

Our Lady and St Brendan's Catholic Primary School



Child Protection and Safeguarding Policy

Mission Statement

To promote excellence in life-long learning, embedded in the values and beliefs of the Catholic faith.

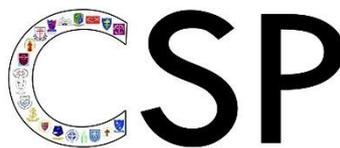
Our School Aims

1. To know we are all loved by God and belong to a caring Catholic community.
2. To enable our children to be happy, independent and resilient learners.
3. To empower our children to manage their emotions and know how to stay safe.
4. To support our children to be polite and respectful in a rapidly changing world.
5. To share a great pride in our school.

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A Teaching School Alliance
of Bradford & Keighley

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1. Policy statement and principles

This policy is one of a series in the schools integrated safeguarding portfolio. It acknowledges the guidance provided by Bradford Council and is in line with the Bradford Safeguarding Children Board (BSCB) child protection procedures, <http://www.bradford-scb.org.uk/documents.htm> and the following statutory and non-statutory guidance;

- The Children Acts 1989 (as amended 2004 s52)
- Section 175 of the Education Act 2002
- Working Together to Keep Children Safe 2015 (revised 2017)
- Keeping Children Safe in Education September 2016
- Early Years Statutory Foundation Framework (April 2017)
- Children and Social Workers Act (2017)
- The Counter-terrorism and Security Act 2015 (section 26 Prevent duty)
- Disqualification under the Childcare Act 2006 (February 2015)
- Serious Crime Act (2015) (section B of the Female Mutilation Act 2003 (as inserted by section 74)
- Pupil Registration (England) Regulations 2006 (as amended 2016)
- The Teacher Standards' 2012
- Equality Act 2010

Child protection statement

Our Lady and St Brendan's Catholic Primary School is committed to safeguarding and promoting the welfare of all of its pupils and believes each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils. We expect all those working in and with the school to share in this commitment.

The procedures contained in this policy apply to all staff, volunteers, governors and those working in and with school.

We ensure that everyone reads at least Part one and Annex's A and C of Keeping children safe in education September 2016 and What to do if you're worried a child is being abused and that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities in accordance with this guidance.

The schools safeguarding arrangements are inspected by Ofsted under leadership and management.

Policy principles

- Safeguarding is everyone's responsibility
- A child-centred approach
- Welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- Pupils and staff involved in child protection issues will receive appropriate support

Policy aims

- To provide all staff with the necessary training and information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to safeguarding and child protection to pupils, parents and other partners
- To contribute to the school's safeguarding portfolio

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

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

Child protection refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Children Anyone who has not yet reached their 18th birthday.

Parent example step-parents, foster carers and adoptive parents.

2 Roles and responsibilities

Key personnel are contactable via the main school office 01274 611992

The Designated Safeguarding Lead (DSL) is Carmel Utting

The deputy designated safeguarding officer (DDSL) is B Gadd

The designated teacher for looked after children is Carmel Utting

The designated teacher for prevent is Carmel Utting

The nominated safeguarding governor is C Taylorson

Contact details for children's social care team can be found by using the online tool <https://www.gov.uk/report-child-abuse-to-local-council> and in Appendix 1.

The governing body ensures that the school('s):

- has regard to and comply with their duties under legislation and guidance to ensure that policies, procedures and training in school are effective and comply with the law at all times. This includes having an effective Child Protection and Safeguarding Policy and a Staff Code of Conduct which is regularly reviewed but at least annually
- takes appropriate action, in a timely manner, to safeguard and promote children's welfare
- appoints a DSL for child protection and safeguarding, who is a member of the senior leadership team to take leadership responsibility for safeguarding arrangements and who has undertaken specific DSL training, in addition to basic child protection training
- staff are provided with the schools safeguarding suite of policies, Part one and Annex's A and C of Keeping children safe in education September 2016, the role of the DSL and What to do if you're worried a child is being abused at induction
- a proportional risk-based approach is taken with regards to the level of information provided to temporary staff and volunteers
- suite of safeguarding policies is available publicly on the schools' website
- appropriate safeguarding procedures are in place, developed in accordance with the government's

