



Policy – Child Protection and Safeguarding

Date – November 2017

Review Date – October 2018

Based on – the principles established by the Children Act 1989 and 2004; Education Act 2002 and Childcare Act 2006 and in line with government publications:

“Working Together to Safeguard Children” 2015

“Keeping Children Safe in Education” 2016

Keeping Children Safe in Education: information for all school and college staff

“What to do if You are Worried a Child is Being Abused” 2015,

“Prevent Duty” 2015

“Children missing in Education” 2016

“Sexting in schools and colleges” 2016 (UKCCIS guidance)

Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers 2015

Signed by the Headteacher

J Siddall

Signed on behalf of Governors

Name _____

Burley and Woodhead School vision and aims

As a Church of England school, we are committed to preparing our children for their journey into the 21st century. The world in which they will live as adults will be diverse, uncertain, dynamic and full of opportunities. We recognise this and are committed to giving them a primary education, in partnership with parents, local Churches and the wider community, which prepares them for the rest of their lives.

Our aim is to develop a school that everyone can be proud of which promotes a strong social, moral, spiritual and academic ethos. When children leave our school, they will be respectful, resilient, confident, caring individuals with a love of learning, who are ambitious future leaders of their local and global community.

We will do this by:

- Ensuring the members of our school community can work together in a caring, safe and supportive learning environment.
- Communicating our identity through our six Burley Woodhead me areas: learning me, global me, healthy me, creative me, safe me and collaborative me.
- Underpinning all our work with our twelve Christian values: compassion, courage, forgiveness, friendship, generosity, justice, perseverance, respect, service, thankfulness, trust and truthfulness.
- Promoting a Growth Mindset ethos to ensure that children and adults have the capacity to learn when it is challenging, resilient when approaching unfamiliar tasks and reflective when given feedback.

All of our policies are underpinned by our school vision and aims.

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Safeguarding and Child Protection Policy
Updated November 2017

DESIGNATED SAFEGUARDING LEAD PERSON: Jo Siddall (Headteacher) (Training Jul 2015) (Refresher October 2016)

COVER FOR DESIGNATED SAFEGUARDING LEAD: Fiona Parker (Training Sept 2015) (Refresher October 2016) and Sally Clegg (Training October 2016)

ONLINE SAFETY LEAD: Fiona Parker (Training October 2016)

DESIGNATED SAFEGUARDING GOVERNOR: Adam Cobb-Webb (Training Nov 2015)

MEMBER OF STAFF RESPONSIBLE FOR LOOKED AFTER CHILDREN: Jo Siddall

DESIGNATED GOVERNOR FOR LOOKED AFTER CHILDREN: Sarah Lewthwaite (Training March 2017)

MENTAL HEALTH CHAMPION: Sally Clegg (Learning Mentor) part of Bradford Mental Health Champions Network

TRAINING: Whole staff training on safeguarding and child protection Feb 2015 Bradford Council, whole school Prevent training October 2017, online training 2017-2018 (register of training is held in the school office)

Vision statement

Burley and Woodhead CE 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
- Everyone who comes into contact with children and families has a role to play
- Everyone working with children maintains an attitude of 'it could happen here' (Keeping Children Safe in Education, September 2016).

And 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.

We will always work in the best interests of the child when dealing with safeguarding and child protection issues.

In accordance with section 175 of the Education Act 2002, the Governing Board of Burley and Woodhead CE Primary School has made arrangements to ensure their function relating to the conduct of the school is exercised with a view to safeguarding and promoting the welfare of pupils. In considering our arrangements, the Governors have had regard to any guidance given by the Secretary of State. Burley and Woodhead CE Primary fully recognises its responsibilities for child protection. 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.

Aims of the policy

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

- Clarifying standards of behaviour for staff and pupils
- Following safer recruitment procedures when appointing staff
- Introducing appropriate work in the curriculum
- Developing staff awareness of the causes of abuse
- 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

Child protection is the responsibility of everybody. Burley and Woodhead CE 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.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse (including online abuse – safety – see Online Safety Policy).

