



Low Moor C. of E. Primary School

Aiming for Excellence

SAFEGUARDING AND CHILD PROTECTION POLICY

Reviewed by: Strategic Planning Committee

Date of meeting: 21st June 2018

Approved by: Full Governing Body

Date of meeting: 19th July 2018

Position: Chair of Governing Body

Signature:

Date:-

Next review date: May 2019

SAFEGUARDING AND CHILD PROTECTION POLICY

1. Statement of intent

Low Moor C. of E. Primary School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- 1.1. Ensuring that the school operates safer recruitment practice from the creation of an advert through to appointment, the aim being to deter and prevent unsuitable people gaining access to children.
- 1.2. Ensuring all staff undergo the appropriate level of checks before starting work.
- 1.3. Keeping a single central record of staff and the checks that have been carried out.
- 1.4. Ensuring school creates a safe ethos for children to learn within. This includes having a clear Code of Conduct for staff to ensure safe working practice (Guidance for Safer Working Practice for Adults).
- 1.5. Ensuring that all necessary risk assessments are carried out for school activities.
- 1.6. Ensuring health and safety issues are recognised and dealt with efficiently and without delay.
- 1.7. Ensuring that staff are given appropriate levels of training and that training is refreshed regularly.
- 1.8. Ensuring that child protection issues are included within the school curriculum.
- 1.9. Ensuring that new technologies are used safely and that safe use policies are in place.
- 1.10. Ensuring the local authority knows if a pupil is privately fostered (cared for by someone other than a close relative) for more than 28 days.

- 1.11. Staff awareness and vigilance with regard to radicalisation and extremism.
- 1.12. Educating pupils on how to keep safe and to recognise behaviour that is unacceptable or risky.
- 1.13. Identifying and making provision for any pupil that has been subject to abuse.
- 1.14. Ensuring that members of the governing body, the headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, and are alert to the signs of child abuse and know to refer concerns to the designated safeguarding lead (DSL).

2. Aims

- 2.1. The aim of this policy is to safeguard and promote our pupils' welfare, safety, health and welfare by fostering an honest, open caring and supportive climate. The pupils' wellbeing is of paramount importance.
- 2.2. This policy applies to all staff, governors, students and volunteers working within the school.
- 2.3. Child protection is the responsibility of everyone in school. The school will therefore:
 - Establish and maintain an ethos where children feel secure, are encouraged to talk, and are listened to;
 - Ensure children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
 - Include opportunities in the PSHEe curriculum for children to develop the skills they need to recognise and stay safe from abuse;
 - Ensure that wherever possible, every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

3. Safeguarding Team

- 3.1. The Designated Safeguarding Lead (DSL) is: Yvonne Broadbent, Headteacher. We have 3 deputy DSLs, Martyn Lord, Deputy Headteacher, Gill Hibbert Learning Mentor and Alison Crawshaw, Family Support Officer.
- 3.2. Martyn Lord, Deputy Headteacher, is also the Designated Teacher for Looked After Children Definition

- 3.3. For the purpose of this policy, Low Moor C. of E. Primary School will define “safeguarding and protecting the welfare of children” as:
- Protecting pupils from maltreatment.
 - Preventing the impairment of pupils’ health or development.
 - Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
 - Taking action to enable all pupils to have the best outcomes.

4. Legal framework

- 4.1. This policy has consideration for, and is compliant with, the following legislation and statutory guidance:

Legislation

- The Children Act 1989
- The Children Act 2004
- The Education Act 2002
- The Education (Health Standards) (England) Regulations 2003
- The Safeguarding Vulnerable Groups Act 2006
- School Staffing (England) Regulations 2009 (As amended)
- The Equality Act 2010
- The Protection of Freedoms Act 2012
- The Education (School Teachers’ Appraisal) (England) Regulations 2012 (as amended)
- The Children and Families Act 2014
- The Sexual Offences Act 2003
- The Education (Pupil Registration) (England) Regulations 2006 (as amended)

