

St John the Evangelist Catholic Primary School Bradford



Child Protection Policy

Our Mission Statement

*St. John's is a place where we meet Jesus.
Everyone is enabled to fulfil their unique potential
and together we celebrate being part of God's creation
in all we think, say and do.
In our school everyone is respected and cherished
and differences are valued.
Each member of our community is supported
to truly reflect the person of Jesus*

Date of issue	Review date	Date ratified by Governing Body
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Use of force to control or restrain pupils incident Record

Child Protection Procedures Flow Chart

~~Role of the Designated Safeguarding Lead~~

1.Rationale

- The health, safety and well-being of all our children are of paramount importance to all who work in our school. Our children have equal rights to protection, regardless of age, gender, ability, culture, race, language, religion or sexual identity. They have a right to be safe in our school as a unique child of God and to have ownership of their own 'Charter of Empowerment'.
- In our school safeguarding is everyone's responsibility and we respect each other. The atmosphere within our school is one of a child-centred approach. We encourage all children to share concerns. We provide opportunities that enable our children to take and make decisions for themselves and feel empowered to positively manage their own emotions, behaviour and relationships.
- Our teaching of personal, social and health education and citizenship, as part of our Creative Curriculum with Christ at the Centre, helps to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them through our SEALs programme (Social Emotional Aspects of Learning) and 'Statements to Live By'.

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

2.Safeguarding legislation and guidance

The Governing Body has adopted the current Bradford Safeguarding Children's Board (BSCB) child protection procedures <http://www.bradford-scb.org.uk/documents.htm> and statutory legislation;

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'
- DfE ([September](#))2018 'Keeping children safe in education'
- 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'

- The Teacher Standards 2012 state that teachers, including headteachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- The statutory guidance Working Together to Safeguarding Children (2015) covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for LSCBs to monitor the effectiveness of local services, including safeguarding arrangements in schools.
- The statutory guidance from the Department for Education issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

Unless otherwise specified, 'school' means all schools whether maintained, non-maintained or independent schools, including academies and free schools, alternative provision academies and pupil referral units. 'School' includes maintained nursery schools. 'College' means further education colleges and sixth-form colleges as established under the Further and Higher Education Act 1992, and relates to their responsibilities towards children under the age of 18, but excludes 16-19 academies and free schools (which are required to comply with relevant safeguarding legislation by virtue of their funding agreement).

- Research suggests that around 10 per cent of children will suffer some form of abuse, and disabled children are three times more likely to be abused. Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that school staff are alert to the signs of abuse and understand the procedures for reporting their concerns. The school will act on identified concerns and provide early help to prevent concerns from escalating.

All our staff have read Part One of Keeping children safe in education ~~September~~ July 2016 guidance.

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 outcomes

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering 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.

Child includes everyone under the age of 18.

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

3.Roles and Responsibilities

The Designated Safeguarding Leads for St John the Evangelist Catholic Primary School are;

Mrs Kath Spillane Headteacher (DSL and Designated Teacher for PREVENT) – contact: 01274 679030
Mrs Ruth Westbrook – Deputy Headteacher and Deputy Designated Safeguarding Lead– contact: 01274 679030

The Designated Teacher for Looked After Children is Mrs Westbrook

**The named Child Protection and Safeguarding Governor is Mr Ian Partridge
Contact: 01274679030 or in writing via the school office.**

The Academy Council ensures that the school:

- appoints a DSL for child protection who is a member of the senior leadership team and who has undertaken child protection training
- ~~details of the DSL role can be found in appendix 4 of this document~~
- their safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the local Safeguarding Children Board (LSCB), including a Staff Information which is reviewed annually
- has procedures for dealing with allegations of abuse made against members of staff including allegations made against the headteacher and allegations against other children
- has 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 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
- has a safer recruitment policy
- develop a training strategy that ensures all staff, including the headteacher, receive information about the school's safeguarding arrangements on induction and appropriate child protection training, which is regularly updated in line with any requirements of the LSCB. The DSL receives refresher training at two-yearly intervals
- all temporary staff and volunteers are made aware of the school's arrangements for safeguarding and child protection – on induction
- liaises with the local authority and work with other agencies in line with *Working Together to Safeguard Children 2015* and there is always cover for the DSL role
- provides a coordinated offer of early help when additional needs of children are identified
- all staff members do not agree confidentiality and always act in the interest of the children
- appoint a designated teacher to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training
- has robust procedures in place to respond to children who go missing from education, particularly on repeated occasions, to help identify the risk of abuse and neglect and to help prevent the risks of their going missing in the future
- considers how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum

The governing body nominates a member to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the headteacher.