Our local and national responsibilities

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

- [Keeping Children Safe in Education – Statutory guidance for schools and colleges, September 2016](#)
- [Working Together to Safeguard Children, March 2015 \(Statutory guidance\)](#)
- [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
- Bradford Safeguarding Children Board Procedures
- The Rehabilitation of Offenders Act 1974
- Children Act 1989 (as amended 2004 Section 52)
- Education Act 2002 s175/s157
- Safeguarding Vulnerable Groups Act 2006
- Childcare Act 2006
- The School Staffing (England) regulations 2009 (childcare disqualification regulations)
- 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 (section 74 statutory reporting duty)
- Children missing education: statutory guidance for local authorities 2016
- Sexting in schools and colleges, responding to incidents and safeguarding young people 2016 (UKCCIS guidance)
- Child sexual exploitation – definition and a guide for practitioners DfE 2017

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.

Ethos

Our child protection policy cannot be separated from the general ethos of the school, which ensures that children are treated with respect and dignity, feel safe, and are listened to.

At Burley and Woodhead CE Primary School we promote the following core Christian values across the school community:

- Compassion
- Courage
- Forgiveness
- Friendship
- Generosity
- Justice
- Perseverance
- Respect
- Service
- Thankfulness
- Trust
- Truthfulness

We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop 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 their lives. Resilient children are better able to cope when things go wrong including if abuse enters their life.

Burley and Woodhead CE Primary School will endeavour to support all pupils through:

- Ensuring the content of the curriculum includes social and emotional aspects of learning.
- Ensuring that child protection is included in the curriculum to help children recognise when they don't feel safe and to identify who they should tell (including safety training).
- Promoting a positive, supportive and secure environment where pupils can develop a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school.
- Ensuring that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.

Equality statement

We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage or radicalisation
- Are asylum seekers

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.

The Curriculum

Relevant issues will be addressed through the PSHE curriculum. For example, self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety, Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), preventing radicalisation and anti-bullying. Relevant issues will be addressed through other areas of the curriculum. For example, circle time, English, History, Drama, PSCE, Art. We hold an annual safety week where safety messages are shared with children. Our pastoral support system in school gives children the opportunity to share worries, refer themselves to our Learning Mentor for support and/or to access a chill zone in each classroom to help them feel safe. Online safety is taught through the computing and PSHE curriculum and procedures are in place across school to ensure appropriate filtering and monitoring systems are being used (see online safety policy).

In-school roles and responsibilities for protecting children

All staff will:

- Read and be familiar with Part One of Keeping Children Safe in Education (DfE 2016)
- Be familiar with the school's child protection policy including issues of confidentiality.
- Remember that the child's welfare and interests must be the paramount consideration at all times.
- Never promise to keep a secret or confidentiality, where a child discloses abuse.
- Be alert to signs and indicators of possible abuse (see Appendix 1 for current definitions of abuse and examples of harm).
- Record concerns on a, "Cause for Concern" form (see Appendix 3). Staff have blank copies of the "Cause for Concern" form (available on the noticeboard in the staffroom), which, once completed, must be handed to the Designated Staff. See *
- Deal with a disclosure of abuse from a child in line with the recommendations in Appendix Two. These must be passed to one of the Designated Staff immediately, including a written account. Staff should not take it upon themselves to investigate concerns or make judgements. See *
- Be involved in on-going monitoring and recording to support the implementation of individual education programmes and interagency child protection and child support plans.
- Be subject to Safer Recruitment processes and checks whether they are new staff, supply staff, contractors, volunteers etc.
- 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 (Safer Recruitment Consortium 2015).
- Will be made aware of the fact that children with Special Educational Needs and Disabilities (SEND) can face additional safeguarding challenges. These will be highlighted during IEP / EHCP meetings and appropriate staff kept informed.

*All staff will be made aware that anybody can make a referral if they feel a child is in immediate danger or risk of harm. If a child's situation does not appear to be improving the staff member with concerns should press for reconsideration (KCSiE 2016). If staff do not feel the school is following appropriate child protection and safeguarding procedures, they can contact the NSPCC whistleblowing helpline 0800 028 0285

All visitors will:

- Be notified about who the Designated Safeguarding Leads are in school upon entry to the building,
- Be told to report any concerns to the DSL whilst they are in school.

Specific Roles and Responsibilities

- All adults working with or on behalf of children have a responsibility to safeguard them and to promote their welfare. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed at the beginning of this document.

The role of the Designated Safeguarding Lead and Cover for Designated Safeguarding Lead is to:

- Ensure that they attend the required training and that they refresh their training every two years.