Statutory guidance

- DfE (2015) ‘Working together to safeguard children’ (Revised Feb 2017)
- DfE (2016) ‘Keeping children safe in education’ (until implementation of revised guidance Sept 2018)
- DfE (2015) ‘What to do if you’re worried a child is being abused’
- DfE (2015) ‘Information sharing’
- DfE (2016) ‘Disqualification under the Childcare Act 2006’
- DfE (2015) ‘The Prevent duty’
- HM Government (2014) ‘Multi-agency practice guidelines: Handling cases of Forced Marriage’
- Children Missing Education 2016
- DfE (2013) Use of Reasonable Force in Schools (Revised 2015)

5. Roles and responsibilities – Governing Body

The Chair of Governors is Sue Furniss and the named governor for safeguarding and child protection is Deborah Sunter. They can be contacted via the school office on 01274 600797 or office@lowmoor.ngfl.ac.uk

The Governing Body has a duty to:

- 5.1. Read and understand the current version of the full document, Keeping Children Safe in Education.
- 5.2. Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- 5.3. Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- 5.4. Guarantee that the school contributes to inter-agency working in line with the statutory guidance Working Together to Safeguard Children 2015.
- 5.5. Confirm that the school's safeguarding arrangements take into account the procedures and practice of the LA as part of the inter-agency safeguarding procedures established by the local safeguarding children board (LSCB).
- 5.6. Comply with its obligations under section 14B of the Children Act 2004 to supply the LSCB with information to fulfil its functions.
- 5.7. Ensure that a member of the governing body is nominated to liaise with the LA and/or partner agencies on issues of child protection, and in the event of allegations of abuse made against the headteacher or other governor.
- 5.8. Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct.
- 5.9. Ensure that there is a nominated Governor responsible for safeguarding arrangements.
- 5.10. Appoint a member of staff from the senior leadership team (SLT) to the role of DSL as an explicit part of the role-holder's job description – there should always be cover for the DSL.
- 5.11. Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

- 5.12. Adhere to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- 5.13. Guarantee that volunteers are appropriately supervised.
- 5.14. Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- 5.15. Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- 5.16. Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- 5.17. Confirm that there are procedures in place 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.
- 5.18. Guarantee that there are procedures in place to handle allegations against other pupils.
- 5.19. Make sure that pupils' wishes or feelings are taken into account when determining what action to take, and what services to provide to protect individual pupils.
- 5.20. Guarantee that there are systems in place for pupils to express their views and give feedback.
- 5.21. Establish an early help procedure and inform all staff of the procedures it involves.
- 5.22. Appoint a designated teacher to promote the educational achievement of looked after children (LAC) and ensure that this person has undergone appropriate training.
- 5.23. Ensure that the designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support LAC.
- 5.24. Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.

- 5.25. Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil's legal status, contact details and care arrangements.
- 5.26. Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risks of their disappearance in future.
- 5.27. Ensure that all members of the governing body have been subject to an enhanced DBS check.

6. Roles and Responsibilities - Headteacher

The headteacher has a duty to:

- 6.1. Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- 6.2. Ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- 6.3. Provide staff with the following documents:
 - Safeguarding and Child Protection Policy,
 - Behaviour Policy,
 - information regarding the role of the DSL and
 - Part one and Annex A of the current version of Keeping Children Safe in Education at induction and on revision of the document.

7. Roles and Responsibilities - DSL

See 3.1 of this policy for details of the Safeguarding Team. They can be contacted via the school office on 01274 600797 or office@lowmoor.ngfl.ac.uk

The DSL has a duty to:

- 7.1. Refer all cases of suspected abuse to Children's Social Care, the LA designated officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed.
- 7.2. Refer cases of suspected radicalisation to the Channel programme.
- 7.3. Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.