Children Missing Education (CME) guidance, to respond to children who go missing from education, particularly on repeated occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in the future

- DSL provides support to staff members to carry out their safeguarding duties and their role is explicit in the role holder's job description, details of which can be found in (Appendix 2)
- deputy designated leads are trained to the same standard as the DSL, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume all the functions of the role
- safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by BSCB, including a Staff Code of Conduct and/or Staff Handbook, which is reviewed annually
- whilst activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and will not be delegated
- DSL and deputies liaise with local authority and work with other agencies in line with Working together to safeguard children March 2015, Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers and safeguarding procedures set up by BSCB; including understanding and reflecting local protocols for assessment and request for information
- 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
- have procedures for handling allegations of abuse made against members of staff and volunteers, including allegations made against the executive headteacher, as set out in Part four of Keeping children safe in education September 2016 and BSCB guidance
- staff recognise that children are capable of abusing their peers and have procedures to minimise the risk of peer on peer abuse
- have procedures to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned
- has a written Recruitment and Selection Policy and procedures in place to prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised. Ensuring at least one person on any appointment panel has undertaken safer recruitment training
- develops a training strategy that ensures all staff, including the executive headteacher, receive information about the school's safeguarding arrangements on induction and appropriate child protection and safeguarding training, which is regularly updated and is in line with advice from BSCB. In addition, all staff members and volunteers will receive child protection and safeguarding updates, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively
- the DSL receives updated training every two years. In addition to formal training their knowledge and skills will be updated at regular intervals, but at least annually, to keep up with any developments relevant to their role
- recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis and allows staff to contribute to and shape safeguarding arrangements and policies
- has a robust and secure safeguarding reporting and recording system in place, to record all child protection concerns, disclosures and allegations, along with case histories
- during term time (school hours) there is always cover for the DSL role and adequate and appropriate cover arrangements for any out of hours/out of term activities
- provides a coordinated offer of early help when additional needs of children are identified, contribute to inter-agency plans and provide additional support to children subject to child protection plans. Allowing access for children's social care to conduct, or consider whether to conduct, a section 17 or a section 47 assessment
- staff members do not agree confidentiality, have a child-centred approach always taking into consideration the child's wishes and act in the best interest of the child
- appoints a designated teacher to promote the educational achievement of children who are looked

after. Ensure the designated teacher is appropriately trained, ensuring they have the skills, knowledge and understanding necessary to keep looked after children safe and works with the virtual school head

- recognises that children with special educational need and disabilities (SEND) can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect.
- maintains and regularly reviews their single central record, which covers all staff (including supply staff, and teacher trainees on salaried routes) who work at the school
- consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE) and/or through relationship and sex education (SRE)
- has appropriate filters and monitoring systems in place, with careful consideration to ensure that 'over blocking' does not lead to unreasonable restrictions as to what children can be taught with regards online teaching and safeguarding, in line with Annex C of Keeping children safe in education September 2016

The Chair of Governors takes responsibility for liaising with the local authority and other agencies in the event of an allegation being made against the executive headteacher. An annual report is submitted to the local authority about how the governing body's duties have been carried out. Any identified weaknesses will be rectified without delay.

The Executive Headteacher ensures:

- policies adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are implemented and followed by all staff
- all staff read at least Part one and Annex's A and C of Keeping children safe in education September 2016 guidance, this policy, the school's Code of Conduct and/or Staff Handbook and What to do if you're worried a child is being abused and that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities
- all child protection concerns and disclosures are taken as an utmost priority, actioned immediately, recorded on CPOMS and followed up by the DSL ensuring the schools child protection policies and procedures are fully adhered to and at all stages utmost confidentiality is observed
- a school cause for concern form is completed and signed by any person reporting a child protection concern, who does not have access to the CPOMS system, it is handed directly to the DSL for action. All manual forms are securely filed
- there is sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with our whistleblowing procedures
- children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum
- will liaise with the Local Authority Designated Officer (LADO) where an allegation is made against a member of staff, before taking any action
- make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned

Designated Safeguarding Lead will work in accordance with the DSL role description as detailed in Appendix 2

All staff;

- will read at least Part one of Keeping children safe in education September 2016 and Annex's A and C, What to do if you're worried a child is being abused, this policy, the Staff Code of Conduct and/or Staff Handbook, immediately raising any concerns they may have around discharging their role and responsibilities with the DSL
- understand safeguarding and promoting the welfare of children is everyone's responsibility and will consider, at all times, what is in the best interest of the child
- will be prepared to identify children who may benefit from early help and discuss all concerns with

the DSL

- will be aware of the signs of abuse and neglect and maintain an attitude of 'it could happen here'
- know what procedures to follow if a child tells them they are being abused
- follow the referral process in Appendix 1 if they have a concern
- understand that if a child is in immediate danger or is at risk of harm, they can make an immediate referral to children's social care and/or the police. Informing the DSL as soon as possible that a referral has been made
- never promise a child they will not tell anyone about a disclosure
- if after a referral the child's situation does not appear to be improving, will press for reconsideration to ensure their concerns have been addressed until the child's situation improves
- know how to manage the requirement to maintain an appropriate level of confidentiality and follow information sharing guidance
- record on CPOMS all concerns, discussions and decisions made and the reason for the decision
- use the DSL as a source of support and safeguarding knowledge
- refer concerns about another staff member or volunteer, immediately to the executive headteacher. If the concern is about the executive headteacher, refer their concern immediately to the Chair of Governors

3 Good practice guidelines, Staff Code of Conduct and Staff Handbook

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice which form a code of conduct for all staff and volunteers.

Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves professionally and appropriately
- taking responsibility for their own actions and behaviours and avoiding any conduct which would lead any reasonable person to question their motivation and intentions
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour and to signs of abuse and neglect
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's safeguarding suite of policies and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact and information-sharing
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- applying the use of reasonable force only as a last resort and in compliance with school and BSCB's procedures
- staff and volunteers must not give corporal punishment, threaten corporal punishment or any punishment which could adversely affect a child's well-being
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary make a direct referral to police or local authority children's social care
- adhere to the school's rules with regard to the use of personal devices, communication with pupils, use of social media and online networking
- acknowledge it is their responsibility to inform the executive headteacher of any change in their personal circumstances which may affect their ability to work with children as soon as reasonably practicable
- acknowledge their responsibility to declare to the executive headteacher immediately of anything that affects their qualification to work in a school
- work in an open and transparent way

- work with other colleagues where possible, avoiding any situations which may leave it open to question
- discuss and/or take advice from school management over any incident which may give rise to concern
- record any incidents or decisions made
- apply the same professional standards regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity
- be aware of the Confidentiality Policy
- be aware that breaches of the law and other professional guidelines could result in criminal and/or disciplinary action being taken against them.

4 Abuse of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

The school's Code of Conduct/Staff Handbook sets out our expectations of staff and is provided to all staff members at induction.

5 Children who may be particularly vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- with special educational needs and disabilities (SEND)
- involved directly or indirectly in child sexual exploitation (CSE)
- do not have English as a first language
- at risk of female genital mutilation (FGM) or forced marriage
- at risk of radicalisation (The Prevent duty)
- at risk of so-called honour based violence (HBV)
- young carers
- living in a domestic abuse situation
- affected by parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality

This list provides examples of additionally vulnerable groups and is not exhaustive.

6 Children missing education (CME)

A child going missing from education, particularly on repeat occasions, is a potential indicator of abuse and neglect and such children are at risk of being victims of harm, exploitation or radicalisation. All staff are alert to the signs to look out for and aware of individual triggers such as travelling to conflict zones, female genital mutilation and forced marriage. The school complies to its duty to have an Admission and Attendance Register and places all pupils on both. The school follows its duty to report to the local authority if a pupil fails to attend school on an agreed start date, fails to attend school regularly, or has been absent without our permission for 10 school days or more, at such intervals as instructed by the local authority. We will notify the local authority, within five days, when a pupil's name is added to the Admission Register. When a pupil's name is deleted from the Register, we will notify the local authority as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted, as set out in the Education (Pupil Registration) (England) Regulations 2006 as amended.

