Wycliffe Church of England Primary School

SAFEGUARDING & CHILD PROTECTION POLICY

Bradford Diocesan Academies Trust

Ratified by the governing body:	Oct 2021
To be reviewed:	Oct 2022

Vision Statement

We nurture an aspirational family of hard-working, respectful individuals who work collaboratively to have a lifelong love of learning.
"Life in all its fullness" (John 10:10)

> *Our vision is to ensure that our school family are happy and fulfilled in a creative learning environment. This is flexible and caters to individual needs while developing a life-long love for learning through which all members can flourish. We nurture an aspirational family of hard-working, respectful individuals who work collaboratively.*

All of the life and work of Wycliffe C of E Primary School is underpinned by our shared Christian and core values of love, creativity, hope, respect, courage and forgiveness. We recognise, respect, value and celebrate that we are, *'all different, all equal'*. We are committed to ensuring that we all care for each other so that we are able to grow and learn together, in a safe and stimulating environment.

This school policy applies to all staff, paid staff, volunteers and sessional workers, agency staff, students or anyone working for and on behalf of the Bradford Diocesan Academies Trust. This policy should be read in conjunction with the academy- specific policies published by individual academies. We have a 'whole school' approach to safeguarding.

The term school and the term academy are interchangeable. The term pupil and the term student are interchangeable.

Introduction

This policy has been developed in accordance with the principles established by the Children's Act 1989, the Education Act 2002, the Children's Act 2004, Keeping Children Safe in Education (KCSiE) (September 2021 edition) and in line with locally agreed guidance and procedures. Annex B sets out the September 2021 substantive changes to KCSiE.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007260/Keeping_children_safe_in_education_2021.pdf

The Bradford Diocesan Academies Trust (BDAT) and the Local Governing Bodies (LGB) of all academies take seriously their responsibilities under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our schools to identify, assess and support those children and young people who are suffering harm. For individuals who are deemed to not work directly with children, Annex A will need to read and understand (a condensed version of Part 1 for those staff who are not directly work with children).

Related documents

The following links provide further information, and should be read as necessary:

KCSiE 2021
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007260/Keeping_children_safe_in_education_2021.pdf

Preventing Youth Violence:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

Working Together to Safeguard Children
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf

County Lines guidance:
https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable- adults-county-lines/criminal-exploitation-of-children-and-vulnerable-adults-county-lines

Relationships and Sex Education (RSE) and health education 2020
https://www.gov.uk/government/publications/relationships-education-relationships-and-sex- education-rse-and-health-education

Ofsted Inspection Framework:
https://www.gov.uk/government/collections/education-inspection-framework

Independent Schools Inspection Framework:
https://www.isi.net/support/publications/isi-inspection-framework

Teaching online safety:
https://www.gov.uk/government/publications/teaching-online-safety-in-schools

Sharing nudes and semi-nudes: advice for education settings:
https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education- settings-working-with-children-and-young-people

SEND code of practice 0-25 years:
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

The purpose of this policy:

- To protect children and young people who receive Wycliffe's services.
- To provide staff and volunteers with the overarching principles that guide our approach to child protection; staff and volunteers also need to be au fait with academy policies in situ.
- Wycliffe believes that a child or young person should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people and to keep them safe. We are committed to practice in a way that protects them.
- To support child development in ways that will foster security, confidence, and independence.
- To raise the awareness of both teaching and support staff for the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide systematic means of monitoring children known or thought to be at risk of harm.

- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the Trust which will be followed by all in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services.
- To ensure that all adults who have access to children have been checked as to their suitability.

Ethos and Commitment

Stakeholders are committed to improving outcomes for all children and young people. This underpins all of the development and work within school.

Safeguarding is considered everyone's responsibility and as such our school aims to create the safest environment within which every student has the opportunity to achieve. Wycliffe recognises the contribution they can make in ensuring that all students registered or who use our facilities feel that they will be listened to and appropriate action taken.

We will do this by working in partnership with other agencies and seeking to establish effective working relationships with parents, carers, and other colleagues to develop and provide activities and opportunities throughout our curricula that will help equip our students with the skills they need. This will include materials and learning experiences that will encourage our students to develop essential life skills and protective behaviours.

Principles of Safeguarding

The six principles of safeguarding as defined by The Care Act 2014 are:

Accountability

If a student discloses to an adult information which may indicate abuse or maltreatment, you must be clear with the student of your responsibility to report what you have heard. All employees are responsible for safeguarding vulnerable adults, children, and young people, it is a legal requirement for all staff to have up-to-date safeguarding training and understand/follow the schools safeguarding reporting procedure.

