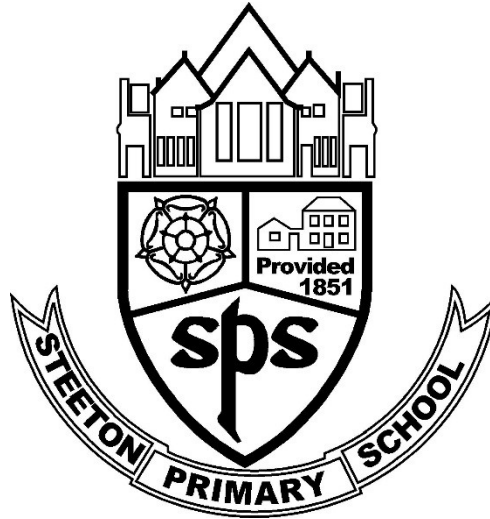


Steeton Primary School



Child Protection Policy 2020/2021 02-035

Drafted	Ratified by Governing Body	Planned date of review
October 2020	October 2020	October 2021

	Print name	Signature	Date
Executive Head Teacher	Mr. J. Cooper		
Head of School	Mr K Wheeler		
On behalf of Governing Body	Mrs A Mullen		

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**Child Protection and Safeguarding Advice 2020/21
Contact List**

Role / Agency	Name and role	Contact Details
School Designated Safeguarding Lead (DSL) / Child Protection Coordinator	Kevin Wheeler (Head of School)	07593581515 Kevin.wheeler@steeton.bradford.sch.uk
Deputy DSL	Claire Redman (Deputy Head)	07593581517 claire.redman@steeton.bradford.sch.uk
Other DSLs	Sharmyn Kennedy (IWO)	07593581520 sharmyn.kennedy@steeton.bradford.sch.uk
Governor with responsibility for Child Protection and Safeguarding	Annette Mullen	annette.mullen@steeton.bradford.sch.uk
Chair Of Governors	Sue West	Sue.west@steeton.bradford.sch.uk
Designated Teacher for Children who are looked after	Kevin Wheeler	07593581515 Kevin.wheeler@steeton.bradford.sch.uk
SENDCo	Jade Wilson	jade.wilson@steeton.bradford.sch.uk
PSHE / RSE Coordinator	James Daft	Jim.daft@steeton.bradford.sch.uk01535653315
Online Safety Coordinator	Jade Wilson	jade.wilson@steeton.bradford.sch.uk 01535653315
CSWS Duty and Advice / Front Door Safeguarding Hub	Urgent Child Protection concerns / initial referral	Children's Initial Contact Point: 01274 437600
Emergency Duty Team (out of hours)	Urgent Child Protection concerns	Emergency Duty Team: 01274 431010
Education Safeguarding Team	Advice / Training / Safeguarding Audit	Education Safeguarding Team Tel: 01274 437043
Local Authority Designated Officer	Allegations against adults in school	01274 437600
NSPCC Whistleblowing Helpline	Allegations against adults in school	0800 028 0285
PREVENT Education Officer	Prevent training/advice	Danielle King: 01274 437770

Rationale

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating. **(Keeping Children Safe in Education – September 2020)**

This policy sets out how the Governing Body is carrying out its statutory responsibility to safeguard and promote the welfare of children in accordance with **Section 175 of the Education Act 2002**.

This policy applies to all members of the school community including pupils, staff, volunteers, placement students, contractors, supply teachers, auxiliary staff, peripatetic teachers and other service providers.

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Designated Lead for Looked After Children	Nominated Safeguarding, Looked After Children and Prevent Governor	Chair of Governors
2020 - 21	Kevin Wheeler Head of School	Claire Redman Assistant Head Sharmyn Kennedy Inclusion and Welfare Officer John Cooper Executive Head Teacher	Sharmyn Kennedy Inclusion and Welfare Officer	Annette Mullen	Sue West

Policy Review date	Date Ratified by governors	Date Shared with staff
Annually	See cover	Annually (from September 2017)

Steeton Primary School recognises that safeguarding encompasses the duties of child protection and promoting the rights and welfare of children. As such:

- It is everyone's responsibility to safeguard children
- Staff members working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about

the welfare of a child, staff members should always act in the best interests of the child.

We believe:

- Schools can contribute to the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support which matches their individual needs, including those who may have experienced abuse.
- Children need to be safe and feel safe in school.

Specifically, these responsibilities apply to all staff, governors and volunteers working in the school, to contractors, supply staff and visitors during any interactions they may have with children.

Steeton Primary School will fulfil local and national responsibilities as laid out in the following documents:-

- UN Convention on the Rights of the Child 1989 – Ratified in the UK in 1991
- Keeping Children Safe in Education – Statutory guidance for schools and colleges September 2020
- Working Together to Safeguard Children, March 2018 (Statutory guidance)
- Statutory guidance on children who run away or go missing from home or care, January 2014
- What to do if you're worried a child is being abused – March 2015
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers - March 2015
- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Bradford Safeguarding Partnership (formally Bradford Safeguarding Children Board) Procedures
- Children Act 1989 (as amended 2004 Section 52)
- Education Act 2002
- The Teachers' Standards 2012
- The Counter-Terrorism and Security Act 2015 (section 26 The Prevent Duty)
- Female Genital Mutilation Act 2003
- Serious Crime Act 2015

The Policy conforms to locally agreed inter-agency procedures. It is available to all interested parties on our website and on request from the main school office. It should be read in conjunction with other relevant policies and procedures (See section 5 below).

