

# Haworth Primary School



## Safeguarding, Child Protection and Prevent Policy

Issue No	Author/Owner	Date Written	Approved by Gobs on	Comments
Issue 1	Helen Thompson			
Issue 2	Helen Thompson			
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# HAWORTH PRIMARY SCHOOL

## Safeguarding, Child Protection and Prevent Policy

<b>Governor Lead:</b>	John Brownless and Ian Palmer
<b>Nominated Lead Member of Staff:</b>	Helen Thompson
<b>Status &amp; Review Cycle:</b>	Statutory/Annual
<b>Next Review Date:</b>	April 2018

*“Because of their day to day contact with individual children during the school terms, teachers and other school staff are particularly well placed to observe the outward signs of abuse, changes in behaviour or failure to develop.”*

### Safeguarding Statement:

Haworth Primary School is committed to safeguarding and promoting the welfare of all our pupils, staff and visitors. Our Safeguarding Policies and procedures seek to support the child’s development in ways that will establish security, confidence and independence in protecting themselves and provides clear guidelines and expectations for all pupils, staffs, visitors and parents to help achieve these goals. It should be regarded as central to the well-being of the child and therefore is an intrinsic part of school life and the curriculum. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Haworth Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. We believe that if this commitment is to be put into practice then the safeguarding policies and procedures the school has drawn up must be adhered to, communicated and fully understood and applied by everybody associated with the school.

There are three main elements to our Policy.

#### a) **Prevention:**

Through a positive school atmosphere, our teaching and pastoral care and support for pupils and by safe recruitment procedures which prevent unsuitable people working with, or coming into contact with, children in our school. We ensure we practice rigorous safe recruitment in checking the suitability of staff and volunteers to work with children.

#### b) **Protection:**

Establishing a safe environment in which children can learn and develop through following agreed procedures, ensuring all staff are appropriately recruited, trained and supported to respond appropriately and sensitively to child protection concerns. In addition, implementing procedures for identifying and reporting cases, or suspected cases, of abuse and raising awareness of child protection issues and equipping children with the skills needed to keep them safe.

#### c) **Support:**

Appropriate counselling, guidance and support to pupils (in accordance with his/her agreed child protection plan) and school staff who may have been abused.

**Child protection is the responsibility of every adult in school. Haworth Primary School will therefore:**

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried through our Behaviour Policy and Anti-Bullying Policy.
- Include opportunities in the PSHCE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

- Ensure there are effective systems which provide clear direction to staff and others about expected codes of behaviour in dealing with child protection issues.
- Ensure that child protection concerns and referrals are handled sensitively, professionally and in ways which support the needs of the child.
- Ensure that the school staff work closely with colleagues from other agencies and wherever possible, every effort will be made to establish effective working relationships with parents.

## **1.0 Introduction**

- 1.1** This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2015, 'What to do if You are Worried a Child is Being Abused' 2015 and 'Keeping Children Safe in Education' 2016.
- 1.2** The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure that adequate arrangements are within our school to identify, assess, and support those children who are suffering harm.
- 1.3** We recognise that all adults, including temporary staff<sup>1</sup>, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.
- 1.4** All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 1.5** The aims of this policy are:
- To support the child's development in ways that will foster security, confidence and independence.
  - To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
  - To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendices 1 and 2)
  - To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
  - To emphasise the need for good levels of communication between all members of staff.
  - To develop a structured procedure within the school, this will be followed by all members of the school community in cases of suspected abuse.
  - To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
  - To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)<sup>2</sup>, and a central record is kept for audit.

## **2.0 Safe School, Safe Staff**

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection

procedures.

It is the role of the Governing Body and the school leadership team to ensure that the Designated Safeguarding Leads (DSLs) are properly supported to carry out this task and that they are given time to fulfil the duties that their role demands.

It is the role of the Designated Safeguarding Lead to ensure that all child protection procedures are followed within the school, and to make appropriate, timely referrals to Children's Social Care in accordance with the locally agreed procedures. Additionally, it is the role of the DSL to ensure all staff employed including temporary staff and volunteers within the school are aware of the school's internal procedures, to advise staff and to offer support to those requiring this.

