



Child Protection and Safeguarding Policy

September 2018

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Eastburn Junior and Infant School fully recognises its responsibilities for child protection and safeguarding. We recognise that all adults working with, or on behalf of children have a responsibility to protect them. Our school procedures for safeguarding children will be in line with 'Keeping Children Safe in Education' (September 2018); 'Guidance for Safer Working Practice for Those Working with Children and Young People in Education Settings' (October 2015) and 'Working Together to Safeguard Children (2018).

Ethos

Eastburn Junior and Infant School recognises the importance of creating an ethos within school that will ensure that children feel safe and confident that they will be listened to. We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

The health, safety and well-being of our children is of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, sex, gender reassignment, race, religion or belief, or disability. Every child has a right to be safe in our school.

We recognise that some children *may* be especially vulnerable to abuse. We will always take a considered and sensitive approach in order to support all of our pupils.

We endeavour to support all pupils by ensuring that the curriculum includes personal, social, health, cultural and emotional aspects of learning; that children are taught to recognise when they don't feel safe and that they know what to do and who they should tell. We aim to promote a positive, supportive and secure environment where pupils feel valued and can develop a sense of self-worth.

We recognise our responsibilities and duties to report concerns to Children's Social Care or Educational Social Workers and to fully assist in any enquires to support children in need. We raise concerns with parents/carers at the earliest opportunity and work in partnership with them, and other agencies, to improve outcomes.

Members of staff are advised to maintain an attitude of **'it could happen here'** and to **always act in the best interests of the child.**

The school ensures that all staff are provided with appropriate training in child protection and safeguarding. In particular, designated members of staff will attend any necessary training to enable them to carry out their role effectively.

All staff are required to read this policy and Part 1 of 'Keeping Children Safe in Education' (Sept 2018) so that they understand their role in safeguarding children. New staff have the opportunity to discuss safeguarding during the induction process.

Aims

To ensure that all adults working within our school have been checked as to their suitability to work with children in line with current guidance.

To ensure that school leaders and governors make sure that mechanisms are in place to assist staff in discharging their roles and responsibilities as set out in 'Keeping Children Safe in Education' (Sept 2018).

To ensure that all staff are aware of the role of the Designated Safeguarding Lead (DSL) and Deputy DSLs.

To make all staff aware of their responsibilities in identifying and reporting possible cases of abuse in order to safeguard children.

To ensure that all school staff understand that everyone who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action. Members of staff have a right to make a referral to children's social care if they have a concern about a child's welfare.

To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.

To emphasise the need for good communication between all members of the school community in matters relating to child protection.

To further develop and promote effective working relationships with other agencies involved with safeguarding and promoting the welfare of children.

To work openly and in partnership with parents in relation to child protection concerns, ensuring that children and their families receive the right help at the right time.

To provide a systematic means of monitoring pupils known or thought to be at risk of significant harm.

To integrate into the curriculum issues about safety (including on-line safety) and safeguarding so that pupils recognise when they are at risk and how to get help when they need it.

Definitions

Within this document:

Child Protection is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This includes staff working as part of the school's before and after school club known as 'Fun Zone'. This also includes parents and governors.

Child refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils of our school; however the policy will extend to visiting children and students from other establishments.

Parent refers to birth parents and other adults in a parenting role, for example; adoptive parents, step parents, guardians and foster carers.

Abuse could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or by failure to provide proper care.

The following definitions are taken from 'Working Together to Safeguard Children' (2018). In addition to these definitions, it should be understood that children can also be abused by honour based violence, forced marriage or female genital mutilation.

What is abuse and neglect?

Abuse and neglect 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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

(Working Together to Safeguard Children 2018)

Physical abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to 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 overprotection 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

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:

- a. provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- b. protect a child from physical and emotional harm or danger
- c. ensure adequate supervision (including the use of inadequate caregivers)
- d. ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

See Appendix A - Indicators of Abuse for additional guidance.

Vulnerable Children

Although **any** child may benefit from early help, the school recognises that some children may be more vulnerable to abuse or neglect.

Staff are encouraged to be particularly alert to a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

Roles and Responsibilities

At Eastburn Junior and Infant School we recognise that *all* adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within school who have specific responsibilities under child protection procedures.

