



Ben Rhydding Primary School

Policy for Safeguarding and Child Protection

2018-19

Governor's committee responsible: FGB

Governor Lead: Andrew Rabbitt

Designated safeguarding lead: Mr Hartford, Deputy Mr Timms, Deputy Mrs Gwyn Wilcock

Mental Health Champions: Mrs Wilcock and Mrs Leach

Status and review cycle: Annually

Last Review Date: May 2018

Updated inline with new KCSIE document Sept 2018

Next Review Date: May 14.05.2019

DESIGNATED SAFEGUARDING LEAD PERSON:

Mr Hartford (Headteacher)

Deputy Safeguarding Leads

Mr Timms (Deputy Headteacher)

Mrs Gwyn Wilcock (TA)

Trained safeguarding staff:

Mr G Hartford

Gwyn Wilcock (PIT)

Mr Timms

NAMED GOVERNOR: Andrew Rabbitt

For roles and responsibilities of safeguarding leads and named governors see appendix 3

- This policy has been developed in accordance with the principles established by the Children Act 1989; and Education Act 2002 and in line with government publications:
- Working Together to Safeguard Children 2015, 2018
- Keeping Children Safe in Education 2015, 2017 and 2018
- Keeping Children Safe in Education: information for all school and college staff
- What to do if You are Worried a Child is Being Abused” 2015
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers
- Bradford Safeguarding Children Board Procedures
- Children Act 1989 (as amended 2004 Section 52)
- Education Act 2002 s175/s157
- The Teachers Standards’ 2012
- The Counter-Terrorism and Security Act 2015 (section 26 The Prevent Duty)
- Female Genital Mutilation Act 2003
- Serious Crime Act 2015
- Serious Crime Act - County Lines Violence, Exploitation & Drug Supply 2017
- Sexting in schools and colleges, responding to incidents, and safeguarding young people (2017)

Definition of abuse:

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger (eg via the internet). They may be abused by an adult or adults, or another child or children. Other forms of abuse include:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

See Appendix 2 for detailed definitions of the forms of abuse.

Ben Rhydding Primary School fully recognises its responsibilities for child protection.

This policy has been updated in line with the latest guidance taken from the following documents - **‘ Keeping Children Safe in education ’ - DFE September 2018** and **‘Working Together to Safeguard Children’ July 2018**.

Definitions: Keeping Children Safe in Education, 2018, states:

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

- protecting children from maltreatment;
- preventing impairment of children’s health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.
- Children includes everyone under the age of 18.

Our policy applies to all staff, governors and volunteers working in the school.

There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse, including internet or online abuse.

- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Promoting a positive school atmosphere where all children feel safe.

Child protection is the responsibility of everybody. Ben Rhydding Primary School will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse (including online abuse and e-safety).

Roles and Responsibilities

- All adults working with or on behalf of children have a responsibility to safeguard them and to promote their welfare. There are, however, key people within schools, Education Bradford and the Local Authority who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed in this document.
- It is the role of the Governing Body and the Headteacher to ensure that the Designated Safeguarding Leads and trained staff are properly supported to carry out this task and that they are given time and resources to fulfil the duties that their role demands.
- The Headteacher will ensure that the Designated Deputy Safeguarding Leads and e-safety Lead attend the required training and that they refresh their training every two years.
- All other staff and the nominated governor must be offered an appropriate level of training and must undergo refresher training every three years.
- It is the role of the Designated Safeguarding Lead and trained Safeguarding staff to ensure that the child protection procedures are followed within the school, and to make appropriate, timely referrals to Children's Social Care in accordance with the locally agreed procedures, including concerns about e-Safety issues. Additionally, it is the role of the Designated Leads to ensure all staff employed including temporary staff and volunteers within the school are aware of the school's internal procedures, as part of staff induction, to advise staff and to offer support to those requiring this.
- Any staff member may make a referral, but it is recommended that Ben Rhydding Primary School Staff go through the Designated Safeguarding Leads to ensure the proper systems are followed.

- If a pupil makes a disclosure to a staff member regarding an allegation of Female Genital Mutilation (FGM), then all staff have a legal duty to report this immediately to the Police as well as the school's DSL.
- The role of the Nominated Governor for Child Protection is to ensure that the school has an effective policy, that locally agreed procedures are in place, and that the policy and structures supporting Safeguarding children are reviewed annually. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.
- Parents can obtain a copy of the school Child Protection, Behaviour Policy, E-safety Policy and Safeguarding Policy on request and it will also be available on the school website.

