



St Columba's Catholic Primary School, Bradford



Safeguarding and Child Protection Policy

Recognising every person is precious to God, our vision is to provide an excellent Catholic education.



DOCUMENT CONTROL

| | |
|--------------------------------|--|
| Doc Ref: | October 2020 |
| Document Full Title | Safeguarding and Child Protection Policy |
| Document Version number | V.1 May 2021 |
| Document stored in | Safeguarding Support Limited |
| Owned by: | Trust Board |
| Authorised by: | Academy Council |
| Date: | May 2021 |
| Review Date: | October 2021 |
| Circulation: | All Staff and Volunteers All Academy Governors All Trust Directors On Website |



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1. Policy Statement and Principles

The Trust Board of Directors and individual Governing Bodies takes seriously its responsibility under section 157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our Academy to identify, assess, and support those children who are suffering harm.

This policy is one of a series in the schools integrated safeguarding portfolio. It acknowledges and is in line with the guidance provided by Bradford Safeguarding Partnership's [child protection procedures](#) and the following statutory and departmental advice and guidance;

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education September (2020)
- Disqualification under the Childcare Act 2006 (as amended 2018)
- Equality Act 2010 (as amended 2018)
- Data Protection Act (2018)
- General Data Protection Regulations (2018)
- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018)
- Early Years Statutory Foundation Framework (2017)
- Children and Social Workers Act (2017)
- The Counter-terrorism and Security Act 2015 (section 26 Prevent duty)
- Serious Crime Act (2015) (section B of the Female Genital Mutilation Act 2003 (as inserted by section 74))
- Public Sector Equality Duty (PSED) (2012)
- The Teacher Standards' (2012)
- The Children Acts 1989 (as amended 2004 s52)
- The Education (Independent Schools Standards) (England) Regulations 2014

2. COVID-19

Throughout the Coronavirus (COVID-19) outbreak, we will continue to have regard to the key principles of [Keeping Children Safe in Education \(KCSIE\)](#) and [Guidance for Full Opening: Schools](#) as per our legislative duty and/or funding agreement requirements. We understand that the optimal scenario for school is to have a trained Designated Safeguarding Lead (DSL) or deputy available onsite. Where this is not possible, school will either arrange for a trained DSL or deputy from the school to be available to be contacted via phone or online video or share trained DSLs or deputies with other schools. See also our Coronavirus (COVID-19) Addendum to School's Suite of Safeguarding Policies.

St Columba's Catholic Primary School is committed to safeguarding and promoting the welfare of all of its pupils and believes each pupil's welfare is of paramount importance. We believe our children have equal rights to protection, regardless of age, gender, ability, culture, race, language, religion or sexual identity. They have a right to be safe in our school as a unique child of God and to have ownership of their own 'Charter of Empowerment'.

Our teaching of personal, social and health education and citizenship, as part of our Creative Curriculum with Christ at the Centre, helps to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them through our SEALs programme (Social Emotional Aspects of Learning) and 'Statements to Live By'.



We recognise that some children may be especially vulnerable to abuse. We acknowledge that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

Where the procedures contained in this policy refer to 'staff' this means all staff (paid or unpaid), volunteers, governors and those working in and with school.

We ensure that everyone working directly with children, reads at least Part one, Part 5 and Annex A of Keeping Children Safe in Education September 2020, Staff Handbook, School's Safeguarding and Child Protection Policy, Behaviour Policy and understand the schools response to children missing education and What to do if you're worried a child is being abused. In addition, early years staff have regard to the Early Years Statutory Foundation Framework. We fulfil our responsibilities by reviewing and developing ongoing mechanisms to assist staff to understand and discharge their roles and responsibilities.

The schools safeguarding arrangements are inspected by Ofsted under leadership and management.

Policy principles

- Safeguarding is everyone's responsibility
- A child-centred approach
- Welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- Pupils and staff involved in child protection issues will receive appropriate support

Policy aims

- To provide all staff with the necessary training and information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to safeguarding and child protection to pupils, parents and other partners
- To contribute to the school's safeguarding portfolio

Safeguarding and promoting the welfare of children is defined for the purpose of this guidance as:

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

Child protection: part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Children: Anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change their status or entitlements to services or protection.



3. Roles and Responsibilities

Key personnel are contactable via the main school office – 01274 681961

The Designated Safeguarding Lead (DSL) is Sarah Tolson

The Deputy Designated Safeguarding Leads (DDSL) are Vicki Page, Catherine Wolanski, Caroline Ramsden, Carly Eagleton

The Designated Teacher for Looked After Children and Previously Looked After Children is Caroline Ramsden

The Designated Teacher for Prevent is Anna Gautrey

The Special Educational Needs and Disabilities Coordinator is Catherine Wolanski

The Mental Health Champion is Harriet Mackinney

The Chair of Governors is Helen Halewood

The Nominated Safeguarding Governor is Helen Halewood

The Prevent Governor is Helen Halewood

[Contact details for children's social care team](#)

The Blessed Christopher Wharton Catholic Academy Trusts' board of directors understands that their role is not to deal with individual cases and ensures that:

- the Academy has effective and robust safeguarding practices in place which are developed in accordance with statutory guidance, local safeguarding procedures and comply with our legal duties under legislation
- the Academy reviews policies, procedures and training on an annual basis and comply with the law at all times
- there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of Keeping Children Safe in Education 2020

The Academy Council ensures that the school(s):

- has regard to and complies with their duties under legislation and guidance to ensure that policies, procedures and training in school are effective and comply with the law at all times
- have a senior board level lead to take leadership responsibility for safeguarding arrangements
- have policies and procedures in place for appropriate action to be taken in a timely manner to safeguard and promote children's welfare
- Safeguarding and child protection policy is effective and developed in accordance with locally agreed multi-agency safeguarding arrangements put in place by the three safeguarding partners. This policy is updated annually (as a minimum) and available via the school's website
- have an appropriate Staff Code of Conduct, including acceptable use of technologies, staff/pupil relationships and communications including the use of social media
- have appropriate safeguarding responses, which are understood by all staff, to children who go missing from education, particularly on repeated occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation and to help prevent the risk of their going missing in future
- hold more than one emergency contact for each pupil
- follow local authority procedures when removing a child from the school roll at standard and non-standard transition points
- follow the statutory guidance [Children Missing Education](#)



