



HOLYCROFT
Primary School and Nursery

CHILD PROTECTION POLICY
Holycroft Primary School

Policy Review

This policy will be reviewed in full by the Governing Body annually.

The policy was last reviewed and agreed by the Governing Body in September 2020.

It is due for review in September 2021.

Signature: Mr Geoff Morrison

Date September 2020

Head Teacher

Signature: Mr Abbas Ali

Date September 2020

Child Protection Policy 2020-2021

Named personnel with designated responsibility for Child Protection

Area of Safeguarding	Nominated Senior Lead	Governor
Safeguarding Team	<p>Mrs Hannah Hurd (DSL)</p> <p>Mr Geoff Morrison (Head & Deputy Lead)</p> <p>Mrs Laura Morgan (Deputy Head & Deputy Lead)</p> <p>Mrs Kirsty Fox (Family Liaison DSL Trained)</p> <p>Mrs Beverley Beattie (SENCO & DSL Trained)</p>	Mr Abbas Ali
Safe Recruitment Staff	<p>Mr Geoff Morrison (Head Teacher)</p> <p>Laura Morgan (Deputy Head)</p> <p>Philippa Walsh (Business Manager)</p>	Mr Abbas Ali
Prevent Team	<p>Mrs Hannah Hurd (DSL)</p> <p>Mr Geoff Morrison (Head & Deputy Lead)</p> <p>Mrs Laura Morgan (Deputy Head & Deputy Lead)</p>	Mr Abbas Ali
Looked After Children	<p>Hannah Hurd (DSL & Virtual Teacher)</p> <p>Beverley Beattie (SENCO)</p>	Mr Abbas Ali

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1. INTRODUCTION

Safeguarding and promoting the welfare of children is everyone's responsibility.

Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- protecting children from maltreatment;
- preventing impairment of children's mental or physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18.

In particular, this policy should be read in conjunction with the Recruitment Policy, Behaviour Policy, Physical Intervention Policy, Anti-Bullying Policy, Whistle Blowing Policy, Children Missing in Education Policy, Code of Conduct, Data Protection, E-safety Policy and ICT Acceptable Usage Policy.

Purpose of a Child Protection Policy

To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children.
To enable everyone to have a clear understanding of how these responsibilities should be carried out.

To ensure staff understand that safeguarding the welfare of children (anyone under the age of 18) is **'everyone's responsibility.'**

To ensure that staff working with children maintain the attitude that **'it could happen here'** where safeguarding is concerned and that when concerned about the welfare of a child, staff should always act in the best interests of the child.

Bradford Safeguarding Children Board Inter-agency

The school follows the procedures established by the Bradford Safeguarding Children Board; a guide to

Child Protection and Safeguarding Children Procedures

procedure and practice for all agencies in Bradford working with children and their families.

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

School Staff & Volunteers

All school staff have a responsibility to provide a safe environment in which children can learn.

School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour, developing Mental Health concerns and failure to develop because they have daily contact with children.

All school staff will receive appropriate safeguarding children training which is updated annually, so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the Designated Senior Person-including Child Protection Policy and staff behaviour policy (code of conduct)

Mission Statement

Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern.

All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.

Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well-being of a child.

Ensure children know that there are adults in the school whom they can approach if they are worried.

Ensure that children, who have additional/unmet needs are supported appropriately. This could include referral to Early Help services or specialist services if they are a child in need or have been / are at risk of being abused and neglected.

Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities in PSHE and as part of providing a broad and balanced curriculum.

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

**Implementation, Monitoring
and Review of the Child
Protection Policy**

The policy will be reviewed annually by the governing body. It will be implemented through the school's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the Designated Senior Person.

2. STATUTORY FRAMEWORK

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 2004
- Education Act 2002 (Section 175/157)

Outlines that Local Authorities and School Governing Bodies have a responsibility to “ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils”.

- Bradford Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures (Electronic)
- Keeping Children Safe in Education (DfE, September 2020)
- Keeping Children Safe in Education: Part One- information for all school and college staff (DfE, September 2020) – Appendix 1
- Working Together to Safeguard Children (DfE 2018)
- The Education (Pupil Information) (England) Regulations 2005
- Information Sharing July 2018
- The GDPR and Data Protection Act (2018)
- Statutory guidance: Relationships Education.
- Child Sexual Exploitation Feb 2017
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74 -Serious Crime Act 2015)

Working Together to Safeguard Children (DfE 2018) requires each school to follow the procedures for protecting children from abuse, which will be supported by the Bradford Safeguarding Children’s Board / safeguarding partners (Bradford local authority, chief officers of police, and clinical commissioning groups

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Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which:

- (a) a child may have been abused or neglected or is at risk of abuse or neglect
- (b) a member of staff has behaved in a way that has, or may have harmed a child or that indicates they would pose a risk of harm.