To be effective the DSLs will:

- Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals by liaising with Children's Services and other relevant agencies over suspicions that a child may be suffering harm.
- Cascade safeguarding advice and guidance issued by the LA.
- Where they have concerns that a referral has not been dealt with in accordance with the child protection procedures, they will ask the Local Authority Designated Officer to investigate further.
- Ensure each member of staff and volunteers at the school, and regular visitors (such as Education Welfare Officers, trainee teachers and supply teachers) are aware of and can access readily, this policy as part of induction.
- Liaise with the Headteacher to inform them of any issues and ongoing investigations and ensure there is always cover for the role.
- Ensure that this policy is updated and reviewed annually and work with the designated governor for child protection regarding this.
- Be able to keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place.
- Ensure parents are aware of the child protection policy in order to alert them to the fact that the school may need to make referrals. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child. The best opportunity to do this is at the Reception Parents' evening prior to school enrolment in September.
- Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible, separately from the main file, and addressed to the designated person for child protection. These records will be handed over in person one Designated Safeguarding Lead to the other or if an out of area transfer is needed then they will be transferred via registered and recorded mail. The Designated lead would

add details of the transfer and who received the documents onto their chronology.

- Where a child leaves and the new school is not known, ensure that the local authority is alerted so that the child's name can be included on the database for missing pupils.

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

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

The Designated Safeguarding Lead also has an important role in ensuring all staff and volunteers receive appropriate training. They should:

- Attend training in how to identify abuse and know when it is appropriate to refer a case.
- Have a working knowledge of how LA operates and the conduct of a child protection case conference and be able to attend and contribute to these when required.
- Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and governors.
- Make themselves (and any deputies) known to all staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection.
- This should be relevant to their needs to enable them to identify and report any concerns to the designated teacher immediately.

The Designated Safeguarding Lead Person (Headteacher) informs the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.

Creating a Safe School Ethos

Ben Rhydding Primary School recognises the importance of creating an ethos within school that will help children feel safe and confident that they will be listened to.

At Ben Rhydding Primary School we promote the following core values across school:

- Care and understanding
- Respect
- Initiative
- Honesty
- Courage
- Responsibility
- Determination
- Confidence and self esteem
- Independence
- Resilience

We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in their lives. Resilient children are better able to cope when things go wrong including if abuse enters their life.

Ben Rhydding Primary School will endeavour to support all pupils through:

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

Mental Health Champions (Jenbys's trained)

The Mental Health Champions in school are trained by Jenby's and will benefit school, pupils and families by:

- Building capacity and confidence to address mental health in schools
- Ensuring that up to date information and resources can be cascaded to all relevant members of the school community
- Providing resources and guidance to engage parents and community partners in addressing mental health matters early, in ways which are age

appropriate and culturally sensitive therefore hoping to reduce the change of mental health problems escalating.

- Facilitate multi-agency work and swift and easy access to specialist CAMHS professionals
- Providing a framework for disseminating up to date and culturally relevant information about mental health matters
- Offering clinical group supervision and training to designated members of staff
- Ensuring that all therapeutic individual and group programmes delivered in schools have a robust evidence base, and a clear framework to ensure appropriate implementation
- Offering a training route for informal and accredited training
- Helping to identify any changes in pupil behaviour that could be a result of abuse
- Being an additional 'trusted' adult in which children will feel safe if they need to talk to someone and/or make a disclosure

The mental health champions in Ben Rhydding have weekly meetings with both vulnerable pupils and their families. All the meetings are logged during the schools inclusion meetings and on CPOMS.

Child Protection Procedures

Ben Rhydding Primary School adheres to child protection procedures that have been agreed locally through the Local Children's Safeguarding Board. If any member of staff has a concern regarding a child protection issue, they should inform a Designated Safeguarding Lead as soon as possible making a written note of the issue, date and sign it and hand it to a Designated Safeguarding Lead to be kept securely. The DSL will then take the decision about actions taken thereafter. Any member of staff receiving a disclosure regarding FGM must also contact the police immediately.

Child Protection Records

Child protection files are held in a locked cabinet with only the Designated Safeguarding Lead and Deputy Safeguarding leads having access. The following information will be kept in the locked stand-alone file, whether paper or electronic:

- Chronology
- All completed child protection cause for concern forms
- Any child protection information received from the child's previous educational establishment

- Records of discussions, telephone calls and meetings with colleagues and other agencies or services
- Professional consultations
- Letters/ emails sent and received relating to child protection matters
- Referral forms (sent to Children's Social Care, other external agencies or education-based services)
- Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate
- Formal plans for or linked to the child, e.g. child protection plans, early help/ CAF's, risk assessments etc.
- A copy of the support plan for the young person.

