

- We aim to provide a school environment in which all pupils, including those with SEND, can feel confident and able to discuss their concerns;
- The DSL will work closely with the SENCO, learning mentor and other staff to ensure that the needs of SEND pupils in relation to child protection issues are responded to appropriately (eg. for a child with particular communication needs).

### **Looked After Children**

The school will ensure there is a designated teacher whose role is to promote the educational achievement of children who are looked after, and that the identified person has received appropriate training as defined in the Children and Young Persons Act 2008.

We will 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 contact arrangements with birth parents or those with parental responsibility. They will 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, as well as the details of the child's social worker and the Virtual School Head in the LA.

### **Mental Health and Behaviour**

At Wycliffe we recognise that some children have additional needs with regard to their behaviour and/or emotional health. In order to help our pupils succeed, we strive to support them to develop resilience and to access any further help needed to ensure they can thrive. In addition we will ensure that:

- Pupils and their families are enabled to participate as fully as possible in decisions and are provided with information and support;
- We recognise that some children are more at risk of developing mental health problems than others. These risks can relate to the child, their family or to community and life events;
- Risk factors are cumulative, and children exposed to multiple risks are more likely to develop behavioural or mental health problems;
- Where severe problems occur we will ensure that appropriate referrals are made (with consent) to specialist services (eg CAMHS).

### **What To Do If You Have Concerns About a Child**

At Wycliffe C of E Primary School there is a clear procedure to follow if you have any concerns about a child.

To record generalised concerns about a child (eg. suspicion of neglect/ongoing concerns):

- Record the details of your concern on the school's online recording system (C Poms). Include as much detail as you can and ensure that you are accurate in your reporting. Include dates when each aspect of your concern became apparent.
- Alert your DSL or deputy DSL to your concerns and discuss the issues thoroughly.
- Remember, if you are still concerned after referring the incident to the DSL, you can make a direct referral to Bradford Social Care by phoning the numbers below:  
During office hours (8.30am - 5pm Monday to Thursday, 4.30pm on Friday) call Children's Social Services Initial Contact Point - **01274 437500**  
At all other times, Social Services 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 enquiries, please contact Children's Specialist Services on **01274 435600**  
(For more information see 'Making a Referral' below)

To record incidents or disclosures of incidents which could lead to significant harm (abuse) or the failure to protect children from significant harm (neglect) follow the following procedure which is outlined on the flow chart taken directly from the statutory guidance: 'Keeping Children Safe in Education' (see appendix 2).

If a pupil discloses abuse please note the following key points

- Listen carefully to what the pupil is telling you without interrupting
- Do not promise confidentiality
- Remain non- judgemental and keep an open mind
- Do not ask leading questions, or more questions than you have to – just establish what the pupil is telling you
- Be honest with the pupil and explain what you will happen next
- Record the information fully
- Pass on to the designated safeguarding lead (DSL)

In the case of any concerns always record the information clearly and be clear how the concern has arisen. If the information you have indicates that the pupil has suffered harm or there is a high level of risk, this should be passed to the DSL IMMEDIATELY.

Remember it is your responsibility ensure that the incident is dealt with appropriately and followed up. Further information about dealing with disclosures is provided in Appendix 3. If you feel this is not being done you MUST make a direct referral following the procedure outlined below.

### **Making a Referral**

When making a referral have as much information ready as you can. Review the C Poms entries for the child concerned to ensure that you have gathered all the relevant information then initiate the referral as follows:

- Fill in a copy of the Common Referral Form (available in the office, staff room and on Bradford Schools' Online) and use this to inform your discussion.
- Phone the numbers above and communicate your concerns clearly, concisely and objectively.
- Make 3 copies of the common referral form:
  - One copy to be kept in school records;
  - One copy to be sent to Children's Social Care
  - One copy to be sent to Suzanne Ellis, Lead Officer for Education Safeguarding, Margaret McMillan Tower, Princes Way, Bradford, BD1 1NN or by email to [Suzanne.ellis@bradford.gov.uk](mailto:Suzanne.ellis@bradford.gov.uk).

### **Communication**

Positive communication is vital in ensuring that we meet our collective responsibilities with regard to keeping children safe. All concerns, however small, should be recorded using the school's online recording system (C Poms). All staff who could come into contact with the child concerned should be alerted using the system and, if the concern is serious, back up face to face contact should be made to ensure that the information has reached those who need to know about it.

### **Making Connections**

C Poms should be regularly reviewed and analysed by SLT and the DSL to ensure that connections between incidents are made and the 'bigger picture' is seen. SLT/DSL should look for patterns in behaviour/incidents eg. a child who is always absent on a Monday morning or repeated bruising on a child which could indicate that the child is being repeatedly neglected or abused. Making these connections is vital in protecting children from harm (abuse) or from their carers' failure to protect them from harm (neglect).

