Crossley Hall Primary School

**Safeguarding and Child Protection Policy**

**USEFUL TELEPHONE NUMBERS**

Children's Social Care Initial Contact Point: 01274 437500
Emergency Duty Team: 01274 431010
Education Social Work Service: 01274 439651
Police Child and Public Protection Unit: 01274 376061
Channel Team: 07525 989331
Allegations Against Staff: Mariam Haque: 01274 431078

Crossley Hall Primary is committed to safeguarding and promoting the welfare of all its pupils. We believe all staff and visitors have an important and unique role to play in child protection.

We believe:

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

The following sets out how our school will try to fulfil local and national responsibilities as laid out in the following documents:-

- **Bradford Safeguarding Children Board Procedures. Electronic version available on BSCB website (www.bradfordscb.org.uk)**
- **Working Together to Safeguard Children (DFE March 2018)**
- **Keeping children safe in education (DFE September 2018)**
- **Counter Terrorism and Security Act (2015)**
- **Children Act 2004**
- **Education Act 2011**
- **Safeguarding Vulnerable Groups Act 2006**
- **Early Years statutory framework 2017**
- **Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018)**
- **FGM Act 2003 (section 74 serious crime act 2015)**

**Overall Aims**

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

- Clarifying standards of behaviour for staff and pupils
- Introducing appropriate work within the curriculum
- Developing staff awareness of the causes of abuse
- Encouraging pupils and parental participation in practice
- Addressing concerns at the earliest possible stage
- Be aware of the needs of vulnerable groups and individuals

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

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

To contribute to supporting our pupils in the following ways

- Identifying individual needs where possible
- Designing plans to meet needs

**Our Role in the Prevention of Abuse**

We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

**1. The Curriculum**

- Relevant issues will be addressed through the PSHE curriculum (for example, self-esteem, emotional literacy, assertiveness, power, sex and relationship education, bullying, homophobic bullying) and ICT curriculum.
- Relevant issues will be addressed through other areas of the curriculum, including circle time, English, History, Drama, RE, Art.

**2. Other areas of work**

- All our policies which address issues of power and potential harm, e.g. Bullying, Equal opportunities, positive handling, Positive Behaviour, need to be linked, to ensure a whole school approach.
- Our child protection policy cannot be separated from the general ethos of the school, which should ensure that children are treated with respect and dignity, feel safe, and are listened to.

**Our Role in Supporting Children**

We will offer appropriate support to individual children who have experienced abuse or who have abused others.

- An individual support plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, and who will be involved.
- We will ensure the school works in partnership with parents / carers and other agencies as appropriate.

**A Safe School Culture**

All staff will be provided with a copy of Part 1 and Annex A of 'Keeping Children Safe in Education: for schools and colleges' (DfE 2018) which they must read and sign to confirm they have understood. In particular, staff must understand their individual responsibility for recognising abuse and taking action to protect a child; passing concerns on at an early stage to enable the school to offer the child and family early help; and to make a referral to social care themselves or press for re-consideration if they believe that action is not being taken to protect a child for whom they have concerns.

**https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/354151/Keeping_children_safe_in_education_Information_for_staff.pdf**

**Children Missing in Education**

All registers must be completed accurately twice daily. First day calls must be made in cases where a parent/carer has not reported the reason for the child's absence. Any unauthorised absence must be reported to local authority immediately after ten days.

**Safe Recruitment and Selection**

The school pays full regard to section 3 of Keeping children safe in education (DfE 2016). Safe recruitment practice includes scrutinising applications, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking barred list

checks and a Disclosure & Barring Service (DBS) certificate. In addition, all teachers appointed after 02/09/2013 are checked against the NCTL Prohibition list.

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the welfare of pupils. Michael Thorp (Executive Head Teacher), Chris Young (Head of School) and Deirdre Bailey (Head of Governors) have undertaken appropriate Safer Recruitment training and will be involved in staff / volunteer appointments.