Confidentiality

All staff are aware that they must not promise to keep, 'secrets' with children and that if children disclose abuse this must be passed on to the Designated Safeguarding Lead for Child Protection as soon as possible and the child should be told who their disclosure will be shared with.

Each child protection file will contain a chronological summary of significant events and the actions and involvement of the school.

Where children leave, the school will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known), within 15 schools days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information) (England) Regulations 2005. A copy of the chronology, written on the whole school monitoring log, will be retained for audit purposes.

Copies of the full child protection file (instead of just the chronology summary) will be kept by the school in the following instances:

Where a child transfers out of area, *(the original file should be retained by the school and a copy sent)*

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

Children's records will be transferred in a secure manner, for example, by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school they are being transferred to will be made and a signature obtained from the receiving school as proof of receipt.

If a pupil moves from our school, child protection records will be forwarded onto the named designated child protection person at the new school, with due regard to their confidential nature.

Good practice dictates that this should always be done, wherever reasonably possible, with a face to face handover.

If sending by post children records should be sent, "Special Delivery", a note of the special delivery number will also be noted to enable the records to be tracked and traced, via Royal Mail.

For audit purposes a record of all pupil records transferred or received will be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

If a pupil is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Pupil Information) (England) Regulations 2005, following the above procedure for delivery of the records.

When a designated safeguarding lead/ deputy resigns their post or no longer has child protection responsibility, there will be a full face to face handover/exchange of information with the new post holder.

In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the head teacher to ensure that the new post holder is fully conversant with all procedures and case files.

All designated safeguarding leads receiving current (live) files or closed files must keep all contents complete and not remove any material.

All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

If a parent chooses to electively home educate (EHE) their child, the child protection record will be forwarded to the local authority children's services Elective Home Education team, following the above procedure for delivery of the records.

Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Information will only be shared if it is in the best interest of the child.

All staff members must report the concerns directly to the Designated Safeguarding Lead and then follow this up by logging it onto a CP concern form. If

notes were made when talking to the child these must be kept in the CP and Safeguarding folder along side the CP concern form in a secure location (locked safe/cupboard). A log/register of concerns must be kept at the front of each pupils records (this helps to identify trends etc).

Access to files

A pupil or their nominated representative has the legal right to see their file at any point. This is their right of subject to Access under the data protection regulations 2018. It is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.

Children's and parents' access to child protection files

Under the Data Protection regulations 2018, a pupil or their nominated representative has the legal right to request access to information relating to them. This is known as a subject access request.

Therefore it is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.

Any child who has a child protection file has a right to request access to it. In addition the Education (Pupil Information) (England) Regulations 2005 give parents the right see their child's school records.

However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:

- could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child; or
- could reveal that the child has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or
- is likely to prejudice an on-going criminal investigation; or
- the information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.

It is best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice will be sought from the Bradford Children's Services Information Governance Team.

The establishment's report to the child protection conference should be shared with the child, if old enough and parent at least two days before the conference.

Safe Destruction of the pupil record

Where records have been identified for destruction they should be disposed of securely at the end of the academic year (or as soon as practical before that time). Records which have been identified for destruction should be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of the Data Protection regulations 2018 or they will contain information which is confidential to school or the Local Education Authority. Information should be shredded prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes the school should maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format.

Information sharing

When there is a concern that a child is at risk of significant harm, all information held by the establishment must be shared with Children's Social Care, police and health professionals. Section 47 of the Children Act 1989 and sections 10 and 11 of the Children Act 2004 empower all agencies to share information in these circumstances. If designated safeguarding leads are in doubt, they should consult Bradford Children's Specialist Services on 01274 435600 or Bradford Children's Social Services Initial Contact Point 01274 437500

On occasions when safeguarding concerns exist for a child in the context of a family situation and siblings attend other educational establishments or the children are known to other agencies, it may be appropriate for the designated safeguarding staff to consult with, on a confidential basis, their counterpart from other establishments or other agencies to share and jointly consider concerns. If in any doubt about the appropriateness of this process, advice can be sought from the Bradford Children Safeguarding Board on the numbers above.

It is good practice to seek consent from the child or their parent before sharing information. However, consent is not always a condition for sharing and sometimes we do not inform the child or family that their information will be shared, if doing so would:

- place a person (the child, family or another person) at risk of significant harm; or
- prejudice the prevention, detection or prosecution of a crime; or
- lead to unjustified delay in making enquiries about allegations of significant harm to a child.

Consent should not be sought if the establishment is required to share information through a statutory duty, eg section 47 of the Children Act 1989 as discussed above, or court order.