Excellent attendance is expected of all children, but when children are unwell parents are expected to confirm absence by telephone/text immediately. If there is no notification school has a policy of texting/phoning and/or making a home visit to ascertain each child's whereabouts.

The school works closely with the Local Education Authority's Welfare Officer whenever a child's attendance and punctuality causes concern. Positive measures are in place to encourage children to attend regularly and punctually and the school is aware of its right to take legal action against parents who do not ensure good attendance and punctuality.

The DSL/Attendance Officer will monitor unauthorised absence, particularly where children go missing on repeated occasions and follow BSCB procedures.

7 Helping children to keep themselves safe

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education lessons and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with staff work out how those risks might be overcome. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about online safety and tackling bullying procedures. The school continually promotes an ethos of respect for children, and pupils are encouraged to speak to a member of staff in confidence about any worries they may have.

8 Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously
- nominating the DSL as a link person who will keep all parties informed and be the central point of contact
- Where a member of staff is the subject of an allegation made by a pupil, a separate link person will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies.

9 Complaints procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice

examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the executive headteacher and governors.

Complaints from staff are dealt with under the school's grievance and/or disciplinary procedures.

10 If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's Whistleblowing Policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should immediately be reported to the executive headteacher or discussed with the DSL. Complaints about the executive headteacher should immediately be reported to the Chair of Governors.

Staff may also report their concerns directly to local authority children's social care, the police or the NSPCC whistleblowing helpline (0800 028 0285) if they believe direct reporting is necessary to secure action.

11 Allegations against staff and other pupils

If an allegation is made against a member of staff, we will follow set procedures as laid out in Part four of Keeping children safe in education. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case 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 subject of the allegation. Suspension is not the automatic response when an allegation is reported; all options to avoid suspension will be considered prior to taking that step.

Allegations against staff should be reported to the executive headteacher without delay. Where that is not possible it should be reported to the DSL. Allegations against the executive headteacher should be reported to the Chair of Governors without delay. Staff may also report their concerns directly to local authority children's social care, the police or the NSPCC whistleblowing helpline, if they believe direct reporting is necessary to secure action.

At Our Lady and St Brendan's Catholic Primary School, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils. Occasionally, allegations may be made against other children in the school. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others or may be subjected to peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

Support will be provided through the curriculum, which promotes cohesion, respect for others and values and principles of the school. We believe abuse is abuse and will not be tolerated or passed off as 'banter' or 'part of growing up', their behaviour will be dealt with under the school's Behaviour Policy. All allegations of this nature are reported immediately to the executive headteacher for investigation and action. If the allegation indicates a potential criminal offence has taken place, the police will be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim). It may be appropriate to exclude the pupil being complained about for a period of time.

12 Staff training

All new members of staff (including volunteers) will receive an induction and child protection and safeguarding awareness training, which will give an overview of the organisation, ensure they know its purpose, values, services, structure and to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

All staff and volunteers will be expected to attend safeguarding training regularly, at least annually, in order to provide them with relevant skills and knowledge to safeguard children effectively.

New staff, volunteers and governors will receive an explanation during their induction which includes the school's safeguarding policies, reporting and recording arrangements, the staff code of conduct, details for the DSL and at least Part one and Annex's A and C of Keeping children safe in education September 2016 and What to do if you're worried a child is being abused.

The DSL will receive training updated at least every two years. In addition to formal training their knowledge and skills will be updated at regular intervals, but at least annually, to keep up with any developments relevant to their role.

13 Safer recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following our Recruitment and selection Policy which has been written in accordance with the guidance in Keeping children safe in education September 2016 and School Staffing Regulations 2009.