### **Supporting Children Through the Curriculum**

At Wycliffe C of E Primary School we believe strongly in the importance of teaching children about how to stay safe. With this in mind, we are introducing a new PSHCE curriculum which will ensure an incremental development of skills across the key stages, designed to help our children learn about a range of factors which will help them to stay safe such as E safety, stranger danger, road safety, responsible use of medicines/drug awareness, sex education etc.

More information about this can be found on the school's website:

[www.wycliffeprimary.org](http://www.wycliffeprimary.org).

### **Early Help**

All adults in school should be alert to families who are having difficulties and may benefit from 'Early Help'. Early help is a mechanism for providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. It is about families receiving help when needs are identified and not necessarily intervention when a problem arises. Bradford's Early Help Strategy emphasises how responses to situations need to be proportionate. Referrals to children's social care should be made only when the needs of the child or young person cannot be met through early help.

To find out more about 'Early Help' refer to the document entitled 'Early Help Easy Read Strategy 2013-14' which can be accessed via the Bradford Safeguarding Board's website. To refer a family to 'Early Help' contact your DSL.

### **Risk Assessments**

At Wycliffe we encourage our staff to enrich their children's learning through a programme of trips and visits. For every trip we ensure the children's safety by:

- Completing a detailed risk assessment outlining the risks identified and procedures in place to minimise risk;
- Ensuring that a first aider is always available on a trip;
- Emergency exits and planning for unexpected events are always accounted for;
- Following Bradford recommendations for staff-pupil ratios;
- Risk assessments are read and signed by the Headteacher before any trip can be signed off;
- Any risk that is medium or high is assessed and provision is given to lower the risk;
- The needs of children with special education needs or medical provision / disability is accounted for and recorded in the risk assessment;
- A pre-visit is carried out if considered necessary by the Headteacher/DSL;
- Appropriate arrangements with regard to security are planned for.

### **Recruitment**

Thorough checks are carried out to ensure the suitability of all prospective employees of Wycliffe C of E Primary School. All interview panels include at least one member who has 'safer recruitment' training. In addition the school will ensure that:

- It operates a safe recruitment policy to ensure that all those working in the school, in either a paid or unpaid capacity are suitable to do so as far as can be reasonably ascertained.
- Senior Leaders and any other staff involved in selection procedures will attend Safer Recruitment training.
- Appropriate checks (ie enhanced DBS checks and checks against the barred list) will be carried out on all potential employees and volunteers, and all references will be taken up and verified. The school will ensure it is following the most recent guidance in respect of these issues, including taking account of the definition of regulated activity. This will include: prohibition check for everyone in 'teaching work', not just those with QTS; restrictions imposed by countries in the European Economic Area (EEA).
- Interview panels will follow recommendations from the HR section in relation to practice.
- At interview, candidates will be asked to account for any gaps in their employment history.
- When using agency staff, thorough checks will be carried out to ensure that the person who arrives is the same person who the agency has provided information for.

### **Allegations Against Staff**

At Wycliffe C of E Primary School we recognise that there will be occasions when a pupil at the school, or a parent or another person may make an allegation against a member of staff. The term allegations refers to concerns reported or raised that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. This means it has been alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age has:

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

In this event the Headteacher (or Chair of the Board of Governors, if allegation is against the Headteacher) must be informed who should seek the advice of Suzanne Ellis or one of the Child Protection Coordinators (01274 434343) and must not attempt to carry out any investigation before receiving advice. This includes historic as well as current allegations. A LADO Referral Form, which can be found on the Bradford Safeguarding Children Board's website, should be completed as quickly as possible and sent for Suzanne's attention by protected email.

All staff are expected to recognise the need for absolute confidentiality in these situations.

### **Whistleblowing:**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. Further details regarding this are outlined in the school's Whistleblowing Policy.

This policy links with a number of other policies and government documents. Please see Appendix 4 for more details of these.