The Governing Body and the school leadership team are responsible for ensuring that the school follows Safer Recruitment Processes. This includes ensuring the upkeep of a Single Central Record for all staff and volunteers in accordance with government guidance. It is also the role of the Governing Body and the school leadership team to ensure that the DSL and Deputy DSLs receive appropriate training, are properly supported to carry out this task and that they are given time to fulfil the duties that their role demands.

Named Safeguarding Governor (NSG): Mrs Sarah Teal

The role of the Named Safeguarding Governor (NSG) is to ensure that the school has an effective policy; that locally agreed procedures are in place and that the policy and structures supporting the safeguarding of children are reviewed annually. The NSG will undertake appropriate training in accordance with guidelines. The NSG will not be given details relating to individual child protection cases or situations to ensure that confidentiality is not breached.

Designated Safeguarding Lead (DSL): Mrs Jo Waterhouse

The role of the Designated Safeguarding Lead (DSL) is to take lead responsibility for safeguarding and children (including online safety). Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection remains with the DSL, this lead responsibility should not be delegated. The role of the DSL is to manage referrals, work with others, lead training and to ensure that all staff employed by the school, including temporary staff and volunteers, are aware of the school's internal procedures, to advise staff and to offer support.

Deputy Designated Safeguarding Leads: Mrs Jenny Hughes (Inclusion Leader), Mrs Hilary Gornall (Pastoral Manager) and Mr David Wilson (Deputy Headteacher).

Deputy DSLs will act in the absence of the DSL.

Pastoral Manager: Mrs Hilary Gornall

The role of the Pastoral Manager is to identify children and families who may need early help and to provide appropriate support. The Pastoral Manager often acts as the lead practitioner who is responsible for undertaking an assessment of what help the child and family require to prevent needs escalating, providing help to the child and family, acting as an advocate on their behalf and co-ordinating the delivery of support services.

All staff and volunteers receive appropriate training on an annual basis as well as regular updates regarding safeguarding issues throughout the year.

Safer Recruitment and Selection

At Eastburn Junior and Infant School we operate a Safer Recruitment Policy to ensure that all those working in school, in either a paid or voluntary capacity, are suitable to do so. The Headteacher, Deputy Head, Inclusion Leader, School Business Manager and at least one member of the Governing Body, complete Safer Recruitment training.

Appropriate pre-employment checks are carried out on all potential employees, governors and volunteers, in accordance with the guidance in Keeping Children Safe in Education (September 2018). Employees, governors and volunteers involved in regulated activity are required to have an enhanced DBS with a barred list check. Checks to verify a candidate's identity, professional qualifications, mental and physical

fitness to carry out their work and right to work in the UK are also undertaken before any offer of appointment. All references are taken up and verified.

The Single-Central Record of pre-appointment checks is maintained and checked on a monthly basis.

Interview panels follow recommendations from Human Resources in relation to practice. At least one member of each interview panel must have completed Safer Recruitment Training. At interview, candidates are asked to account for any gaps in their employment history. The school verifies that the appropriate checks have been carried out on any agency or contract workers prior to their working at the school.

Procedures

Our school procedures for safeguarding children are in line with 'Keeping Children Safe in Education' (Sept 2018) and 'Guidance for Safer Working Practice for Those Working with Children and Young People in Education Settings' (October 2015).

At Eastburn Junior and Infant School we will ensure that:

- Every member of staff, volunteer and governor knows the name of the Designated Safeguarding Lead and their role, and who the Deputy DSLs are if the DSL is unavailable. These persons are clearly named and displayed throughout the school.
- Staff are familiar with the Child Protection and Safeguarding Policy as well as key documents such as 'Keeping Children Safe In Education' (Sept 2018). These documents are included in the induction for each new staff member.
- Staff receive regular training on the potential signs and indicators of abuse and what action to take if they have any concerns about a child's welfare.
- Staff are aware that it is important to identify any concerns about children at as early as possible so that their needs can be identified and appropriate support put in place.
- Records are kept of all concerns, using our online system (CPOMs), whether or not there is a need to refer the matter immediately. These records are kept securely.
- Staff and volunteers know how to respond to a child who makes a disclosure of abuse. Staff are aware that if a child is in immediate danger or is at risk of significant harm, a referral should be made to Children's Social Care and/or the police immediately.
- Staff are aware of the school procedures. They know how to report any concerns to the DSL/Deputy DSLs but know that they can also make a referral directly to Children's Social Care if necessary.
- We maintain effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at case conferences wherever possible and providing reports. 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.
- Staff are aware that they have a professional responsibility to share information with relevant agencies to safeguard and promote the welfare of children. Whilst the Data Protection Act (2018) 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. No single professional can have a full picture of a child's needs – everyone who comes into contact with the child has a role to play in identifying concerns, sharing information and taking prompt action.
- Staff are aware that they must not promise to keep 'secrets' and that if a child discloses abuse this must be passed on to the DSL or Deputy DSLs as soon as possible. The child should be told who their disclosure will be shared with. Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know' basis.