We will ensure that:

- 2.1 All members of the Governing Body understand and fulfil their responsibilities, namely to ensure that:
  - a) there is a Child Protection policy together with a staff behaviour (code of conduct) section in the Staff Handbook.
  - b) the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
  - c) the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
  - d) a senior leader has Lead Designated Safeguarding Lead (DSL) responsibility
  - e) on appointment, the DSL/Deputy DSLs undertake DSL 'new to role' and an 'update' course every 2 years.
  - f) all other staff have Safeguarding training updated as appropriate.
  - g) any identified weaknesses in Child Protection are remedied immediately.
  - h) Ensuring the upkeep of a Single Central Record of all staff and regular volunteers in accordance with government guidance.
  - i) a member of the Governing Body, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher.
  - j) Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means.
  - k) the Governing Body considers how children may be taught about Safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and through sex and relationship education (SRE).
- 2.2 The Designated Safeguarding Lead, Helen Thompson, is the Headteacher. The Deputy DSLs are: Caron Stone, Tracy Roe and the EYFS DSL is Laura Stoker. These Officers have undertaken the relevant training (upon appointment- 'Safeguarding and CP 'new to role' training followed by biannual updates). The Safeguarding Leads who are involved in recruitment and at least one member of the Governing Body will also complete safer recruitment training (currently on-line on the DfE website and through the MAT safeguarding software package) to be renewed every 5 years.
- 2.3 All members of staff and volunteers are provided with safeguarding and child protection awareness information at induction, including in their induction pack, the school safeguarding statement and Safeguarding policies so that they fully understand the procedures within the school.
- 2.4 All members of staff are trained in and receive regular updates in Online safety and reporting concerns
- 2.5 All other staff and governors, have child protection awareness training, as appropriate, to maintain their understanding of the signs and indicators of abuse.

- 2.6 All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse through delivery of Child Protection Training.
- 2.7 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy, and reference to it in our Parents' Handbook.
- 2.8 Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
- 2.9 Community users organising activities for children are aware of the school's child protection guidelines and procedures.
- 2.10 We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO<sup>3</sup> for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)<sup>4</sup> for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- 2.11 Our procedures will be regularly reviewed and up-dated.
- 2.12 The name of the designated members of staff for Child Protection, the Designated Safeguarding Leads, will be clearly advertised in the school, with a flow chart (see Appendix 2) explaining the school's role in referring and monitoring cases of suspected abuse.
- 2.13 All new members of staff will be given a copy of our safeguarding statement, and child protection policy, with the Safeguarding Leads' names clearly displayed, as part of their induction into the school.
- 2.14 The policy is available publicly either on the school website or by other means. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school website.

### **3. Responsibilities**

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures.

It is the role of the Governing Body and the school leadership team to ensure that the Designated Safeguarding Leads (DSLs) are properly supported to carry out this task and that they are given time to fulfil the duties that their role demands.

3.1 The designated Safeguarding Leads are responsible for:

- a) Ensuring all staff employed including temporary staff and volunteers within the school are aware of the school's internal procedures, to advise staff and to offer support to those requiring this.
- b) Make appropriate, timely referrals for a child if there are concerns about possible abuse, to the *Local Authority*, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Referral Form
- c) Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- d) Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25<sup>th</sup> birthday, and are copied on to the child's next school or college.
- e) Ensuring that an indication of the existence of the additional file in 3.1.3 above is marked on the pupil records.
- f) Liaising with other agencies and professionals.