3. THE DESIGNATED SENIOR PERSON

N.B. Keeping Children Safe in Education, DfE 2020 refers to this role as Designated Safeguarding Lead - DSL

Governing bodies should ensure that the school designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

During term time the Designated Safeguarding Lead and or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. The Designated Senior Person for Child Protection in this school is:

NAME: Mrs Hannah Hurd

In school there is a Safeguarding Team. All members of the 'Safeguarding Team' have designated safeguarding lead training.

There will be a Deputy Designated Senior Person (DDSP) in the absence of the lead DSP.

The Deputy Designated Senior Persons for Child Protection in this school are:

NAME: Mr Geoff Morrison, Mrs Laura Morgan, Mrs Kirsty Fox, Mrs Beverley Beattie.

The broad areas of responsibility for the Designated Senior Person are:

➤ **Managing referrals and cases**

- Refer all cases of suspected abuse or neglect to the Local Authority Children's Services (Safeguarding and Specialist Services). Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern. Working Together to Safeguard Children. NPCC- When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- Liaise with the Head Teacher to inform him of issues- especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Support staff who make referrals

- Share information with appropriate staff in relation to a Looked After Child's (LAC) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensure they have details of the LAC's social worker and the name of the virtual school Head Teacher in the authority that looks after the child.

➤ **Training and the Induction of new staff.**

The Designated Senior Person will undergo formal training every two years. The DSP will also undertake Prevent awareness training. In addition to this training, their knowledge and skills will be refreshed (for example via e-bulletins, meeting other DSPs, or taking time to read and digest safeguarding developments) at least annually to:

- Understand the assessment process for providing **early help and intervention**, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the school's Safeguarding and Child Protection Policy and procedures, especially new and part time staff
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Understand and support the school with regards to the requirements of the Prevent Duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them

➤ **As part of their role DSL should**

- Ensure all staff, students and volunteers, receive appropriate child protection and safeguarding training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (via e-bulletins, staff meetings) as required and at least annually.

- Ensure each member of staff, students and volunteers has access to and understands the school's safeguarding and child protection policy and procedures and copies of Part 1 and Annex A of Keeping Children Safe in Education 2020
- Ensure all staff, students and volunteers are aware of the process of making referrals to Early Help and to children's Social Services and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering or likely to suffer significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- Ensure that new staff, students, volunteers and staff returning from long term absence, receive a **robust induction programme** which includes the training includes, Copies of the school protection and safeguarding policies. Copies of Part 1 and Appendix A of Keeping Children Safe in Education 2020
- Ensure that volunteers who do not hold an enhanced DBS are subjected to a robust risk assessment prior to starting work. In line with the school's Safer Recruitment Policy, Volunteers will also be required to complete an application form and provide 2 references for their voluntary post.

Disqualification by Association Sept 2018

The DSL and SLT team must be aware that a change in the law means that Disqualification by Association will only apply on domestic premises. However, Disqualification under the Childcare Act 2006, still applies to staff themselves. As a result of this change the Holycroft Primary will no longer ask about the cautions or convictions of someone living or working in an employee's household.

Raising Awareness

- Ensure the school's safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly by governors.
- To ensure all staff in school are aware of the signs and symptoms of abuse and must be able to respond appropriately. Training is provided regularly with separate training to all new staff on appointment. The DSL will attend annual training to enable them to fulfil their role.
- Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the local Bradford Safeguarding Children's Board / safeguarding partners (Bradford local authority, chief officers of police, and clinical commissioning groups)
- To make sure staff are aware of training opportunities and the latest local policies on safeguarding.

- Where children leave the school, ensure the file for safeguarding and any child protection information is sent to any new school as soon as possible but transferred separately from the main pupil file.

* the safeguarding file refers to any information which has been recorded about a child in relation to school actions, family support work, professional partnership work, Early Help referrals, Child in Need, Child Protection Plans or and contextualised safeguarding concerns the school may have.

Schools should obtain proof that the new school/education setting has received the safeguarding file for any child transferring. Schools should obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with GDPR and data protection guidelines.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

4. THE GOVERNING BODY

The governing body must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in school is effective and complies with the law at all times.