Safer recruitment means that all applicants will:

- complete an application form which includes their employment history
- provide a minimum of three referees, including one from the applicant's latest employer, one from someone who can comment on the applicant's suitability to work with children and one from the Parish Priest/Priest of the Parish where the applicant regularly worships or an Additional Professional
- provide evidence of identity and qualifications
- be Enhanced DBS checked and Barred List checked as appropriate to their role
- complete a declaration in accordance with the Disqualification under the Childcare Act (2006) if the role meets the required criteria
- establish their right to work in the UK
- carry out further checks if lived or worked outside the UK (includes EEA teacher sanctions and restrictions)
- carry out prohibition from teaching checked for everyone in teaching work
- additional appropriate checks in accordance with statutory guidance
- be interviewed

The school will also verify the candidate's mental and physical fitness to carry out their work responsibilities.

- At least one member of each recruitment panel will have attended safer recruitment training
- All new members of staff will undergo an induction that includes familiarisation with the school's safeguarding suite of policies and identification of their safeguarding training needs
- All staff are required to confirm they have received a copy of the Part One Keeping Children Safe in Education September 2016 and Annex's A and C, the School's Child Protection and Safeguarding Policy, Staff Code of Conduct/Staff Handbook and What to do if you're worried a child is being abused
- The school obtains written confirmation from supply and third-party agencies that they have carried out the checks on an individual, who will be working at the school, that the school would otherwise perform
- The school will check and record the identity of the person presenting themselves work is the person for whom the recruitment checks have been carried out on

Governors

Following amendment to legislation (18th March 2016). All governors must have an Enhanced DBS certificate. New governors must apply for a DBS certificate within 21 days of being appointed.

Volunteers

We understand that some people, otherwise unsuitable for working with children, may use volunteering to gain access to children. For this reason, any volunteers in the school, in whatever capacity, will be given the same recruitment consideration as paid staff.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have unsupervised contact with children. However, if a parent or other volunteer is to be in school regularly or over a longer period, they will undergo checks commensurate with their work in the school and contact with pupils. The outcomes of the checks carried out are held in the Single Central Record.

Supervised volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role.

Visitors

Visitors to the school site must sign in at reception where they will be given a badge. They must ensure they sign out when exiting the site. Notices are posted around the school to advise visitors of the names of who to contact should they have any child protection concerns whilst on the premises.

Contractors

The school obtains written notification from any agency, or third-party organisation that the organisation has carried out the checks that the school would otherwise perform. Such considerations will be made explicit in any contract or service level agreement with the provider.

The school will check that the person presenting themselves for work is the same person on whom the checks have been made.

14 Site security

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The executive headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

15 Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own child protection and safeguarding suite of policies and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures. Such considerations will be made explicit in any contract or service level agreement with the provider.

16 Photography and images

We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

However, if there are health and safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash. We will not allow others to photograph or film pupils during a school activity without the parent's permission.

We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name. Permission from parents will be sought as children enter each key stage.

The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.

Members of staff may use school equipment to take photographs of children whilst engaged in school activities for teaching and learning purposes; for assessment purposes or as means of celebrating successes in school.

17 Online Safety

Our pupils increasingly use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's Online Safety Policy explains how we try to keep pupils safe in school. Cyberbullying and sexting by pupils, via text, emails or other media platforms, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures and by following the UKCCIS guidance

The school has appropriate filters and appropriate monitoring systems in place to ensure pupils are not allowed to access unsuitable sites in school. Some pupils will undoubtedly be 'chatting' on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their children safe when using social media. Every effort is made to encourage pupils not to give out their personal details.

Staff also receive advice regarding the use of social networking and electronic communication with pupils.

If teaching staff know of misuse of social sites, either by a teacher or child, the issue should be reported to the executive headteacher or DSL without delay.

18 Health and safety

The school has a separate health and safety policy which is monitored by the relevant committee which include governors and staff.

19 Whistleblowing

We understand that employees are often the first to realise that there may be something seriously wrong within the school. However, they may not express their concerns because they feel that speaking up would be disloyal to their colleagues or to the school. They may also fear harassment or victimisation. In these circumstances it may be easier to ignore the concern rather than report what may just be a suspicion of malpractice.