- g) Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with parents.
- h) Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- i) Organising child protection induction, and update training every year, for all school staff.
- j) Providing an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by the Safeguarding Leads, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised)

#### **4. Supporting Children**

Haworth Primary recognises the importance of creating an ethos within school that will help children feel safe and confident that they will be listened to. We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop and maintain a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in the lives of children who have been abused or who are at risk of harm. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Haworth Primary School will endeavour to support all pupils through:

- a) Promoting a positive, supportive and secure environment where pupils can develop a sense of being valued.
- b) Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- c) Ensuring the content of the curriculum includes social and emotional aspects of learning.
- d) Ensuring that child protection is included in the curriculum to help children recognise when they do not feel safe and to identify who they should tell.
- e) Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- f) Notifying Social Care as soon as there is a significant concern.
- g) Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.
- h) The school behaviour policy which is aimed at supporting vulnerable pupils in the school.
- i) The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.

#### **4.2 Safe Working Practice**

- Haworth Primary School has developed a clear code of practice that staff understand and agree to. The code of practice offers guidance to staff on the way they should behave when working with children. All staff are required to wear a badge with a photo on whilst working in school.

#### **4.3 Child Protection Procedures**

Haworth Primary School adheres to child protection procedures that have been agreed locally through the Local Children's Safeguarding Board (BSCB). The full version of Child Protection Procedures can be accessed from the BSCB web- site at: <http://bradford-scb.org.uk/> Please see the flowchart in **Appendix 2**. We will follow the procedures set out in **Appendix 1 - Guidelines**.

## **5. Confidentiality**

- 5.1 We recognise that all matters relating to child protection are confidential.
- 5.2 The Headteacher (DSL) or Deputy DSLs will disclose any information about a child to other members of staff on a need to know basis only.
- 5.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing and that if children disclose abuse this must be passed on to the Designated Safeguarding Lead as soon as possible and the child should be told who their disclosure will be shared with.
- 5.5 We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult Children's Safeguarding and Reviewing Unit.

## **Record Keeping**

Child Protection records are kept centrally and securely by the Designated Safeguarding Lead Staff are aware that they must make a record of child protection issues and events as soon as possible and that these records must be signed and dated and also added to the CPOMs site. Child protection records must not be made in the child's curriculum file.

## **6. Supporting Staff**

- 6.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 6.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support, as appropriate.

## **7. Allegations Against Staff**

- 7.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 7.2 All Staff should be aware of the school's own Behaviour Management policy.
- 7.3 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction<sup>7</sup>and is outlined in the Social Media and ICT policy.
- 7.4 We understand that a pupil may make an allegation against a member of staff.
- 7.5 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher<sup>8</sup>.
- 7.6 The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)
- 7.7 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.6 above, without notifying the Headteacher first.
- 7.8 The school will follow Bradford's procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an

investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.

- 7.9 Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and HR Consultant in making this decision.
- 7.10 In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors and CEO with advice as in 7.8 above.

## **8. Whistle-blowing**

- 8.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 8.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/LADO (following the school's Whistleblowing Policy).
- 8.3 Whistle-blowing regarding the Headteacher should be made to the Chair of the Governing Body, whose contact details are readily available to staff.

## **9. The use of school premises by other organisations**

Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to Safeguarding children and child protection.

## **10. Physical Intervention**

- 10.1 We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 10.2 Such events should be recorded on a Physical Restraint form and signed by staff involved and a member of the SLT.
- 10.3 Staff who are likely to need to use physical intervention have been appropriately trained in the *Team Teach* technique.
- 10.4 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- 10.5 We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.<sup>9</sup>

## **11. Anti-Bullying**

- 11.1 Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

## **12. Racist Incidents**

- 12.1 Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.



## 13. Prevention

- 13.1 We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 13.2 The school community will therefore:
- 13.2.1 Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
  - 13.2.2 Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes
  - 13.2.3 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
  - 13.2.4 Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.
  - 13.2.5 Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

### THE 'PREVENT' DUTY

#### **Statement of intent**

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties. We will actively assess the risk of children being drawn into terrorism. Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their professional judgement to identify children 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 Local Children's Safeguarding Board as appropriate.

**Radicalisation:** a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or reject and/or undermine contemporary ideas and expressions of freedom of choice.