- 7.4. Understand the assessment process for providing early help and intervention.
- 7.5. Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
- 7.6. Keep cases of early help under constant review and refer them to the Children's Social Care if the situation does not appear to be improving.
- 7.7. Have a working knowledge of how LAs 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.
- 7.8. Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- 7.9. Be alert to the specific requirements of children in need, including those with special educational needs and disabilities (SEND) and young carers.
- 7.10. Be able to keep detailed, accurate and secure records of concerns and referrals.
- 7.11. Obtain access to resources and attend any relevant training courses.
- 7.12. Encourage a culture of listening to children and taking account of their wishes and feelings.
- 7.13. Work with the governing body to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- 7.14. Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents/carers are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- 7.15. Link with the local LSCB to make sure that staff members are aware of the training opportunities available and made aware of the latest local policies on safeguarding.
- 7.16. Ensure that a pupil's child protection file is transferred when they move to a new school.

- 7.17. Child Protection Records should be maintained in chronological order and a receipt must be obtained on handover to receiving school.
- 7.18. All child protection records must be kept secure in line with GDPR Data Protection Policy and Records Management Policy.
- 7.19. Be available at all times during school hours to discuss any safeguarding concerns.
- 7.20. **NB.** The school will determine what “available” means, e.g. it may be appropriate to be accessible by other means such as telephone.

8. Roles and Responsibilities - All other staff members

All staff members have a duty to:

- 8.1. Inform the DSL or a deputy DSL if they suspect a child is at risk of harm or abuse.
- 8.2. Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- 8.3. Provide a safe environment in which pupils can learn.
- 8.4. Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- 8.5. Be aware of the signs of abuse and neglect.
- 8.6. Be aware of the early help process, and understand their role in it.
- 8.7. Maintain confidentiality.
- 8.8. Act as the lead professional in undertaking an early help assessment, where necessary.
- 8.9. Be aware of, and understand, the process for making referrals to Children's Social Care, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- 8.10. Support social workers to take decisions about individual children, in collaboration with the DSL.

- 8.11. If at any point there is a risk of immediate serious harm to a child, make a referral to Children's Social Care and/or the police immediately.
- 8.12. Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- 8.13. Support social workers in making decisions about individual children, in collaboration with the DSL.
- 8.14. Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- 8.15. Follow the school's procedure for and approach to preventing radicalisation as outlined in the Prevent Policy.
- 8.16. Read and understand Part one and Annex A of the current version of Keeping Children Safe in Education.

9. Concerns that staff must immediately report:

NB: 'report' for this purpose, means direct and swift contact with a DSL (an entry on CPOMS is insufficient in all cases below)

- 9.1. 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
- 9.2. any explanation given which appears inconsistent or suspicious
- 9.3. any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- 9.4. an awareness or reason to believe private fostering arrangements are in place.
- 9.5. any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- 9.6. any concerns that a child is presenting signs or symptoms of abuse or neglect
- 9.7. any significant changes in a child's presentation, including non-attendance
- 9.8. any hint or disclosure of abuse from any person

- 9.9. any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

10. Responding to Disclosure

- 10.1. At Low Moor we have a highly skilled and trained pastoral team, comprising of three learning mentors and a family support worker. These staff are available and will provide support for pupils and staff in the event of a disclosure.
- 10.2. Disclosures or information may be received from pupils, parents or other members of the public. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity.
- 10.3. Disclosure information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Lead, The DSL will complete a Common Referral Form to Bradford Childrens Social Care, (available on Bradford Schools Online).
- 10.4. A contemporaneous note should be made as soon as possible following a disclosure. This should be an accurate as possible record and include the date and time of the disclosure and the signature of the adult who has received the information.
- 10.5. Although it is the responsibility of the DSL or deputy DSLs to refer cases of suspected abuse to BCSC, all staff can make a referral for any reason if they have been unable to speak to a DSL or they are in doubt that a concern has been addressed in accordance with this policy.