- provide agreed statutory and best practice guidance, policies and procedures to all staff on induction and a proportionate risk-based approach to the dissemination of information to temporary staff and volunteers
- suite of safeguarding policies is available publicly on the schools' website
- appoint a senior member of staff from the leadership team to the role of Designated Safeguarding Lead. Develop an explicit role-holder's job description which describes the broad area of responsibilities and activities related to the role (see appendix 2)
- DDSL's are trained to the same standard as the DSL and all DSL/DDSL's undergo updated DSL training every two years to provide them with the knowledge and skills required to carry out their role. In addition to their formal training, update their knowledge and skills at regular intervals but at least annually. In the absence of the DSL, the DDSL's carry out those functions necessary to ensure the ongoing safety and protection of pupils
- whilst activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and will not be delegated
- DSL/DDSL's liaise with the three safeguarding partners, understand their role in the new local safeguarding arrangements and contributes to multi-agency working in line with Working Together to Safeguard Children 2018
- if named as a relevant agency that the school is under a statutory duty to co-operate with published arrangements
- DSL/DDSL are available (during school hours) and appropriate cover arrangements are available for out of hours/out of term activities, to discuss any safeguarding concerns
- we recognise the importance of information sharing between practitioners and local agencies and arrangements are in place that sets out the process and principles for sharing information within school and with the three safeguarding partners, other organisations, agencies as practitioners as required
- awareness of the obligations, the Data Protection Act 2018 and the GDPR duties place duties on schools and individuals to process personal information fairly and lawfully and to keep the information we hold safe and secure
- fears about sharing information will not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. Understand that information can be shared without consent if there is a good reason to
- the DSL and relevant staff are confident of the processing conditions under DPA and GDPR which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, which is treated as 'special category personal data'. All child protection files for pupils who leave the school will be securely transferred, separately from the main pupil file to their new school, within 15 days and confirmation receipt will be obtained
- the DSL will consider if it would be appropriate to share any information with a pupil's new school in advance of a child leaving if the information would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives
- the DSL notifies all other key staff in school of the receipt of a pupil's child protection file from a transferring school as required
- a safeguarding training strategy where all staff undergo safeguarding and child protection training which includes online safety at induction, and which is regularly updated. Relevant staff undergo appropriate training to provide them with the skills and knowledge to safeguard children effectively this includes Safer Recruitment, Online Safety, FGM, Prevent, Peer on Peer Abuse and all other identified safeguarding training needs, in accordance with latest guidance
- they recognise the expertise staff's experience and knowledge and encourages them to contribute to and shape safeguarding arrangements and safeguarding policies
- adhere to statutory responsibilities by having a written Recruitment and Selection Policy and procedures in place to prevent people who pose a risk of harm from working with children. Take proportionate decisions on whether to ask for any checks beyond what is required and ensuring all volunteers, undergo a risk assessment and if not fully checked, are appropriately supervised
- at least one person on any appointment panel has undertaken safer recruitment training
- have procedures for managing concerns/allegations, against staff, including supply teachers and volunteers, that might pose a risk of harm to children. As set out in Part four of Keeping children safe in



education 2020 procedures are in place to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have, had they not resigned

- staff recognise that children are capable of abusing other children and understand the procedures to minimise the risk of peer on peer/child on child abuse
- staff understand their responsibilities for reporting and recording child protection or safeguarding arrangement concerns, disclosures and allegations
- have a robust and secure safeguarding reporting and recording system in place, to record all child protection concerns, disclosures and allegations, along with case histories
- school leaders always take the child's wishes and feelings into account when determining what action to take and what service to provide, operating with the best interests of the child at their heart appoints a designated teacher to work with local authorities to promote the educational achievement of registered pupils who are looked after. The designated teacher has responsibilities under sections 4 to 6 of the Children and Social Work Act 2017 for promoting educational achievement of children who were adopted from state care outside England and Wales. They are appropriately trained and have the relevant qualification and experience
- recognises that children with special educational need and disabilities (SEND) can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children
- those working directly with children understand they cannot agree to keep confidential a disclosure made by a child
- maintains and regularly reviews their single central record for completeness and accuracy, which covers all staff (including supply staff, and teacher trainees on salaried routes) who work at the school
- consider how children may be taught about safeguarding, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through guidance under Relationships and Sex Education (RSE) and Personal, Social, Health and Economic education (PSHE)
- adheres to their responsibilities under The Equality Act 2010 and the Public Sector Equality Duty (PSED) 2012
- has appropriate filters and monitoring systems in place, with careful consideration to ensure that 'over blocking' does not lead to unreasonable restrictions as to what children can be taught with regards online teaching and safeguarding, in line with Annex C of Keeping Children Safe in Education 2020
- an annual safeguarding report is submitted to the local authority providing details of the schools safeguarding practices, identified weaknesses and action taken to rectify areas of concerns

The Chair of Governors takes responsibility for liaising with the local authority and other agencies in the event of an allegation being made against the headteacher.

The headteacher ensures:

- safeguarding policies adopted by the Trust and governing body, particularly concerning referrals of cases of suspected abuse and neglect, are implemented and followed by all staff
- all staff read at least Part one, Part five and Annex A of Keeping children safe in education 2020 guidance, this policy, the school's Code of Conduct and/or Staff Handbook, Behaviour Policy and What to do if you're worried a child is being abused 2015 and that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities
- all child protection concerns, and disclosures are taken as an utmost priority, actioned immediately, recorded on CPOMS and followed up by the DSL ensuring the schools safeguarding and child protection policies and procedures are fully adhered to and at all stages utmost confidentiality is observed
- a school cause for concern form is completed and signed by any person reporting a child protection concern, who does not have access to the CPOMS system, it is handed directly to the DSL for action. All manual forms are safely handled and securely filed
- there is sufficient time, training, support and resources, including cover arrangements when necessary,



to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings

- all staff undergo an induction and are provided with the following, as a minimum:
 - the Safeguarding and Child Protection Policy
 - the Behaviour Policy
 - the Staff Code of Conduct
 - the school's safeguarding response to children who go missing from education
 - Part 1 & Part 5 Keeping Children Safe in Education & Annex A
 - What to do if you are worried a child is being abused
 - Safeguarding and Child Protection Training inc. online safety awareness
 - Other safeguarding policies/training relevant to their role
- all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with our whistleblowing procedures
- children are taught about safeguarding, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum
- liaison with the Local Authority Designated Officer (LADO) where an allegation is made against a member of staff or supply teacher, before taking any action

The Designated Safeguarding Lead and Deputy safeguarding Leads (DSL/DDSL):

The DSL and DDSL are most likely to have a complete safeguarding picture and is the most appropriate person to advise on the appropriate response to safeguarding concerns including children missing education, peer on peer/child on child abuse and serious violent crime. The DSL will take the lead on safeguarding arrangements and liaise with the safeguarding partners and work with other agencies in line with Working Together to Safeguard Children 2018.

The DSL and DDSL will have a working knowledge of changes in local safeguarding arrangements and ensure each member of staff, especially new and part time staff, have access to, and understands, the school's safeguarding procedures and suite of policies. Encouraging a culture of listening to children among staff and taking account of their wishes.

The DSL and DDSL will liaise with the three safeguarding partners and work with other agencies in line with [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.

The DSL and DDSL will undergo training to provide them with the knowledge and skills required to carry out their role. DSL training will be updated every two years. In addition, the formal training set out above, their knowledge and skills will be updated at regular intervals and at least annually, to keep them up with any developments relevant to their role including Prevent, FGM and Online safety.

During term time, the DSL/DDSL will be available for staff to discuss safeguarding concerns. Safeguarding arrangements for out of hours/out of term activities will be agreed between the senior leadership team and DSL/DDSL to ensure adequate and appropriate cover is available at all times.

Designated Safeguarding Lead role description appendix 2.

The Role of Staff:

School staff are particularly important as they are in a position to identify concerns early, provide help for children and prevent concerns from escalating. All school staff have a responsibility to provide a safe environment in which children can learn and should be prepared to identify children who may benefit from early help – early help means providing support as soon as a problem emerges at any point in the child's life. See further details under Early Help section.