The nominated governor for child protection is:

Mr Abbas Ali

The responsibilities placed on the governing body include:

- Ensure that school adopts “recruitment procedures that help deter, reject or identify people who might abuse children”.
- Their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified
- To ensure that an effective Child Protection Policy is in place, together with a Staff Behaviour Policy
- Ensure staff are provided with Part One of Keeping Children Safe in Education (DfE 2020) including Appendix 1 and are aware of specific safeguarding issues.
- Ensure that staff induction is in place with regards to child protection and safeguarding
- Appoint an appropriate senior member of staff to act as the Designated Senior Person.

- Ensure that all of the Designated Senior Persons (including deputies) should undergo formal child protection training every two years and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSPs, or taking time to read and digest safeguarding developments)
- Prioritise the welfare young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- Ensure appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material.
- Ensure that children are taught about safeguarding in an age appropriate way.

This may include covering relevant issues for schools through Relationships Education which was made compulsory in September 2020.

Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects. The statutory guidance can be found here:

Because of Covid -19 we had to halt our consultations with parents. We will not deliver the Relationships Education Curriculum until after our consultations with parents. We are hoping that we can begin teaching Relationships Education in Spring/Summer 2021.

5.THE HEAD TEACHER

The Head Teacher ensures that:

- the policies and procedures adopted by the Governing Body are followed by all staff
- this policy is updated annually, and is available publicly via the school website and as a hard copy
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings, and to contribute to the assessment of children and young people
- all staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of children, and such concerns are addressed in a timely manner in accordance with agreed policies.

6.SAFER RECRUITMENT

The statutory guidance states it is vital schools adopt “recruitment procedures that help deter, reject or identify people who might abuse children”.

Holycroft Primary School has a written recruitment and selection policy and procedure in place. Relevant people in school have undertaken ‘Safer Recruitment Training’ Please see recruitment policy for further detail.

7.WHEN TO BE CONCERNED

A child centred and coordinated approach to safeguarding:

Safeguarding and promoting the welfare of children is **everyone’s responsibility**. In order to fulfil this responsibility effectively, all professionals will make sure their approach is **child centred**. This means that they will consider, at all times, what is in the best interests of the child.

All adults at Holycroft form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the child at all times.

Where a child is suffering. Or is likely to suffer from harm, it is important that a referral to children’s social care (and if appropriate the police) is made immediately. Referrals will follow the Bradford referral process.

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child’s welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

Specific safeguarding issues

All staff should have an awareness of the safeguarding issues listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger.

- [bullying including cyberbullying](#)
- [children missing education](#) – and Annex A
- [child missing from home or care](#)

- child sexual exploitation (CSE) – and Annex A
- child criminal exploitation (CCE)
- domestic abuse
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – and Annex A
- forced marriage- and Annex A
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation – and Annex A
- relationship abuse
- sexting
- trafficking
- up skirting
- county lines

Reference -Annex A KCSIE 2020 contains important additional information about specific forms of abuse and safeguarding issues.

Prevention and Early help

Early Help is Bradford's programme of early help services for families. Prevention is about stopping problems emerging in the first place. Early Help is about preventing problems that are happening from getting worse.

Prevention and Early Help is about making sure families receive prompt and assertive help as early as possible when needs are identified, either by families themselves asking for help or professionals having worries or seeing needs before they become problematic.

All staff will be aware of the 'Early Help' process, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Senior Person any ongoing/escalating concerns so that consideration can be given to a referral to Children's Services (Safeguarding and Specialist Services) if the child's situation doesn't appear to be improving.

Staff and volunteers working within the school should be alert to the potential need for early help for children also who are more vulnerable. For example:

- Is disabled and has specific additional needs

- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Is frequently missing/goes missing from care or from home.
- Is at risk of modern slavery, trafficking or exploitation.
- Is at risk of being radicalised or exploited.
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves.
- Children who are showing early signs of neglect.

School staff members will be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect**. They will also be aware of the indicators of maltreatment and **specific safeguarding issues** so that they are able to identify cases of children who may be in need of help or protection.

See Appendix 4 for information on indicators of abuse and Appendix 1 for specific safeguarding issues.

Children with Special Educational Needs and Disabilities:

Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs
- Communication barriers and difficulties
- Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)

- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased
- A disabled child's understanding of abuse
- Lack of choice/participation
- Isolation

Peer on peer abuse

School will also assess and manage the risk that a child may pose to themselves and others in school.