The headteacher ensures that:

- the child protection and safeguarding policy and procedures are implemented and followed by all staff

- all child protection issues placed on the CPOMS system are accessed and followed up immediately and at all stages utmost confidentiality is observed
- sufficient time is allocated to 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 the whistle blowing procedures
- children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum
- DSL will liaise with the Local Authority Designated Officer (LADO) where an allegation is made against a member of staff
- school will 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

The DSL ensures that:

- cases of suspected abuse are referred to the local authority children's social care;
- staff who make referrals to local authority children's social care are supported;
- referrals are made in relation to the Channel programme where there is a radicalisation concern;
- staff who make referrals to the Channel programme are supported;
- cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service are referred;
- cases where a crime may have been committed to the Police are referred.
- the Headteacher is informed of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- there is liaison with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- there is liaison with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- staff are given support and advice.
- the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- there is liaison with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

4. — Good practice guidelines and Staff Information

4.6- 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:

- Looked After Children
- disabled or have special educational needs
- 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)
- 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.

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.

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

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

5. 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. They may be abused by an adult or adults or another child or children.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

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

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, although it may occur alone.

Sexual abuse

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

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and 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.

Definitions taken from Keeping children safe in education (September ~~July~~ 2016~~5~~)

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying will be reported and will be managed through our anti-bullying procedures and the subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective the headteacher/DSL will consider implementing child protection procedures.

6. Indicators of abuse

- Becomes secretive and reluctant to share information.
- Reluctant to go home after school.
- Unable to bring friends home or reluctant for professionals to visit the family home.
- Poor school attendance and punctuality, or late being picked up.
- Parents show little interest in child's performance and behaviour at school.
- Parents are dismissive and non-responsive to professional concerns.
- Is reluctant to get changed for sports etc.
- Wets or soils the bed.

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons all staff are aware of the range of behavioural indicators of abuse and report any concerns to the DSL.

All staff follow the Bradford' Safeguarding Children Board (BSCB) Child Protection Procedures which are consistent with 'Working Together to Safeguard Children 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 and discussed with the DSL prior to any discussion with parents.

7. Female genital mutilation (FGM)

Safeguarding girls at risk of harm of FGM poses specific challenges because the families involved may give no other cause for concern, for example with regard to their parenting responsibilities or relationships with their children. However, all staff are made aware of the four key issues:

1. An illegal act being performed on a female, regardless of age
2. The need to safeguard girls and young women at risk of FGM
3. The risk to girls and young women where a relative has undergone FGM
4. Situations where a girl may be removed from the country to undergo FGM

FGM is illegal and all teachers have a duty to report any concerns immediately to the DSL, who will in turn follow the new statutory reporting duties under Section B of the Female Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), all concerns are reported immediately to the DSL who will alert the police and Social Care.

Teachers are personally 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.

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.

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.

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 (PSHE)

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

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.

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

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.

FGM is also included in the definition of 'honour-based' violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

All forms of HBV are forms of abuse, and will be treated and escalated as such.

Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will activate local safeguarding procedures if concerns arise.

8. 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. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with 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.

9. Child sexual exploitation (CSE)

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking. St John the Evangelist Catholic Primary School has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

Identifying cases

School staff members are aware of and look for the key indicators of CSE; these are as follows:

- Going missing for periods of time or regularly going home late
- Regularly missing lessons
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour

- Suffering from sexually transmitted infections or becoming pregnant
- Displaying changes in emotional wellbeing
- Misusing drugs or alcohol

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.