St Columba's Catholic Primary School is committed to protecting and safeguarding the welfare of all children in our care and expect all staff to share in this commitment and will:



- be aware of the systems within school which supports safeguarding
- know who their DSL/DDSL is in school and what their role in safeguarding is
- if they have a concern about a child's welfare or a child tells them they are being abused immediately follow the school's child protection procedures, as set out in this policy
- read at least Part one and five of Keeping children safe in education 2020 and Annex A, What to do if you're worried a child is being abused 2015, the Staff Handbook, Behaviour Policy, the school's safeguarding response to children who go missing from education, immediately raising any concerns they may have around discharging their role and responsibilities with the DSL
- understand safeguarding and promoting the welfare of children is everyone's responsibility and will consider, at all times, what is in the best interest of the child
- follow the Teachers' Standards 2012, which state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties
- regularly attend appropriate safeguarding and child protection training/updates, as required, but at least annually
- be aware of their local early help process and the process for making referrals to children's social care, the statutory assessment under the Children Act 1989, especially section 17 (children in need) section 47 (a child suffering, or likely to suffer, significant harm) and understand their role they might be expected to play in such assessments
- understand what to do if a child tells them they are being abused or neglected and maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the DSL and children's social care
- never promise a child they will not tell anyone about a report of abuse
- If in exceptional circumstances, the DSL/DDSL is not available, consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the DSL/DDSL as soon as is practically possible
- not assume a colleague or another professional will take action and share information that might be critical in keeping children safe
- will be aware of the signs of abuse and neglect and maintain an attitude of 'it could happen here'
- follow the referral process in Appendix 1 if they have a concern
- understand that if a child is in immediate danger or is at risk of harm, they can make an immediate referral to children's social care and/or the police. Informing the DSL as soon as possible that a referral has been made
- if after a referral the child's situation does not appear to be improving, will press for reconsideration to ensure their concerns have been addressed until the child's situation improves
- know how to manage the requirement to maintain an appropriate level of confidentiality and follow the published information sharing guidance
- record on CPOMS all concerns, discussions and decisions made and the reason for the decision
- use the DSL as a source of support and safeguarding knowledge
- refer concerns about the behaviour of another staff member, supply teacher or volunteer, immediately to the headteacher
- If the concern is about the headteacher, refer their concern immediately to the Chair of Governors

4. Child Protection Procedures

Recognising abuse

To ensure that our pupils are protected from harm, we need to be aware of indicators of abuse and neglect, so we are able to identify cases of children who may be in need of help and protection.

Abuse:



A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Physical abuse:

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

Emotional abuse:

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

Sexual abuse:

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

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 as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- a. provide adequate food, clothing and shelter (including exclusion from home or abandonment)
 - b. protect a child from physical and emotional harm or danger
 - c. ensure adequate supervision (including the use of inadequate caregivers)
 - d. ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding issues

All staff are aware of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

All those working in school follow the local authority's child protection reporting procedures (appendix 1) which are consistent with Working Together to Safeguard Children 2018 and What to do if you're worried a child is being abused 2015.



It is **not** the responsibility of the staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All those working directly with children, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils must be immediately recorded on CPOMS and discussed with the DSL, prior to any discussion with parents.

Staff must immediately report to the DSL:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

It is very important that staff report their concerns – they do not need 'absolute proof' that the child is at risk.

If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine to ask the pupil if they are OK or if they can help in any way.

All concerns should be reported on the CPOMS system or complete a cause for concern form. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should immediately discuss their concerns with the DSL.

If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member must let the pupil know they cannot keep the information secret but will keep it private and only pass it on to those who can help them. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the pupils' staff will:

- allow them to speak freely
- listen to and take seriously any disclosure or information that a child may be at risk of harm
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'



- not be afraid of silences – remember how hard this must be for the pupil
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil's mother think about all this
- clarify the information
- at an appropriate time tell the pupil that in order to help them, the member of staff or volunteer must pass the information on
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any lead alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the DSL
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next. The pupil may agree to go to see the DSL, otherwise let them know that someone will come to see them before the end of the day
- report verbally to the DSL even if the child has promised to do it by themselves
- write up their conversation immediately on the CPOMS system or cause for concern form and speak with the DSL to make sure they have received it
- seek support if they feel distressed

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that s/he can make an informed decision of what to do next.

Taking action

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here".

Key points to remember for taking action are:

- report your concern to the DSL immediately
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- report on the CPOMS system or complete a cause for concern form
- in an emergency take the action necessary to help the child, refer to police or children's social care
- seek support for yourself if you are distressed.

Action by the DSL

Following any information raising concern, the DSL will consider:

- any urgent medical needs of the child
- making an enquiry to find out if the child is subject to a Child Protection Plan by ringing the MASH Team
- discussing the matter with other multi-agencies involved with the family
- consulting with appropriate persons e.g. children's social care or police
- the child's wishes

Then decide:



- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to children's social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- not to make a referral at this stage, recording their reasons and decision why not to do so
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment by referring to early help and completing Bradford's Multi Agency Referral Form (MARF)

An early help approach incorporates early help to child protection cases, looked after children and those with special needs by providing support as soon as a concern emerges, placing the child at the heart of the process and building a safety network around their care.

All information and actions taken, including the reasons for any decisions made, must be fully documented. All referrals to children's social care will be followed up in writing within 24 hours following Bradford Safeguarding Partners guidance documents.

Recording and Monitoring

Accurate records must be made immediately and will clearly distinguish between observation, fact, opinion and hypothesis. Any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

Concerns should ideally be recorded on the CPOMS systems, if recorded on a cause for concern form they will be signed and dated.

All manual cause for concern forms and/or child protection documents will be retained in a 'Child Protection' file, separate from the pupils main file. This will be locked away and only accessible to the safeguarding team. These records will be transferred to any forwarding school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of DSL'. If the child goes missing from education or is removed from roll to be educated at home, then any child protection file will be sent to the local authority.

Initial Action for Safeguarding Concerns or Allegations

The person who has received an allegation or witnessed an event will immediately inform the headteacher who will follow Part 4 Keeping Children Safe in Education 2020 guidance if it is alleged that anyone working in the school, including supply teachers and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child;
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
-
- in the event that an allegation is made against the headteacher the matter will be reported to the Chair of Governors who will proceed as the headteacher
 - the headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
 - the member of staff/supply teacher/volunteer will not be approached at this stage unless it is necessary to address the immediate safety of children
 - the headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
 - the headteacher will consult with the Local Authority Designated Officer (LADO) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to children's social care and/or the police for investigation
 - consideration will be given throughout to the support and information needs of pupils, parents and staff



- The headteacher will inform the Chair of Governors of any allegation
- The headteacher will make a referral to children's social care, using [Bradford Safeguarding Partners guidance](#), if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child. It is important to remember that anyone can make a referral.
- Allegations against a teacher or member of staff (including supply teachers and volunteers), who is no longer teaching, and/or historical allegations will be referred to the police and/or other authorities where required.

Supply Teachers

In some circumstances we may have to consider an allegation against an individual not directly employed by the school, where our disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business. Whilst we are not the employer of supply teachers, we will ensure allegations are dealt with properly. In no circumstances will we decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the (LADO) to determine a suitable outcome. Our governing body will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

We will ensure that agencies are fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The school will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the governing body when working in the school. They will be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO will address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

When using an agency, we will inform the agency of our process for managing allegations and invite the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Notifying Parents

The school will normally seek to discuss any concerns about a pupil with their parents. This will be handled sensitively, and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.

FURTHER INFORMATION

5. Abuse of Trust

All staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

The school's Code of Conduct/Staff Handbook sets out our expectations of staff and is provided to all staff members at induction.