If one child or young person causes harm to another, this will not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- Whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, peer-on-peer exploitation, sexual bullying or harmful sexual behaviour.

The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service will be used to help professionals; assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at www.brook.org.uk

Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as **“banter”** or **“part of growing up”**.

In order to minimise the risk of peer on peer abuse the school:

- Provides a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
- Talk about the subject regularly in assemblies.
- Have worry boxes and a bullying box in school.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Develop robust risk assessments where appropriate.
- Have relevant policies in place (e.g. behaviour policy).

The UK Council for Child Internet Safety (UKCCIS) Education Group has published guidance about sexting for schools and colleges.

Any peer on peer allegation will be referred to the Designated Safeguarding Person immediately. Where a concern regarding peer on peer abuse has been disclosed to the Designated Safeguarding Person advice and guidance will be sought by Children Social Services. If a young person's behaviour negatively impacts on the safety and welfare of other children, then safeguards will be put in place to promote the well-being of the young people affected. The victim and the perpetrator will be provided with support to prevent any reoccurrence of improper behaviour.

Contextual Safeguarding

Staff should be aware that as well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including: exploitation by criminal gangs and organised crime groups such as county lines; trafficking, online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Extremist groups make use of the internet to radicalise and recruit and to promote extremist materials. Any potential harmful effects to individuals identified as vulnerable to extremist ideologies or being drawn into terrorism should also be considered. Staff making assessments of children in such cases should consider whether wider environmental factors are present in a child's life and are a threat to their safety and/or welfare.

If a school staff member receives a disclosure concerning the welfare of a child in relation to contextual safeguarding, a referral will be made to the relevant agency (Social Services, West Yorkshire Police, Channel) to assess the extent to which identified individuals are vulnerable to being drawn into CSE, organised crime gangs, terrorism, and, where appropriate, arrange for support to be provided.

Mental Health and Wellbeing

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

Looked After Children(LAC)

A child who is being looked after by their local authority is known as a child in care. They might be living:

- With foster parents
- At home with their parents under the supervision of social services
- In residential children's homes
- Other residential settings like schools or secure units

The Governing Body will designate a member of staff (**Designated Teacher is Mrs H Hurd**) to have responsibility for promoting the educational achievement of Looked After Children.

Previously Looked After Children

The Governing Body will designate a member of staff (Designated Teacher) to have responsibility for promoting the educational achievement for previously Looked After Children. These children have ceased to be looked after by the local authority as a result of:

- A Child Arrangements Order
- A Special Guardianship Order
- An Adoption Order

Designated Teacher

The school's Designated Safeguarding Person Hannah Hurd is also the designated teacher for looked after children. Her role is to promote the educational achievement of children who are looked after. She has received training to support for his role.

The governor for LAC is Sajida Sultana

Virtual Head

Each local authority has a Virtual School Headteacher who is responsible for the progress of all children in the local authority area. The designated teacher liaises with the virtual school head to discuss how additional funding can best be used to support the progress of

looked after children in the school and meet the needs identified in the child's personal education plan.

8. DEALING WITH A DISCLOSURE

If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions-only ask what why etc.
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record on CPOMS if possible (see Record Keeping)
- Pass the information to the Designated Senior Person without delay

Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Senior Person.

If a school staff member receives a disclosure about potential harm caused by another staff member, they should see section 13 of this policy– *Allegations involving school staff/volunteers.*

9. RECORD KEEPING

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the Designated Safeguarding Person.

When a child has made a disclosure, the member of staff/volunteer should:

- Record as soon as possible after the conversation. Use CPOMS log wherever possible.
- Do not destroy the original notes – these should be scanned and uploaded to CPOMS in case they are needed by a court (original notes should be stored in a locked child protection cupboard)
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram/use the CPOMS diagram to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions

All records need to be given to the Designated Senior Person promptly. No copies should be retained by the member of staff or volunteer.

The Designated Senior Lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Senior Person will inform the social worker responsible for the case and transfer the appropriate records to the Designated Senior Person at the receiving school, in a secure manner, and separate from the child's academic file.

If a child leaves school who **has not** been subject to a Child Protection Plan /CIN, but is considered by the school to be **vulnerable** then the Designated Senior Lead will inform the DSL in the receiving school and transfer the appropriate safeguarding file to the new school in a secure manner, and separate from the child's academic file.

* the safeguarding file refers to any information which has been recorded about a child in relation to school actions, family support work, professional partnership work, Early Help referrals, Child in Need, Child Protection Plans or and contextualised safeguarding concerns the school may have.