- Ensure that the 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, including concerns about Online safety issues
- Ensure all staff employed including temporary staff and volunteers within the school are aware of the school's internal procedures, as part of staff induction, to advise staff and to offer support to those requiring this.
- Ensure they have read understood all part of KCSiE (DfE 2016),
- Inform the Governing Board of any changes to the policy and procedures, any training that staff have undertaken and any other relevant information.
- Any staff member may make a referral, but it is recommended that Burley and Woodhead CE Primary School Staff go through the Designated Safeguarding Lead or cover Designated Safeguarding Lead to ensure the proper systems are followed.

The Headteacher is responsible for implementing this policy including:

- Ensuring that staff and volunteers are informed of this policy as part of their induction,
- Communicating this policy to parents: a statement in the school prospectus and in the home school agreement will inform parents and carers about our school's duties and responsibilities under child protection procedures. Parents can obtain a copy of the school Child Protection and Safeguarding Policy, Behaviour Policy, Online Safety Policy on request and it will also be available on the school website.
- Ensuring that the Designated Safeguarding Lead and Cover for Designated Safeguarding Lead for Child Protection are properly supported to carry out this task and that they are given time and resources to fulfil the duties that their role demands.
- All other staff and the Designated Safeguarding Governor must be offered an appropriate level of training and must undergo refresher training every three years.
- Acting as a case manager in the event of an allegation of abuse made against another member of staff or volunteer where appropriate.

The role of the Designated Safeguarding Governor is:

- to read and ensure they have understood all part of KCSiE (DfE 2016),
- to ensure that the school has an effective policy,
- to ensure that locally agreed procedures are in place,
- to review the policy and structures supporting safeguarding children termly.

Governors are not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.

The Governing Board and school leadership team are responsible for ensuring that the school follows safer recruitment processes, including:

- Ensuring the Headteacher and other staff responsible for recruitment as well as one member of the Governing Body completes safer recruitment training.
- Ensuring the upkeep of a Single Central Record of all staff and regular volunteers in accordance with government guidance.

The Governing Board are responsible for:

- Appointing a designated safeguarding governor,
- Ensuring the DSG, DSL, DDSL and staff receive appropriate safeguarding training,
- Arranging for the DSG to meet with the DSL at least once a term to review current practice,
- Monitoring the upkeep of the single central record
- Notifying Bradford Council of any changes to the DSL using MEST@bradford.gov.uk

Working Together to Safeguard Children (July 2015)

Definition of abuse: *A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or 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 a stranger (eg via the internet). They may be abused by an adult or adults, or another child or children. Other forms of abuse include:*

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

See Appendix 1 for detailed definitions of the forms of abuse and signs that abuse is taking place

Peer on peer abuse

Children who commit peer on peer abuse will be dealt with under the school behaviour policy. Abuse can be committed electronically (“sexting”) where children under 18 create an image of themselves or others using still photographs, video or streaming. The response to this will be guided by the “principle of proportionality” and the primary concern at all times will be the welfare and protection of the young people involved (Sexting in school and colleges guidance 2016). The school will follow the UKCCIS 2016 guidance in these instances.

Child Protection Procedures

Burley and Woodhead CE Primary School adheres to child protection procedures that have been agreed locally through the Local Children's Safeguarding Board – see Appendix 2. Keeping Children Safe in Education (DfE 2016) dictates that anyone in the school setting can make a referral, however, wherever possible this should be done by appropriately trained designated safeguarding staff. If any member of staff has a concern regarding a child protection issue, they should inform a Designated Safeguarding Lead as soon as possible by completing a cause for concern form and handing it to a Designated Safeguarding Lead to be kept secure. The designated safeguarding lead officer is responsible for referring all cases of suspected abuse to Children's Social Work Service Duty and Advice Team.

Confidentiality

All staff are aware that they must not promise to keep 'secrets' with children and that if children disclose abuse this must be passed on to the Designated Safeguarding Lead and Cover for Designated Safeguarding Lead for Child Protection as soon as possible and the child should be told who their disclosure will be shared with. Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only.

Record Keeping

Child Protection records are stored securely in a central place separate from academic records. Individual files are 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 written record will be kept of who has had access to them and when. Child protection records are not be made in the child's curriculum file.

The Designated Lead holds regular case monitoring reviews of vulnerable children with designated staff responsible for child protection. These reviews are evidenced by minutes and recorded in case files. Once a child protection cause for concern form has been passed to the designated safeguarding officer, a separate child protection file for the child is created where the form is stored and any responses and outcomes are recorded.