6. Allegations Against Staff and Other Adults in School

If an allegation is made against a member of staff, we will follow set procedures as laid out in Part four of Keeping Children Safe in Education and guidance from Bradford Safeguarding Partners. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is subject of the allegation. Suspension is not the automatic response when an allegation is reported; all options to avoid suspension will be considered prior to taking that step.

Allegations against staff should be reported to the headteacher without delay. Where that is not possible it should be reported to the DSL. Allegations against the headteacher should be reported to the Chair of Governors without delay. Staff may also report their concerns directly to local authority children's social care, the police or the NSPCC whistleblowing helpline, if they believe direct reporting is necessary to secure action.

7. Children Missing Education (CME)

All staff are made aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

We understand our duty to have an Admission and Attendance Register and place all pupils on both. The school follows its duty to report to the local authority if a pupil fails to attend school on an agreed start date, fails to attend school regularly, or has been absent without our permission for 10 school days or more, at such intervals as instructed by the local authority. We will notify the local authority, within five days, when a pupil's name is added to the Admission Register. When a pupil's name is deleted from the Register, we will notify the local authority as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted, as set out in the Education (Pupil Registration) (England) Regulations 2006 as amended.

Excellent attendance is expected of all children, but when children are unwell parents are expected to confirm absence by telephone/text immediately. If there is no notification school has a policy of texting/phoning and/or making a home visit to ascertain each child's whereabouts.

The school works closely with the Local Education Authority's Welfare Officer whenever a child's attendance and punctuality causes concern. Positive measures are in place to encourage children to attend regularly and punctually and the school is aware of its right to take legal action against parents who do not ensure good attendance and punctuality.

We have dedicated staff who will monitor unauthorised absence, particularly where children go missing on repeated occasions and follow local authority procedures.

We have regard to the statutory guidance [Children Missing Education](#).



8. Child Criminal & Sexual Exploitation (CCE & CSE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

The department provide: [Child sexual exploitation: guide for practitioners](#)

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.



One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child's involvement in county lines is available in [Criminal exploitation of children and vulnerable adults: County Lines](#).

9. Complaints Procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Any complaint will be taken seriously procedures followed by a senior member of as detailed in our Complaints Policy. Complaints from staff are dealt with under the school's grievance and/or disciplinary procedures.

10. Concerns About a Colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's Whistleblowing Policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should immediately be reported to the headteacher or discussed with the DSL. Complaints about the headteacher should immediately be reported to the Chair of Governors.

Staff may also report their concerns directly to local authority children's social care, the police or the NSPCC whistleblowing helpline (0800 028 0285) if they believe direct reporting is necessary to secure action.

11. Confidentiality and Sharing Information

The school has regard to HM Government advice: [Information sharing advice for safeguarding practitioners 2018](#) and those working for and on behalf of the school, will ensure that all data about pupils is handled in accordance with this guidance.

The school has a clear and explicit Confidentiality Policy. The school policy indicates:

- a) when information must be shared with police and children's social care where the child is / may be at risk of significant harm
- b) when the pupil's and/or parent's confidentiality must not be breached
- c) that information is shared on a need to know basis

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed on a 'need to know' basis.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the DSL.



Staff will only discuss concerns with the DSL, headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with the data protection principles of the General Data Protection Regulations, Data Protection Act 2018 and Freedom of Information Act 2000.

Information is:

1. Used fairly, lawfully and transparently
2. Used for specified, explicit purposes
3. Used in a way that is adequate, relevant and limited to only what is necessary
4. Accurate and, where necessary, kept up to date
5. Kept for no longer than is necessary
6. Handled in a way that ensures appropriate security, including protection against unlawful or unauthorised processing, access, loss, destruction or damage

Electronic information will be recorded on the CPOMS system and security protected and only made available to relevant individuals.

Written paper documents and other written information will be stored in a separate file and locked facility. The pupil's school file will be 'tagged' to indicate that separate information is held.

Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a laptop or a flash drive, these items must be encrypted and kept in locked storage.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the headteacher or DSL.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. The school's policy on confidentiality is available to staff, parents and pupils. (Information sharing flowchart in Appendix 3).

Further details on information sharing can be found:

- in Chapter one of [Working Together to Safeguard Children](#), which includes a myth-busting guide to information sharing
- at [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#). The seven golden rules for sharing information will be especially useful
- at [The Information Commissioner's Office \(ICO\)](#), which includes ICO GDPR FAQs and guidance from the department
- in [Data protection: toolkit for schools](#) - Guidance to support schools with data protection activity, including compliance with the GDPR.



12. Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSL will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

13. Contractors

The school obtains written notification from any agency, or third-party organisation that the organisation has carried out the checks that the school would otherwise perform. Such considerations will be made explicit in any contract or service level agreement with the provider.

The school will check that the person presenting themselves for work is the same person on whom the checks have been made.

14. Domestic Abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

[Operation Encompass](#) operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [Safelives: young people and domestic abuse.](#)



15. Early Help

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. All staff are made aware of the local early help process via regular training and updates and understand their role in it and are prepared to identify children who may benefit from early help.

Any child may benefit from early help, but as a school we are particularly alert to the potential need for early help for a child who:

- 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
- has returned home to their family from care
- is a privately fostered child

If early help is appropriate, the DSL/DDSL will lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff should be aware they may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

16. Equality Act and Public Sector Equality Duty (PSED)

St Columba's Catholic Primary School acknowledges its responsibilities towards equality. The three previous general and specific equality duties on schools (race, disability and gender) to eliminate discrimination and advance equality of opportunity have been combined into a less bureaucratic and more outcome-focused duties covering an expanded number of protected characteristics referred to as The Equality Act 2010.

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions
- in the way it provides education for pupils
- in the way it provides pupils access to any benefit, facility or service
- by excluding a pupil or subjecting them to any other detriment

The Act introduced a single Public Sector Equality Duty (PSED) that applies to schools and extends to certain protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment

More detailed information can be found in the schools Race Equality Policy.

17. Extended School and Off-site Arrangements

Where extended school activities are provided by and managed by the school, our own child protection and safeguarding suite of policies and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures. Such considerations will be made explicit in any contract or service level agreement with the provider.



18. Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Section 5B of the 2003 Act introduces a mandatory reporting duty which requires teachers - this includes qualified teachers or persons who are employed or engaged to carry out teaching work in schools and other institutions, in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school's DSL and involve children's social care as appropriate. All those in teaching work are made aware of the indicators of FGM and are requested to undertake training. All concerns are reported immediately to the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable
- spending longer than normal in the bathroom or toilet due to difficulties urinating
- spending long periods of time away from a classroom during the day with bladder or menstrual problems
- frequent urinary, menstrual or stomach problems
- prolonged or repeated absences from school, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

19. Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. We understand that as a school we can play an important role in safeguarding children from forced marriage.

All staff are made aware of the indicators of forced marriage and all concerns are reported immediately to the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.



20. Good Practice Guidelines, Staff Behaviour Policy/Code of Conduct and Staff Handbook

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice which form a code of conduct for all staff.