**Childcare (Disqualification) Regulations 2018**

We recognise that the regulations apply to some but not all of our staff and we ensure that affected existing staff and new recruits are made aware of their duty to disclose relevant information about themselves or other people living or working in their household. The regulations apply to:

- Staff employed to provide education or childcare to our pupils in CHiPS, Nursery or Reception (including lunchtime supervisors)
- Staff employed to provide later years childcare in our wrap-around services (e.g. breakfast club, after-school care, holiday scheme) if any child under the age of 8 is attending
- Managers of these provisions, including members of the SLT

New recruits to relevant roles will be asked to confirm that they are not disqualified from childcare before they commence in post. For more information about disqualification and the regulations see:

http://www.legislation.gov.uk/uksi/2018/794/pdfs/uksi_20180794_en.pdf

All staff have a duty to notify the Head teacher of any cautions, convictions or charges brought against them during their employment with us.

**Safe Practice**

All staff and volunteers work within the guidance of the Education Bradford Code of Conduct and 'Safe Working Practice for Staff in Education Settings'. (Safer Recruitment Consortium/ DfE 2015)

**Staff support**

We recognise the stressful and traumatic nature of child protection work. Support and advice is available for any member of staff via school's the Designated Safeguarding Lead.

**Prevent Duty**

All staff and visitors:

- Have a duty to protect children under the Counter-Terrorism Act 2015
- Have a duty to report any suspicions
- Have a duty to attend all relevant WRAP training
- To work with BSCB to coordinate any referrals
- Must ensure that children are safe from terrorist and extremist material when accessing the internet
- Have a duty to promote British values
- To follow guidance outlined in the school's Prevent risk assessment
- Staff should understand when it is appropriate to make a referral to the local authority and / or to the Channel Programme

**CSE**

Although CSE is extremely rare in primary schools, all staff and visitors:

- Have a duty to prevent CSE by identifying, referring and supporting potential victims
- Must be aware that CSE can take many forms
- Must be aware that CSE can involve children being given gifts or affection in exchange for engaging in sexual activities

**Identify**

Below are some of the signs that may indicate a child is a victim of CSE:

- Regularly missing school
- Often going home late
- Unexplained gifts

- New possessions
- Associating with younger people involved in CSE
- Having older boyfriends/girlfriends
- Mood swings or drastic changes in behaviour
- Inappropriate or sexualised behaviour

**Refer**

Where CSE (or a risk of CSE) is suspected, staff should discuss this with the Designated Safeguarding Lead. Local safeguarding procedures will then be triggered, the BMBC CSE tool will be completed and if appropriate a referral will be made to the CSE hub.

**Support**

The LA and other authorities will handle the matter to conclusion. The school must cooperate where necessary.

**FGM**

Female genital mutilation is a form of honour based abuse. All school staff must:

- Be alert to the possibility that a girl is at risk of/has suffered FGM
- Know that victims of FGM typically come from communities which adopt this practice
- Be sensitive when approaching the subject of FGM with girls as some may not know what it is
- Share with social care, police or activate local safeguarding procedures if you are concerned about any girls

There are a range of indicators which can suggest a girl may have experienced or is at risk of FGM;

**Indicators of heightened risk:**

- The position of the family and their level of integration into UK society
- Any girl with relatives (mother/sister/cousin) subjected to FGM
- Any girl withdrawn from PSHE

**Indicators that FGM could be imminent**:

- When a female family elder from the country of origin visits
- A girl may confide about a 'special procedure' or ceremony to 'become a woman'
- A girl may request help if she suspects she's at risk
- Talk of a holiday to her country of origin/ somewhere the practice is prevalent

**Indicators that FGM has taken place:**

- Difficulty in walking, sitting, or standing
- Spending longer than normal in the toilet
- Periods away from the classroom with bladder/menstrual problems
- Prolonged or repeated absence followed by withdrawal or depression
- Reluctance to undergo normal medical examinations
- Asking for help, but not being explicit about the problem

**Staff Training**

- The Designated Staff will have attended the BSCB Named Person 2-day training course. They will attend refresher training at least every two years and will update their knowledge at least annually.
- The school will aim to ensure all staff receive induction (see induction list) and updated INSET appropriate to their roles and responsibilities, especially staff new to the school. All staff will access refresher training at least every three years. Access to training can be via the BSCB, an external trainer approved by the BSCB) or in house training by the Designated Safeguarding Lead. In addition, all staff will be provided with updates or refresher training at least annually.
- The Executive Head and Head of School will attend training at least every three years.
- Governors, including the Nominated Governor, will aim to have attended specific training on their role, updated at least every three years.
- Training completed will be recorded by the school; a print out of the school's training history can be obtained from the Designated Safeguarding Lead.