Support

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

10. Forced marriage

For the purpose of this policy, a “forced marriage” is defined as a marriage that is 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 the marriage. Forced marriage is classed as a crime in the UK.

As part of HBV, staff will be alert to the signs of forced marriage, including, but not limited to, the following:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early

If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed.

11. Private Fostering

The law states that a Private Fostering arrangement is:

- Anyone caring for somebody else’s child who is not a close relative of the child. A close relative is a guardian, grandparent, uncle, auntie, brother, sister or step-relative
- Where the arrangement is expected to last more than 28 days
- Where the child or young person is under the age of 16, or 18 if the young person has a disability

We recognise our responsibilities regarding Private Fostering ensuring staff are fully aware on how to identify a child/young person and the circumstances around reporting Private Fostering. All concerns are reported immediately to the DSL.

12. 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.

13. Preventing Radicalisation

Protecting children from the risk of radicalisation is undertaken as part of schools’ wider safeguarding duties. 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. We understand that we are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of our 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 concerns are reported immediately to the DSL. Staff will be alert to changes in pupils' behaviour which could indicate that they may be in need of help or protection. They 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. 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. 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.

14.7 Missing children

A child going missing from education is a potential indicator of abuse and neglect. All staff are alert to the signs to look out for and aware of individual triggers such as travelling to conflict zones, FGM and forced marriage. The DSL will monitor unauthorised absence, particularly where children go missing on repeated occasions and follow the Missing Child in Education Policy.

The DSL will report children who stop attending school and who school believe have left the area leaving no details of a new school or address to the Education Social Worker Service using the pro-forma available on BSO. For children who leave school at non-standard transition times school will complete the form also available on BSO.

15. Admissions register

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.

The school will notify the LA within five days of when a pupil's name is added to the admissions register.

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.

Staff will monitor pupils who do not attend the school on the agreed date, and will notify the LA at the earliest opportunity.

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

If a parent/carer notifies the school that their child will be attending a different school, or is already registered 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

Where a pupil moves to a new school, the school will use the internet system school2school to securely transfer pupils' data.

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 certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and neither he/she nor his/her

parent/carer has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.

- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

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.

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)

The school will work with the LA to establish methods of making returns for pupils back into the school.

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.

The school will also highlight any other necessary, contextual information, including safeguarding concerns.

916. 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 e-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.

10 Support for those involved in a child protection issue

117. 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 headteacher and governors following guidance of our Complaints Policy.

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

1218. 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 be reported to the headteacher/DSL. Complaints about DSL should be made to the headteacher. Complaints about the headteacher should be reported to the chair of governors.

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Staff may also report their concerns directly to local authority children's social care or the police if they believe direct reporting is necessary to secure action.

13.19. Allegations against staff and other children

When an allegation is made against a member of staff, set procedures must be followed. 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 fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported to the headteacher. Allegations against the headteacher should be reported to the chair of governors. Staff may also report their concerns directly to the police or local authority children's social care if they believe direct reporting is necessary to secure action.

The full procedures for dealing with allegations against staff can be found in Managing Allegations against Staff Policy.

Occasionally, allegations may be made against other children in the school. All allegations of this nature are reported immediately to the headteacher/ DSL for investigation and action through our child disciplinary procedures. If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim). It may be appropriate to exclude the pupil being complained about for a period of time according to the school's Behaviour Policy and procedures.

14 20. Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

New staff and governors will receive an explanation during their induction which includes the school's safeguarding policies, reporting and recording arrangements, the Staff Information and details for the DSL. All staff, including the headteacher (unless the headteacher is the DSL) and governors will receive training that is regularly updated and the DSL will receive training updated at least every two years.

Supply staff and other visitors must sign into the premises and agree to abide by the schools Safeguarding and Health and Safety Policies before being issued with a visitors pass.

15 21. Safer recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Keeping Children Safe in Education ([September 2016/2015](#)) together with the BSCB.