1. Overall Aims

To contribute to the prevention of abusive experiences in the following ways:

- Maintaining clear standards of behaviour and conduct for staff and pupils
- Introducing appropriate work in the curriculum, this may include covering relevant issues through personal, social, health and economic education (PSHE) and through sex and relationship education (SRE).

- Developing staff awareness of the causes and signs of abuse through regular training.
- Encouraging pupil and parental participation in practice
- Addressing concerns at the earliest possible stage

To contribute to the protection of our pupils in the following ways:

- Including appropriate work in the curriculum
- Implementing child protection policies and procedures
- Working in partnership with pupils, parents and agencies

To contribute to supporting our pupils in the following ways:

- Identifying individual needs where possible
- Designing support plans and interventions to meet individual needs

2. In-school procedures for protecting children

All staff and volunteers will:

- Remember that the child's welfare and interests must be the **paramount** consideration at all times.
- Read and be familiar with Part One of Keeping Children Safe in Education, this policy and other relevant, linked policies. The Designated Safeguarding Lead, Deputy Safeguarding Leads, SLT and Governors should be familiar with the whole document.
- Read and be familiar with the school's Child Protection Policy including issues of confidentiality.
- Never promise to keep a secret or confidentiality, where a child discloses abuse.
- Be alert to signs and indicators of possible abuse (see Appendix 3 for current definitions of abuse, examples of harm and contextual abuse).
- Record concerns on CPOMS and send an alert to the designated safeguarding lead, Kevin Wheeler and the deputy safeguarding leads, Claire Redman and Sharmyn Kennedy.
- Deal with a disclosure of abuse from a child in line with the recommendations in Appendix 4. These must be passed to one of the designated staff immediately, followed by a written account. Staff should not take it upon themselves to investigate concerns or make judgements.
- Be involved in on going monitoring and recording to support the implementation of interagency child protection and child support plans.
- Be subject to Safer Recruitment processes (staff) and Disclosure and Barring Service checks (all adults working in school).

- Will be expected to behave in accordance with the ‘Guidance for safer working practice for those working with children and young people in education settings’ October 2015

2.1. Responsibilities of the Designated Safeguarding Lead

- Our named Designated Safeguarding Lead (DSL) from our Senior Leadership Team with lead responsibility, management oversight and accountability for child protection is Kevin Wheeler. The Designated Safeguarding Lead is supported by appropriately trained designated staff – Claire Redman and Sharmyn Kennedy. They are responsible for co-ordinating all child protection activity.
- All schools must ensure the Designated Safeguarding Lead officer for child protection leads regular case monitoring reviews of vulnerable children (identified by Children’s Social Care) with designated staff responsible for child protection. These reviews must be evidenced by minutes and recorded in case files.
- The Designated Safeguarding Lead must ensure that all staff involved in direct casework of vulnerable children, where there are child protection concerns/issues, have access to regular safeguarding supervision.
- Where the school has concerns about a child, the Designated Safeguarding Lead will act as a source of support, advice and expertise to staff on matters of safety and safeguarding, and when deciding whether to make a referral by liaising with relevant agencies and using Bradford Safeguarding Partnership Continuum of Need and Risk Identification.

<https://saferbradford.co.uk/media/0fabac3o/conarit-v10-15nov19.pdf>

- The Designated Safeguarding Lead is responsible for referring all cases of suspected abuse to Children’s Social Work Service Duty and Advice Team. Keeping Children Safe in Education (2020) dictates that anyone in the school setting can make a referral, however, wherever possible this should be done by appropriately trained designated safeguarding staff.
- The Deputy Designated Safeguarding Leads will liaise with the Head of School (where this is a different person) to inform him or her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Child Protection information will be dealt with in a confidential manner. A record will be made of what information has been shared with who and when on CPOMS. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and /or family.
- Once a **child protection cause for concern** has been passed to the Designated Safeguarding Lead, they will start/or continue a child protection file

for the child on CPOMS where the information is stored and any responses and outcomes will be recorded.

- A child protection file will be created regardless of whether formal child protection procedures have been initiated. For some children, this single record will be the only concern held for them over their time in the establishment. For others, further information may well be accumulated, often from a variety of sources, over time.
- Designated staff will keep detailed, accurate, secure records of concerns and referrals, which clearly reflect the wishes and feelings of the child.
- If concerns relate to more than one child from the same family at the school, a separate file for each child will be created and cross-referenced to the files of other family members on CPOMS. Common records, e.g. child protection conference notes, will be duplicated for each file.
- Child protection records will be stored securely on CPOMS separate from academic records. Individual files will be kept for each child; school will not keep family files. Original files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation.
- Access to these by staff other than the designated staff will be restricted, and a record will be kept of who has had access to them and when.
- The Designated Safeguarding Lead and Deputies will undertake appropriate refresher training every two years.
- Designated staff must understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Designated staff must have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Designated staff have a responsibility to ensure each member of staff and volunteer has access to and understands the school's child protection policy and Safeguarding Policy and procedures, (this is included as part of the induction process for all new staff and volunteers).
- Designated staff are trained to be alert to the specific needs of children in need, those with special educational needs, young carers and looked after children.
- Designated staff obtain access to resources and attend any relevant (or refresher) training courses.
- Designated staff encourage a culture of listening to children and taking account of their wishes and feelings, among all staff.