A separate child protection file is created regardless of whether formal child protection procedures have been initiated. Designated staff keep detailed, accurate, secure written 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 establishment, a separate file for each child is created and cross-referenced to the files of other family members. Common records, eg child protection conference notes, are duplicated for each file

The following information is kept:

- Chronological summary of significant events and actions and involvement of the school
- 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, eg 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, eg child protection plans, CAFs, risk assessments etc..
- A copy of the support plan for the young person.

Transferring information

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 schools 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 is retained for audit purposes. We will only keep copies of the child protection file in following instances:

- Where a child transfers out of area, *(the original file will be retained by the school and a copy sent)*
- Where the destination school is not known, *(the original file should be retained by the school)*
- Where the child has not attended the nominated school *(the original file should be retained by the school)*
- There is any on-going legal action *(the original file should be retained by the school and a copy sent)*

Working with other agencies – Appendix 2 Child Protection Flow Chart

Schools are not investigating agencies and it essential that child protection issues are addressed through agreed procedures however schools continue to play a role after referral and need to develop strong links with partner agencies particularly social care. Burley and Woodhead CE Primary School recognises the importance of multi-agency working and will ensure that staff are able to attend all relevant meetings including case conferences, core groups and strategy meetings. If the meeting is scheduled in the school holidays a member of staff will attend meetings and where possible it will be the Designated Safeguarding Lead or the Cover for the Designated Safeguarding Lead for Child Protection or a senior member of staff if the Designated Safeguarding Leads are unavailable.

Working with parents

Parents/carers are made 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 or neglect or other forms of harm staff have no alternative but to follow the Bradford Safeguarding Board procedures and contact Children's Social Work Service Duty and Advice team 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.

We inform our parents/carers about our child protection policy through the school website, prospectus and the school newsletter.

Children Missing Education (September 2016)

The school follows guidance from Bradford Council when dealing with CME and liaises with the Education Social Work Service (01274 439651). These procedures are available on Bradford Schools Online. There is general agreement that some children who have

experienced certain life events are more at risk of going missing from education. These include:

- young people who have committed offences;
- children living in women's refuges;
- children of homeless families perhaps living in temporary accommodation, house of multiple occupancy or Bed and Breakfast;
- young runaways;
- children with long term medical or emotional problems;
- unaccompanied asylum seekers and refugees or children of asylum seeking families;
- looked after children;
- children with a Gypsy/Traveller background;
- young carers;
- children from transient families;
- teenage mothers;
- children who are permanently excluded from school.

Children in Specific Circumstances

This school follows the Bradford Safeguarding Board online multi-agency procedures and will where necessary have due regard to the government guidance on the issues listed below via the GOV.UK website for children in specific circumstances as outlined below:

- child sexual exploitation (CSE) see Appendix 2 for signs and symptoms
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) see Appendix 3 for signs and symptoms
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking

Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology (DfE , 2017)

Female Genital Mutilation: The Mandatory Reporting Duty

Staff are aware that 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 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. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate. (*Keeping Children Safe in Education, July 2015*)

Private fostering

The school is aware of its mandatory reporting duty regarding any known incidents of private fostering (a child under 16 (disabled under 18) living with people outside the immediate family for more than 28 days). The local authority education social work team will be contacted in any such circumstance.

So called Honour Based Violence (HBV) is a term used to describe **violence** committed within the context of the extended family which are motivated by a perceived need to restore standing within the community, which is presumed to have been lost through the behaviour of the victim. Burley and Woodhead CE Primary School works closely with all our families and looks for signs of any kind of domestic abuse (see Appendix 1).

Vulnerability to radicalisation or extreme view points

The school recognises its duty to protect our students and members of staff 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 which may suggest a student or colleague 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 students' 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.

Responding to concerns

Burley and Woodhead CE Primary School follows the recommendations of the Prevent Duty 2015. 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 will contact the Child Protection Team or the Local Authority Prevent Lead for further advice.

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.