Empowerment

Support and encouragement are key factors to ensure effective working with students who have been or are currently victims of abuse or neglect, it is important for those individuals to feel they have control over their situation. Staff are responsible for ensuring individuals feel empowered to make their own decision and not forced into giving consent.

Partnership

It is important to be familiar and work in partnership with the local authority and all services or organisation in your community who might be able to assist in detecting and reporting abuse.

Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

Prevention

Preventing harm is just as important as removing a child from a harmful situation. If you know the signs and indicators of abuse and neglect, you must report and concerns to the Designated Safeguarding Lead.

Proportionality

When a safeguarding incident occurs, you should report your concerns in a manner that is appropriate for the risk presented. For example, if you suspect that a child or vulnerable adult is in immediate danger and the matter is urgent, report this to the Designated Safeguarding Lead and/or Headteacher immediately via CPOMS or even verbally. Notes can also be scanned on to CPOMS. On the other hand, if you notice suspicious bruising on an individual on only one occasion and there are no other signs pointing to abuse, a more appropriate response would be to make a record of the exact time and date, what you have witnessed, and any conversation that has taken place with the individual, keeping this on CPOMS in case any further suspicions arise. CPOMs is our internal reporting tool.

Protection

It is important to support individuals who have or been at risk of experiencing abuse or neglect. Safeguarding is designed to protect everyone from harm – at home, at work, at school, or anywhere else that they might be placed at risk.

Definition

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best

outcomes. Children includes everyone under the age of 18.

Roles and responsibilities

Designated Safeguarding Lead	D Baxter	Head teacher
Deputy	C Holdsworth	Deputy head (SEND)
Deputy	C Jukes	EYP teacher
Deputy	J Hill	Pastoral support
Deputy	N Hussain	Pastoral Support
Named Person	T Fearnely	First Aid lead /CS/LSA
Named Governor	G Denison	Chair

Governors Responsibilities

The LGB of each school has appointed a named Safeguarding Governor who has lead responsibility for overseeing and monitoring all safeguarding issues in each school.

The LGB will ensure that the named governor for Safeguarding & Child Protection attends the required training and that they refresh their training every two years.

Staff Responsibilities

The Trust and our LGBs recognise that for this policy to be effective, it is essential that school staff understand what safeguarding is, know how to access safeguarding information, know of any possible contribution that they may be required to make to safeguard our students and how to access further advice, support, or services. Wycliffe has one Designated Safeguarding Lead (DSL) and five deputies who will have day to day responsibility for dealing with safeguarding in the school, and this person/these persons will be named in the school policy.

All staff members, governors, volunteers, and external providers know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child. They are aware that behaviours and physical signs linked to behaviours that put children in danger. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. All staff should understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school and know how, and who to report these to. https://www.gov.uk/government/publications/teaching-online-safety-in-schools

All members of staff, volunteers, governors, and trustees must know how to respond to a student who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse. All systems, processes and policies should operate with the best interests of the child at their heart. Where there is a safeguarding concern, governing bodies and school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.

All designated staff will update their training at least every 2 years, including PREVENT, and disseminate this training to all staff. The role of the DSL is laid out in Annex C.

All other members of staff are provided with opportunities to receive appropriate training in order to develop their understanding of the signs and indicators of abuse and of the school's child protection procedures every year.

The Business Manager will:

- ensure secure visitor control measures are in place and carried out. This includes arrangements for supply staff, students, volunteers, extended service providers and contractors;

- ensure vetting and barring procedures are administered and details recorded in accordance with statutory duties /guidelines;
- ensure a current, accurate Single Central Record is maintained;
- advise staff of vetting arrangements necessary for enhanced curriculum provision.

Early Help

Any child may benefit from Early Help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young career;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.

Indicators of Abuse

There are five types of abuse as defined in 'Working Together to Safeguard Children 2018' which is defined in the Keeping Children Safe in Education Statutory Guidance 2021.

- **Abuse:** 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. They may be abused by an adult or adults or another child or children.
- **Physical abuse involves:** hitting, slapping, kicking, misuse of medication, undue restraint, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Sexual abuse involves:** forcing or enticing a child into sexual activities whether or not the child is aware of what is happening. This includes non-contact situations such as viewing child abuse images.
- **Emotional abuse involves:** persistent emotional ill treatment of children, such as frightening them, or putting them in situations of danger. It is also an abuse to convey to children the feeling they are worthless or unloved.
- **Neglect:** and acts of omission are also a form of abuse. This could involve failure to provide an adequate level of care physically and/or psychologically which is likely to result in serious

impairment of health and/or development (e.g. food, warmth, and failure to access medical care or services).