The school is committed to the highest possible standards of openness, probity and accountability. In line with that commitment we expect employees, and others who work on behalf of the school, who have serious concerns about any aspect of the school's work to come forward and voice those concerns. It is recognised that most cases will have to proceed on a confidential basis, more details and organisations which may be contacted can be found in our Whistleblowing Policy and at the back of this policy.

20 Child protection procedures Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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.

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:

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

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

All staff follow the BSCB's child protection reporting procedures (Appendix 1) which are consistent with Working together to safeguard children March 2015 and What to do if you're worried a child is being abused 2015.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open

mind. Accordingly, all concerns regarding the welfare of pupils will be recorded on CPOMS and discussed with the DSL prior to any discussion with parents.

Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

It is very important that staff report their concerns – they do not need 'absolute proof' that the child is at risk.

Impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should report on the CPOMS system or complete a cause for concern form. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL.

If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member must let the pupil know they cannot keep the information secret but will keep it private and only pass it on to those who can help them.** The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the pupils' staff will:

- allow them to speak freely
- listen to and take seriously any disclosure or information that a child may be at risk of harm
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- try to keep questions to a minimum and of an ‘open’ nature e.g. ‘Can you tell me what happened?’ rather than ‘Did x hit you?’
- not be afraid of silences – staff must remember how hard this must be for the pupil
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this
- clarify the information
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any lead alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the DSL
- reassure and support the person as far as possible
- explain that only those who ‘need to know’ will be told
- explain what will happen next and that the person will be involved as appropriate
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next. The pupil may agree to go to see the DSL, otherwise let them know that someone will come to see them before the end of the day
- report verbally to the DSL even if the child has promised to do it by themselves
- write up their conversation as soon as possible on the CPOMS system or cause for concern form and speak with the DSL to make sure they have received it
- seek support if they feel distressed

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that s/he can make an informed decision of what to do next.

Taking action

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”.

Key points for staff to remember for taking action are:

- report your concern to the DSL as soon as possible but at least by the end of the same day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- report on the CPOMS system or complete a cause for concern form
- in an emergency take the action necessary to help the child, refer to police or children’s social care
- seek support for yourself if you are distressed.

Action by the DSL

Following any information raising concern, the DSL will consider:

- any urgent medical needs of the child
- making an enquiry to find out if the child is subject to a Child Protection Plan by ringing Bradford Safeguarding Team
- discussing the matter with other multi-agencies involved with the family
- consulting with appropriate persons e.g. children’s social care or police

- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
 - whether to make a child protection referral to children's social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately
- OR**
- not to make a referral at this stage, recording their decision not to do so
 - if further monitoring is necessary
 - if it would be appropriate to undertake an assessment by referring to early help and Bradford's Multi Agency Threshold Guidance

An early help approach incorporates early help to child protection cases, looked after children and those with special needs by providing support as soon as a concern emerges, placing the child at the heart of the process and building a safety network around their care.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to children's social care will be followed up in writing within 24 hours using BSCB guidance documents.

Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. Concerns should ideally be recorded on the CPOMS systems, if recorded on a cause for concern form they will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All manual cause for concern forms and/or child protection documents will be retained in a 'Child Protection' file, separate from the pupils main file. This will be locked away and only accessible to the headteacher and DSL. These records will be transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of DSL'. If the child goes missing from education or is removed from roll to be educated at home, then any child protection file will be sent to the Education Social Work Service.

Supporting the Child and Partnership with Parents

- We recognise that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The DSL will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child

Allegations regarding person(s) working in or on behalf of school (including volunteers)

The following procedures will be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers), regardless of whether the school is where the alleged abuse took place 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

- has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or unsubstantiated, we also acknowledge they may be substantiated. It is, therefore, essential that all allegations are investigated properly in line with Part 4 of Keeping children safe in education 2016.