- In addition to DBS checks we 'open source' check organisations, particularly those in the voluntary sector.
- We will ensure staff are aware of the risks to children and young people of being radicalised and provide WRAP (Workshop to raise awareness of Prevent) training

Channel

Channel is a multi-agency process which provides support to those who may be vulnerable to being drawn in to violent extremism or terrorism. Channel uses existing collaboration between partners to support individuals and protect them from being drawn into terrorism. It is similar to the way we work, using partnership structures, to protect vulnerable people from harm – for example in drugs and gangs prevention work

If we have concerns about a child or member of staff, we will contact either :

- 1) Andy Rose – Channel Co-ordinator, West Yorkshire Police
andrew.rose@westyorkshire.pnn.police.uk

tel 07525 989331

- 2) Michael Churley – BMDC Prevent Co-ordinator

michael.churley@bradford.gov.uk

tel 01274 432816

See appendix 8 – radicalisation response checklist

Sexting (see also online safety policy)

Sexting involves the electronic sharing of sexual imagery by young people. Creating and sharing sexual photos and videos of under-18s is illegal and presents a range of risks which need careful management.

How we respond to an incident of sexting:

Stage 1 - disclosure received

This could come from a young person or parent

Stage 2 – safeguarding team will assess the risks

Questions we will ask include how was the image shared and when, what is the impact on the child involved, what is the background of the child involved, was the child coerced in any way?

Stage 3 – review meeting with the safeguarding team

At this stage, the initial information is reviewed and a decision made about whether a referral to the police or Social Care is necessary or whether it can be dealt with in school

Stage 4 – reporting incidents to the police or referring to social care

A referral will be made if:

- There was adult involvement in the sexting incident
- There was any coercion or blackmail
- The images were extreme or violent
- The children involved has already been identified as vulnerable or under 13
- There is an immediate risk of harm

Stage 4 – management in school

We will:

- Liaise with parents unless this is classed as a further risk to the child
- Record the incident
- Search devices, identify and delete images
- Use the school behaviour policy and acceptable use of ICT policy to identify any sanctions which need to be invoked
- Report online imagery and get it removed if appropriate.

As part of our computing curriculum and PSHE lessons, we teach children about the dangers of sexting, what to do if they find themselves in an incident of sexting and how to keep themselves safe online.

Staff

Induction

During induction, staff will have the following explained to them:

- this policy
- safe working practice guidance
- whistleblowing policy
- role of the Designated Safeguarding Lead
- school online Child Protection and Safeguarding training modules

Safe Working Practice

Burley and Woodhead CE Primary School has developed a clear code of practice that staff and volunteers understand and have agreed to. The code of practice offers guidance to staff on the way they should behave when working with children.

Allegations against members of staff/ volunteers – see appendix 6

We recognise that it is possible for staff and volunteers to behave in a manner that causes harm to children and takes any allegation made against members of staff or volunteers seriously. The local arrangements for managing allegations are understood and followed. Any member of staff with a concern about the behaviour of an adult must speak directly to the Headteacher. If they have a concern about the Headteacher, they must speak to the Chair of Governors.

(See Bradford Safeguarding Board's arrangements for managing allegations – link below)

http://westyorkscb.proceduresonline.com/chapters/p_alleg_staff.html

These 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

Inappropriate behaviour by staff/volunteers could take the following forms:

- Physical includes, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- Emotional includes, for example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, disability or sexuality.
- Sexual includes, for example, sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.
- Neglect: may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.

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 next most senior member of staff must be informed and the Chair of Governors. The head teacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head teacher **should not** carry out the investigation itself or interview pupils. As part of this initial consideration, the Head teacher should consult with their

schools HR Advisor/provider/contact who will then contact the Local Authority Designated Officer (LADO), **within one working day**.

A multi-agency strategy meeting may be arranged to look at the complaint in its widest context. The Head teacher /a senior member of school staff / Chair of Governors (where appropriate) must attend this meeting, which will be arranged by the LADO. All issues must be recorded and the outcome reached must be noted to ensure closure.

After any allegations of abuse have been made, there are a range of specified outcomes:

- substantiated
- malicious
- false and
- unsubstantiated
- unfounded

In many cases it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about the expectations for their conduct.

In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children/young people may be at further risk and/or evidence/witnesses may be compromised and/or the allegations are so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the school's Disciplinary Policy.

Any staff/volunteers who are dismissed by the school for gross misconduct or cumulative misconduct relating to safeguarding of children/young people will be referred to the DBS for consideration of barring. Similarly, where we have a reasonable belief that the member of staff/volunteer would have been dismissed had they been employed at the time of the conclusion of investigations will be referred to the DBS. We will keep written records of all of the above.

Safer recruitment – see appendix 7

The school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined part three of Keeping Children Safe in Education (2016).