Signs of Abuse (Child Protection)

Physical Abuse

Due to their nature, children will have cuts, bruises and injuries which should be interpreted in context relating to the child's medical/social history, development stage and the explanation given. Accidental bruising from rough play, knocks or falls does occur and these bruises will usually appear on bony parts of the body, for example knees, shins, elbows. These bruises would also appear on the front of the body. Staff must be aware that some children will appear with bruising that is more than likely inflicted rather than accidental.

Significant indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these would often be visible on the 'soft' parts of the body where accidental injuries are uncommon, for example, cheeks, abdomen, back and buttocks. Delays in seeking medical treatment when it is obviously necessary is also a cause for concern.

Signs of Physical Abuse may include, but are not limited to;

- Unexplained bruising, marks, or injuries on any part of the body
- Multiple bruises – in cluster, often on the upper arm, outside of the thigh
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds, with upward plash marks
- Multiple burns with a clearly demarcated edge.
- Changes in behaviour can also indicate physical abuse, such as:
- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched
- Reluctance to get changed, for example in hot weather
- Depression
- Withdrawn behaviour
- Running away from home.

Emotional Abuse

Emotional abuse is often difficult to identify as there are often no physical signs displayed by the child or children subjected to the abuse. Some indications may be as a result of developmental delays, however, students who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. Children may not be receiving or be in little receipt of love, affection or attention from their parents/carers. Emotional abuse can be caused because of a child not being allowed to mix or play with other children.

- Changes in behaviour which can indicate emotional abuse include:
- Neurotic behaviour e.g. sulking, hair twisting, rocking.
- Being unable to play.
- Fear of making mistakes.

- Sudden speech disorders.
- Self-harm.
- Fear of parent being approached regarding their behaviour.
- Developmental delay in terms of emotional progress.

Sexual Abuse

Sexual abuse within the family is under-reported. All staff within the school play a critical role in identifying and reporting any concerns. Staff can, for example, identify indicators of abuse in any setting through the observation of child interaction/play, behaviours which may indicate or suggest underlying abuse is taking place.

All staff should be aware that adults or children (irrespective of gender) may use children/vulnerable adults to satisfy their own sexual needs (irrespective of the individual's gender/sexual orientation or age).

Sexual abuse may be indicated through physical forms or children's behaviour. If a child discloses their own abuse or another child's, this is due to their want for it to stop. All disclosures must be listened to and taken seriously in line with the school policy.

The physical signs of sexual abuse may include:

- Pain or itching in the genital area.
- Bruising or bleeding near genital area.
- Sexually transmitted disease.
- Vaginal discharge or infection.
- Stomach pains.
- Discomfort when walking or sitting down.
- Pregnancy.
- Changes in behaviour which can also indicate sexual abuse include:
- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn.
- Fear of being left with a specific person or group of people.
- Having nightmares.
- Running away from home.
- Sexual knowledge which is beyond their age, or developmental level.
- Sexual drawings or language.
- Bedwetting.
- Eating problems such as overeating or anorexia.
- Self-harm or mutilation, sometimes leading to suicide attempts.
- Saying they have secrets they cannot tell anyone about.
- Substance or drug abuse.
- Suddenly having unexplained sources of money.
- Not allowed to have friends (particularly in adolescence).
- Acting in a sexually explicit way towards adults.

Neglect

Neglect is often a difficult form of abuse to identify, however, employees must be aware and able to identify the signs of neglectful abuse as this can have a damaging long-term effect on a child, physically, mentally, and emotionally.

- The physical signs of neglect may include Being constantly dirty or 'smelly'.
- Constant hunger, sometimes stealing food from other children.
- Losing weight, or being constantly underweight.

- Inappropriate or dirty clothing
- Neglect may be indicated by changes in behaviour which may include:
- Mentioning being left alone or unsupervised.
- Not having many friends.
- Complaining of being tired all the time.
- Not requesting medical assistance and/or failing to attend appointments.

Types of Abuse (some)

- **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE):** Child sexual exploitation 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.

  Both CSE and CCE are forms of abuse and both occur where an individual/group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

- **Familial Safeguarding (formerly known as contextual safeguarding):** Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. **All** staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means the assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors, so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

- **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. Whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers.** *If a staff member, in the course of their work in the profession, discovers that an act of female genital mutilation (FGM) appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.* **This is a mandatory reporting duty.**

- **Forced marriage:** children may face physical and sexual violence (including threats of) or emotional pressure to marry someone against their will, e.g. made to feel that they will bring shame on their family. This is illegal in England and Wales including taking someone overseas to get married.