2.2. Raising Awareness

The Designated Safeguarding Lead should ensure the school's policies are known and used appropriately:

- Ensure the school's Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, working with the governing body regarding this.
- Ensure the Child Protection Policy is on the school's website, 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.
- Link with the local authority and Bradford Safeguarding Partnership (formally Bradford Safeguarding Children Board) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

2.3. Child Protection Records

- Child protection files are held on CPOMS with only the Designated Safeguarding Lead and Deputies having access. The following information will be kept in the password protected stand-alone electronic file.
- Pre CPOMS Records to be scanned and placed in Achieve Files on CPOMS.
- Chronology
- All completed child protection cause for concern forms
- Any child protection information received from the child's previous educational establishment
- Records of discussions, telephone calls and meetings with colleagues and other agencies or services
- Professional consultations
- Letters sent and received relating to child protection matters
- Referral forms (sent to Children's Social Care, other external agencies or education-based services)
- Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate
- Formal plans for or linked to the child, e.g. child protection plans, early help/ CAF's, risk assessments etc.
- A copy of the support plan for the young person.
- Notes, drawings or any other hand written safeguarding information.
- Each child protection file will contain a chronological summary of significant events and the actions and involvement of the school.
- Where children leave, the school will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known), within 15 school days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information) (England) Regulations 2005. A copy of the chronology will be retained for audit purposes.

- Copies of the full child protection file (instead of just the chronology summary) will be kept by the school in the following instances:
- Where a child transfers out of area, *(the original file should be sent by the school and a copy retained, when a new school has been identified. The copy should be destroyed once written confirmation of delivery has been provided by the child's new school)*
- Where the destination school is not known, *(the original file should be sent by the school and a copy retained, when a new school has been identified. The copy should be destroyed once written confirmation of delivery has been provided by the child's new school)*
- Where the child has not attended the nominated school, *(the original file should be sent by the school and a copy retained, when a new school has been identified. The copy should be destroyed once written confirmation of delivery has been provided by the child's new school)*
- There is any on-going legal action *(the original file should be sent by the school and a copy retained, when a new school has been identified. The copy should be destroyed once written confirmation of delivery has been provided by the child's new school)*
- Children records will be transferred in a secure manner, for example, by CPOMS.
- If a pupil moves from our school, child protection records will be forwarded onto the named designated child protection person at the new school, with due regard to their confidential nature. Good practice dictates that this should always be done, wherever reasonably possible, with a face-to-face handover.
- If sending by post children records should be sent, "Special Delivery", the special delivery number will also be noted to enable the records to be tracked and traced, via Royal Mail.
- For audit purposes, a record of all pupil records transferred or received will be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received. A copy of the child protection chronology sheet will also be retained for audit purposes.
- If a pupil is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Pupil Information) (England) Regulations 2005, following the above procedure for delivery of the records.
- If a parent chooses to electively home educate (EHE) their child, the child protection record will be forwarded to the local authority children's services elective home education team, following the above procedure for delivery of the records.
- When a Designated Safeguarding Lead/ Deputy resigns their post or no longer has child protection responsibility, there will be a full face-to-face handover/exchange of information with the new post holder.
- In exceptional circumstances when a face-to-face handover is unfeasible, it is the responsibility of the Head teacher to ensure that the new post holder is fully conversant with all procedures and case files.
- All Designated Safeguarding Leads receiving current (live) files or closed files must keep all contents complete and not remove any material.

- All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information, refer to the archiving section.

2.4. Archiving

Responsibility for the pupil record once the pupil leaves the school:

- The school, which the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining the child protection record. The recommended retention periods are 35 years from closure when there has been a referral to Children's Social Work Services. If no referral has been made to Children's Social Work Service, the child protection record should be retained until the child's 25th birthday. The decision of how and where to store these files must be made by the school via the governing body. (NB. Due to sensitivity of the information, the records should continue to be held in a secure area with limited access e.g. Designated Safeguarding Lead or Head teacher)

2.5. Access to files

- Under the Data Protection Act 1998, a pupil or their nominated representative has the legal right to request access to information relating to them. This is known as a **subject access request**. Therefore, it is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.
- Any child who has a child protection file has a right to request access to it. In addition the Education (Pupil Information) (England) Regulations 2005 give parents the right see their child's school records. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:
 - could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child; or
 - could reveal that the child has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or
 - is likely to prejudice an on-going criminal investigation; or
 - The information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.
- It is best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice will be sought from the Bradford Children's Services Information Governance Team.
- The establishment's report to the child protection conference should be shared with the child, if old enough and parent at least two days before the conference.

2.6. Safe Destruction of the pupil record

- Where records have been identified for destruction, they should be disposed of securely at the end of the academic year (or as soon as practical before that time). Records that have been identified for destruction should be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of the Data Protection Act 1998 or they will contain information which is confidential to school or the Local Education Authority. Information should be shredded prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes, the school should maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format.

2.7. Information sharing

- When there is a concern that a child is at risk of significant harm, all information held by the establishment must be shared with Children's Social Care, police and health professionals. Section 47 of the Children Act 1989 and sections 10 and 11 of the Children Act 2004 empower all agencies to share information in these circumstances. If Designated Safeguarding Leads are in doubt, they should consult the **CHILDRENS INITIAL CONTACT POINT** on 01274 435600 during working hours (8:30am to 5pm). Or **EMERGENCY DUTY TEAM** Out of Hours is 01274 431010.
- On occasions when safeguarding concerns exist for a child in the context of a family situation and siblings attend other educational establishments or the children are known to other agencies, it may be appropriate for the Designated Safeguarding staff to consult with, on a confidential basis, their counterpart from other establishments or other agencies to share and jointly consider concerns. If in any doubt about the appropriateness of this process, advice can be sought from the **Initial Contact Point** on the numbers above.
- It is good practice to seek consent from the child or their parent before sharing information. However, consent is not always a condition for sharing and sometimes we do not inform the child or family that their information will be shared, if doing so would:
 - place a person (the child, family or another person) at risk of significant harm; or
 - prejudice the prevention, detection or prosecution of a crime; or
 - lead to unjustified delay in making enquiries about allegations of significant harm to a child.
- Consent should not be sought if the establishment is required to share information through a statutory duty, e.g. section 47 of the Children Act 1989 as discussed above, or court order.