**Extremism:** holding extreme political or religious views; fanaticism.

#### **1. Training**

The DSL/Deputy DSLs will undertake a risk assessment for the school and be available to provide advice and support to other staff on how to protect children against the risk of radicalisation. The Designated Safeguarding Lead will facilitate formal training sessions for all members of staff and school governors, to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

#### **2. Risk indicators**

##### **Indicators of an identity crisis:**

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society
- Changing style of dress or personal experience to accord with the group
- Conversation increasingly focused on a particular (potentially extremist) ideology
- Possession of materials or symbols associated with an extremist cause.

##### **Indicators of a personal crisis:**

- Family tensions

- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Loss of interest in activities which they previously engaged with
- Searching for answers to questions about identity, faith and belonging.

**Indicators of vulnerability through personal circumstances:**

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination.

**Indicators of vulnerability through unmet aspirations:**

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life.

**Other indicators:**

- Using derogatory language about a particular group
- Inappropriate forms of address
- Possession of prejudice related material
- Property damage
- Refusal to cooperate with teachers/adults requests
- Condoning or supporting engagement with extremist ideologies or groups.

### 3. Making a judgement

When making a judgement, staff will ask themselves the following questions:

- Does the child have access to extremist influences?
- Does the child access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype, etc.)?
- Is there a reason to believe that the child has been, or is likely to be, involved with extremist organisations?
- Is the child known to possess or actively seek extremist literature/other media likely to incite racial or religious hatred?
- Does the child sympathise with or support illegal/illicit groups?
- Does the child support groups with links to extremist activity?
- Has the child encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the child?
- Has there been a significant shift in the child's outward appearance that suggests a new social, political or religious influence?
- Has the child come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the child vocally support terrorist attacks; either verbally or in their written work?
- Has the child witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the child travelled for extended periods of time to international locations?
- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child display a lack of affinity or understanding for others?
- Is the child the victim of social isolation?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Is the child a foreign national, refugee or awaiting a decision on their/their family's immigration status?
- Does the child have insecure, conflicted or absent family relationships?
- Has the child experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the child's life has extremist views

or sympathies?

**Critical indicators include where the child is:**

- In contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Making significant changes to their appearance and/or behaviour

#### **4. Referrals**

At Haworth Primary, we are committed to protecting our pupils from radicalisation through a process of early intervention.

All staff are encouraged to raise any concerns they might have about a child with one of the Designated Safeguarding Leads. The Safeguarding Lead will then assess the situation and decide whether further action is required. If so, they will then discuss any concerns with the Headteacher and decide the best course of action regarding a referral to external agencies e.g. Social Care or the Channel Programme). Any decisions made will be made on a case-by-case basis and staff must be made aware that if they disagree with a decision not to refer, they are entitled to make a referral themselves where they harbour genuine concerns that a child is at risk.

#### **Health and Safety**

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to Internet use, and when away from the school and when undertaking school trips and visits.

#### **Monitoring and Evaluation**

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires
- Review of the use of Nurture Room.

***This policy also links to our policies on:***

*Behaviour, Staff Handbook-/ Code of Conduct; Whistleblowing, Anti-bullying, Health & Safety, Attendance, Curriculum, PSHE, Teaching and Learning, Administration of medicines, Drug Education, Sex and Relationships Education, , ESafety, Intimate Care.*

## Appendix 1- Guidelines

In reporting concern or suspicion, all adults in school must follow the following procedures. The Designated Safeguarding Lead, who is the Headteacher, or Deputy Headteacher will then follow the Local Child Protection Procedures.

### **Reasons for Following Procedures**

- It protects the child to the best of our ability
- It avoids delay
- It provides consistency
- It protects all staff
- It ensures that, if further action is taken by another agency, then the school has followed the protection procedures

Staff are in contact with children all day and are in a position to detect possible abuse. They must not think that by voicing concern they are necessarily starting procedures. The criteria should be that they have 'reasonable suspicion' and under the Children Act, 1989, this definition has been extended to include 'or may suffer in future'.