- If a child's situation is not improving, the school will take responsibility for finding out what is happening and keep pressing for action to be taken.
- Parents/carers are made aware of the child protection and safeguarding procedures through the school prospectus and via the school website.
- If a child who is subject to a Child Protection Plan leaves the school, records are transferred to the new school without delay and the Social Worker will be informed. This is the responsibility of the DSL.

Photography and images

To protect pupils at Eastburn Junior and Infant School we will:

- Seek consent for photographs to be taken or published;
- Use only the pupil's first name with an image;
- Encourage pupils to tell us if they are worried about any photographs that are being taken of them.

See APPENDIX B – Guidance for Staff: Dealing with Disclosures; APPENDIX C – Guidance for Staff: CPOMS; APPENDIX D - Child Protection Procedures Flow Chart; and APPENDIX E - Safeguarding Poster.

Managing Allegations

Allegations against members of staff (Part 4: KCSiE, Sept 2018)

The term allegations refers to concerns raised or reported 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. It should be used in respect of all cases in which it is alleged that a teacher or member staff (including volunteers) has:

- Behaved in a way that has harmed a child , or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.

In dealing with allegations or concerns against an adult in the school, staff must:

- Report any concerns about the conduct of any member of staff or volunteer to the Headteacher as soon as possible.
- If an allegation is received by the Headteacher they will contact the Duty Safeguarding Coordinators on 01274 434343 as soon as possible and before carrying out any investigation into the allegation other than preliminary enquiries.
- Where the Headteacher is the subject of the allegation, concerns should be raised with the Chair of Governors: Mrs Katy Walsh who will contact the Duty Safeguarding Coordinators.
- The Headteacher or Chair of Governors will discuss the allegation with the Duty Safeguarding Coordinators and consider the nature, content and context of the allegation and agree the course of action.
- The Duty Safeguarding Coordinators will help to determine how to proceed and determine whether it is necessary to refer the matter to Children’s Social Care and/or the police.

Any allegation of abuse made against a member of staff or volunteer will be dealt with very quickly, in a fair and consistent way that provides effective protection for the child and, at the same time supports the person who is the subject of the allegation.

The school will follow the guidance set out in Keeping Children Safe in Education (Sept 2018), the statutory guidance Working together to Safeguard Children (2018), and the advice given by the HR Provider in managing the investigation of any allegations. This includes guidance around the sharing of information, supporting those involved, maintaining confidentiality, managing the situation and specific situations.

All staff and volunteers must feel able to raise concerns about poor or unsafe practice; such concerns will be addressed in accordance with the agreed Whistleblowing Policy and procedures.

Advice about making a referral to the Local Area Designated Officer: Suzanne Ellis Lead Officer Education Safeguarding Team on 01274 437043 or email suzanne.ellis@bradford.gov.uk

NSPCC Whistleblowing Advice Line: 0800 028 0285

Email: help@nspcc.org.uk

Allegations against other pupils (Child on Child Abuse) (Part 5: KCSiE, Sept 2018)

Schools are required to have clear procedures in place to manage reports of child on child abuse. In most instances, the conduct of pupils towards each other will be covered by the school's Behaviour Policy. However, some allegations may be of such a serious nature that they raise safeguarding concerns and as such will be managed in accordance with the guidance provided in Part 5 of Keeping Children Safe in Education (Sept 2018) and/or the document Sexual Violence and Sexual Harassment Between Children in Schools and Colleges.