2.8. The Governing Body

- Governing bodies and proprietors must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

- The nominated safeguarding governor for child protection at the school is **Annette Mullen**.
- The nominated safeguarding governor is responsible for liaising with the Head teacher / designated staff over all matters regarding child protection issues. The role is strategic rather than operational – they will **not** be involved in concerns about individual pupils.
- The nominated safeguarding governor will support the Designated Safeguarding Lead in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity.
- The Designated Safeguarding Lead and named safeguarding governor are responsible for providing an annual report to the governing body of child protection activity.
- The governing body should have child protection training every three years, on their strategic responsibilities in order to provide appropriate challenge and support for any action to progress areas of weakness or development in the school is safeguarding arrangements.
- The Chair of Governors is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Head teacher.
- In the event of allegations of abuse being made against the head teacher, allegations should be reported directly to the local authority designated officer (LADO) within one working day (see section 5.3 below).
- Under no circumstances will the establishment's governors be given details of individual cases. Governors may, however, be provided with a report at the end of the academic year, outlining the number of cases dealt with and other statistics which do not identify individual children.

3. Working with parents and other agencies to protect children

- Parents/carers should be aware that our school will take any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child maybe suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to contact **Childrens Initial Contact Point** to discuss their concerns.
- In general, we will discuss concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding Lead. However, there may be occasions when school will contact another agency before informing parents / carers, if the school decides that contacting them may increase the risk of significant harm to the child.
- Our Child Protection Policy is published on our school website and a paper copy is available on request via our school office.

3.1. Multi-agency work

- We work in partnership with other agencies in the best interests of the children. Therefore, school will, where necessary, liaise with the school nurse and make referrals to Children's Social Work Service. Referrals will normally be made by the Designated staff, to the, **CHILDRENS INITIAL CONTACT POINT** on 01274 435600 during working hours (8:30am to 5pm). Or **EMERGENCY DUTY TEAM** Out of Hours is 01274 431010. **but anyone who is concerned can make a referral.**

Where a child already has a child protection social worker, the school will immediately contact the social worker involved, or in their absence the team manager of the child protection social worker.

- We will co-operate with Children's Social Work Service where they are conducting child protection enquiries. Furthermore, school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- We will provide reports as required for these meetings. If school is unable to attend, a written report will be sent. The report will, wherever possible and appropriate, be shared with parents / carers at least 24 hours prior to the meeting.
- Where a child in school is subject to an inter-agency child protection plan or a Multi-agency Risk Assessment Conference (MARAC) meeting, school will contribute to the preparation implementation and review of the plan as appropriate.

4. Our role in the prevention of abuse

- We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.
- Relevant issues will be addressed through the PSHE curriculum. For example, self-esteem, emotional literacy, assertiveness, power, relationships education, peer pressure, e-safety, Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), preventing radicalisation, bullying and contextual abuse.
- Relevant issues will be addressed through other areas of the curriculum. For example, circle time, English, History, Drama, Art.
- We will offer appropriate support to individual children who have experienced abuse or who have abused others (children who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment).

- All relevant policies which address issues of power and potential harm, e.g. Anti-Bullying & Anti-Discrimination, Equal Opportunities, Positive Behaviour will be linked to ensure a whole school approach.
- Our Child Protection Policy cannot be separated from the general ethos of the school, which is committed to ensuring that children are treated with respect and dignity, feel safe, and are listened to.
- A child going missing from education is a potential indicator of abuse or neglect. School staff members must follow Bradford's 'Children Missing Education Guidance for Schools' procedures and guidance if they are concerned about a child missing from education.
<https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=50>
- Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. School staff members must follow the school's 'Child Absconding from School or Educational Visit' Protocol.
- Where child sexual exploitation, or the risk of it, is suspected, frontline practitioners should complete a cause for concern form and pass onto the Designated Safeguarding Lead. The DSL should contact the **CHILDRENS INITIAL CONTACT POINT** for further advice.
- Steeton Primary School recognises that all children have a right to be safe, and that some children *may* be more vulnerable to abuse e.g. those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents/guardians, etc. Staff are trained to look for signs of abuse and to consider any additional relevant factors.
- When the school is considering excluding, either fixed-term or permanently, a vulnerable pupil and/or a pupil who is either subject to a S47 Child Protection plan or there is an existing child protection file, we will call a multi-agency risk assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Governing body.

This school follows the Bradford Safeguarding Partnership multi-agency procedures and has due regard to the government guidance on the issues listed below via the GOV.UK website:

- child missing from education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- Bullying and discrimination (including LGBT)
- domestic violence
- substance misuse

- fabricated or induced illness
- faith abuse
- Honour based crime including female genital mutilation (FGM)*, forced marriage and breast ironing**
- gangs and youth violence
- gender -based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation
- sexting
- trafficking
- disabled children/SEN

***Female Genital Mutilation: The Mandatory Reporting Duty**

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

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.

****Breast Ironing**

**Breast Ironing also known as “Breast Flattening” is the process whereby young pubescent girls breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage and therefore be kept in education.