St Columba's Catholic Primary School good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves professionally and appropriately
- taking responsibility for our own actions and behaviours and avoiding any conduct which would lead any reasonable person to question our motivation and intentions
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour and to signs of abuse and neglect
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's safeguarding suite of policies and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact and information-sharing
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- applying the use of reasonable force only as a last resort and in compliance with school and local authority procedures
- not give corporal punishment, threaten corporal punishment or any punishment which could adversely affect a child's well-being
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessarily make a direct referral to police or local authority
- adhere to the school's policies with regard to the use of personal mobile devices, communication with pupils, use of social media and online networking
- acknowledge our responsibility to inform the headteacher of any change in our personal circumstances which may affect our ability to work with children as soon as reasonably practicable
- acknowledge our responsibility to declare to the headteacher immediately of anything that affects our qualification to work with children
- work in an open and transparent way
- work with other colleagues where possible, avoiding any situations which may leave it open to question
- discuss and/or take advice from school management over any incident which may give rise to concern
- immediately record any incidents, concerns, actions and decisions made
- apply the same professional standards regardless of sex, race, disability, religion or belief or sexual orientation, have equal rights to protection
- be aware of the schools Confidentiality Policy
- be aware that breaches of the law and other professional guidelines could result in criminal and/or disciplinary action being taken against them

Research and serious case reviews have repeatedly shown dangers of failing to take effective action. Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect
- poor record keeping
- failing to listen to the views of the child
- failing to re-assess concerns when situations do not improve
- not sharing information
- sharing information too slowly
- a lack of challenge to those who appear not to be taking action.



21. Governors

Following amendment to legislation (18th March 2016). All governors must have an Enhanced DBS certificate. New governors must apply for a DBS certificate within 21 days of being appointed. In addition, we will carry out a risk assessment and prohibition check under section 128 Education and Skills Act 2008.

22. Health and Safety

The health and safety of our pupils and staff is of utmost importance. The school carries out regular risk assessments in accordance with guidance, has robust health and safety procedures and policies, including emergency evacuation, invacuation and lock-down. The Health and Safety Policy is regularly reviewed and monitored by governors and staff.

23. Helping Children to Keep Themselves Safe

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE), Relationship Sex Education (RSE) and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with staff work out how those risks might be overcome. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about online safety and tackling bullying procedures. Children are taught to recognise when they are at risk and how to get help when they need it. The school continually promotes an ethos of respect for children, and pupils are encouraged to speak to a member of staff in confidence about any worries they may have.

Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) 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: [Statutory guidance: relationships education relationships and sex education \(RSE\) and health education](#).

24. Honour-based Abuse (HBA)

HBA encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage (FM), and practices such as breast ironing. All forms of so-called HBA are abuse (regardless of the motivation) and will be handled and escalated as such.

All staff are made aware of the indicators of HBA and all concerns are reported immediately to the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

25. Impact of Abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Mental Health

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. It is important to recognise that 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 (ACE's), 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 the child protection procedures above and speaking to the designated safeguarding lead or a deputy.

The DfE has published advice and guidance on [Preventing and Tackling Bullying](#), and [Mental Health and Behaviour in Schools](#) and is providing funding to support costs of a significant training programme for senior mental health leads and the national rollout of the [Link Programme](#).

26. Looked After and Previously Looked After Children

A child who has been in the care of their local authority for more than 24 hours is known as a looked after child or may be referred to as children in care. Looked after children are those living with foster parents, living in a residential children's home or living in residential settings like schools or secure units. The most common reason for children becoming looked after is as a result of abuse and/or neglect.

School are required to appoint a designated teacher. The designated teacher has responsibilities under Section 2E of the Academies Act 2010 for promoting educational achievement of children who were adopted from state care outside England and Wales. The designated teacher must have appropriate training and the relevant qualifications and experience. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

27. Online Safety

The governing body do all they reasonably can to limit our pupils exposure to risks online from the school's IT system. We take a whole school approach including considering the age range of our pupils, the number of pupils, how often they access the IT system and the proportionality of cost vs risks.

Our pupils increasingly use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's Online Safety Policy has regard to the [Teaching Online Safety guidance](#) and explains how we try to keep pupils safe in school. Cyberbullying and sexting by pupils, via text, emails or other media platforms, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures and by following the UKCCIS guidance.

The school has appropriate filters and appropriate monitoring systems in place to ensure pupils are not allowed to access unsuitable sites in school. Some pupils will undoubtedly be 'chatting' on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their children safe when using social media. Every effort is made to encourage pupils not to give out their personal details.

Education at home: where children are being asked to learn online at home we follow the DfE advice [safeguarding-in-schools-colleges- and-other-providers](#) and [safeguarding-and-remote-education](#).



All staff receive online safety awareness from induction and advice regarding the use of social networking and electronic communication with pupils.

If staff know of misuse of social sites, either by a teacher or child, the issue should be reported to the headteacher or DSL without delay.

28. Partnerships with Others

We recognise that it is essential to establish positive and effective working relationships with our Bradford Safeguarding Partners and other agencies. There is a joint responsibility under Working together to safeguard children, on all agencies to share information to ensure the safeguarding of all children.

29. Peer on Peer/Child on Child Abuse

Staff at St Columba's Catholic Primary School are aware that children can abuse children. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- upskirting*, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.
- sexting (also known as youth produced sexual imagery)**
- initiation/hazing type violence and rituals

* *The Voyeurism Offences Act, which was commonly known as the Upskirting Bill, came into force on 12 April 2019.*

**We follow [Searching Screening and Confiscation Advice](#) for schools. The UK Council for Internet Safety (UKCIS) Education Group [Advice for Schools and Colleges on Responding to Sexting Incidents](#).

We believe peer on peer abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others.

We will always take a considered and sensitive approach in order that we can support all of our pupils. We will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Allowing children to express their views and give feedback and always operating with the best interests of the child at their heart.

Any form of abuse or harmful behaviour will immediately be reported to the DSL and will be dealt with immediately and consistently under the school's Behaviour Policy, to reduce the extent of harm to the child, with full consideration to impact on that individual child's emotional and mental health and well-being.

Gathering the Facts

The DSL will speak to all the children involved separately, gain a statement of facts from them using consistent language and open questions for each, to determine whether it was a deliberate action to harm another child?

If it is believed that a child is at risk of significant harm, we will make an immediate safeguarding referral to social care and where a crime has been committed to the police. Following the decision made by the safeguarding partners, we will work together to support the agreed next steps, which may involve contacting



the parents of the children involved. If the safeguarding partners feel that it does not meet their criteria, we may wish to challenge that decision.

Informing Parents

Following a decision from the safeguarding partners, it has been agreed to inform parents, we will inform parents, face to face and as soon as reasonably possible. If services are not going to be involved then equally, this information may need to be shared with parents. If a child is deemed to be 'Gillick Competent' following the 'Fraser' guidelines and does not wish for the information to be shared with parents, then we will consider their wishes. In all circumstances, where the risk of harm to the child is evident, we will encourage the child to share the information with their parent, unless it would cause further risk to the child.

Next Steps

Once the outcome of the incident(s) has been established we will look to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

For the child who has been harmed

The support we provide will depend on the individual child. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In which case we will continue to monitor and offer support to the child. If the incidents are of a bullying nature, we may look to support improving peer groups/relationships with other children for all those children who were involved, through the curriculum of PHSE and SMSC that certain issues can be discussed and debated more frequently. If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

For the child who has displayed harmful behaviour

It is important to find out why the child has behaved in such a way. It may be that the child is experiencing their own difficulties and may even have been harmed themselves in a similar way. Through early help referrals and guidance from agencies, we will look to identify the most appropriate support to meet the child's individual needs. Once the support required to meet the individual needs has been met, we will work to ensure the child receives a consequence for their behaviour.