Principles:

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

Staff will:

- 10.6. listen to and take seriously any disclosure or information that a child may be at risk of harm
- 10.7. try to ensure that the person disclosing does not have to speak to another member of school staff

- 10.8. clarify the information
- 10.9. try to keep questions to a minimum and of an 'open' nature e.g. 'Tell me what happened?' rather than 'Did x hit you?'
- 10.10. very young children often do not understand the concept of time so be careful if asking the question 'when did that happen'
- 10.11. do not to show signs of shock, horror or surprise
- 10.12. not express feelings or judgements regarding any person alleged to have harmed the child
- 10.13. explain sensitively to the person that they have a responsibility to refer the information to the designated safeguarding lead
- 10.14. reassure and support the child as far as possible
- 10.15. explain that only those who 'need to know' will be told
- 10.16. explain what will happen next and that the person will be involved as appropriate

11. Supporting pupils at risk

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school, their behaviour may be challenging and defiant and as a last resort, exclusion may be necessary.

The school will endeavour to support the pupil through:

- 11.1. Early identification of concerns and appropriate intervention put in place. i.e. through learning mentor, attendance officer, parental involvement worker;
- 11.2. Ensuring the content of the curriculum includes social and emotional aspects of learning;
- 11.3. The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;

- 11.4. The school behaviour policy which is aimed at supporting all pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued. i.e. separate the behaviour from the child.
- 11.5. Liaison with other agencies and professionals who support pupils and their families;
- 11.6. Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed;
- 11.7. A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interest to do so.

12. Inter-agency working

- 12.1. Low Moor C. of E. Primary School contributes to inter-agency working as part of its statutory duty.
- 12.2. The school will work with Children's Social Care, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.
- 12.3. The school recognises the importance of information sharing between professionals and local agencies in order to effectively meet pupils' needs.
- 12.4. In light of the above, staff members are aware that whilst the Data Protection Act 1998 places a duty on schools to process personal information fairly and lawfully, it is not a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.
- 12.5. Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.
- 12.6. The school also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE).

13. Abuse and neglect

Working Together to Safeguard Children 2015, defines abuse as: *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.

- 13.1. All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap one another.
- 13.2. All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.
- 13.3. All staff will be made aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting.
- 13.4. All staff will be aware of the actions involving peer-on-peer abuse, and the necessary procedures to follow to prevent such abuse, as outlined in the school's Anti-Bullying Policy.
- 13.5. The school has a Child-Friendly Peer-on-Peer Abuse Policy which is available in classrooms and is published on the school website.

14. Types of abuse and neglect (Keeping Children Safe in Education 2015)

- 14.1. **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 by another child or children.
- 14.2. **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.
- 14.3. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as

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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- 14.4. **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.
- 14.5. **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,

15. Female genital mutilation (FGM)

- 15.1. For the purpose of this policy, "female genital mutilation", commonly referred to as FGM, is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs or breast ironing.
- 15.2. All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care or the police.
- 15.3. From October 2015, the Female Genital Mutilation Act 2003 (as amended by S.74 of the Serious Crime Act 2005) introduced a mandatory reporting duty for all teachers in England and Wales. Teachers are therefore required to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.

NB. The above does not apply to any suspected or at risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

- 15.4. There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil.
- 15.5. Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when broaching the subject.
- 15.6. Indicators that may show a heightened risk of FGM include the following:
- The position of the family and their level of integration into UK society
 - Any girl with a mother or sister who has been subjected to FGM
 - Any girl withdrawn from personal, social and health education (PSHEe)
- 15.7. Indicators that may show FGM could take place soon:
- The risk of FGM increases when a female family elder is visiting from a country of origin
 - A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
 - A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
 - A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent
- 15.8. It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.
- 15.9. Indicators that FGM may have already taken place include the following:
- Difficulty walking, sitting or standing
 - Spending longer than normal in the bathroom or toilet
 - Spending long periods of time away from a classroom during the day with bladder or menstrual problems
 - Prolonged or repeated absences from school followed by withdrawal or depression
 - Reluctance to undergo normal medical examinations
 - Asking for help, but not being explicit about the problem due to embarrassment or fear

- 15.10. Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve Children's Social Care as appropriate.