The School will obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with GDPR and data protection (see Record keeping Guidance on BSCL for further information).

10. CONFIDENTIALITY

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in school.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise confidentiality – instead they must explain that they must pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

11. SCHOOL PROCEDURES

Please see Appendix 3: What to do if you are worried a child is being abused: flowchart.

If any member of staff is **concerned** about a child, he or she must inform the Designated Senior Person. The Designated Senior Person will decide whether the concerns should be referred to Children's Services. If it is decided to make a referral to Children's Services, this will be discussed with the parents, unless to do so would place the child at further risk of harm.

While it is the DSPs role to make referrals, any staff member can make a referral to Children's Services. If a child is in **immediate danger or is at risk of harm**, a referral should be made to Children's Services and/or the Police immediately. Where referrals are not made by the DSP, the DSP should be informed as soon as possible.

If a **teacher** (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police. **This is a mandatory reporting duty.** See- Keeping Children Safe in Education (DfE 2020):

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations.

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Senior Person will inform the social worker responsible for the case and transfer the appropriate records to the Designated Senior Person at the receiving school, in a secure manner, and separate from the child's academic file.

Referrals-

Safeguarding referrals should be made to Social Services via Bradford Schools Online Prevention and Early Help <https://bso.bradford.gov.uk/Schools/home.aspx> and will be accompanied by an Early Help referral form. Please refer to the Bradford Safeguarding Children Board – Prevention and Early Help for additional information.

USEFUL TELEPHONE NUMBERS

Children's Social Care Initial Contact Point: 01274 435600

Education Social Work Service: 01274 439651

Police: Javelin House, Child Protection Unit: 01274 376059

PREVENT

Referrals for children who are at risk of being exposed to radicalisation should be made via the Channel referral process.

Andy Rose- Channel Co-ordinator, West Yorkshire Police
Tel 07525 989311

12.COMMUNICATION WITH PARENTS

Holycroft Primary School will ensure the Child Protection Policy is available publicly either via the school website or by other means.

Parents will be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed
- Leading to an unreasonable delay
- Leading to the risk of loss of evidential material

(The school may also consider not informing parent(s) where this would place a member of staff at risk).

The school will ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

13. ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children

This applies to any child the member of staff/volunteer has contact within their personal, professional or community life.

What school staff should do if they have concerns about safeguarding practices within the school

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding arrangements.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and the school's Code of Conduct, are in place for such concerns to be raised with the school's senior leadership team. (See Whistle Blowing Policy and Code of Conduct).

If staff members have concerns about another staff member then this will be referred to the Head Teacher. Where there are concerns about the Head Teacher, this will be referred to the Chair of Governors.

The Chair of Governors in this school is:

NAME: Mr Abbas Ali

CONTACT NUMBER: 07962 187 300

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO). Staff may consider discussing any concerns with the Designated Senior Person if appropriate make any referral via them. (See Keeping Children Safe in Education: Part Four, DfE 2020, for further information).

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. She/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Head Teacher/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer:

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

The Head Teacher will, as soon as possible, following briefing from the Local Authority Designated Officer, inform the subject of the allegation.

If it is decided that the allegation meets the threshold for safeguarding, an investigation will take place by the local authority.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

For further information, see:

Bradford Safeguarding Children's board website - Allegations of Persons who work with children.

Where a staff member feels unable to raise an issue with their employer through the whistleblowing procedure or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

APPENDIX 1: KEEPING CHILDREN SAFE IN EDUCATION (DfE 2020)

Part One: Information for all school and college staff

Annex A: Further information

The publication of this Child Protection Policy (Sept 2020) has been written in line with the statutory guidance '**Keeping Children Safe in Education**' 2020.

Any changes /updates to the statutory guidance in respect to the definition of Child Sexual Exploitation and also regulations relating to Children Missing from Education.

The hyperlink to the document [Keeping Children Safe in Education 2020](#) has been included in this policy, rather than the document in its entirety, to address any changes in content, which may arise during the year.

It is **essential** that **all** staff have access to this online document and read Part 1 and

Annex A which provides further information on:

- Children missing from education
- Child sexual exploitation
- Child Criminal exploitation
- Peer on peer abuse
- 'Honour based' abuse
- Domestic Abuse
- County Lines
- Homelessness.
- Child with Family members in prison.
- FGM mandatory reporting duty
- Forced marriage
- Preventing radicalisation
- Contextual safeguarding

This is to assist staff to understand and discharge their role and responsibilities as set out in this guidance.