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. All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils. The school will ensure that all recruitment panels include at least one person that has undertaken safer recruitment training as recommended by the Local Authority.

The school will ensure that where relevant, individuals are not disqualified under the Childcare (Disqualification) Regulations 2009. The school will ensure that appropriate DBS risk assessments will be undertaken as required.

If any member of staff has concerns about child protection procedures in the school, they can contact the NSPCC whistleblowing helpline on 0800 028 0285.

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.

Induction of volunteers

Volunteers coming into school on a regular basis will normally be working under the close supervision of the teacher. For extended contact with children, when children may be left alone with an adult, or when an adult visitor may be in and around the school building, a DBS check without a barred list check will be conducted.

Welcoming visitors

Individuals such as psychologists, nurses, dentists, Police, centrally employed teachers and other public sector staff will have been checked by their employing organisation, whether Local Authority, Primary Care Trust or Strategic Health Authority. School will retain a copy of the employer's confirmation that the DBS disclosure has been undertaken on their letter-headed paper.

The Governing Body is responsible for ensuring the annual review of this policy and that the list of key contacts on the cover sheet is kept up to date.

This policy links with our school policies and guidance on:

- Anti-Bullying
- Attendance
- Behaviour
- Care, Control & Restraint
- Complaints
- Confidentiality
- Curriculum
- Educational visits
- Health & Safety
- Inclusion & SEND
- Online safety (including Photographing children and use of images)
- PSHCE
- Safer Working Practice
- SRE
- Supervision
- What to do if you are worried a child is being abused
- Whistle blowing

Written by Jo Siddall, Headteacher 13.11.17

Appendix 1: Definitions and indicators of abuse

Reference: Working Together to Safeguard Children (DfE 2015)

Neglect

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment); - Protect a child from physical and emotional harm or danger; - Ensure adequate supervision (including the use of inadequate care-givers) - Ensure access to appropriate medical care or treatment It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Examples which may indicate neglect (it is not designed to be used as a checklist):

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Untreated illnesses/injuries
- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour

Physical abuse

Physical abuse: Physical abuse 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.

Examples which may indicate physical abuse (it is not designed to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations, wealds
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE

- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

Sexual Abuse

Sexual abuse: Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse as can other children

Examples which may indicate sexual abuse (it is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate.
- Thrush, Persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, Enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area

Emotional abuse

Emotional abuse: Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child in participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment

Examples which may indicate emotional abuse (it is not designed to be used as a checklist):

- Over-reaction to mistakes, continual self deprecation

- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self harming, drug or solvent abuse
- Fear of parents being contacted
- Running away / Going missing
- Compulsive stealing
- Masturbation, Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis
- N.B.: Some situations where children stop communication suddenly (known as "traumatic mutism") may indicate maltreatment

Appendix 2: signs and symptoms of Child Sexual Exploitation

(taken from NSPCC guidance)

'Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities or encouraging children to behave in sexually inappropriate ways.'

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for normal behaviour.

Young people who are being sexually exploited may:

- go missing from home, care or education,
- be involved in abusive relationships, intimidated and fearful of certain people or situations,
- hang out with groups of older people or antisocial groups or with other vulnerable peers,
- associate with other young people involved in sexual exploitation,
- get involved in gangs, gang fights, gang membership
- have older boyfriends or girlfriends
- spend time at places of concern, such as hostels or known brothels
- not know where they are because they have been moved around the country
- be involved in petty crime such as shoplifting
- have unexplained physical injuries
- have a changed physical appearance, for example lost weight
- show signs of sexual abuse or grooming

Appendix 3: signs and symptoms of Female Genital Mutilation

(taken from NSPCC guidance)

Most girls are aged 5 to 8, but FGM can happen at any age before getting married or having a baby. Some girls are babies when FGM is carried out.

Girls living in communities that practise FGM are most at risk. Data on FGM is only collected in 27 countries in Africa and also in Yemen (WHO, 2012), but we know FGM is also practiced in other countries in the Middle East and in Asia (House of Commons International Development Committee, 2013).

In the UK, the Home Office has identified girls from the Somali, Kenyan, Sudanese, Sierra Leonean, Egyptian, Nigerian, Eritrean, Yemeni, Kurdish and Indonesian communities as most risk of FGM (2014).