16. Child sexual exploitation (CSE)

The DfE publication Child Sexual Exploitation February 2017 defines Child Sexual Exploitation as follows:

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.

- 16.1. For the purpose of this policy, "**Child Sexual Exploitation**" is defined as: a form of sexual abuse where children are sexually exploited for money, power or status.
- 16.2. CSE can take many forms but the perpetrator will always hold some kind of power over the victim. It is important to note that some young people who are being sexually abused do not exhibit any external signs of abuse.
- 16.3. Low Moor C. of E. Primary School has adopted the following procedure for handling cases of CSE, as outlined by the DfE:
- 16.4. School staff members are aware of and look for the key indicators of CSE; these are as follows:
- Absence from school
 - Appearing with unexplained gifts and new possessions
 - Having older boyfriends or girlfriends
 - Undergoing mood swings or drastic changes in emotional wellbeing
 - Displaying inappropriate sexualised behaviour
 - Displaying changes in emotional wellbeing
- 16.5. **Referring cases:** Where CSE, or the risk of it, is suspected, staff will discuss the case with the dedicated member of staff for child protection. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

16.6. Support: The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

17. Honour Based Violence

17.1. Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct.

17.2. For example, honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture
- convert to a different faith from the family

17.3. Women and girls are the most common victims of honour based violence however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage
- being held against your will or taken somewhere you don't want to go
- assault

17.4. If staff believe that a pupil is at risk from honour based violence the DSL will follow the usual safeguarding referral process, however, if it is clear that a crime has been committed or the pupil is at immediate risk the police will be contacted in the first place.

17.5. It is important that if honour based violence is known or suspected that communities and family members are NOT spoken to prior to referral to the police or social care as this could increase risk to the child.

18. Preventing radicalisation

The Designated Safeguarding Lead for Prevent is Yvonne Broadbent, Headteacher.

- 18.1. Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties.
- 18.2. Staff will be alert to changes in pupils' behaviour which could indicate that they may be in need of help or protection.
- 18.3. Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme. The school will work with the LSCB as appropriate.
- 18.4. The school will ensure that they engage with parents/carers and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns, and provide information for support mechanisms.
- 18.5. Any concerns over radicalisation will be discussed with a child's parents/carers, unless the school has reason to believe that the child would be placed at risk as a result.
- 18.6. **Training:** The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will arrange or lead formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.
- 18.7. Indicators of an identity crisis:
 - Distancing themselves from their cultural/religious heritage
 - Uncomfortable with their place in society
- 18.8. Indicators of a personal crisis:
 - Family tensions
 - A sense of isolation
 - Low self-esteem
 - Disassociation from existing friendship groups
 - Searching for answers to questions about identity, faith and belonging
- 18.9. Indicators of vulnerability through personal circumstances:
 - Migration
 - Local community tensions
 - Events affecting their country or region of origin
 - Alienation from UK values

- A sense of grievance triggered by personal experience of racism or discrimination

18.10. Indicators of vulnerability through criminality:

- Experiences of dealing with the police
- Involvement with criminal groups

18.11. **Making a judgement:** When making a judgement, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype)?
- Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
- Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?
- Has the pupil encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks; either verbally or in their written work?
- Has the pupil witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the pupil travelled for extended periods of time to international locations?
- Has the pupil employed any methods to disguise their identity?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil the victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?

- Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?

18.12. Critical indicators include where the pupil is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Attempting to access extremist websites.
- Making significant changes to their appearance and/or behaviour.

18.13. Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, will report these to the DSL.

18.14. The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

Channel programme

18.15. Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being radicalised.

18.16. In cases where the school believes a pupil is potentially at serious risk of being radicalised, the headteacher or DSL will contact the Channel programme.