At Eastburn staff recognise that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We minimise the risk of child on child abuse by:

- Providing a developmentally appropriate PSHCE syllabus which develops pupils' understanding of acceptable behaviour and how to keep themselves safe, including online safety.
- Having systems in place for any child to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk.
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.

Child on Child abuse may take the following forms:

- Bullying (including cyberbullying)
- Sexual violence and sexual harassment
- Physical Abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexting and initiating/hazing type violence and rituals.

At Eastburn Junior and Infant School we have the following procedures in place:

- If allegation is made by a pupil against another child, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead (DSL) should be informed.
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. All victims should be reassured that they are being taken seriously and that they will be supported and kept safe.
- An immediate risk and needs assessment should be undertaken by the DSL which should be updated throughout the investigation in response to advice provided by other professionals/agencies.
- The DSL should contact the Local Area Designated Officer (LADO) on 01274 437500 to discuss the case.
- The DSL will follow through the outcomes of the discussion and make a referral to Early Help, Children's Social Care and/or the police where appropriate.
- Parents, of both the pupil being complained about and the alleged victim, should be informed and kept updated on the progress of the referral.
- The DSL will make a record of the concern, discussions, investigations and any outcome and keep a copy in both pupils' files.
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.
- Where neither Children's Social Care nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.

Supporting staff

At Eastburn Junior and Infant School we recognise that we have a duty of care to our employees. Dealing with a disclosure or supporting a child who has suffered harm may be difficult and stressful for those members of staff involved. We are committed to providing appropriate levels of support to staff who have been involved in child protection cases, including making a referral to Occupational Health for support if appropriate. Any member of staff who feels that they benefit from this type of support should speak to the DSL.

Specific Forms of Abuse and Safeguarding Issues (Annex A: KCSiE, Sept 2018)

Annex A of Keeping Children Safe in Education (Sept 2018) sets out specific forms of abuse and safeguarding issues which school staff should be aware of.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding concerns. To prevent children becoming missing from education, the school endeavours to hold more than one emergency contact number for each child. The school rigorously monitors attendance and punctuality in order to identify children at risk of Persistent Absence and to identify vulnerable children. We work alongside Early Help, the Educational Social Worker and/or Children's Social Care as appropriate if a child fails to attend school regularly. We will inform the Local Authority when children are permanently excluded, taken off role by parents either to be taken to another school or to be home-schooled, or if we think that a child is missing from education.

Children who go missing from home or care

Children who go missing from home or care are particularly vulnerable and may be at significant risk.

Children with family members in prison

Children with family members in prison are at risk of poverty, stigma, isolation and poor mental health. Staff should be aware of the need to support these children to help mitigate negative consequences for them.

Child sexual exploitation

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

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. The key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs.

Where staff are concerned that a child may be being sexually or criminally exploited, they should inform the DSL.

Domestic abuse

The cross-government definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, 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. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. The definition of significant harm includes “the harm that children suffer by seeing or hearing the ill-treatment of another, particularly in the home”. Therefore, if staff are aware that a child is witnessing or hearing domestic violence, they should inform the DSL. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The DSL will refer families at risk of homelessness to Early Help and/or the Local Housing Authority at the earliest opportunity.

So-called ‘Honour Based’ Violence

So-called ‘honour-based’ violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM is illegal in the UK and members of staff have a mandatory duty to report known cases of FGM to the police. The DSL should also be informed. At no time will staff examine pupils to confirm their suspicion of abuse. Where it is believed that a girl may be vulnerable to FGM or there is a concern that she may be about to be genitally mutilated, staff must inform the DSL and ensure that their concerns are reported to both the police and Children’s Social Care.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. Staff should inform the DSL they believe a child is at risk.

Preventing radicalisation

At Eastburn we are committed to safeguarding in all its forms and recognise that protecting children who are at risk of radicalisation is part of our safeguarding duties. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL making a referral to the Channel programme.

Staff have a due regard to the need to prevent people from being drawn into terrorism, known as the Prevent duty.

The school works within the curriculum to promote fundamental British Values, tolerance and respect for diverse views, while challenging prejudice of any kind. We are an inclusive school that values community 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 influence others.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. School staff are aware that the school may make a referral if they are concerned that an individual might be vulnerable to radicalisation.

See Appendix F - Referral of Children and Young People where there are Concerns of Possible Radicalisation to Violent Extremism.