Initial Action

the person who has received an allegation or witnessed an event will immediately inform the executive headteacher/DSL and make a record

- in the event that an allegation is made against the executive headteacher the matter will be reported to the Chair of Governors who will proceed as the executive headteacher/DSL
- the executive headteacher/DSL will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- the member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- the executive headteacher/DSL may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- the executive headteacher/DSL will consult with the Local Authority Designated Officer (LADO) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to children's social care and/or the police for investigation
- consideration will be given throughout to the support and information needs of pupils, parents and staff
- The executive headteacher/DSL will inform the Chair of Governors of any allegation

The executive headteacher/DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child. It is important to remember that anyone can make a referral.

Allegations against a teacher or member of staff (including volunteers), who is no longer teaching and/or historical allegations will be referred to the police.

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This will be handled sensitively, and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.

Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

The management of children who display sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour should speak to the DSL as soon as possible.

Self-harm

If it comes to the attention of a teacher or member of staff that a child is self-harming, they should speak to the DSL as soon as possible.

Child sexual exploitation (CSE)

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 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
- Children who regularly miss school or education or do not take part in education

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

So-called 'honour-based' violence (HBV)

HBV encompasses 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 (FM), and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and will be handled and escalated as such.

All staff are made aware of the indicators of HBV and all concerns are reported immediately to the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

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.

Section 5B of the 2003 Act introduces a mandatory reporting duty which requires teachers - this includes qualified teachers or persons who are employed or engaged to carry out teaching work in schools and other institutions, in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police.

It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school's DSL and involve children's social care as appropriate.

All those in teaching work are made aware of the indicators of FGM and all concerns are reported immediately to the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with 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. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage.

All staff are made aware of the indicators of forced marriage and all concerns are reported immediately to the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

Preventing Radicalisation

Protecting children from the risk of radicalisation is seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with other safeguarding risks, staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

From 1 July 2015 all Schools, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), 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.

All staff are made aware of the indicators of radicalisation and all concerns are reported immediately to the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

Racist and homophobic incidents

We have regard to the local authority guidance and report and record all incidents.

Private Fostering

A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break.

We recognise our mandatory duty to report to the local authority where we are aware or suspect that a child is subject to a private fostering agreement. We will take steps to verify the relationship of the adults to the child who is being registered.

All staff are made aware of the indicators of private fostering and all concerns are reported immediately to the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care

Promoting Catholic Values and British Values

In line with the advice given under The Prevent duty (2015) and guidance from Catholic Education Service, we aim to promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental Catholic Values and British Values.

Confidentiality and sharing information

The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance. Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed on a 'need to know' basis.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the DSL. Staff will only discuss concerns with the DSL, executive headteacher or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with Data Protection Act 1998 and Freedom of Information Act 2000 principles.

Information is: processed for limited purposes:

- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure

Electronic information will be recorded on the CPOMS system and security protected and only made available to relevant individuals.

Written paper documents and other written information will be stored in a separate file and locked facility. The pupil's school file will be 'tagged' to indicate that separate information is held.

Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a laptop or a flash drive, these items will also be encrypted and kept in locked storage.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the executive headteacher or DSL.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. The school's policy on Confidentiality and Information Sharing is available to staff, parents and pupils. (Information sharing flowchart in Appendix 3).

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the DSL, their deputy, the executive headteacher or the Chair of Governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child

Special Circumstances

Looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that appropriate staff have information about a child's looked after status and care arrangements. The designated teacher for looked after children and the DSL have regard to the Children and Social Workers Act 2017 and have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

Work Experience

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in Keeping Children Safe in Education 2016.

21. Providing a safe and supportive environment

Safeguarding Information for pupils

All pupils in our school are aware of a number of trusted adults who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff (DSL) with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so in order to protect a child.

We will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm. However, there may be exceptional circumstances when the school will discuss concerns with children's social care and/or the police without parental knowledge (in accordance with BSCB procedures). The school will, of course, always aim to maintain a positive relationship with all parents.

We encourage parents to discuss any concerns they may have with our DSL's, as detailed earlier in this policy. We make parents aware of our child protection and safeguarding policy through our newsletters and our website.

Partnerships with others

We recognise that it is essential to establish positive and effective working relationships with other agencies who are partners in the BSCB. There is a joint responsibility under Working together to safeguard children, on all agencies to share information to ensure the safeguarding of all children.