Breast Ironing is a harmful cultural practice and is child abuse. Professionals working with children and young people must be able to identify the signs and symptoms of girls who are at risk of or have undergone breast ironing. This practice is classified as physical abuse therefore; professionals must follow the Safeguarding Children Board Procedures.

*** Further Information on Preventing Radicalisation

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. The process of radicalisation is different for every individual and is a process, not a one off event; it can take place over an extended period or within a very short time frame. It is important that staff are able to recognise possible signs and indicators of radicalisation.

Children and young people may be vulnerable to exposure or involvement with groups or individuals who advocate violence as a means to a political or ideological end. From more than 4,000 referrals to the Channel process (A multi-agency safeguarding programme to identify and support people at risk of radicalisation); more than half of the concerns raised are about children.

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include family members or friends, direct contact with members groups and organisations or, increasingly, through the internet, including through social media sites. This can put children and young people at risk of being drawn into criminal activity and has the potential to cause significant harm.

Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right (UK) and international terrorist organisations such as Al Qaeda and the Islamic State.

Potential indicators identified include:

- Use of inappropriate language
- Possession of violent extremist literature
- Changes in behaviour, language, clothing or appearance
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

PREVENT is part of the UK's counter terrorism strategy, it focuses on supporting and protecting vulnerable individuals who may be at risk of being exploited by radicalisers and subsequently drawn into terrorist related activity. PREVENT is not about race, religion or ethnicity, the programme is to prevent the exploitation of susceptible people.

Vulnerability to radicalisation or extreme view points

The school recognises its duty to protect our students from indoctrination into any form of extreme ideology, which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The schools aims to safeguard young people through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act. The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically. Our definition of radical or extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self.' Staff are trained to be vigilant for spotting signs of extremist view and behaviours and to always report anything that may suggest a pupil is expressing opinions, which

may cause concern. Our core mission of diversity permeates all we do. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our pupils' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.

If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) they should seek advice appropriately with the Designated Safeguarding Lead who should contact Bradford Council's PREVENT coordinator michael.churley@bradford.gov.uk or West Yorkshire Police Counter Terrorism Unit ctuleeds.intel@westyorkshire.pnn.police.uk or by 'phoning 101

PREVENT does not require staff to do anything in addition to their normal duties, what is important is that if staff are concerned that someone is being exploited in this way they have the confidence to raise these concerns. Bradford Council's PREVENT lead can advise and identify local referral pathways (see Appendix 5).

Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available

5. A Safer School Culture

5.1. Links with other Policies

The Child Protection policy has obvious links with the wider Safeguarding agenda and staff and governors should always be aware of the impact this policy has on other related issues. For example, when agreeing or reviewing a policy for child protection, links should be made with a range of other guidelines and procedures:-

- Safeguarding Children Policy
- E-Safeguarding policy
- Code of Conduct
- Educational visits policy
- Health & Safety policy
- Positive Behaviour policy
- Anti-Bullying & Anti-Discrimination policy
- Confidentiality guidelines
- Care, Control & Restraint policy
- Attendance policy
- Children as Young Carers guidance BSO
- Inclusion & SEN policies
- Children in Public Care guidance BSO
- PSHE policy
- SMSC & British Values policy
- Children Missing Education guidance BSO
- Guidance on Exclusions BSO
- Preventing Radicalisation policy
- Private Fostering guidance BSO
- Staff ICT and communications policy
- Social Networking policy Pact HR
- Mobile phone and mobile device policy
- Whistleblowing policy

5.2. Safer Recruitment, selection and pre-employment vetting

The school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in Keeping Children Safe in Education (September 2020).

The school will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK (see appendix 4 - recruitment checklist).

5.3. Procedures in the event of an allegation against a member of staff or person in school

At Steeton Primary School, all staff, volunteers and service providers are expected to behave in line with the school's Code of Conduct, Guidance for Safer Working Practice

For Those Working with Children and Young People in Education Settings (October 2015) and the school's safeguarding policies and procedures.

All adults working in school have a duty to challenge conduct which does not align with these policies and guidelines.

Procedures must be followed in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:-

- a. behaved in a way that has harmed a child or may have harmed a child
- b. possibly committed a criminal offence against or related to a child
- c. behaved in a way that indicates s/he is unsuitable to work with children.
- d. behaved in a way that is in breach of any school safeguarding policies or guidance

A safeguarding complaint that meets the above criteria must be reported to the Head teacher immediately. If the complaint involves the Head teacher then the Chair of Governors should be informed immediately along with the next most senior member of staff.

5.4. Whistle Blowing/Confidential reporting

Steeton Primary School's Whistle Blowing Policy and Bradford Council's Confidential Reporting Code provide guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when they have concerns about suspected malpractice.

5.5. Training and Support

All staff members should be aware of systems within our school which support safeguarding. These are explained to them as part of our staff induction and revisited regularly. This includes: the school's Child Protection Policy and other related safeguarding policies; the school's Safer Working Practice document and knowledge of the school's Designated Safeguarding Lead and Deputy.

- Designated Safeguarding Lead Staff must have attended the 2-day Designated Safeguarding Lead training. They will attend refresher training at least every two years.
- The school will ensure all staff including temporary staff and volunteers receive induction and updated training appropriate to their roles and responsibilities, especially staff new to the school. All staff will access refresher training at least every three years.
- Governors, including the nominated safeguarding governor will attend specific training on their role, updated at least every three years.

- Training completed will be recorded by the school

5.6. Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of safeguarding.

Steeton Primary School recognises that the only purpose of confidentiality in this respect is to benefit the child.