**In-school Procedures for Protecting Children**

**1. All staff and visitors will be:**

- Subject to appropriate Safer Recruitment processes and checks whether new staff, supply staff, contractors, volunteers etc.
- Expected to behave in accordance with the school's code of conduct and / or the guidance 'Safe Working Practice for Education Staff' (SRC/DfE 2015)
- Familiar with the school's safeguarding and child protection policy including issues of confidentiality.
- Alert to signs and indicators of possible abuse. See Appendix One for current definitions of abuse and examples of harm.
- Expected to sign in and/or show official proof of identity before gaining access to the school.
- Expected to wear identification at all times.
- Required to sign and to say they have received, read and understand their duties as outlined in part one of 'Keeping Children Safe in Education'.

**2. All staff will:**

- Record a cause for concern, which is not a child protection issue, verbally to the Designated Safeguarding lead or one of the deputies. They will then record the information on the CPOMS system and link other staff as appropriate. This is important in building a picture of the child's story over time.
- Deal with a disclosure of abuse from a child by reported it to the Designated Safeguarding Lead or one of the Deputies immediately. They will then record the information on the CPOMS system and link other staff as appropriate.
- Ensure that any written notes / jottings, pupil drawings, examples of pupil work are retained and passed to the designated staff.
- Be involved in ongoing monitoring and recording to support the implementation of individual education programmes and interagency child protection and child support plans.

**3. All Visitors will:**

- Receive a copy of the 'Visitor Information' pamphlet which sets out the procedure for reporting any concerns.
- Report any cause for concern verbally to the Designated Safeguarding Lead or one of the deputies. This will be investigated and action taken, as appropriate.

**4. The Designated Staff and Confidential Information**

- Several members of SLT have received the Designated Safeguarding training. These are Chris Young (DSL), Michael Thorp, Stephanie Canning, Nathan Davies and Sarah McGregor (DDSLs). Along with the Head of School, they will be responsible for co-ordinating all child protection activity.
- Where the school has concerns about a child, the Designated Staff will decide what steps should be taken. See flowchart (p7).

- Child Protection information needs to be dealt with in a confidential manner. An electronic record will be made of what information has been shared, with who and when. Staff will be informed of relevant details only when the Designated Staff feels their having knowledge of a situation will improve their ability to deal with an individual child and /or family.
- CPOMS – Child Protection Online Monitoring system will be used by Designated Staff to monitor incidents and alert other members of staff where appropriate. This system has the appropriate security certification. Staff with secure access to CPOMS are: Chris Young, Michael Thorp, Hannah Kershaw, Craig Rigby, Michelle Barstow, Nathan Davies, Ruby Hanif, Stephanie Canning and Nikki Archer.
- Child Protection records will be stored securely in CPOMS. They should be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation.
- Access to these by staff other than the Designated Staff will be restricted, and an electronic record will be kept of who has had access to them and when.
- Parents should be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents should be in line with any home school policies and give due regard to which adults have parental responsibility.
- Do not disclose to a parent any information held on a child, if it would put the child at risk of significant harm.
- If a pupil moves from our school, child protection records will be forwarded onto the new school, with due regard to their confidential nature. Contact between the two schools may be necessary, especially on transfer from primary to high schools. We will record where and to whom the records have been passed, and the date.
- A copy of the chronology will be retained securely by the Designated staff in line with guidance from the Information Commissioner's Office.