Supporting pupils with medical conditions

We adhere to Section 100 of the Children and Families' Act 2014 which places a duty to make arrangements to support pupils in school with medical conditions to have the same right of admission as other students and to ensure, in terms of both physical and mental health, they are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential.

Use of Reasonable Force

The DfE released non statutory advice to Schools in July 2013 "The Use of Reasonable Force – Advice

for Headteachers, staff and governing bodies” Our aim is to work in accordance with this advice to ensure that we maintain a safe and secure school environment for staff and pupils.

22. Confidentiality

School has regard to HM Government advice: Information sharing advice for safeguarding practitioners – “where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child’s safety and welfare must be the overriding consideration”

The school has a clear and explicit confidentiality policy.

The school policy indicates:

- a) when information must be shared with police and children’s social care where the child is / may be at risk of significant harm
- b) when the pupil’s and/or parent’s confidentiality must not be breached
- c) that information is shared on a need to know basis

23. Pupil Information

Our school will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person’s access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been on the Child Protection Register or subject to a care plan
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

The school will securely and confidentially store and agree access to this information in line with Data Protection Act 1998 (DPA).

References and useful contacts

Websites

Bradford Safeguarding Children Board	http://bradfordscb.org.uk/
CAPE (Child Protection in Education)	www.cape.org.uk
Keeping children safe online	www.ceop.gov.uk
Bullying & child abuse	http://www.childnet.com/
	www.kidscape.org.uk
	www.childline.org.uk
	www.nspcc.org.uk
KS2/3	www.kidsmart.org.uk

NSPCC Child Protection Helpline

The NSPCC Child Protection Helpline is a free 24-hour service that provides counselling, information and advice to anyone concerned about a child at risk of abuse.

Telephone: 0808 800 5000 - Email: help@nspcc.org.uk

NSPCC Whistleblowing Advice Line

The NSPCC has launched a government funded Whistleblowing Advice Line. This will take calls from professionals from any sector who are worried about the way their, or another, organisation is dealing with child protection issues. Employees who don't feel able to escalate these issues internally can contact the service, as well as those who have been unsuccessful in doing so.

Telephone: 0800 028 0285 (can be contacted anonymously)

Executive Headteacher:
Maureen Cairns

Chair of Governors:
C Taylorson

Child Protection Procedures Flow Chart December 2017

On discovery or suspicion of child abuse

If in doubt – ACT

Sign in to CPOMs and fill in details.



Inform your Designated Safeguarding Lead or Deputy Designated Safeguarding Lead

Carmel Utting and B Gadd

Who 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 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**



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
- Suzanne Ellis Lead Officer, Education Safeguarding, 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 Coordinator, Michael Churley 01274 432816

Role of the Designated Safeguarding Lead

In accordance with Keeping children safe in education September 2016, the governing body has appointed a Designated Safeguarding Lead (DSL) who is a member of the Schools' leadership team take lead responsibility for safeguarding and child protection within School.

Designated Safeguarding Lead main role:

The DSL is expected to:

Manage referrals

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

Work with others

- Liaise with the executive headteacher 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 of Keeping children safe in education September 2016) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies; and
- Act as a source of support, advice and expertise for staff.

Undertake training

The DSL will 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 DSL should undertake Prevent awareness training.

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, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- 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;
- Ensure each member of staff has access to and understands the School's child protection and safeguarding policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the School 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;
- 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 may put in place to protect them.

Raise Awareness

- The DSL should ensure the School child protection and safeguarding policies are known, understood and used appropriately;
- Ensure the School's child protection and safeguarding 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 and safeguarding 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 in this; and
- Link with the BSCB or safeguarding support services to make sure staff are aware of training opportunities and the latest local policies.

Child protection file

- Where children leave the School ensure their child protection file is transferred to the new School as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

- During term time the DSL (or a deputy) should always be available (during School hours) for staff in the School to discuss any safeguarding concerns.

Deputy designated safeguarding leads

All deputy DSL's should be trained to the same standard as the DSL.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the DSL; this lead responsibility should not be delegated.