Harmful sexual behaviour: All staff members, governors, volunteers and external providers know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child. They are aware that behaviours and physical signs linked to behaviours that put children in danger. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. Safeguarding issues can manifest themselves via peer-on-peer abuse. This may include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual harassment, sexual violence and assaults, harmful sexual behaviour and sexting. Staff should recognise that children are capable of abusing their peers.

Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing. Recent DfE guidance situates sexual violence, sexual harassment and harmful sexual behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. It should be recognised that these issues are likely to occur, and so schools should have procedures in place to deal with them.

Groups at particular risk include girls, students who identify as Lesbian, Gay, Bisexual, Transgender+ (LGBT+), or are perceived by peers to be LGBT+, and pupils with SEND. We also have a statutory duty to report and record any incidents of 'Upskirting'.

The appropriate safeguarding lead person should be familiar with the full 2020 guidance from the UK Council for Internet Safety (UKCIS), Sharing nudes and semi-nudes: advice for education settings working with children and young people:

https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

It is important that schools record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it. For more guidance go to:

https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges (May 2018)

The guidance covers: what sexual violence and harassment is, schools' legal responsibilities, a whole school approach to safeguarding and child protection and how to respond to reports of sexual violence and sexual harassment.

All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with child protection policies. Victims of harm should be supported by the school's pastoral system.

A flow chart for initial reactions in dealing with disclosures of sexual violence or harassment between children is at Annex D from the BDAT Safeguarding and Child Protection Policy.

A bespoke helpline is available for children and young people who have experienced abuse at school, and for worried adults and professionals who may need support and guidance. If they are concerned about something, they can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk.

Mental Health: All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well place to observe children day-today and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or deputy.
- The department has published advice and guidance on Preventing and Tackling Bullying and mental health and behaviour in schools guidance.

Peer on Peer Abuse: occurs in different forms (see below). All staff should be clear of the school's reporting policy/procedure with regards to peer on peer abuse and ensure any concerns (regardless of how small) are reported immediately.

All staff should recognise that children are capable of abusing their peers (including online). **All** staff should be clear about their school's or college's policy and procedures with regard to peer-on-peer abuse.

> ***School has a zero-tolerance approach to abuse***, and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

It is recognised 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.

There are different forms peer-on-peer abuse can take, such as:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- abuse in intimate personal relationships between peers.
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence and sexual harassment. Part five of this guidance and Sexual violence and sexual harassment between children in schools and colleges sets out how schools and colleges should respond to reports of sexual violence and sexual harassment;
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos36 (also known as sexting or youth produced sexual imagery): the policy should include the school or

college's approach to it. The Department provides Searching Screening and Confiscation Advice for schools. The UKCIS Education Group has published Sharing nudes and semi-nudes: advice for education settings working with children and young people which outlines how to respond to an incident of nudes and semi-nudes being shared

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- initiation/hazing type violence and rituals.

The appropriate safeguarding lead person should be familiar with the full 2020 guidance from the UK Council for Internet Safety (UKCIS), Sharing nudes and semi-nudes: advice for education settings working with children and young people: https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education- settings-working-with-children-and-young-people

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, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by/ involved with, individuals associated with criminal networks/gangs. Annex B of KCSIE has more specific information.

Specific Safeguarding Issues

There are specific safeguarding issues that have become critical issues in safeguarding that school will endeavour to ensure their staff are familiar with; having processes in place to identify, report, monitor these issues. The school will also include making students aware of how to identify and report specific safeguarding issues through teaching:

- Bullying (including cyber bullying)
- Child Sexual Exploitation (CSE) and as defined by Working Together to Safeguard Children 2018
- Child sexual abuse within the family
- Children at risk of criminal exploitation (as defined by local safeguarding partnership procedures
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/ Violence against women and girls (VAWG)
- Hate
- Homelessness
- Honour-based violence (HBV)

- Mental Health
- Missing children and vulnerable adults
- Online abuse/ Sexting
- Poor parenting, particularly in relation to babies and young children
- Private Fostering
- Preventing Radicalisation
- Teenage relationship abuse
- Trafficking
- Upskirting

It is important that schools record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it. For more guidance go to: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf

The guidance covers: what sexual violence and harassment is, schools' legal responsibilities, a whole school approach to safeguarding and child protection and how to respond to reports of sexual violence and sexual harassment.

All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with child protection policies. Victims of harm should be supported by the school's pastoral system.

A flow chart for initial reactions in dealing with disclosures of sexual violence or harassment between children is at Annex D to this document.