18.17. The DSL will also support any staff making referrals to the Channel programme.

18.18. The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want to promote radical ideologies.

18.19. The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from Low Moor C. of E. Primary School

- 18.20. The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from social services, or where the individual is already known to social services.

Building children's resilience

Low Moor C. of E. Primary School will:

- 18.21. Provide a safe environment for debating controversial issues.
- 18.22. Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- 18.23. Allow pupils time to explore sensitive and controversial issues.
- 18.24. Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- 18.25. Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- 18.26. Teach pupils about how democracy, government and law making/enforcement occurs.
- 18.27. Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.
- 18.28. Promote qualities that align with a harmonious society (Galatians 5:22-23 Fruits of the Spirit).
- 18.29. Encourage and actively seek to promote the Low Moor Learning Values,

Resources

18.30. Low Moor C. of E. Primary School will utilise the following resources:

- The LSCB
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)
- The Channel awareness programme
- The Educate Against Hate website, www.educateagainsthate.com

19. Child Missing Education

- 19.1. A child missing education is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.
- 19.2. Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures.
- 19.3. Low Moor C. of E. Primary School will inform the LA of any pupil who fails to attend regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

Admissions register

- 19.4. Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.
- 19.5. The school will notify the LA within five days of when a pupil's name is added to the admissions register.
- 19.6. The school will ensure that the admissions register is kept up-to-date and accurate at all times, and will inform parents/carers when any changes occur.
- 19.7. Staff will monitor pupils who do not attend the school on the agreed date, and will notify the LA at the earliest opportunity.
- 19.8. If a parent/carer notifies the school that their child will live at a different address, the school will record the following information on the admissions register:
 - The full name of the parent/carer with whom the pupil will live
 - The new address
 - The date from when the pupil will live at this address
- 19.9. If a parent/carer notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:
 - The name of the new school
 - The date on which the pupil first attended, or is due to attend, that school

- 19.10. Where a pupil moves to a new school, the school will use the internet system school2school to securely transfer pupils' data.
- 19.11. In order to ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:
- Have been taken out of the school by their parents/carers, and are being educated outside the national education system, e.g. home education.
 - Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
 - Have been permanently excluded.
- 19.12. The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.
- 19.13. If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:
- The full name of the pupil
 - The full name and address of any parent/carer with whom the pupil lives
 - At least one telephone number of the parent/carer with whom the pupil lives
 - The full name and address of the parent/carer with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
 - The name of the pupil's new school and the pupil's expected start date there, if applicable
 - The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)
- 19.14. The school will work with the LA to establish methods of making returns for pupils back into the school.
- 19.15. The school will highlight to the LA where they have been unable to obtain necessary information from parents/carers, e.g. where an address is unknown.
- 19.16. The school will also highlight any other necessary, contextual information, including safeguarding concerns.

20. Pupils with special educational needs and disabilities (SEND)

- 20.1. The school recognises that pupils with SEND can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in this group of pupils.
- 20.2. Staff will be aware of the following:
 - Certain indicators of abuse such as behaviour, mood and injury may relate to the pupil's disability without further exploration
 - Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
 - Communication barriers may exist, as well as difficulties in overcoming these barriers
- 20.3. When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

21. Concerns about a pupil

- 21.1. Concerns about a pupil do not include those in immediate danger and so must be handled differently.
- 21.2. All concerns regarding a pupil's behaviour will be logged on the school's CPOMS system.
- 21.3. If a staff member has any concerns about a pupil, they will raise this with the DSL.
- 21.4. If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible.
- 21.5. The LA will make a decision regarding what action is required within one working day of the referral being made, and will notify the referrer.
- 21.6. Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil.
- 21.7. If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.
- 21.8. If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered.