## **Appendix 1:**

### **Guidance for Recognising the Indicators of Abuse:**

Recognising Physical Abuse:

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury or several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents / carers are uninterested or undisturbed by an accident or an injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury.
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries
- Bruising
  - Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:
    - Any bruising to a pre-crawling or pre-walking baby
    - Bruising in or around the mouth, particularly in small babies which may indicate force feeding
    - Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)
    - Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
    - Variation in colour possibly indicating injuries caused at different times
    - The outline of an object used e.g. belt marks, hand prints or a hair brush
    - Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
    - Bruising around the face
    - Grasp marks on small children
    - Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse
  - Bite Marks: These can leave clear impressions of the teeth. Human bite marks are oval or crescent shape. Those over 3 cm in diameter are more likely to have been caused by an adult or an older child. A medical opinion should be sought where there is any doubt over the origin of the bite.
  - Burns and Scalds: It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g:
    - Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
    - Linear burns from hot metal rods or electrical fire elements
    - Burns of uniform depth over a large area
    - Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks)

- Old scars indicating previous burns / scalds which did not have appropriate treatment or adequate explanation
- Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.
- Fractures: These may cause pain, swelling and discoloration over a bone or a joint. Non-mobile children rarely sustain fractures. There are grounds for concern if:
  - The history provided is vague, non-existent or inconsistent with the fracture type
  - There are associated old fractures
  - Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
  - There is an unexplained fracture in the first year of life
- Scars: A large number of scars or scars of different sizes or ages, or on different parts of body, may suggest abuse.

### **Behavioural Indications**

Some children may behave in ways that alert you to the possibility of physical injury, for Example:

- Withdrawal from physical contact;
- Fear of returning home;
- Self destructive tendencies;
- Aggression towards others.

### **Recognising Emotional Abuse**

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay;
- Abnormal attachment between a child and parent / carer e.g. anxious, indiscriminate or no attachment;
- Aggressive behaviour towards others;
- Scape-goated within the family;
- Frozen watchfulness, particularly in pre-school children;
- Low self esteem and lack of confidence;
- Withdrawn or seen as a 'loner' – difficulty relating to others;
- Over-reaction to mistakes;
- Fear of new situations;
- Inappropriate responses to painful situations;
- Neurotic behaviours;
- Self harming;
- Running away.

### **Recognising Neglect**

Evidence of neglect is built up over a period of time and can cover different aspects of parenting.

Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care;
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause;
- Failure of child to grow within normal expected pattern, with accompanying weight loss;
- Child thrives away from home environment;
- Child frequently absent from or late for school;
- Child left with adults who are intoxicated or violent;
- Child abandoned or left alone for excessive periods;
- Compulsive stealing or scavenging.

### **Recognising Sexual Abuse**

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child / family. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional / behavioural.

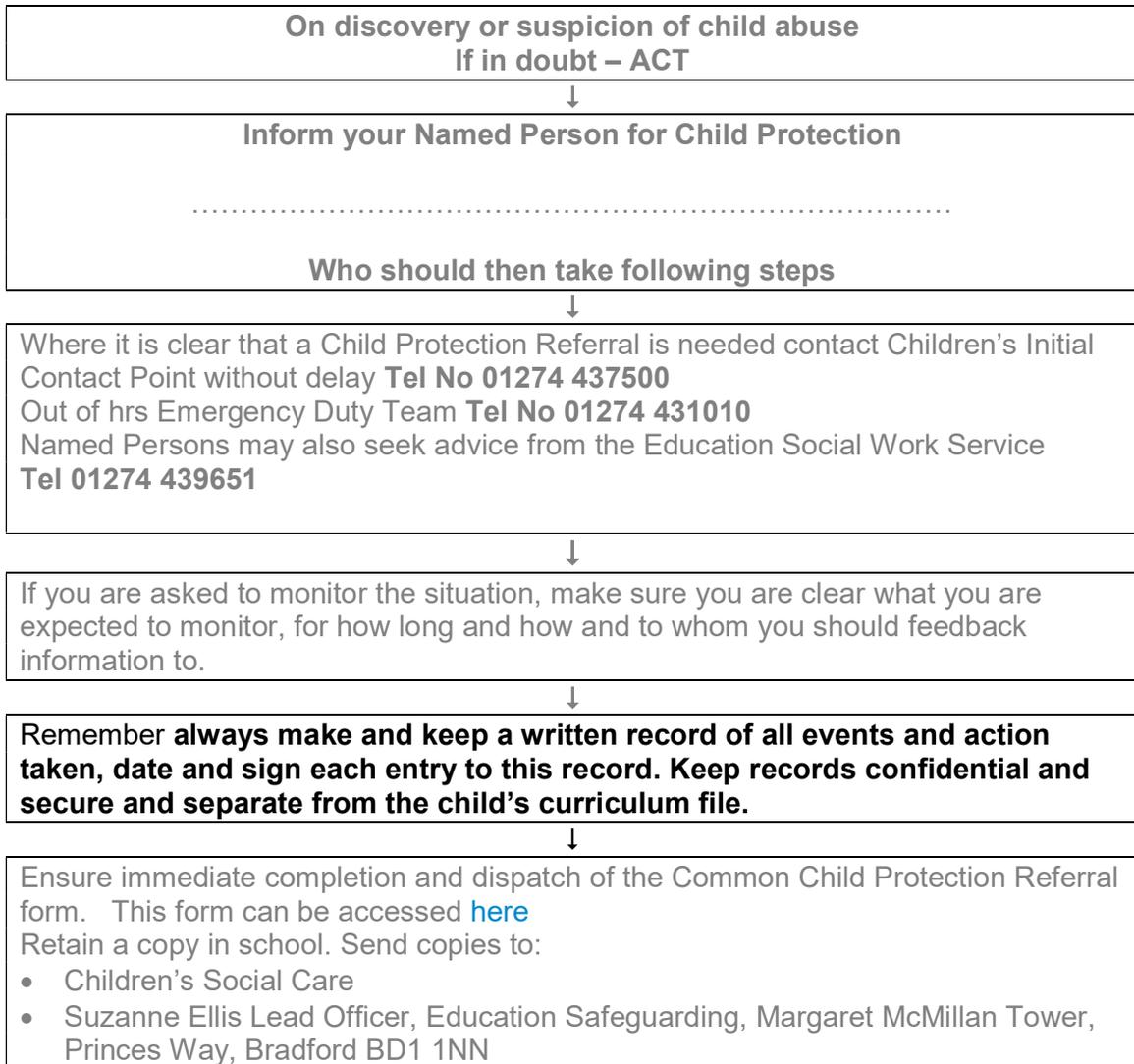
Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct;
- Sexually explicit behaviour, play or conversation, inappropriate for the child's age;
- Continual and inappropriate or excessive masturbation;
- Self-harm (including eating disorder, self mutilation and suicide attempts);
- Involvement in prostitution or indiscriminate choice of sexual partners;
- An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties);
- Concerning changes in behaviour or general presentation;
- Regressive behaviour;
- Distrust of a particular adult;
- Unexplained gifts of money;
- Sleep disturbances or nightmares;
- Phobias or panic attacks.