***If a child discloses abuse or staff are suspicious, there are three things to do:***

- ***Report immediately to the Headteacher (Designated Safeguarding Lead), or the Deputy Safeguarding Lead if he/she is not available***
- ***Do not speak to the parents before speaking to the Headteacher***
- ***Do not promise the child that it will be kept a secret***

It is very important in these cases that prompt and correct procedures are followed under Bradford Safeguarding Procedures.

The reporting teacher will be told of any further action taken i.e. Social Service referral, monitor etc. If the reported case is taken up and investigated by an external agency, then any meetings, case conferences or action taken will be followed through and the teacher concerned informed. Staff have an important role in hearing what children have to say. The school can provide a neutral place where the child feels it is safe to talk. Sensitivity to the disclosure is vital. Staff must listen carefully to what the child is saying, treat it seriously, and value what they say.

Children may feel they will not be believed, or that they will be punished. Staff will need to say that whatever has occurred it is not their fault. Fear of the consequences of telling is very common. It can be very tempting to offer a promise of confidentiality to the child. This is not realistic. The child needs to hear the truth about what will happen, together with a commitment to support the child. It is crucial not to ask leading questions. Our role is to enable the child to speak and then know what to do next.

A list of children causing concern is kept in the Headteacher's office. This includes all children, who, for whatever reason, need to be monitored. Staff are kept informed of any child in their class who is on this register. Teachers must inform the Headteacher of any changes/additions so that this list can be kept up to date.

In the unlikely event of the head or deputy not being available to deal with an emergency involving Child Protection issues, then the teacher must speak to a member of the Senior Leadership Team, who will deal with the matters. This would only occur in extreme circumstances. All staff have annual safeguarding training and have a duty to refer if they believe that SLT are not dealing with the issue.

### ***Recognising signs of child abuse***

#### **Categories of Abuse:**

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

### **Signs of Abuse in Children:**

This is intended as a guide. Please remember that the presence of one or more factors does not necessarily give proof that child abuse has occurred. It may, however, indicate that investigation should take place.

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Other signs and symptoms may include:-

- Unexplained delay in seeking treatment which is needed
- Incompatible explanations
- Constant minor injuries
- Unexplained bruising:
  - Bruise marks in or around the mouth
  - Black eyes, especially if both eyes are black and there are no marks to forehead or nose
  - Grasp marks
  - Finger marks
  - Bruising of the ears
  - Linear bruising (particularly buttocks or back)
  - Differing age bruising
- Bite marks
- Burns and scalds
- Cigarette burns
- General physical disability
- Unresponsiveness in the child
- Soiling and wetting
- Change in behavioural patterns
- 'Frozen' look
- Attention seeking
- Apprehension
- Antisocial behaviour
- Unkempt appearance
- Sexually precocious behaviour
- Sexualised drawings and play
- Sudden poor performance in school
- Poor self-esteem
- Self-mutilation
- Withdrawal
- Running away
- Reluctance to return home after school
- Resistance to PE (undressing)
- Resistance to school medicals
- Difficulty in forming relationships
- Confusing affectionate displays
- Poor attendance – repeated infections etc.

### **Risk Indicators**

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm

- Justifies the need for careful assessment and discussion with the Designated or Deputy Safeguarding Lead, (or in the absence of all those individuals, a member of the SLT)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred. In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

### *Recognising Physical Abuse*

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

### **Bruising**

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

### **Bite Marks**

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

### **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

### **Scars**

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

### **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

### ***Recognising Emotional Abuse***

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse. The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a "loner" – difficulty relating to others

### ***Recognising Signs of Sexual Abuse***

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area

- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

### **Sexual Abuse by Young People**

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

### **Assessment**

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience
  - Knowledge of society’s standards for what is being proposed
  - Awareness of potential consequences and alternatives
  - Assumption that agreements or disagreements will be respected equally
  - Voluntary decision
  - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

### **Recognising Neglect**

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss



- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

### **Peer- on- Peer Abuse**

Haworth Primary School recognises that children are capable of abusing their peers. Peer abuse should never be tolerated or passed off as “banter” or “part of growing up” and the victims of peer on peer abuse will be supported.