## 4. The Governing Body

The governing body ensures that the school:-

- Has a Child Protection policy & procedures in accordance with LA / BSCB guidelines
- Operates safe recruitment procedures and ensures appropriate checks are carried out on all new staff and volunteers (see – Keeping children safe in education DFE 2018)
- Has at least one senior member of the school's leadership team designated to lead on Child Protection issues and at least one deputy Designated Person

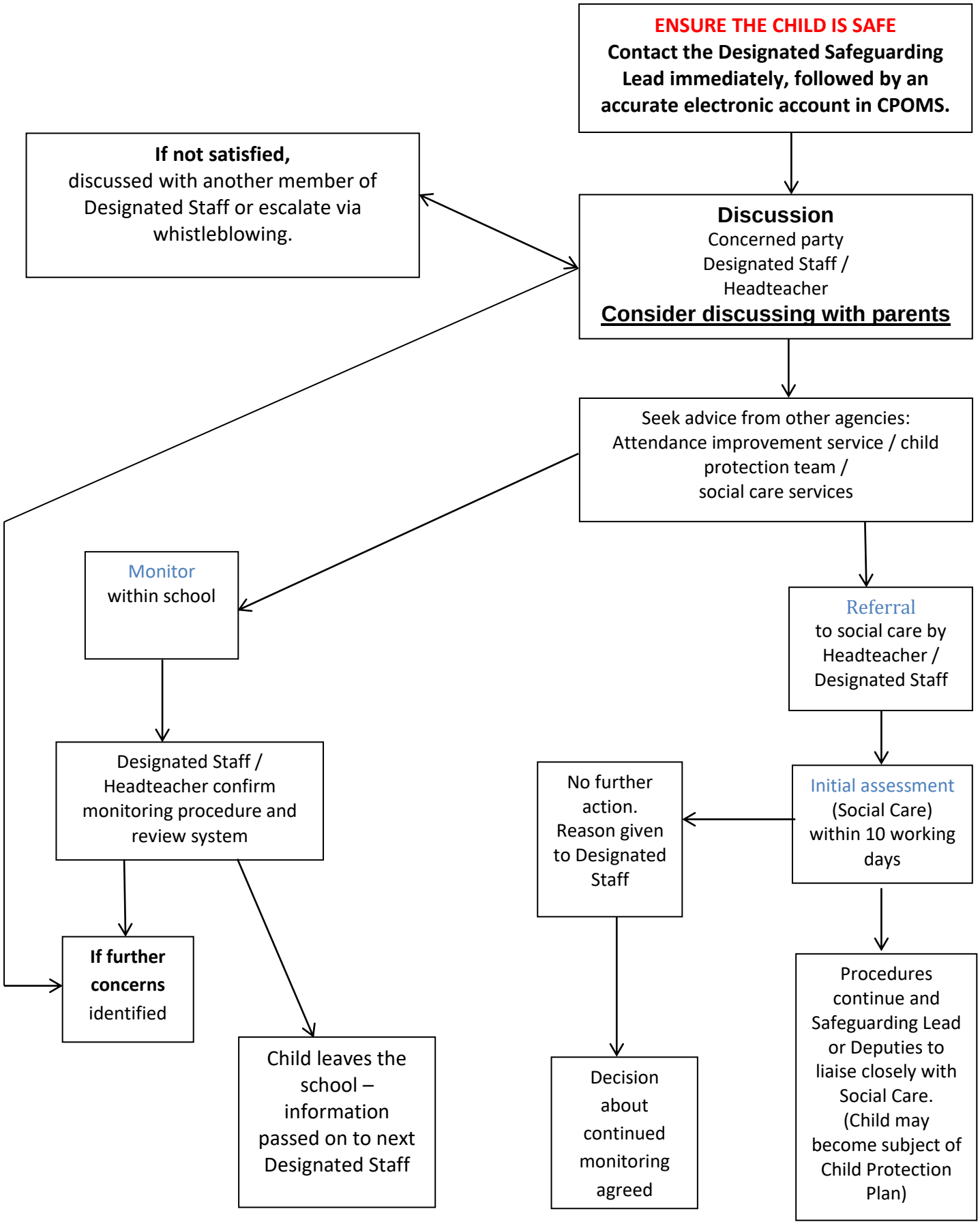
The Governing Body also ensures that:

- The Designated staff have appropriate refresher training every two years and updates at least annually.
- The Head teacher and all other staff who work with children undertake training at no more than three yearly intervals and updates at least annually.
- That temporary staff and volunteers are made aware of the school's arrangements for Child Protection and their responsibilities as set out in the 'Child Protection Procedures Flowchart (See Appendix 4).