This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the child to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this child cannot be educated on site until the investigation has concluded. In which case, the child will be provided with appropriate support and education whilst off site. Even following the conclusion of any investigation, the behaviour that the child has displayed may continue to pose a risk to others in which case an individual multi-agency risk assessment may be required. We may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the child to reflect on their behaviour.

After care

We will continue to review the support required to meet the individual children's needs.

30. Photography and Images

We understand that parents like to take photos of, or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.



However, if there are health and safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash. We will not allow others to photograph or film pupils during a school activity without the parent's permission.

We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name. Permission from parents will be sought as children enter each key stage.

The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.

Members of staff may use school equipment to take photographs of children whilst engaged in school activities for teaching and learning purposes; for assessment purposes or as means of celebrating successes in school.

31. Preventing Radicalisation

Protecting children from the risk of radicalisation is seen as part of schools' wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of

radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with other safeguarding risks, staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

From 1 July 2015 all Schools, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

All staff are made aware of the indicators of radicalisation and all concerns are reported immediately to the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

32. Private Fostering

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

We understand our mandatory duty to report to the local authority where we are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility. We follow the [Childrens Act 1989 Private fostering](#) for comprehensive guidance on private fostering.



33. Promoting Catholic Values and British Values

In line with the advice given under The Prevent duty (2015) and guidance from Catholic Education Service, we aim to promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental Catholic Values and British Values.

St Columba's Catholic Primary School acknowledge that Pope Francis has decreed it mandatory that all Catholic priests and nuns must report sexual abuse, its cover-up, possession of child pornography and wrongs committed by bishops and cardinals to church authorities.

34. Pupil Information

Our school will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- a minimum of two emergency contact details
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been on the Child Protection Register or subject to a care plan
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

The school will securely and confidentially store and agree access to this information in line with Data Protection Act 2018.

35. Racist and Homophobic Incidents

Our school values the individuality of all our pupils. We are committed to giving all our children every opportunity to achieve the highest standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. Our Race Equality Policy reflects the general and specific duties on schools as detailed in the Race Relations Act 1976 and as amended by the Race Relations Amendment Act 2000. We have regard to the Department for Education specific [guidance on bullying including homophobic and transphobic bullying and bullying related to sexual orientation, transgender, disability, race and religion](#). We follow Bradford Local Authority's guidance on reporting and recording all racist and homophobic incidents.

36. Reporting Directly to Child Protection Agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the DSL, their deputy, the headteacher or the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child

37. Safer Recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following our Recruitment and Selection Policy which has been written in accordance with the guidance in Keeping children safe in education September 2020.



Safer recruitment means that all applicants (staff and volunteers) will:

- complete an application form which includes their employment history
- dependent on the role, provide a minimum of two or three referees, including one from the applicant's latest employer, one from someone who can comment on the applicant's suitability to work with children and one from the Parish Priest/Priest of the Parish where the applicant regularly worships or an additional professional
- provide evidence of identity and qualifications
- be Enhanced DBS checked and Barred List checked as appropriate to their role
- be asked to declare if they are disqualified from working with children in accordance with the Disqualification under the Childcare Act 2006 (as amended) if the role meets the required criteria
- establish their right to work in the UK
- carry out further checks if lived or worked outside the UK
- carry out prohibition from teaching checked for those in teaching work
- carry out Section 128 check, where necessary
- additional appropriate checks in accordance with statutory guidance
- be interviewed
- complete a risk assessment, where applicable

After a conditional offer has been made, the school will also verify the candidate's mental and physical fitness to carry out their work responsibilities.

- at least one member of each recruitment panel will have attended safer recruitment training
- all new members of staff and volunteers will undergo an induction that includes familiarisation with the school's safeguarding suite of policies, online safety training and identification of other safeguarding training needs
- all staff are required to confirm they have received a copy of the Keeping Children Safe in Education September 2020, Part 1, Part 5 and Annex, the school's Safeguarding and Child protection Policy, Staff Code of Conduct/Staff Handbook, Behaviour Policy and What to do if you're worried a child is being abused
- the school obtains written confirmation from supply and third-party agencies that they have carried out the checks on an individual, who will be working at the school, that the school would otherwise perform
- the school will check and record the identity of the person presenting themselves work is the person for whom the recruitment checks have been carried out on

Evidence of all the required checks will made and recorded on the school's single central record.

38. Safeguarding Information for Pupils

All pupils in our school are aware of a number of trusted adults who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff (DSL) with responsibility for child protection and know who this is. We inform pupils who are trusted adults and of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

39. Serious violence

All staff are made aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. Staff will notify the DSL immediately if they are concerned about any child.



Further information can be found in [Preventing youth violence and gang involvement](#).

40. Sexting

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves, or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops or any device that allows the sharing of media and messages.

All incidents must be reported to the DSL, as soon as practically possible who will follow the guidance [Advice for Schools and Colleges on Responding to Sexting Incidents](#) and [Searching Screening and Confiscation Advice](#) for schools. The key consideration is for staff not to view or forward illegal images of a child.

41. Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

We understand that reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school are supported and protected as appropriate. We follow departmental advice [Sexual Violence and Sexual Harassment between Children in Schools and Colleges](#) and the summary in Part 5 of Keeping Children safe in Education (2020).

42. Statutory Assessments

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 should follow the local referral process.

Children in need (section 17)

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm (section 47)

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.



43. Support for those Involved in a Child Protection Issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

- we will support pupils, their families, and staff by:
- taking all suspicions and disclosures seriously
- nominating the DSL as a link person who will keep all parties informed and be the central point of contact
- where a member of staff is the subject of an allegation made by a pupil, a separate link person will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies.

44. Supporting the Child and Partnership with Parents

- we recognise that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents
- whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- we will provide a secure, caring, supportive and protective relationship for the child
- children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- we will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The DSL will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

45. Supporting Pupils with Medical Conditions

We adhere to Section 100 of the Children and Families' Act 2014 which places a duty to make arrangements to support pupils in school with medical conditions to have the same right of admission as other students and to ensure, in terms of both physical and mental health, they are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential. See schools Supporting Pupils with Medical Conditions Policy.

46. Staff Training

All new members of staff (including volunteers) will receive an induction and safeguarding and child protection awareness training, including online safety, which will give an overview of the organisation, ensure they know its purpose, values, services, structure and to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

All staff, governors and volunteers will be expected to attend safeguarding updates regularly, at least annually, in order to provide them with relevant skills and knowledge to safeguard children effectively.

New staff, volunteers and governors will receive an explanation during their induction which includes the school's safeguarding policies, reporting and recording arrangements, the staff handbook, details for the DSL, the school's Behaviour Policy and at least Part one, Part five and Annex A of Keeping children safe in education 2020 and What to do if you're worried a child is being abused.

The DSL will receive training updated at least every two years. In addition to formal training their knowledge and skills will be updated at regular intervals, but at least annually, to keep up with any developments relevant to their role.



There will be a recruitment panel responsible for the safe recruitment of all those working directly with children. They will always be at least one member of each recruitment panel will have attended safer recruitment training.

To ensure compliance under Section 5B of the 2003 Act. All staff in teaching work will undertake FGM training to make them aware of the indicators and their responsibilities around the mandatory reporting FGM.

To ensure compliance under section 26 of the Counter-Terrorism and Security Act 2015 at least the DSL and the Prevent governor undertake Prevent training in order to exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.

Designated teachers will undergo training appropriate to their subject responsibilities.