Safer recruitment means that all applicants will:

- complete an application form which includes their employment history
- provide two referees, including one from the applicant's latest employer and one from someone who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- be Enhanced DBS 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
- provide evidence of their right to work in the UK
- identity checks
- be checked in accordance with the Secretary of State Prohibition Orders
- 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~~ July 2015) and the school's Child Protection and Safeguarding Policy.
The school obtains written confirmation from supply agencies that agency/third party staff or volunteers have been appropriately checked.

Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the school and contact with pupils.

Supervised volunteers

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

Contractors

The school checks the identity of all contractors working on site and requests DBS checks and/or confirmation all required checks have been carried out by the third party where appropriate. Contractors without a DBS check will be supervised if they will have contact with children.

Staff who have lived or worked outside of the UK

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.

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.

16 22. Single central record (SCR)

The school keeps an SCR which records all staff, including supply staff and teacher trainees on salaried routes, who work at the school.

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

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.

If any checks have been conducted for volunteers, this will also be recorded on the SCR.

17 23. Site security

Visitors to the school, including supply staff and contractors, are asked to sign in and agree to abide by the school's policies before being issued with a badge. 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 headteacher will exercise

professional judgement in determining whether any visitor should be escorted or supervised while on site.

18 24.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.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective safeguarding and child protection arrangements are in place.

19 25.Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils, we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the pupil's first name with an image
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

20 26.Online se-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 Policy explains how we try to keep pupils safe in school. Cyberbullying and sexting by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these 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

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

21 27.Health and safety

The school has a separate Health and Safety Policy which is monitored by the relevant committee which include governors and staff.

22 28.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 that we deal with, 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 can be found in our Whistleblowing Policy

23 29. Child protection procedures (appendix **23**)

All staff follow the Bradford' Safeguarding Children Board (BSCB) Child Protection Procedures which are consistent with 'Working Together to Safeguard Children 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 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.

30. 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.

31. 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 complete a Child Protection 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.

32. 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
- 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'
- 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
- 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
- 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 to the DSL even if the child has promised to do it by themselves
- write up their conversation in detail as soon as possible on the purple child protection form and hand the form to the DSL
- seek support if they feel distressed

33. Principles

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.

Staff will:

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

34. 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:

- in an emergency take the action necessary to help the child, refer to police or children's social care
- report your concern to the DSL immediately
- 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
- complete a Child Protection Concern Form
- seek support for yourself if you are distressed.

35. 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 agencies involved with the family
- consulting with appropriate persons e.g. Safeguarding Officer and/or Children's Social Care
- 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
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

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 Bradford's standard referral form.

36. Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. The DSL/Dh/CCSW will record the information on CPOMS. Any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All 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 DDSL. 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. Files will be copied and securely retained for two years after which they will be securely destroyed.

37. 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

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

Where an allegation is made against any person working in or on behalf of the school that he or she 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 and in line with *Keeping children safe in education (September 2016)*.

39. Initial Action

- the person who has received an allegation or witnessed an event will immediately inform the headteacher/DDSL and make a record
- in the event that an allegation is made against the headteacher the matter will be reported to the Chair of Governors who will proceed as the DSL
- the headteacher/DDSL 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 headteacher/DDSL may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- the headteacher/DDSL will consult with the Local Authority Designated Officer 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 headteacher/DDSL will inform the chair of governors of any allegation.

The 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.

40. Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must 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.

41. Confidentiality and sharing information

All staff understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the Headteacher, DDSL, safeguarding governor 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.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, *Keeping Children Safe in Education (September 2016)* emphasises that **any** member of staff can make a referral to children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with Data Protection Act 1998 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. Cause for concern forms, child protection forms and Prevent forms and other written information will be stored in a separate file and locked facility.

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 CD or flash drive, these items will also be kept in locked storage. Child protection information will be stored separately from the pupil's school file. A tag on the child's name on SIMs will indicate that additional information is held.

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 Headteacher or DDSL.

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.

42. 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 Headteacher, DDSL safeguarding governor 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

43. 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 and Catholic Care Social Worker as link people 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, separate link people 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.

Special Circumstances

Safeguarding Information for pupils

All pupils in our school are aware of a number of staff 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. We inform pupils of whom they might talk to, both in and out of school, their right to be

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listened to and heard and what steps can be taken to protect them from harm.