- 21.9. All concerns, discussions and decisions made, as well as the reasons for those decisions, will be recorded in writing by the DSL and kept securely in a locked cabinet in the headteacher's office.
- 21.10. If a pupil is in immediate danger, a referral will be made to Children's Social Care and/or the police straight away.
- 21.11. Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views.
- 21.12. An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

22. Concerns about staff members and safeguarding practices

- 22.1. If a staff member has concerns about another member of staff then this will be raised with the headteacher.
- 22.2. If the concern is with regards to the headteacher, this will be referred to the chair of governors.
- 22.3. Any concerns regarding the safeguarding practices at Low Moor C. of E. Primary School will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy.
- 22.4. If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).
- 22.5. Any allegations of abuse made against staff members will be dealt with in accordance with the school's Allegations of Abuse Against Staff Policy.

23. Allegations of abuse against other pupils

- 23.1. All staff will be aware that pupils are capable of abusing their peers, and will never tolerate abuse as "banter" or "part of growing up".
- 23.2. All allegations of abuse made against other pupils and the disciplinary action necessary will be dealt with in accordance with the procedures outlined in the school's Anti-Bullying Policy.

- 23.3. In order to prevent peer-on-peer abuse, the school will educate pupils about abuse, its forms, the importance of discussing any concerns and respecting others, through the curriculum, worship/assemblies and PSHE lessons regularly.
- 23.4. In all cases, parents and carers of both perpetrator and victim will be informed of the incident and how it is being managed.
- 23.5. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum.

24. Online safety

Please read in conjunction with the Online Safety and ICT Acceptable Use Policy.

- 24.1. Low Moor C.of E. Primary School will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material, in accordance with the school's E-safety Policy.
- 24.2. The use of mobile phones by pupils, during the school day is not permitted. All mobile phones should be handed into the school office at the start of the day and collected at 3pm.
- 24.3. The school will ensure that the use of filtering and monitoring systems does not cause "over blocking" which may lead to unreasonable restrictions as to what pupils can be taught regarding online teaching.
- 24.4. The school operates e-safe systems to alert senior leaders to inappropriate use of technologies in school.
- 24.5. Whenever iPads are used in class, two members of staff must be present. This is in order to ensure safe and proactive monitoring of online behaviour.

25. Regulated Activity

- 25.1. An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:
 - Are responsible on a daily basis for the care or supervision of children.
 - Regularly work in the school at times when children are on the premises.
 - Regularly come into contact with children under 18 years of age.

26. Safer Recruitment

26.1. The governing body will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the [Teacher Services' System](#).
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the [Gov.UK](#) website will be followed.
- If the person has lived or worked outside the UK, making any further checks that the school considers appropriate; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.
- Checking professional experience and qualifications as appropriate.

26.2. A DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.

26.3. An enhanced criminal records DBS check will be carried out for each member of the governing body.

26.4. The school will refer to the DBS anyone who has harmed a child, poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. A supervised volunteer who regularly teaches or looks after children is not in regulated activity.

26.5. For those who have lived or worked outside of the UK, additional checks regarding teacher sanctions or restrictions will be conducted; this includes

checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.

Barred list check

- 26.6. An enhanced DBS check may be requested for anyone working in the school that is not in regulated activity, but not with a barred list check.
- 26.7. If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if he/she has worked in regulated activity in the three months prior to appointment.
- 26.8. Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

References

- 26.9. References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.
- 26.10. References will be sought on all short-listed candidates, including internal ones, before interview and checked on receipt to ensure that all specific questions were answered satisfactorily.
- 26.11. Information about past disciplinary action or allegations will be considered carefully when assessing an applicant's suitability for a post.
- 26.12.** Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.

Volunteers

- 26.13. Prior to undertaking voluntary work in school, potential volunteers will be subject to a rigorous suitability process which includes a written application and interview with a suitably trained person in safer recruitment procedures.
- 26.14. No volunteer will be left unsupervised or allowed to work in regulated activity until the necessary checks have been obtained.
- 26.15. An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.