47. Use of Reasonable Force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children and young people. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom. We follow departmental advice [Use of reasonable force in schools](#).

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, we will consider the risks carefully fully recognising the additional vulnerability of these groups, duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty. We act proactively with behaviour support for more vulnerable children, agreeing plans with parents and carers to aid to reduce the occurrence of challenging behaviour and the need to use reasonable force.

48. Visitors

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school’s safeguarding and health and safety regulations to ensure children in school are kept safe. The headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site

49. Volunteers

We understand that some people, otherwise unsuitable for working with children, may use volunteering to gain access to children. For this reason, any volunteers in the school, in whatever capacity, will be given the same recruitment consideration as paid staff, including a risk assessment as indicated in Keeping Children Safe in Education (2020).

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have unsupervised contact with children. However, if a parent or other volunteer is to be in school regularly or over a longer period, they will undergo checks commensurate with their work in the school and contact with pupils. The outcomes of the checks carried out are held in the Single Central Record.



50. Whistleblowing

We understand that employees are often the first to realise that there may be something seriously wrong within the school. However, they may not express their concerns because they feel that speaking up would be disloyal to their colleagues or to the school. They may also fear harassment or victimisation. In these circumstances it may be easier to ignore the concern rather than report what may just be a suspicion of malpractice.

The school is committed to the highest possible standards of openness, probity and accountability. In line with that commitment and to reflect the principles in Sir Robert Francis' Freedom to Speak Up Review, we expect employees, and others who work on behalf of the school, who have serious concerns about any aspect of the school's work to come forward and voice those concerns. It is recognised that most cases will have to proceed on a confidential basis, more details and organisations which may be contacted can be found in our Whistleblowing Policy and at the end of this policy.

51. Work Experience

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in Keeping Children Safe in Education 2020, Adults who supervise children on work experience



References and useful contacts

Websites

Safer Bradford

| | |
|---|---|
| thinkuknow | NCA CEOPs advice on online safety |
| disrespectnobody | Home Office advice on healthy relationships, including sexting and pornography |
| UK safer internet centre | Contains a specialist helpline for UK schools and colleges |
| swgfl | Includes a template for setting out online safety policies |
| internet matters | Help for parents on how to keep their children safe online |
| parentzone | Help for parents on how to keep their children safe online |
| childnet cyberbullying | Guidance for schools on cyberbullying |
| pshe association | Guidance and useful teaching resources covering online safety issues including pornography and the sharing of sexual images |
| educateagainsthate | Practical advice for parents, teachers and governors on protecting children from extremism and radicalisation. |
| the use of social media for online radicalisation | A briefing note for schools on how social media is used to encourage travel to Syria and Iraq |
| UKCIS | The UK Council for Internet Safety's website provides: <ul style="list-style-type: none"> • Sexting advice • Online safety: Questions for Governing Bodies • Education for a connected world framework |
| NSPCC | NSPCC advice for schools and colleges |
| commonsensemedia | Independent reviews, age ratings, & other information about all types of media for children and their parents |
| searching screening and confiscation | Guidance to schools on searching children in schools and confiscating items such as mobile phones |
| lgfl | Advice and resources from the London Grid for Learning |

NSPCC Child Protection Helpline

The NSPCC Child Protection Helpline is a free 24-hour service that provides counselling, information and advice to anyone concerned about a child at risk of abuse.

Telephone: 0808 800 5000 - Email: help@nspcc.org.uk



NSPCC Whistleblowing Advice Line

The NSPCC has launched a government funded Whistleblowing Advice Line. This will take calls from professionals from any sector who are worried about the way their, or another, organisation is dealing with child protection issues. Employees who don't feel able to escalate these issues internally can contact the service, as well as those who have been unsuccessful in doing so.

- general guidance on whistleblowing can be found via: [Advice on Whistleblowing](#)
- the NSPCC's *what you can do to report abuse* dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school.
 - call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday
 - email: help@nspcc.org.uk


Anna Gautrey (Jun 17, 2021 19:24 GMT+1)

Headteacher
Anna Gautrey


H. Halewood (Jun 24, 2021 16:19 GMT+1)

Chair of Governors
Helen Halewood



Appendix 1

Child Protection Procedures Flow Chart September 2020

Designated Safeguarding Lead: Sarah Tolson

Deputy Safeguarding Leads: Vicki Page, Catherine Wolanski, Caroline Ramsden, Carly Eagleton

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



You **MUST** inform your Designated or Deputy Safeguarding Lead via CPOMS



Where it is clear that a Child Protection Referral is needed contact Children's Initial Contact Point without delay

- ✓ Children's Social Care Initial Contact Point - **01274 435600**
- ✓ Children's Social Care Emergency Duty Team - **01274 431010**
- ✓ Early Help Gateway - **01274 435600**

IMMEDIATE RISK OF HARM CALL 999

General enquiries, Children Specialist Services – **01274 435600**

Following a referral to Children's Social Care a **Multi-Agency Referral Form (MARF)** should be completed and sent to Children's Social Care. Consult the new Continuum of Need and Risk Identification document for help deciding what action should be taken about concerns about a child.

Key documents and guidance can be found at the **Safer Bradford** website



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.



Remember always make and keep a written record of all events, discussions, decisions, reasons for decisions and action taken. Keep records confidential and secure.

USEFUL TELEPHONE NUMBERS

Children's Social Care Emergency Duty Team - **01274 431010**

Children's Social Care Initial Contact Point - **01274 435600**

Education Social Work Service - **01274 439651**

Early Help Gateway - **01274 435600**

Police Child and Public Protection Unit - **01274 376061**



Appendix 2

Role of the Designated Safeguarding Lead

In accordance with Keeping children safe in education September 2020, the governing body has appointed Sarah Tolson as the Designated Safeguarding Lead (DSL) who is a member of the schools' leadership team to take lead responsibility for safeguarding and child protection (including online safety) within school. In addition, we have Deputy Designated Safeguarding Leads (DDSL's) Vicki Page, Catherine Wolanski, Caroline Ramsden, Carly Eagleton who have been trained to the same standard and as such safeguarding activities are delegated to them. However, the ultimate lead responsibility for child protection remains with Sarah Tolson.

Designated Safeguarding Lead main role:

The DSL is expected to:

- Take **lead responsibility** for safeguarding and child protection (including online safety)
- Activities can be delegated to deputy designated safeguarding leads but the ultimate lead responsibility remains with the designated safeguarding lead and must not be delegated
- Have the appropriate status and authority within the school to carry out the duties of the post
- Given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children

Deputy Designated Safeguarding Leads

All deputies are trained to the same standard as the designated safeguarding leads their job description.

The designated safeguarding lead is expected to:

Manage Referrals

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with Others

- act as a point of contact with the three safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs, or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.



Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- 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;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- 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;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- 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.