The governing body remedies any deficiencies or weaknesses brought to its attention without delay and have:

- Procedures for dealing with allegations of abuse against staff/volunteers
- A designated safeguarding governor and a designated Prevent governor; these may be the same person
- A member of the governing body (the Chair) is nominated to be responsible for liaising with the LA/partner agencies in the event of allegations of abuse being made against the Head teacher
- The governing body reviews its policies/procedures annually and provides information to the LA about them
- The designated safeguarding governor will liaise with the Headteacher and designated staff to produce an annual report for governors.

**Summary of in-school Child Protection and Safeguarding Procedures**
**Flow Chart**




If not satisfied, seek advice from Mariam Haque and use BSCB escalation procedure

**Working with other agencies to protect children**

**1. Involving parents / carers**

In general, we will discuss concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Staff. However, there may be occasions when school will contact another agency before informing parents / carers, if the school decides that contacting them may increase the risk of significant harm to the child.

**2. Multi-agency work**

- We work in partnership with other agencies in the best interests of the children. Therefore, school will, where necessary, liaise with the school nurse and doctor, and make referrals to Social Care. Referrals should be made, by the Designated Staff, to the BMBC duty & assessment team. Where a child already has a social worker, the referral should indicate that fact and the social worker should also be informed.
- We will co-operate with Social Care where they are conducting child protection enquiries. Furthermore, school will endeavour to attend appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- We will provide written reports as required for these meetings. If school is unable to attend, a written report will be sent.
- Where a child in school is subject to an inter-agency child protection plan, school will contribute to the preparation, implementation and review of the plan as appropriate.

**Procedures in the event of an allegation against a member of staff or person known in the school**

These procedures should be used in any case in which it is alleged that a member of staff, visiting professional or volunteer has:-

a. behaved in a way that has harmed a child or may have harmed a child
b. possibly committed a criminal offence against or related to a child
**c.** behaved towards a child or children in a way that indicates they may pose a risk of harm to children**.**

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children. All potential allegations will be notified immediately to Mariam Haque: 01274 431078 in line with 'Keeping children safe in education' (DFE 2018)

If it comes to our attention that a member of staff providing early years education or childcare, or later years childcare, is disqualified under the Childcare Regulations 2018, we will remove that person from childcare immediately. We will seek advice from HR and/or Mariam Haque on next steps. We recognise that suspension may be necessary, however if possible, we will always consider alternatives such as deployment to another role while the employee seeks a waiver from Ofsted.

**Peer on Peer Abuse**

Peer on peer abuse includes, but is not limited to, inappropriate sexualised play, bullying (online and offline), gender based violence, sexual assaults and sexting. It should always be dealt with as a safeguarding issue and should never be passed off as "banter" or "just a bit of fun". The police should always be called if a child is in immediate danger or at serious risk of harm.

When making decisions about how to deal with allegations, school will take into consideration the age and understanding of the alleged perpetrator, as well as any relevant personal circumstances and how this relates to his/her behaviour. School will also consider any disparity in age between the perpetrator and the victim, the impact the behaviour has had on the victim, and any element of coercion or violence. The views of the students and where appropriate, parents, will be taken into account.

**Children with Additional Needs**

Crossley Hall Primary School recognises that while all children have a right to be safe, some children *may* be more vulnerable to abuse eg. those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.. We recognise that disabled children are the most vulnerable group in respect of safeguarding their wellbeing. Disabled children often rely on parents and carers to meet most or all of their needs and / or may have more difficulty in communicating their concerns to others. Because of this, staff will be hyper-vigilant around the safeguarding of this group of children.

**Children Missing from Education**

This school follows the Bradford MBC / BSCB 'Children missing from Education' procedures Children Missing Education - Guidance for Schools (September 2017) – *see* https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=50

## Appendix One

**Definitions and Indicators of Abuse**

Definitions are taken from *Working together to safeguard children* **(DFE March 2018)**

**Neglect**

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

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

Hunger

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

Physical Abuse

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

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

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations, wealds
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

**Sexual abuse**

Sexual abuse 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 include non-contact activities such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Examples which **may** indicate sexual abuse (it is not designed to be used as a checklist):
- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate
- Thrush, Persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, Enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area

**Emotional abuse**

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may involve not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as over-protection 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.