Appendix 1 Child Protection Procedures Flow Chart as of October 2020

On discovery or suspicion of child abuse – **ALWAYS ACT.**



Inform the Designated Safeguarding Lead (DSL):
Kevin Wheeler (Head of School)

If he is unavailable, inform one of the Deputy DSL:
Claire Redman (Assistant Head)
Sharmyn Kennedy (Inclusion and Welfare Officer)

They will then decide the next course of action.



- Where it is clear that a Child Protection Referral is needed, the DSL or Deputy DSL will contact the **CHILDRENS INITIAL CONTACT POINT** on 01274 435600 during working hours (8:30am to 5pm). Or **EMERGENCY DUTY TEAM** Out of Hours is 01274 431010.

Any referral made to the **CHILDRENS INITIAL CONTACT POINT** must be followed up in writing within 24 hours. The referrer must complete a Common Referral Form (available on the Bradford Safeguarding Website). The **CHILDRENS INITIAL CONTACT POINT** will tell you where to send it. The document should then be saved on CPOMS.



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.

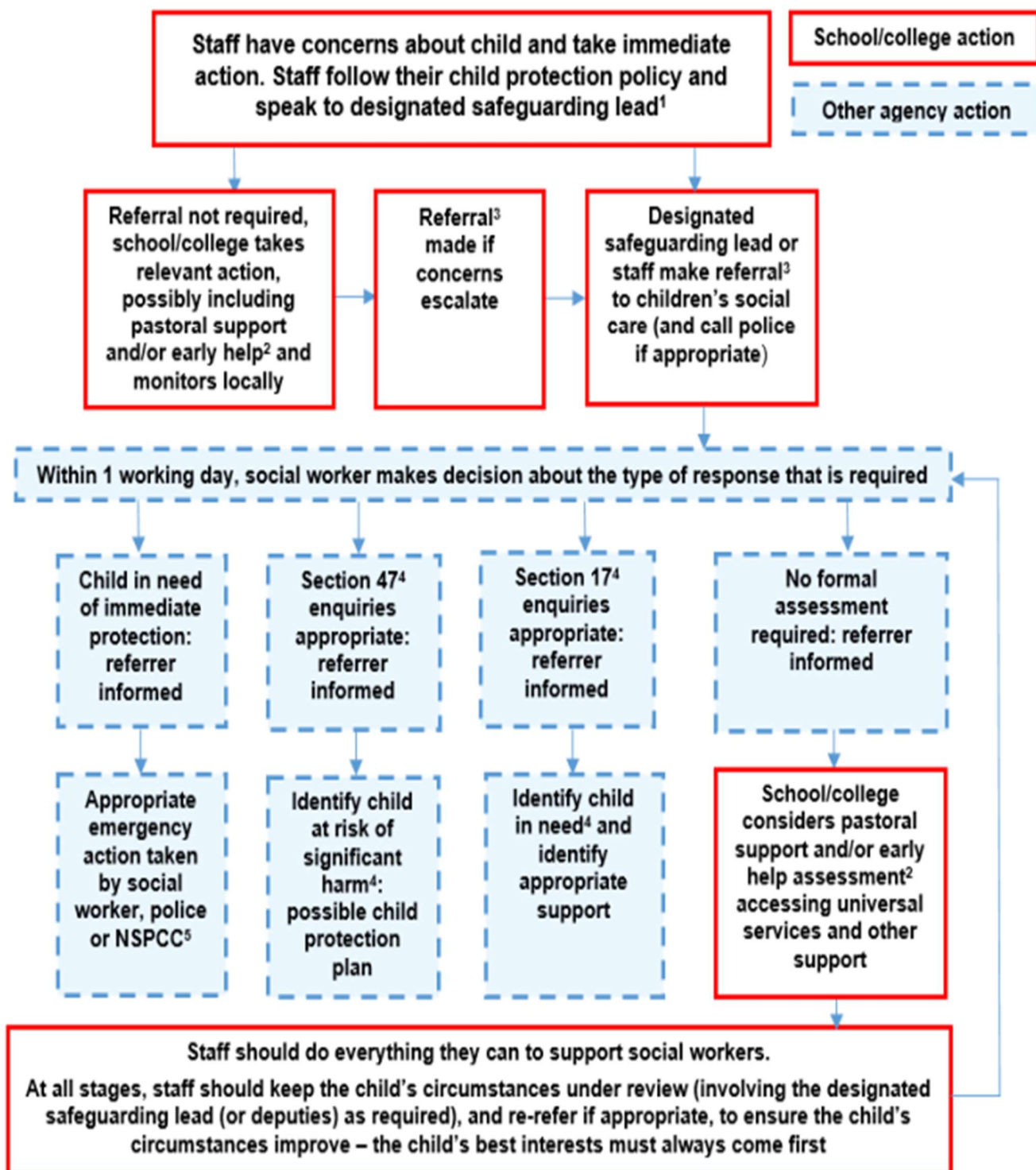
All notes, written records, pictures or letters should be kept in the child's child protection file by being scanned and saved on CPOMS.

Useful Contacts:

- **CHILDRENS INITIAL CONTACT POINT** on 01274 435600 during working hours (8:30am to 5pm). Or **EMERGENCY DUTY TEAM** Out of Hours is 01274 431010.

Referrals received in writing/non urgent referrals can be made in writing and these are usually emailed to childrens.enquiries@bradford.gcsx.gov.uk or cyp-cicp@bradford.gov.uk

Actions where there are concerns about a child



Appendix 3 Definitions and indicators of abuse

Reference: Keeping Children Safe in Education (September 2020)

All school and college staff should 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 with one another.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. **All** staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

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

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and 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 from 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.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Adult males do not solely perpetrate sexual abuse. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 29).