A bespoke helpline is available for children and young people who have experienced abuse at school, and for worried adults and professionals who may need support and guidance. If they are concerned about something, they can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk.

Schools have their own policies regarding the use of mobile phones, cameras, and other digital recording devices.

Prevention of radicalisation: Prevent Duty

As of July 2015, the Counter-Terrorism and Security Act (HMG, 2015 placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. We ensure that:

- we teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- we are a safe space in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- we are mindful of duties to forbid political indoctrination and secure a balanced presentation of political issues.

Roles and Responsibilities of named persons

LADO Role

A Local Authority Designated Officer (LADO) works within each Local Authority area and is there to support staff across all organisations who work with children and young people if any concerns arise regarding any practitioner who works with children and young people.

The LADO should be alerted to all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed, a child
- possibly committed a criminal offence against children, or related to a child
- behaved towards a child or children in a way that indicated they may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Allegations of historical abuse should be responded in the same way as contemporary concerns. In such cases, it is important to find out whether the person against whom the allegation is made is still working with children and if so, to inform the person's current employer or voluntary organisation or refer their family for assessment.

If a practitioner has concerns regarding the conduct of a colleague then they should in the first instance report this to the Headteacher, or if the concerns are about the Headteacher then to the Chair of Governors within their own organisation, who is required by law to report this concern to the LADO. However, it is important to note that anyone can contact the LADO if they need to do so for advice or support, especially if their concerns relate to the conduct with children and young people of management or holistic organisational practice. Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency). Details about how to make a referral to the Teaching Regulation Agency can be found on GOV.UK

Concerns that do not meet threshold (low level concerns) and linked to BDAT SG and CP Policy

As part of our whole school approach to safeguarding we ensure that we promote an open and transparent culture in which all concerns about all adults working in school are dealt with promptly.

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out at paragraph 338 (KCSIE 2021). A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school or college may have acted in a way that:

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

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

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phones;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

It is crucial that any such concerns, including those which do not meet the harm threshold are shared responsibly and with the right person, and recorded and dealt with appropriately

DSL Role

KCSiE 2021 Annex C sets out the role of the DSL. This is reproduced at Annex C to this document.

- The DSL is the person appointed to take lead responsibility for child protection issues in school. The person fulfilling this role must be a senior member of the school's leadership team, and the DSL role must be set out in the post holder's job description.
- It is good practice to nominate a Deputy DSL to cover the role of the designated safeguarding lead when they are unavailable. In large schools it is advisable to have other senior staff who can also take on this role and work as part of a 'designated safeguarding team'. The lead responsibility for safeguarding and child protection remains with the DSL.

The DSL and any deputies should consider whether to:

- liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children.
- where there are concerns about radicalisation, to make referrals to the Channel programme and offer support to other staff who have raised concerns about radicalisation (England and Wales only).
- refer cases to the Disclosure and Barring Service (DBS), Disclosure Scotland, or Access NI
- where a member of staff has been dismissed as they have posed a risk to a child.
- refer cases to the police where a crime has been or may have been committed.

All referrals and decisions not to refer must be recorded on CPOMS, along with reasons for non-referral

<u>Further Information</u>

Whistle-blowing

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 regarding child protection/ safeguarding. Concerns may include the attitude or actions of colleagues involved in the management of child protection. If this is the case, staff should refer back to the DSL or supporting DSL. If concerns are not addressed by the DSL, or supporting DSL, the member of staff must make the child protection referral themselves. In the case of mismanagement of child protection the member of staff must refer to the named governor (where appropriate) or the LADO.

If concerns are not addressed within school, staff have the option of calling the
NSPCC whistleblowing helpline for support and advice: 0800 028 0285

Multi Agency Working

Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

New safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

It is especially important that schools and colleges understand their role in the three safeguarding partner arrangements. Governing bodies, proprietors, and their senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow their local arrangements.

The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role they must set out how they will work together and with any relevant agencies. Relevant agencies are those organisations and agencies whose involvement that the three safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need. The three safeguarding partners will have set out in their published arrangements which organisations and agencies they will be working with and the expectations placed on any agencies and organisations by the arrangements.

Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is at risk of:

- harming themselves
- harming other children or adults
- causing significant damage to school property or others,

At all times the minimal force necessary will be used to prevent injury. Such events must be recorded and signed by a witness. Staff who are likely to need to use physical intervention will be appropriately trained in 'Team Teach'. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection procedures. We recognise that touch is appropriate in the context or working with children, and all staff follow 'Guidance for safer working practice for those working with children and young people in education settings' October 2019 alongside our own policies on Behaviour and Positive Handling.