Working with other agencies – Appendix 1 Child Protection Flow Chart

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

The Design of the Curriculum

The curriculum deals with safeguarding in two ways. Firstly, the curriculum in subjects such as Personal, Social and Health Education teaches relevant issues with the children. Topics include such themes as Drugs, Sex and Relationships and Stranger Danger and E-safety. Children are encouraged to explore and discuss these issues.

Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as using equipment properly in PE and Design and Technology. At all times there has to be appropriate staffing levels and when the curriculum is taking place out of school, appropriate and agreed pupil/adult ratios are maintained. The teacher always assesses visits as to the level of risk and all trips are finally authorised by the Deputy or Deputy Headteacher.

Allegations against members of staff/ volunteers - SEE MANAGING ALLEGATIONS POLICY

Ben Rhydding Primary School recognises that it is possible for staff and volunteers to behave in a manner that causes harm to children and takes any allegation made against members of staff or volunteers seriously. The local arrangements for managing allegations are understood and followed.

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

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

- substantiated
- malicious
- false and
- unsubstantiated
- unfounded

All staff know who to talk to if they are concerned about the behaviour of an adult.

Allegations against the Headteacher:

Any allegations against the Headteacher will be referred to the Chair of Governors or the Local Authority Lead Officer (see flow chart).

Managing Allegations against other pupils

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy. Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature which may be:

- made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- of a serious nature, possibly including a criminal offence
- raise risk factors for other pupils in the school
- indicate that other pupils may have been affected by this student
- indicate that young people outside the school may be affected by this student

Examples of safeguarding issues against a student could include:

- Physical Abuse
- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol
- Emotional Abuse
- Blackmail or extortion
- Threats and intimidation
- Sexual Abuse
- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting
- Sexual exploitation
- Encouraging other children to attend inappropriate parties
- Photographing or videoing other children performing indecent acts.

In areas where gangs are prevalent, older students may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence. Action should be taken in the same way as for all other child protection concerns. Minimising the risk of safeguarding concerns towards pupils from other students: These pupils will need an individual risk management

plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

Community alerts to wider safeguarding matters

The school works in close partnership with the LA, police and other organisations to ensure that community safeguarding matters are passed onto the community in a timely way, e.g no lollypop lady on the crossing, suspicious incidents near school, walking home in the dark, safely crossing roads etc.

The use of school premises by other organisations:

Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to Safeguarding children and child protection. Ben Rhydding Primary School recognises that a number of other policies and procedures developed and operated by school form part of the wider agenda of Safeguarding and Promoting Children's Welfare and this policy should be read in conjunction with the policies listed below:

- Whole school Positive Behaviour Policy
- Health and safety policy
- Procedures for accessing risk ie school trips
- Safer recruitment policies and practice
- Induction and Code of conduct for staff Policy Review
- Whistle Blowing Policy
- Keeping Children Safe in Education (2018)

Induction of volunteers

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

Welcoming visitors

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

Internet Safety

Children should be encouraged to use the internet as much as is possible, but at all times in a safe way. Pupils must never be left unattended whilst online and teachers should ensure that this does not happen. If teachers know of misuse, either by a teacher or child the issue should be reported to the Headteacher without delay. Children are regularly reminded of procedures they must follow to keep themselves safe when using the internet; these are outlined in more detail in our E Safety policy. If the school policy is violated by an individual, monitoring software detects and records the incident. This is logged by the DSL and kept in a e-safety folder. An e-safety programme of work strives to deliver age-appropriate teaching of the dangers and risks posed by the internet.

Equal Opportunities

At Ben Rhydding Primary School we try to ensure that everyone is treated fairly. All children are given equal access to the school and its curriculum and all are considered equal in the learning partnership. When children have special needs we make arrangements to inform parents and design specific programmes. Children with disabilities must be able to take a full and active part in every lesson and every measure must be taken to ensure this. Please refer to the full policy for more details.

Behaviour Policy

Good behaviour is essential in any community and we have high expectations for this. Although the emphasis is always on the positive there are also times when children have to be disciplined in order to maintain the safety and security of all children. Behaviour management is further explained in our school's positive behaviour policy. Staff are discouraged from handling children, but when they deem it is necessary to do so, guidance has been given on safe methods of restraining a child so that they do not harm either themselves or others. Some members of staff have been trained in team teach will be renewed every two years.

Racial Tolerance

Our pupils will be prepared for an ethnically diverse society. The school will work hard to promote racial equality and harmony by preventing and challenging racism. If anyone ever feels unjustly treated then the school welcomes and values a response. Racism is tackled in both the RE and in the PSHE curriculum. The children take part in discussions designed to raise awareness and address prejudices.