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, for example, because 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Contextual Safeguarding: risks facing a child or young person from their peers or in the wider community. These include online safety, sexual exploitation, criminal exploitation, radicalisation and trafficking.

Peer on Peer Abuse: Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others.

All staff should recognise that children are capable of abusing their peers.

All staff should be aware of safeguarding issues from peer abuse including:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm.

Children or young people who harm others may have additional or complex needs, including; significant disruption in their own lives, exposure to domestic abuse or witnessing or suffering abuse, educational under-achievement, involved in crime.

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical. School staff, alongside their Designated Safeguarding Lead and/or Deputy, have to make their own judgements about each specific case.

Keeping Children Safe in Education (KCSIE), 2020 states that:

'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with'.

It also emphasises that the voice of the child must be heard:

'Governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all system and processes should operate with the best interests of the child at their heart.'

Further Information and guidance can be found in Part Five of Keeping Children Safe in Education 2020.

Responses from parents: Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

Disabled Children: When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances
- Invasive procedures

See also <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/> for more information on the signs of abuse and how to report a concern

Appendix 4 Dealing with a disclosure of abuse

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly, what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again whom you are going to tell and why that person or those people need to know.
- Make sure the child is in a safe place where emotions can be safeguarded. It may not be appropriate to return the child to class.
- Inform the Designated Safeguarding Lead/Deputy Designated Safeguarding Lead without delay. If you cannot locate either of these people inform your line manager/ senior member of teaching staff who will report it to the appropriate Named Person.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. Record incident and action on CPOMS.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

Clear indications or disclosure of abuse must be reported to **CHILDRENS INITIAL CONTACT POINT** without delay, by the Head of School / Designated Safeguarding Lead/staff using the correct procedures as stated in the guidelines.

Prevent : Actions when there is a concern about radicalisation

NOTICE

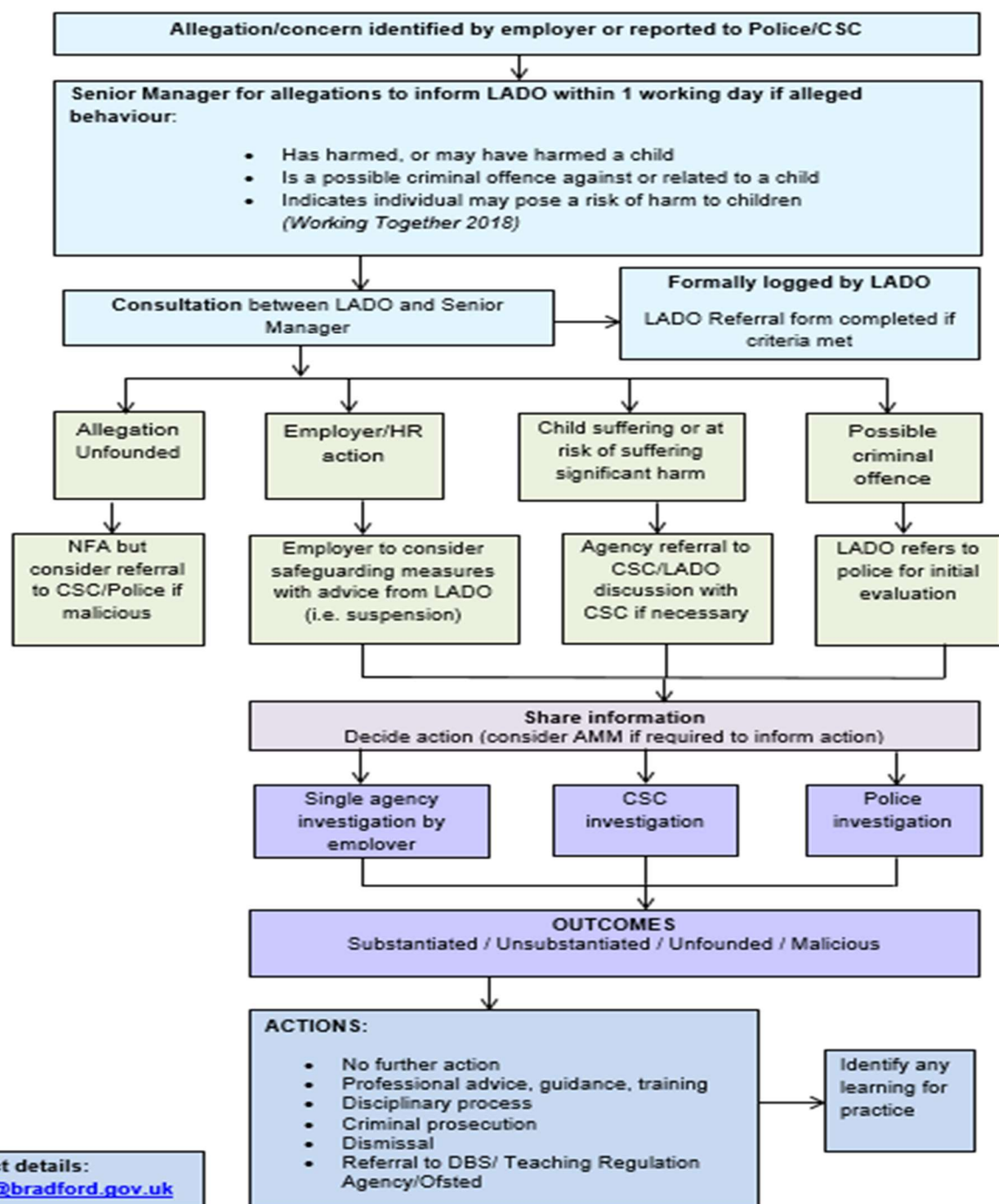
- What have you noticed? Who was involved?
- Does the incident relate to recent local, national or international events? Does the incident relate to local or national news stories? Has the individual been involved in similar incidents?
- Why do you feel the individual is vulnerable to radicalisation? What makes the individual at risk? Was it a one off comment or statement and out of context for the individual?
- Are there any other apparent vulnerabilities or concerns that make the individual at risk of radicalisation?
- Can the concern be dealt with in house or does it need wider checking?