The three safeguarding partners should make arrangements to allow all schools (including those in multi-academy trusts) and colleges in the local area to be fully engaged, involved, and included in safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools and colleges as relevant agencies and will reach their own conclusions on the best way to achieve the active engagement with individual institutions in a meaningful way.

If named as a relevant agency, schools, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements.

Parent Role
All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the individual academy Safeguarding and Child Protection Policy.

Community
Community users organising activities for children are to be made aware of and understand the need for compliance with the Trust and academy child protection guidelines and procedures. This will be undertaken jointly with the organiser during the planning stages for events and activities.

Recruitment

All staff responsible for Trust selection and recruitment procedures have completed the appropriate training. They are responsible for making appropriate checks on staff suitability, including Disclosure and Barring Service checks, and for ensuring that the Trust holds and maintains a Single Central Record of all staff and regular volunteers in accordance with government guidance.

The Trust will review and update the child protection and safeguarding policy and procedures annually, or earlier if necessary, in response to additional guidance or changing situations (e.g. COVID- 19).

KCSiE 2021 sets out in Part Three the requirements of safer recruitment.

Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect. As part of meeting a child's needs, it is important for everyone to recognise the importance of information sharing This should include ensuring arrangements are in place that set out clearly the processes and principles for sharing information within the school and with the three safeguarding partners, other organisations, agencies, and practitioners as required. Staff should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

Academy Based Staff Requirements

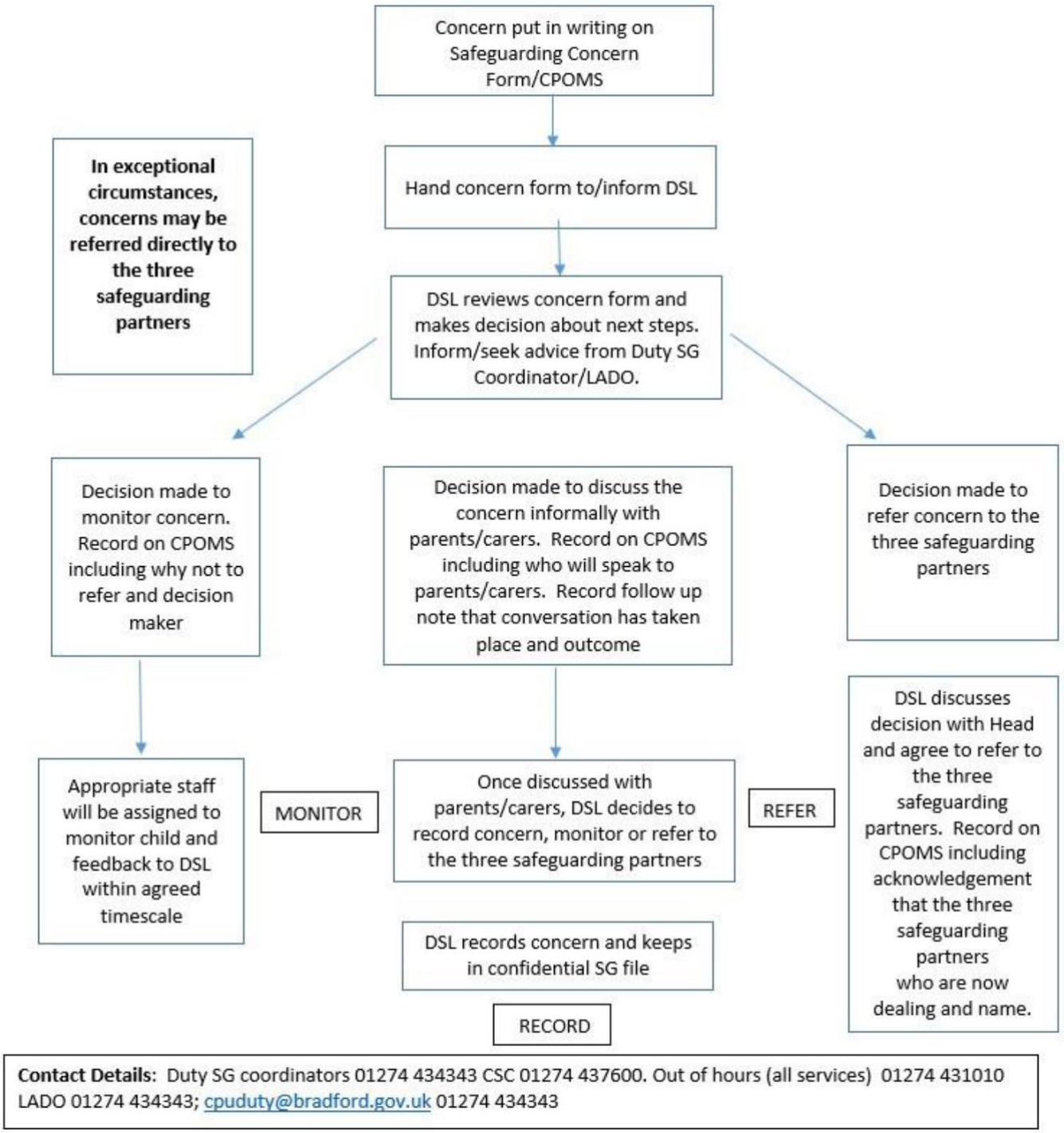
Senior Leadership (SLT) in all academies throughout the Trust are required to ensure all staff, volunteers and visitors are provided with up-to-date guidance, in line with the publications from the Department for Education's guidance on Keeping Children Safe in School.