Raise Awareness

- ensure the school's safeguarding and child protection policies are known, understood and used appropriately;
- ensure the school's safeguarding and child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
- ensure school and staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Child Protection File



Where children leave the school (including for in-year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

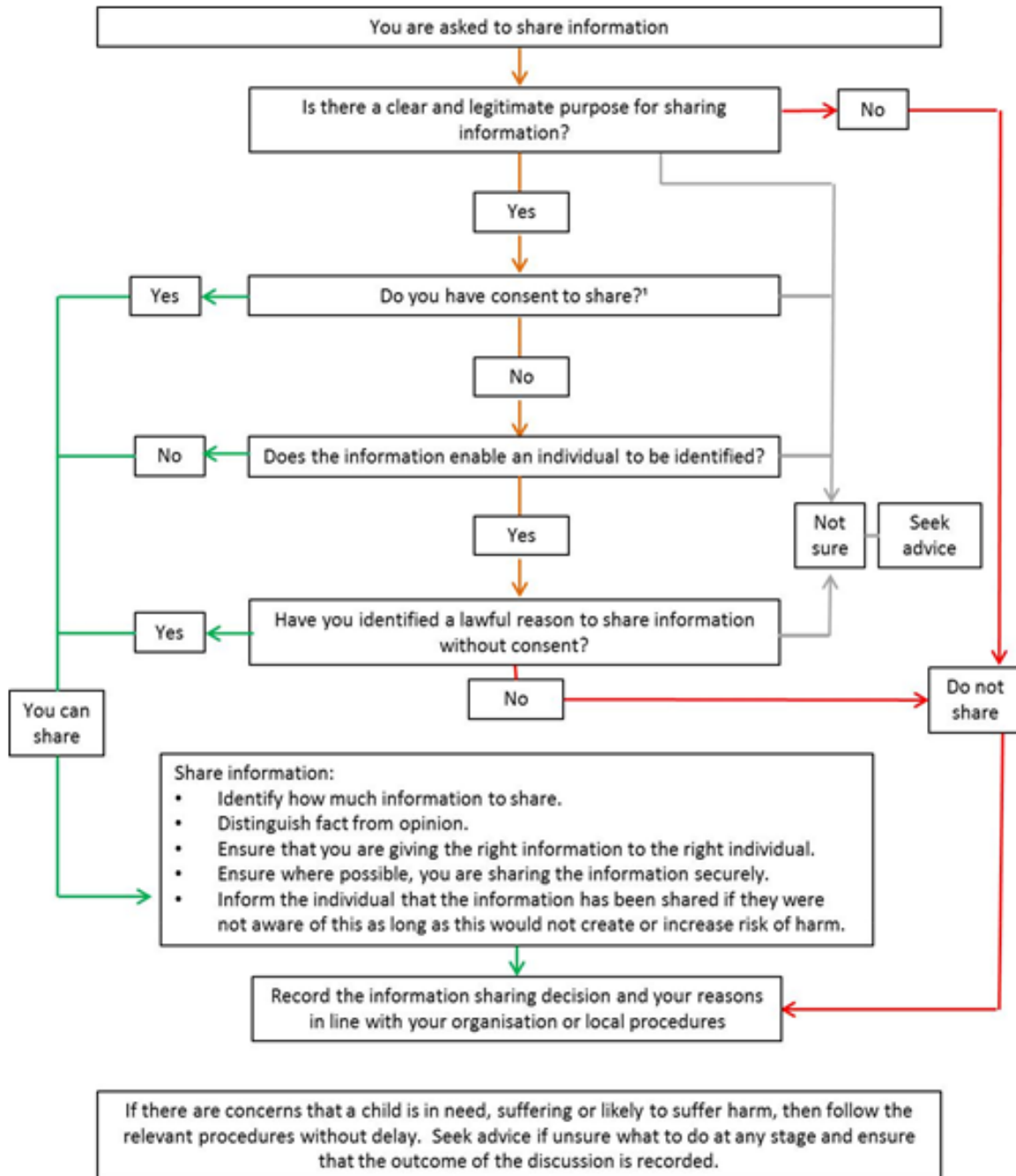
As a school we will agree and arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.



Appendix 3

Flowchart of when and how to share information

Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)

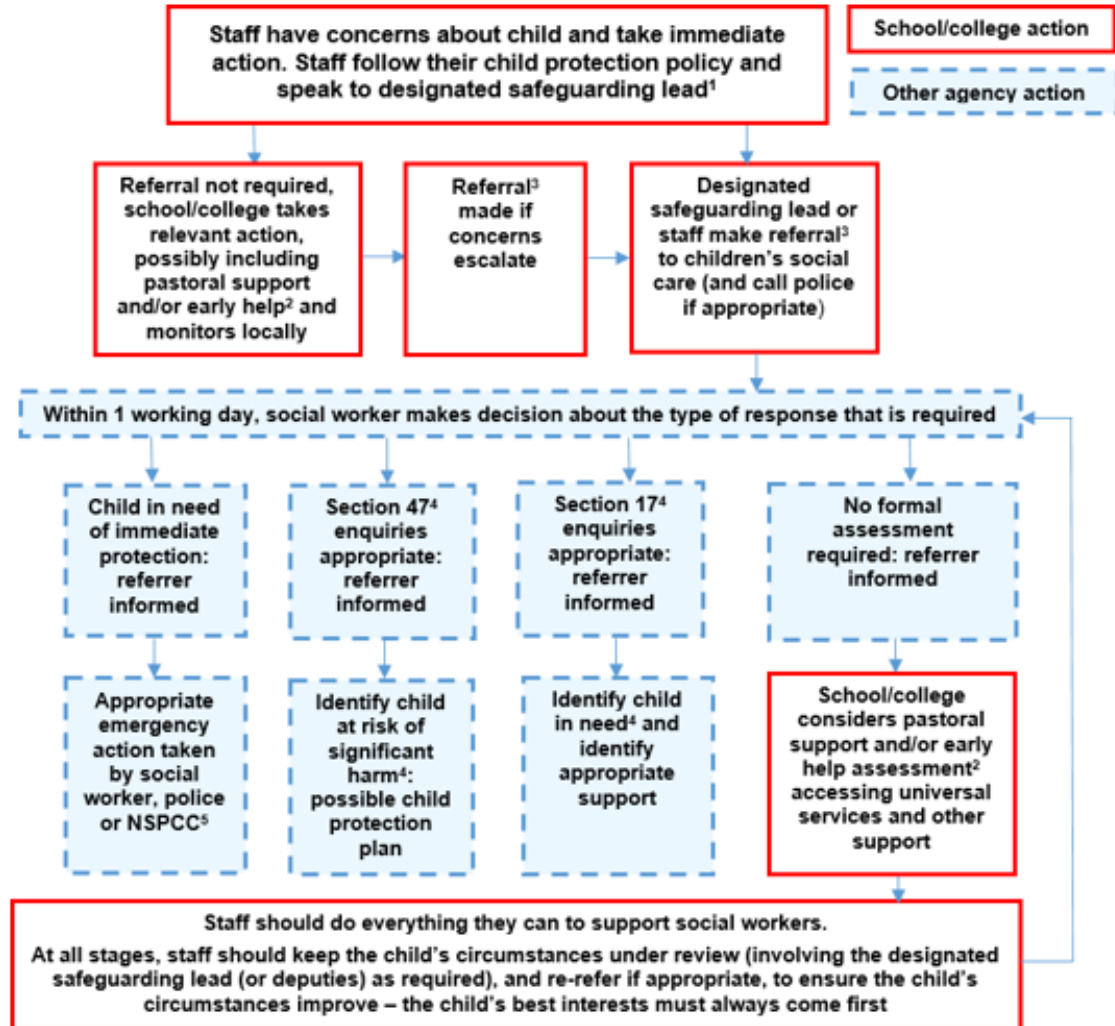


1. Consent must be unambiguous, freely given and may be withdrawn at any time



Appendix 4

Actions where there are concerns about a child



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

² Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

⁵ This could include applying for an Emergency Protection Order (EPO).