CHECK

- Have you checked your concern with your Safeguarding Lead? If you are the Safeguarding Lead have you checked with other members of your Senior Leadership Team/ management? Do they share your Prevent related concerns?
- From your checks has any other information come to light?
- Has the individual of concern been spoken to for clarity? If not, what are the reasons for this (inappropriate, safeguarding risk). Do they offer a reasonable explanation and or account?
- If under 18, have their parents been spoken to for clarity? Have they noticed a change in behaviour? Do they offer a reasonable explanation and or account?
- Are any other agencies currently or historically working with the individual or family? Have they been consulted?
- Is the concern Prevent related? Or is it more suitable under general safeguarding? (Please refer back to the Terminology section) Have there been any historical concerns, i.e. concerns at previous school?
- Could the concern be addressed in house? Is there a genuine radicalisation risk? Do you and or the individual need additional support?
- Do you need to clarify or discuss with a member of the Prevent team?

SHARE

- Having raised the initial concern and carrying out the appropriate checks do you feel a referral is necessary?
- If so, all referrals should be made using the Bradford Prevent Referral Form (Appendix 1)
- On the referral form have you included all the relevant contact details and basic information for the individual of concern, including parent/ guardians details and any siblings if appropriate?
- Have you differentiated between the date of referral and date of incident or incidents? If there is a gap, have you provided an explanation, for example; waiting for a meeting with parents to discuss concerns before making referral?
- Have you provided as much detail as possible in the nature of concern box? Have you provided a rounded picture of the individual? Have you detailed your actions as the referrer? Who have you consulted? What intervention, if any, have you put in place?
- Have you made any other Safeguarding referrals regarding the subject, or discussed the case with other agencies? Have you discussed with the Prevent team and been advised to make this referral?
- We encourage all referrers to discuss their concerns with the individual and parents (if applicable) and make them aware of the referral to Prevent (with reasons) unless sharing this information places the individual or another person at serious risk of harm.

ALLEGATIONS MANAGEMENT PROCESS (STAFF AND VOLUNTEERS)


Appendix 7 Recruitment and Selection Checklist

Pre-interview:	Initials	Date
Planning - Timetable decided: job specification and description and other documents to be provided to applicants, reviewed and updated as necessary. Application form seeks all relevant information and includes relevant statements about references etc.		
Vacancy advertised (where appropriate) Advertisement includes reference to safeguarding policy, that is, statement of commitment to safeguarding and promoting welfare of children and need for successful applicant to be DBS checked		
Applications on receipt - Scrutinised – any discrepancies/anomalies/gaps in employment noted to explore if candidate considered for short-listing		
Short-list prepared based on essential criteria Further filter on desirable criteria if required (with the exception of Disabled applicants who would be guaranteed a place in the selection process if they can demonstrate that they meet the essential criteria)		
References – seeking Sought directly from referee on short-listed candidates; ask recommended specific questions; include statement about liability for accuracy		
References – on receipt Secure without viewing (e.g. receive by someone not on selection panel, keep in a secure area in a marked up sealed envelope)		
Invitation to interview - Includes all relevant information and instructions		
Interview arrangements - At least two interviewers; panel members have authority to appoint; have met and agreed issues and questions/assessment criteria/standards		
Interview - Explores applicants' suitability for work with children as well as for the post		
Note: identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents; copies of documents taken and placed on file; where appropriate applicant completed application for DBS disclosure		
Preferred candidate selected (through identified/agreed selection process)		
References Obtain references from secure area for preferred candidate only where available and chase up any missing & review by selection team. If the preferred candidate's references are unsatisfactory or you are not able to obtain suitable references then reject this candidate & repeat the process with the 2 nd preferred candidate from the selection process (assuming that they meet the requirements of the position)		
Conditional offer of appointment: pre appointment checks Offer of appointment is made conditional on satisfactory completion of the following pre-appointment checks:		
Identity (if that could not be verified at interview)		
Qualifications (if not verified on the day of interview)		
Permission to work in UK , if required		
DBS certificate - where appropriate satisfactory DBS certificate received		
DBS Barred list – person is not prohibited from taking up the post		
Childcare(Disqualification) Regulations 2009 - For staff who work in childcare provision or who are directly concerned with the management of such provision, the school needs to ensure that appropriate checks are carried out to ensure that individuals caught up in these regulations are not disqualified under the Childcare (Disqualification) Regulations 2009.		
Health – the candidate is medically fit (pre-health screening should this be required)		
Prohibition – (for teaching posts in any type of school) the teacher has not been included in the prohibition list or interim prohibition list		
Qualified Teacher Status (QTS) – (for teaching posts in maintained schools) the teacher has obtained QTS or is exempt from the requirement to hold QTS		
Statutory induction for teachers who obtained QTS after 7 May 1999, unless applicant is a NQT		