We highly recommend that staff are asked to sign to say they have read these sections (please see Appendix 2) and should subsequently be re-directed to these online documents again should any changes occur.

Link to Keeping Children Safe in Education 2020:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf

APPENDIX 2: WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED: ADVICE FOR PRACTITIONERS

Flowchart

Be alert

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation.
- Know what systems the school have in place regarding support for safeguarding e.g. induction training , staff behaviour policy / code of conduct and the role of the Designated Safeguarding Lead (DSP) .

Question behaviours

- Talk and listen to the views of children, be non - judgemental.
- Observe any change in behaviours and question any unexplained marks / injuries
- To raise concerns about poor or unsafe practice , refer to the HT , if the concern sare about the HT, report to Chair of Governors. Utilise whistleblowing procedure.

Ask for help

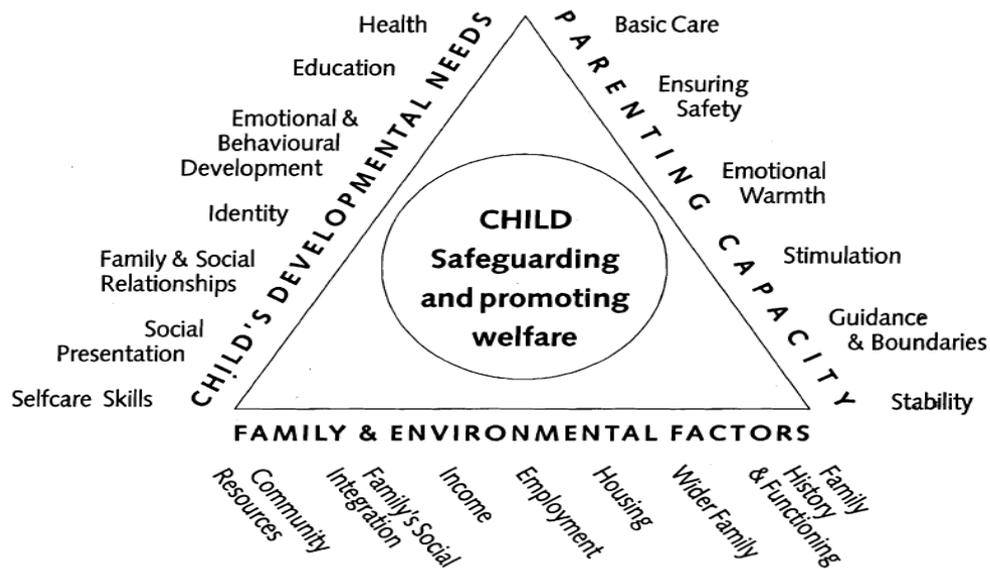
- Record and share information appropriately with regard to confidentiality
- If staff members have concerns, raise these with the school's Designated Safeguarding Lead (DSP)
- Responsibility to take appropriate action, do not delay.

Refer

- DSP will make referrals to children servcies but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Services on 01274 435600 .

APPENDIX 3: INDICATORS OF ABUSE AND NEGLECT

The framework for understanding children’s needs:



Working Together to Safeguard Children (DFE, 2018)

Physical abuse	
Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. (KCSIE Sept 2018)	
Child	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size	Aggression towards others, emotional and behaviour problems
Burns and Scalds – shape, definition, size, depth, scars	
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injurie	Fabricated or induced illness -
Parent	Family/environment
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.

Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of child	

Emotional abuse

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. (KCSIE 2018)

Child

Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour

Parent

Family/environment

Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

Neglect

Neglect: the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.(KCSIE 2018)

Child

Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
Parent	Family/environment
Failure to meet the child’s basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child’s emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education - peer on peer abuse. (KCSIE 2018)

Child	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
Parent	Family/environment
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

Appendix 4: Child Protection Policy and Keeping Children Safe in Education (DfE 2020)
Staff Declaration

School: Holycroft Primary School

Academic Year 2020-2021

Please sign and return to Hannah Hurd (DSP) by...

I, _____ have read and am familiar with the contents of the following documents and understand my role and responsibilities as set out in these document(s):

- (1) The School's Child Protection Policy
- (2) **Part 1 and Annex A** of 'Keeping Children Safe in Education' DfE Guidance 2020

Holycroft Primary School

I am aware that the DSLs are:

.....
.....
.....

and I able to discuss any concerns that I may have with them.

I know that further guidance, together with copies of the policies mentioned above, are available in the school staffroom and from a member of the SLT

Signed _____ Date _____