A girl at immediate risk of FGM may not know what's going to happen but she might talk about:

- being taken "home" to visit family
- a special occasion to "become a woman"
- an older female relative visiting the UK

A girl or woman who's had FGM may:

- have difficulty walking, sitting or standing,
- spend longer than normal in the bathroom or toilet,
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear

Appendix 4

Child Protection Procedures Flow Chart as of October 2014 (Local Authority)

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

Inform your Designated Safeguarding Lead Person: Joanne Siddall, Fiona Parker or Sally Clegg

(Note all staff can report concerns to the Safeguarding Board if you are unable to reach the named person consult the SLT)

Who should then take following steps

Where it is clear that a Child Protection Referral is needed contact Children's Initial Contact Point without delay Tel No: 01274 437500

Out of hrs Emergency Duty Team Tel No: 01274 431010

Where the Named Person 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.

Named persons may also seek advice from the Education Social Worker Service : Tel 01274 385761

If you are asked to monitor the situation, make sure you are clear what you are expected to monitor, for how long and how and to whom you should feedback information to.

Remember: always make and keep a written record of all events and action taken, date and sign each entry to this record. Keep records confidential and secure.

Ensure immediate completion and dispatch of the Child Protection Referral Form EB19 (saved on the network under child protection).

Retain the original copy in school. Send copies to:

- Children's Social Care (White) (to the Area Office you made your referral too)
- Lead Officer Child Protection -- Future House, Bolling Road, Bradford, BD4 7EB.

USEFUL TELEPHONE NUMBERS

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

Emergency Duty Team: 01274 431010

Children's Social Care Initial Contact: 01274 437500

Lead Officer Child Protection: 01274 385726

Education Social Work Service: 01274 385761

Police: Javelin House, Child Protection Unit: 01274 376061

NSPCC Whistblowing helpline 0800 028 0285

Appendix 5 Cause for concern form and guidance on how to complete

Cause for concern forms

Here is the guidance:

The information on a cause for concern form should always be kept confidential.

Make sure you **record anything** you feel is a concern. The CP team will investigate and decide if it needs further action. Sometimes a pattern emerges about behaviour linked to certain days/ teaching sessions or other issues that may have been reported to the CP team or Head teacher. We can then make links and see patterns especially if incidents are reported by different members of staff.

Make sure you **complete it and pass it on straight away** not at the end of the day. The CP team need to investigate it and that often involves speaking to the child and parents **before** the child goes home. We have to make a decision about the seriousness of the incident and safety of that child and others.

Make sure you complete **all of the sections** on the front of the form and **who you have passed it to**. If you are unsure then check it with a member of the CP team.

Write **exactly what the child said and details about where and when**. Do not put your interpretation onto the form just what was said. The CP team will ask you for more information as they investigate.

Do not ask questions which lead the child to say additional information. If you need further guidance then please speak to any member of the CP team. All that should be on the form is what you said and the child said verbatim.

It can be difficult to deal with these incidents especially when it involves children we all care about but incidents will be dealt with quickly. We can put support in for that child or family where it is needed.

The CP team will speak to staff about children to monitor where necessary.

Blank cause for concern forms are on the noticeboard in the staffroom. They should always be handwritten and handed to a member of the child protection team.

Designated child protection members of staff:

Jo Siddall

Fiona Parker

Sally Clegg

Cause For Concern Form

CONFIDENTIAL

Note: Please do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the Designated Safeguarding Leads.

Name of child:

Class:

Siblings:

Name of staff member completing form:

Day:

Date:

Time:

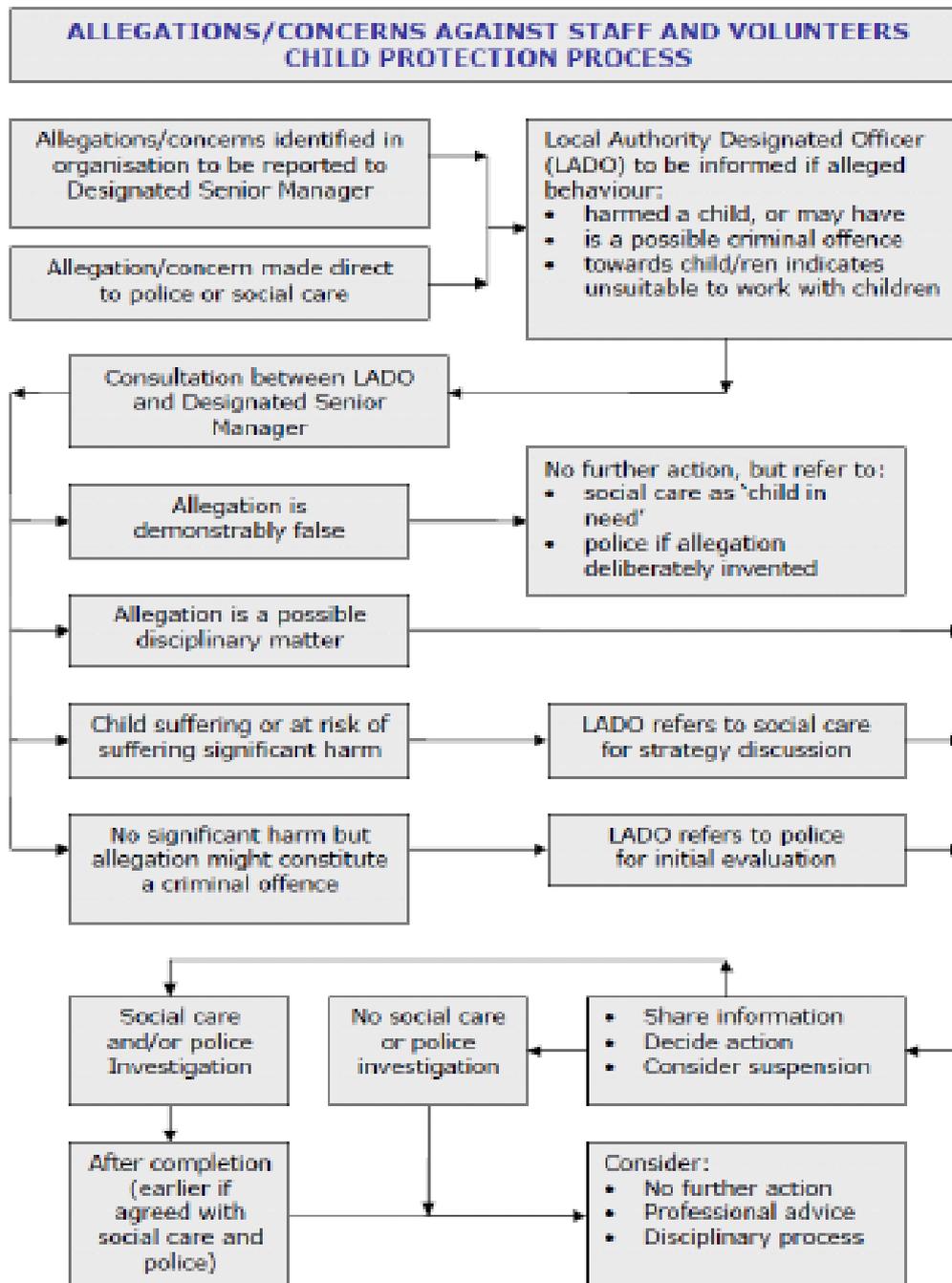
(of observed behaviour / discussion / disclosure)

**Passed to designated member of staff for Child Protection:
Jo Siddall, Fiona Parker or Sally Clegg**

For Designated Safeguarding member of staff use

Name: _____ Date: _____ Time _____

Action Taken	By whom	Outcome
Discuss with child Ensure the child's wishes and feelings are ascertained where appropriate and fully recorded.		
Monitoring sheet		
Check behaviour database		
Contact parents Please tick Telephone Call ____ Meeting: ____		
Check SEN Register		
Refer to Social Care		
Other (Please specify)		



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		
References – seeking Sought directly from referee on short-listed candidates; ask recommended specific questions; include statement about liability for accuracy		
References – on receipt Checked against information on application; scrutinised; any discrepancy/issue of concern noted to take up with referee and/or applicant (at interview if possible)		
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		
Conditional offer of appointment: pre appointment checks Offer of appointment is made conditional on satisfactory completion of the following pre- appointment checks and, for non-teaching posts, a probationary period		
References: (if not obtained and scrutinised previously)		
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		
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 (for teaching posts in FE colleges) the teacher has obtained a Post Graduate Certificate of Education (PGCE) or Certificate of Education (Cert. Ed) awarded by a higher education institution, or the FE Teaching Certificate conferred by an awarding body		
Statutory induction (for teachers who obtained QTS after 7 May 1999)		
Child Protection training and others such as H&S induction, Safe Working Practice, etc.		

Radicalisation Response Checklist