SLT are to acquire evidence of distributing the guidance and store the evidence with other essential Child Protection/Safeguarding paperwork.

In addition to the basic requirements and good practice provided within this Safeguarding and Child Protection policy, the Trust require each academy to implement a bespoke Safeguarding and Child Protection policy which is tailored to the needs of each academy setting. A copy of the academy policy is to be forwarded to the Trust on publishing

Each academy has the duty to ensure their own Safeguarding and Child Protection policy is up-to-date and is displayed on the academy website.

Flow Chart for Raising Safeguarding Concerns about a Child



Contact Details: Duty SG coordinators 01274 434343 CSC 01274 437600. Out of hours (all services) 01274 431010 LADO 01274 434343; cpuduty@bradford.gov.uk 01274 434343

Child Protection Safeguarding Procedures Flow Chart January 2020

On discovery or suspicion of child abuse or a serious safeguarding concern
If in doubt – ACT

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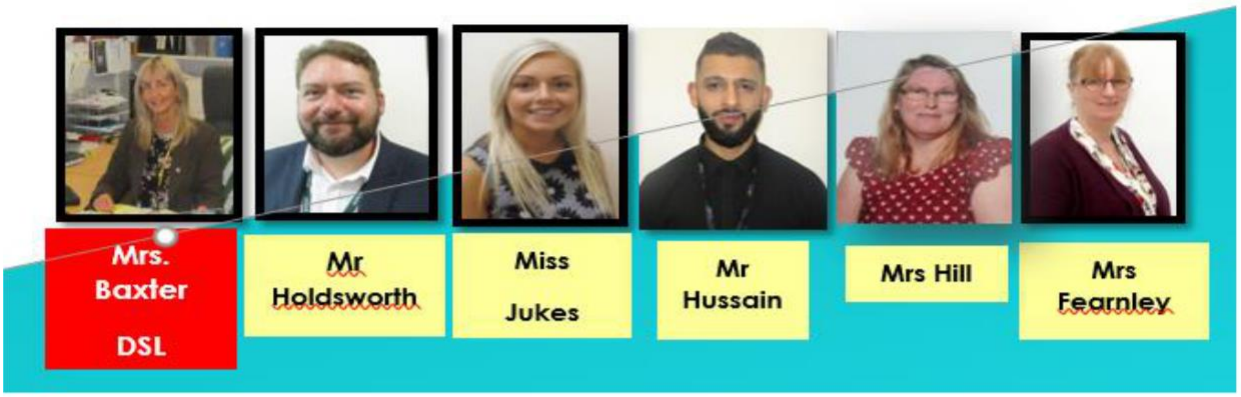
The Safeguarding Team



If there is a safeguarding concern and in the event of the identified people not being available, please refer immediately to Children's Social Care on 01274 437500

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On receipt of information the Named Person should do the following:
Where a child protection referral is needed, contact Children's Initial Contact Point without delay Tel No 01274 437500
Out of hrs Emergency Duty Team Tel No 01274 431010
Named Persons may also seek advice from the Education Social Work Service Tel 01274 439651

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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.

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Remember **always make and keep a record of all events and action taken, you should enter details on CPOMS straight away. If you are unsure, write it down and then ask your line manager or one of the people named above to enter the details for you. Keep records confidential and secure and separate from the child's curriculum file.**

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In the event of a referral to Children's Social Care ensure immediate completion and dispatch of the Common Child Protection Referral form. This form can be accessed here
The form should be sent using the Galaxkey secure email system to the following email address earlyhelp@bradford.gov.uk in the subject line please enter **Referral for a Social Worker Assessment.**
Retain a copy in school and a paper copy should be posted to:

- Principal Education Social Worker Margaret McMillan Tower, Princes Way, Bradford BD1 1NN

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
Prevent Team: 01274 43777
0ut of hours non emergencies – 111, Out of hours emergencies – 999

Role of the designated safeguarding lead

Governing bodies, proprietors and management committees should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

Working with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;

- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs co-ordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
- ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
- support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of this guidance.

Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising Awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's or college's
- child protection policy and procedures, especially new and part-time staff;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and,
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

Training, knowledge, and skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures, and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;

- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health, and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations, and practitioners;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

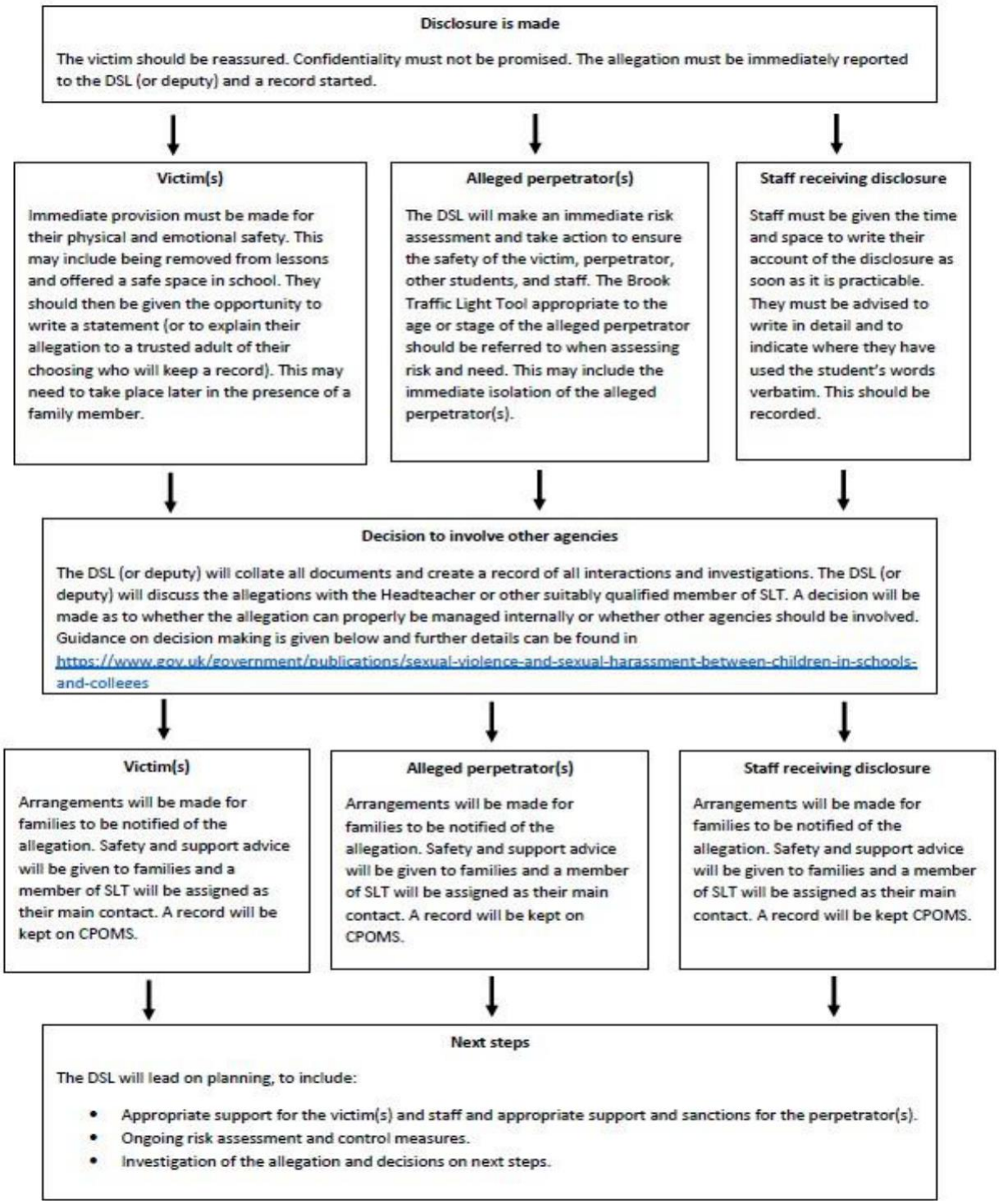
It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and,
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The critical importance of recording, holding, using, and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations, and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and,
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

School initial action flow chart