Examples which **may** indicate emotional abuse (it is not designed to be used as a checklist):
- Over-reaction to mistakes, continual self-deprecation
- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away
- Compulsive stealing
- Masturbation, Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

**Peer on Peer Abuse**

Safeguarding issues can manifest themselves via peer on peer abuse. It should always be dealt with as a safeguarding issue and should never be passed off as “banter” or “just a bit of fun”. The police should always be called if a child is in immediate danger or at serious risk of harm. This type of abuse is most likely to include, but may not be limited to:

- Inappropriate sexualised play or sexually harmful behaviour
- Bullying
- Cyber Bullying
- Gender based violence/sexual assaults
- Sexting

**Responses from Parents**

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

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

## Appendix Two

### Dealing with a Disclosure of Abuse

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

- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

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

**Immediately afterwards:**

**You must not deal with this yourself**. Clear indications or disclosure of abuse must be reported to social services without delay, Designated Safeguarding Lead or one of the Deputies, using the correct procedures.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Teacher or Deputies, alternatively Bradford Education Social Work Service.

## Appendix Three

**Allegations against a member of staff or volunteer**

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

- **Physical** includes, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- **Emotional** includes, for example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, disability or sexuality.
- **Sexual** includes, for example, sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.
- If a child makes an allegation against a member of staff, visitor or volunteer the Head teacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head teacher should not carry out the investigation itself or interview pupils. As part of this initial consideration, the Head teacher should consult with the LA Safeguarding Officer who will then contact the Local Authority Designated Officer (DO) if appropriate. Our initial contact in such cases is Mariam Haque: 01274 431078
- The consultation between school, personnel and the DO will determine the need for further investigation. Only if the allegation is demonstrably false or trivial would further investigation not be warranted. A Strategy Meeting is usually held to determine the mechanics of the investigation, and to address such issues as who will interview the child/ren, informing the staff member, informing parents, the need or not for suspension, and to what extent disciplinary or criminal procedures need to be invoked alongside any child protection procedures (where more than one set of procedures is invoked, child protection procedures take precedence, to ensure the best interests of the child are catered for).
- Where the allegation has been made against the Head of School, the abuse should be reported to the Headteacher, who in turn should report it to the LEA and follow its procedures.
- Where the allegation has been made against the Headteacher, the abuse should be reported to the Chair of Governors who in turn should report it to the LEA and follow its procedures.

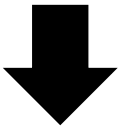
This policy should be read in conjunction with the following policies:-

- Positive relationship and anti-bullying
- Attendance Policy
- Missing child Policy
- Race equality
- Access plan
- Sex and relationships education
- Educational visits
- Confidentiality
- SEN and Inclusion
- Care and control
- Medicines
- Intimate care / nappy changing
- Staff induction procedures
- Staff code of conduct / safe working practice guidance
- Internet safety and Acceptable Use

**Appendix 4**

**Child Protection Procedures Flow Chart**

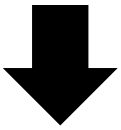
**On discovery or suspicion of child abuse**
**If in doubt – ACT**



**Inform your Named Person for Child Protection**

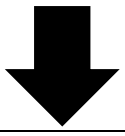
Chris Young (DSL) Michael Thorp, Stephanie Canning, Nathan Davies and Sarah McGregor (DDSLs)

**Who should then take following steps**

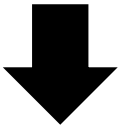


Where it is clear that a Child Protection Referral is needed contact Children's Initial Contact Point without delay
**Tel No 01274 437500**

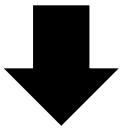
Out of hrs Emergency Duty Team **Tel No 01274 431010**
Named Persons may also seek advice from the Education Social Work Service **Tel No 01274 385761**



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



Once you have reported the concern to the Designated Safeguarding leader, remember to make an written record of all events and action taken on CPOMS.



Ensure immediate completion and dispatch of the Common Child Protection Referral form. This form can be accessed here. A copy of this form should be saved in CPOMS.

**Useful Telephone Numbers**

CSC Initial Contact Point: 01274 437500

Emergency Duty Team: 01274 431010

Children Specialist Enquiries: 01274 435600

LA Safeguarding Lead - Mariam Haque 01274 431078