There are different gender issues that can be prevalent when dealing with peer on peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

If an allegation/suspected incident of peer-on-peer abuse comes to the school’s attention:

- The incident should be referred to the DSL as soon as possible.
- The DSL should hold an initial review meeting with appropriate school staff.
- There should be subsequent interviews with the children involved (if appropriate).
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm, a referral should be made to children’s social care and/or the police immediately.

### **Child Sexual Exploitation**

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

## **Forced Marriage (FM)**

- This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. This must be reported to the police and the Bradford District Safeguarding Unit on 01274 376116

## **Female Genital Mutilation (FGM)**

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

### **What is FGM?**

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

#### **4 types of procedure:**

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

### **Why is it carried out?**

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

### **Is FGM legal?**

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group

- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

### **The 'One Chance' rule**

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**. This must be reported to the police and the Bradford District Safeguarding Unit on 01274 376116

*Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc, and governors*

<sup>3</sup> *LADO Local Authority Designated Officer for allegations against staff. AEO Area Education Officer*

<sup>4</sup> *Contact the LADO for guidance in any case*

<sup>5</sup> *A model format for the Governors Annual Report is available from Governor Services and at [www.surreycc.gov.uk/safeguardingchildren](http://www.surreycc.gov.uk/safeguardingchildren)*

<sup>6</sup> *Guidance about sharing information, can be found in the DfE booklet 'Information sharing guidance for practitioners and managers' DCSF-00807-2008 (archived)*

<sup>7</sup> *Refer to "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" available on the DfE website*

<sup>8</sup> *or Chair of Governors in the event of an allegation against the Headteacher*

<sup>9</sup> *'Guidance on Safer Working Practices is available on the DfE website*



## Appendix 2

### Child Protection Procedures Flow Chart 2017 On discovery or suspicion of child abuse

**If in doubt – ACT**

**Inform your Lead Named Person:**

**Helen Thompson or Deputy Named Persons Caron Stone and Tracy Roe**

**Who should then take following steps?**

*(Note:- all staff can report concerns to the Safeguarding Board if you are unable to reach the Lead or Deputy Named Person or consult the SLT) All concerns must be reported on CPOMs even if they are not referred to any agencies outside school in order to ensure patterns can be monitored*

Where it is clear that a Child Protection Referral is needed contact Children's Initial Contact Point without delay and complete the referral form

Tel No: 01274 437500 Out of hrs Emergency Duty Team Tel No: 01274 431010

Where the Designated Safeguarding Lead is not sure whether it is a child protection issue they may seek advice from the Children's Safeguarding and Reviewing Unit Consultation Service Tel No: 01274 434343.

Designated Safeguarding Lead and Cover for Designated Lead may also seek advice from the Education Social Worker 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. All information must be added to CPOMs

**Remember: always make and keep a written record of all events and action taken, date and sign each entry to any paper records and add details to CPOMs. Keep records confidential and secure.**

Ensure immediate completion and dispatch of the Bradford Child Protection Common Referral Form (saved on the network under child protection). Retain an **original copy** in school in the pupil safeguarding files in HT office. Send copies to:

Children's Social Care (to the Area Office you made your referral to)

Co-ordinator, Child Protection Unit, Olicana House

Principal Education Social Worker – Margret McMillan Towers, Princes Way, Bradford, BD1 1NN

#### **USEFUL TELEPHONE NUMBERS**

Children's safeguarding and reviewing Unit Consultation Service: 01274 434343

Suzanne Ellis (Bradford Safeguarding Unit Lead) – 01274 437043

Emergency Duty Team: 01274 431010

Children's Social Care Initial Contact: 01274 437500

Lead Area Designated Officer Child Protection (LADO - Frank Hand): 01274 435600

Alina Khan (LA Strategic Manager Education Safeguarding Team) 01274 439384

Education Social Work Service: 01274 439651

Police: Javelin House, Child Protection Unit: 01274 376061