- 26.16. An enhanced DBS certificate will be obtained for new volunteers not in regulated activity.
- 26.17. The school will consider obtaining an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.
- 26.18. A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.
- 26.19. The school will ensure that policies and procedures are in place to protect pupils from harm during work experience placements.
- 26.20. A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file.

Contractors

- 26.21. The business manager will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.
- 26.22. Contractors without a DBS check will be supervised if they have the potential for contact with children. The identity of the contractor will be checked upon their arrival at the school.
- 26.23. The business manager will obtain written confirmation from supply/third party agencies that all safer recruitment checks that the school would otherwise undertake, have been carried out.
- 26.24. DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt, as outlined in the Data Protection Act 2018.

27. Visitors to school

- 27.1. All visitors must sign in on the Inventory visitor system on arrival and wear a visitor lanyard whilst on school premises. When they sign out the lanyard must be returned to the school office.
- 27.2. The name of any visitor and the member of staff who they are visiting must be recorded in advance in the visitor diary in the school office.
- 27.3. Under no circumstances may an unexpected visitor be permitted to enter school, unless permission has been obtained from the headteacher, or

business manager (in the case of contractors who are undertaking premises/maintenance/inspection work).

- 27.4. The member of staff who has arranged the visit will be responsible for collecting the visitor and accompanying them while they are on school premises.
- 27.5. If the visitor is not known to school, they must produce photographic identification. In certain circumstances this will not apply, such as potential job applicants touring school or people attending events in school.
- 27.6. Contractors who are undertaking premises/maintenance/inspection work must be accompanied by a member of premises staff when children are in school.

28. Single central record (SCR)

- 28.1. The school keeps an SCR which records all staff, including supply staff who work at the school.
- 28.2. The following information is recorded on the SCR:
 - An identity check
 - A barred list check
 - An enhanced DBS check
 - A prohibition from teaching check
 - A check of professional qualifications
 - A check to determine the individual's right to work in the UK
 - Additional checks for those who have lived or worked outside of the UK
- 28.3. For supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received, which indicates that all of the necessary checks have been conducted and the date that confirmation was received.
- 28.4. If any checks have been conducted for volunteers, this will also be recorded on the SCR.

29. Staff suitability

- 29.1. All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009.¹

¹ DfE (2016) 'Keeping Children Safe in Education', p.25

- 29.2. A person may be disqualified if they:
- Have certain orders or other restrictions placed upon them.
 - Have committed certain offences.
 - Live in the same household as someone who is disqualified by virtue of one or two of the above reasons (known as disqualification by association).
- 29.3. All staff members are required to sign a declaration form confirming that they are not disqualified from working in a schooling environment.
- 29.4. A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

30. Training

- 30.1. Staff members will undergo safeguarding and child protection training at induction, which will be updated every two years, and will be in accordance with Keeping Children Safe in Education.
- 30.2. All staff members will also receive regular safeguarding and child protection updates as required, but at least annually.
- 30.3. Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.
- 30.4. The DSL and deputy DSLs will undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up with any developments relevant to their role.
- 30.5. The DSL and deputy DSLs will also undergo regular Prevent awareness training which will enable them to understand and support the school with regards to the Prevent duty, and equip them with the knowledge needed to advise staff.
- 30.6. All staff and volunteers will be required to read Part 1 and Annex A of Keeping Children Safe in Education. Governors and Senior Leaders are required to read the full document.
- 30.7. All staff and volunteers will be required to read and understand the school's Whistleblowing Policy.
- 30.8. Online training will also be conducted for all staff members as part of the overall safeguarding approach.

Child Protection Procedures Flow Chart January 2016

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



Inform your Designated Safeguarding Lead
Yvonne Broadbent, Headteacher

or a Deputy Designated Safeguarding Lead

Martyn Lord, Deputy Headteacher
Gill Hibbert, Learning Mentor
Alison Crawshaw, Family Support Officer

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 online at:

<http://bradford-scb.org.uk/documents.htm>

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