Eastburn Junior and Infant School recognises that a number of other policies and procedures developed by and implemented by the school form part of the wider agenda of safeguarding and child protection; this policy should be read in conjunction with the policies listed below:

- Anti-Bullying Policy
- Health and Safety Policy
- Single Equalities Policy
- Physical Restraint Policy
- Intimate Care Policy
- E-Safety Policy
- Behaviour Policy
- Health and Safety Policy
- Confidentiality Policy
- Safer Recruitment Policy
- Whistleblowing Policy
- Staff Code of Conduct
- Preventing Radicalisation Policy
- DBS and Vetting Policy
- Drugs Policy
- Missing Child Policy
- Managing Investigations Guidance

Legal Framework and Guidance

This policy has been drawn up on the basis of law and guidance that seeks to protect children:

- United Convention on The Rights Of The Child (1989, 1991).
- Education Act (2002).
- Children Act (1989).
- Children Act (2004).
- Female Genital Mutilation Action (2003)/Serious Crime Act (2015).
- Safeguarding Vulnerable Groups Act (2006).
- What to do if you're worried a child is being abused (2015).
- Childcare Act (2006).
- Data Protection Act (2018).
- The Prevent Duty.
- Protection of Freedoms Act (2012).
- Keeping Children Safe in Education (Sept 2018).
- Guidance For Safer Working Practice For Those Working With Children And Young People In Education Settings (October 2015).
- Working Together to Safeguard Children (2018).
- Sexual violence and sexual harassment between children in schools and colleges.

Review

The Governing body is responsible for ensuring the annual review of this policy and that the operating procedures contained within it are being followed and are up to date.

APPENDIX A - Indicators of Abuse

Physical abuse	
Physical indicators:	Behavioural indicators:
Bruises Burns Scalds Welts Internal injuries Shaking injuries Strangulation	Wary of physical contact with adults Frightened of parent Expresses little or no emotion when hurt Unduly compliant, shy, withdrawn, passive, Uncommunicative Offers unlikely explanation for injuries Nervous, aggressive, disruptive.
Sexual abuse	
Physical indicators:	Behavioural indicators:
Injury to genital or rectal area—bleeding or bruising Discomfort in urinating or defecating Frequent urinary tract infections Vaginal or anal bleeding or discharge Sexually transmitted diseases Pregnancy, especially in very young adolescents.	Child tells of abuse Persistent and age-inappropriate sexual activity Regressive behaviour—bed-wetting, speech loss Delinquent or aggressive behaviour Self-injurious behaviour - alcohol abuse, self-mutilation, suicide attempts, prostitution Shows signs of depression.
Emotional abuse	
Physical indicators:	Behavioural indicators:
The child or young person is: Treated as a scapegoat Emotionally rejected Isolated Verbally abused continually Devalued Exposed to family violence.	Compliant, passive, undemanding Low self-esteem Demanding, aggressive and angry Antisocial and destructive Depressed and suicidal Attention seeking.
Physical neglect	
Physical indicators:	Behavioural indicators:
The child/young person is not provided with: A safe environment Food Clothing Shelter Recommended/required medical care.	Indiscriminate with affection Constantly miserable and irritable Alienated from peers, withdrawn, pale, listless Begs for food Engages in delinquent acts Poor social skills

APPENDIX B Guidance for Staff: Dealing with disclosures

Receive

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously

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 and alleviate guilt, if the pupil refers to it. For example, you could say:
 - I believe you;
 - I am glad you spoke to me;
 - You're not to blame;
 - 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
- **Use 'TED Questions':**
 - TELL ME** – for example 'Tell me what happened next'
 - EXPLAIN** – for example 'Explain what happened next'
 - DESCRIBE** – for example 'Describe what you saw/what happened then'
- 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 take photographs of any injuries/marks
- Do not examine the child
- 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.

Report

- Share concerns with the designated safeguarding lead as soon as possible
- If you are not able to contact the DSL/Deputy DSL and you consider the child to be at risk of immediate harm, contact the Children's Initial Contact Point Directly: 01274 437500.
- If you are dissatisfied with the level of response after raising 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 or injuries
- 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
- Ask for 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 a member of staff has concerns that the disclosure has not been acted upon appropriately they might inform the named safeguarding governor: Mrs Sarah Teal or make a referral to Children's Social Care.