Use of Reasonable Force

The DfE released non statutory advice to schools in July 2013 called “The Use of Reasonable Force – Advice for Headteachers, staff and governing bodies” Our aim is work in accordance with this advice to ensure that we maintain a safe and secure school environment for staff and pupils. A template of the record form can be found in appendix 2

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.

We encourage parents to discuss any concerns they may have with our DSL's, names of whom have been detailed earlier in this policy. We make parents aware of our Child Protection and Safeguarding policy through our prospectus, newsletters and our website.

We are committed to ensuring the welfare and safety of all children in school. Like all Bradford schools we follow the Bradford Safeguarding Children Board (BSCB) procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. 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.

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 on all agencies to share information to ensure the safeguarding of all children.

45. School Training and Staff Induction

The school's DSL's undertake enhanced safeguarding and child protection training and refresher training at 2 yearly intervals.

All other school staff, including non-teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for safeguarding and child protection effectively, which is kept up to date by refresher training at yearly intervals.

All staff (including temporary staff and volunteers) are provided with the school's Child Protection and Safeguarding Policy and informed of school's safeguarding and child protection arrangements on induction.

46. Support, Advice and Guidance for Staff

Staff will be supported by St John the Evangelist Catholic Primary School, LA and professional associations.

The DSL will be supported by the governing body and the Catholic Schools Partnership.

Advice is available from Bradford Duty & Assessment Team CP Unit and the Police Child Abuse Investigation Team.

47. ~~25.~~ Confidentiality

School has regard to Information Sharing advice HM Government, “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/young person 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

48.26. 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 collate, store and agree access to this information.

49.27. References and useful contacts

Websites

Bradford Safeguarding Children Board <http://www.bradford-scb.org.uk>

CAPE (Child Protection in Education) www.cape.org.uk

Keeping Children Safe

KS2 www.ceop.gov.uk

Bullying & child abuse www.missdorothy.com

www.kidscape.org.uk

www.childline.org.uk

www.nspcc.org.uk

Internet Safety www.ceop.org.uk/thinkuknow

www.childnet-int.org

KS2 www.kidsmart.org.uk

Jenny's story www.childnet-int.org/jenny

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 and can be contacted anonymously.

Monitoring and review

- This policy is reviewed annually by the designated safeguarding lead and the Headteacher.
- Any changes made to this policy by the Headteacher and designated safeguarding lead will be communicated to all members of staff.
- All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.
- The next scheduled review date for this policy is September 2018.

Signed: _____ Signed: _____

Date _____ Date _____

Kath Spillane, Headteacher

Ian Partridge, Chair of Governors

Serious Incident Report Form

Staff may seek advice from senior colleagues or a representative from their professional association when compiling this report. They should also keep a copy of the report for themselves.

School: St John the Evangelist Catholic Primary School

Date: _____ Time: _____ Report author(s) _____

Place: _____ Activity: _____

Pupil(s) involved: _____

Pupil(s) present: _____

Adults involved: _____

Nature of the incident (please circle): if one aspect leads to another, please connect

Pupil-pupil	Pupil-adult	Several pupils	Racism
Non-compliance	Teasing/taunting	Verbal abuse	Sexism
Physical taunt	Physical abuse	Physical attack	Other
Adult intervention	Restraint	Property damage	

Describe the incident

How did the incident happen? What factors may have led or contributed to it?

What actually happened and who was involved? Was restraint used?

What happened afterwards?

How should this matter be followed up

Action taken by Headteacher

Signed: _____ Date: _____

Letter to: Parent/Carer/Children's Social Care/Police

Interview with parents: by Head/Deputy/Class Teacher/Social Worker

Pupil's views (this section may be completed with/by pupil following interview with the pupil):

A serious incident has been reported to me. Can you tell me what happened?

Child Protection Procedures Flow Chart September 2017

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



Record the concern on the School's Child Protection Concern Form and inform the Designated Safeguarding Lead

Kath Spillane (Headteacher) or the Deputy Safeguarding Lead (Ruth Westbrook).

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. 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