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area;
- Blood on underclothes;
- Pregnancy in a younger girl where the identity of the father is not disclosed;
- Physical symptoms such as injuries to the genital or anal areas, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen in vagina, anus, external genitalia or clothing;
- Wetting or soiling.

### Child Protection Procedures Flow Chart January 2016



#### USEFUL TELEPHONE NUMBERS

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

### **Appendix 3:**

#### **Dealing with disclosures**

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child. Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference. All staff should know who the DSL is and who to approach if the DSL is unavailable. Ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home.

#### **Guiding principles, the seven R's**

##### **Receive**

- ☑ Listen to what is being said, without displaying shock or disbelief;
- ☑ Accept what is said and take it seriously;
- ☑ Make a note of what has been said as soon as practicable.

##### **Reassure**

- ☑ Reassure the pupil, but only so far as is honest and reliable;
- ☑ Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential';
- ☑ Do reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'.

##### **Respond**

- ☑ Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details;
- ☑ Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' such questions may invalidate your evidence (and the child's) in any later prosecution in court;
- ☑ Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
- ☑ Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff.

### **Report**

- ☒ Share concerns with the designated safeguarding lead as soon as possible;
- ☒ If you are not able to contact your designated safeguarding lead, and the child is at risk of immediate harm, contact the children's services department directly;
- ☒ If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration.

### **Record**

- ☒ If possible make some very brief notes at the time, and write them up as soon as possible;
- ☒ Keep your original notes on file;
- ☒ Record the date, time, place, persons present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words;
- ☒ Complete a body map to indicate the position of any noticeable bruising;
- ☒ Record facts and observable things, rather than your 'interpretations' or 'assumptions'.

### **Remember**

- ☒ Support the child: listen, reassure, and be available;
- ☒ Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues;
- ☒ Try to get some support for yourself if you need it.

### **Review (led by DSL)**

- ☒ Has the action taken provided good outcomes for the child?
- ☒ Did the procedure work?
- ☒ Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- ☒ Is further training required?

### **What happens next?**

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out. If they have concerns that the disclosure has not been acted upon appropriately they might inform the safeguarding governor of the school and/or may ultimately contact the children's services department.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately. In some cases additional counselling might be needed and they should be encouraged to recognise that disclosures can have an impact on their own emotions

**Appendix 4:**

Other policies which should be read alongside this policy are:

- Whistleblowing Policy
- School Behaviour Policy
- Positive Handling Policy
- Staff Code of Conduct
- Anti-bullying Policy
- E Safety Policy
- Health and Safety Policy
- Acceptable Use Policy
- Safer Recruitment Policy
- Whistleblowing Policy

Designated Safeguarding Lead - Mrs S Hughes

Deputy Designated Safeguarding Lead - Mrs K Hooper

Governor with responsibility for Safeguarding - Mrs W Anderson