APPENDIX C Guidance for Staff: CPOMs

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

Please continue to use the Yellow Behaviour Books to record verbal warnings, low level disruption or time-out.

To log an Incident (as a key holder)

1. 'Search' for a student or 'filter by group' to find a student.
2. Click on the child's name.
3. Select 'Incidents' from the top toolbar.

To log an Incident (as non-key holder)

1. Click 'Add Incident'.

Add Incident

The screenshot shows a web form titled "Add Incident". On the right side of the header, there is a "Back" button with a left-pointing arrow. The form is divided into three main sections: "Student", "Incident", and "Categories". The "Student" section has a dropdown menu with the placeholder text "Begin typing a student's name". The "Incident" section is a large, empty text area. The "Categories" section contains a list of checkboxes: "Attendance and Punctuality", "Behaviour", "Child Protection", "Home Issues", "Medical Issues", "Parental Contact", "Pastoral Concern", and "Prevent".

Add details of the incident using names for staff (Mrs _/Mr _) and full names for pupils. Include all relevant details, including direct quotes where possible. Keep comments clear and concise.

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

Select the most appropriate category for this incident. Be mindful that any categories selected may also be attributed to linked students. Please be careful about which category you assign to an incident in order to assist accurate reporting to Governors.

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

Linked Students

Begin typing the names of any children involved in this particular incident. Select the child from the drop down list. Tick 'monitor' if you want the **same categories** to be attached to the 'linked student'.

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

Body map

Date/Time

Body Map

Select parts of the body where injuries have occurred.

Date/Time

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

Files

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

Alert Staff Members ▼

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

Files

Agency Involved [Select Agencies](#)

Alert staff members

Safeguarding Leads are automatically alerted to all concerns.

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

You may also wish to notify other members of staff if they teach the child during PPA time or work with the child in intervention groups such as Nurture Group.

Notify lunchtime staff/Fun Zone staff where appropriate.

Child Protection Procedures Flow Chart

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



Inform your Designated Safeguarding Lead (DSL) for Child Protection

Mrs Jo Waterhouse

If Mrs Jo Waterhouse cannot be located, then please contact one of the following:

Mr David Wilson Deputy Head	Mrs Jenny Hughes Inclusion Leader	Mrs Hilary Gornall Pastoral Manager
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If there is a safeguarding concern and in the event of the identified people not being available, please refer to Children’s Initial Contact Point on 01274 437500.



On receipt of the information the DSL should then take following steps:
Where it is clear that a Child Protection Referral is needed contact Children’s Initial Contact Point without delay **Tel: 01274 437500**
Out of hours Emergency Duty Team **Tel: 01274 431010**
Where the DSL is not sure whether it is a child protection issue they may seek advice from the Children’s Safeguarding and Reviewing Unit Consultation Service **Tel: 01274 434343** for the Children’s services switchboard or 01274 435908 for direct contact.
The DSL may also seek advice from the Education Social Work Service **Tel: 01274 439651**



If you are asked to monitor the situation, make sure you are clear what you are expected to monitor, for how long and how and to whom you should feedback information to.



Remember **always make and keep a written record of all events and action taken, date and sign each entry to this record. Keep records confidential and secure and separate from the child’s curriculum file.**



Ensure immediate completion and dispatch of the Common Child Protection Referral form. This form can be accessed [here](#)
Retain a copy in school. Send copies to:

- Children’s Social Care
- Lead Officer Child Protection Margaret McMillan Tower, Princes Way, Bradford BD1 1NN

USEFUL TELEPHONE NUMBERS

- Children’s Safeguarding and Reviewing Unit Consultation Service: 01274 434343
- Emergency Duty Team: 01274 431010
- Children’s Social Care Initial Contact Point: 01274 437500
- Education Social Work Service: 01274 439682 / 439651
- Lead Officer Child Protection: 01274 435908
- Police: Javelin House, Child Protection Unit: 01274 376061



Designated Safeguarding Lead



Mrs Waterhouse
Headteacher

Deputy DSLs for Child Protection



Mr Wilson
Deputy Head



Mrs Hughes
Inclusion Leader



Mrs Gornall
Pastoral Manager

Appendix F - Referral of Children and Young People where there are Concerns of Possible Radicalisation to Violent Extremism.