Photographing and Videoing

There has been a lot of controversy recently about adults photographing and filming young people. The concerns are genuine, however at our school we have taken a sensible, balanced approach, which allows parents to photograph and film providing they follow certain guidelines:

- Parents' consent to school taking photographs and photos for local press etc. is obtained upon entry to school.
- We allow parents to take photo of their children when involved in a school, event production or assembly.

Parents are asked to ensure that the photos are for family memorabilia only and will not be put on to the internet under any circumstances.

Children Missing Education (CME)

We recognise that a child going missing from education is a potential indicator of abuse or neglect. Our procedures for dealing with children that go missing from education are based on the LA and LSCB procedures, in particular 'Children Missing From Education Guidance For Schools, December 2016' – City of Bradford MDC.

We will ensure that we follow these procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

We will ensure that we report children missing education to the LA CME officer, in line with statutory guidance.

Contextual Safeguarding

In accordance with Keeping Children safe in Education 2018 we recognise that as well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. E.g at school and other educational establishments, from within peer groups, the wider community and/or online. Staff are also aware that these threats could take a variety of different forms including: exploitation by criminal gangs and organised crime groups such as county lines; trafficking, online abuse; sexual exploitation and the influences of extremism leading to radicalisation.

All Child Protection concerns in relation to individuals identified as vulnerable to contextual safeguarding issues, extremist ideologies or being drawn into terrorism will be managed in accordance with the Bradford Safeguarding Children's Board / safeguarding partners (Bradford local authority, chief officers of police, and clinical commissioning groups)

Prevent – Anti Extremism and Radicalisation

The threat to the UK from international terrorism is substantial. The terrorist threats that we now face are more diverse than ever before, dispersed across a wider geographical area and often in countries without effective governance. We therefore face an unpredictable situation. Dealing with violent extremism is nothing new. Throughout history there have been groups prepared to use violence to achieve their aims. A small minority of these seek to radicalise young people with an ideology which justifies the use of violence through a distorted interpretation of a set of values (often associated with a religion).

In line with guidance from the Department for Education (DfE), Ben Rhydding Primary School has a zero tolerance acceptance of extremist behaviour and ensures that our care, guidance and curriculum empowers young people to reject violent or extremist behaviour. Whilst it remains very rare for school age children to become involved in extremist activity, young people can be exposed to extremist influences or prejudiced views, including via the internet, from an early age. Early intervention is a preferable way of tackling extremism.

Managing Referrals

To refer any children at risk of being radicalised or extremism through the Local Authority Channel Referral and Intervention processes.

Raise Awareness

Ensure staff and governors are aware of how to identify and respond to risks to children from extreme or radical views.

Whistleblowing

If members of staff ever have any concerns about people working, paid or unpaid, they have a professional duty to inform the management accordingly. This can be done in writing or verbally but staff should be prepared to discuss issues with the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality. The school follows its Whistleblowing policy, a copy of which is available.

Information Sharing

Many professionals are wary about sharing information and are concerned about breaching the Data Protection Act. The Keeping Safe in Education document is quite clear about sharing information and encourages practitioners to balance the risk of sharing with the risk of not sharing. It also contains a useful flow chart

outlining when and how to share information. Everyone working with children must know the signs and symptoms of abuse and understand under what circumstances they are allowed to share information. Lord Laming emphasised that the safety and welfare of children is of paramount importance and highlighted the importance of practitioners feeling confident about when and how information can be legally shared.

Seven golden rules to sharing information

1. Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose. Child Protection records will be shared with the receiving school as soon as possible after a child leaves Ben Rhydding Primary

School. Secure transit must be ensured and a confirmation of receipt should be obtained.

Signed by Chair of Governors: *Andrew Rabbitt*

Designated Safeguarding Lead: Mr G Hartford

Cover for Designated Safeguarding Lead: Mr Timms, Gwyn Wilcock

Safeguarding Governor: Andrew Rabbitt

Appendix 1

Child Protection Procedures Flow Chart as of September 2018 (Local Authority)

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

Inform your Designated Safeguarding Lead Person: Mr Hartford, or
Cover for Designated Safeguarding Lead - Peter Timms, Gwyn Wilcock

(Note all staff can report concerns to the Safeguarding Board if you are unable to reach the Designated Safeguarding Lead or Cover for Designated Safeguarding lead consult the SLT)

Who should then take following steps

Where it is clear that a Child Protection Referral is needed contact Children's Initial Contact Point without delay Tel No: 01274 437500
Out of hrs Emergency Duty Team Tel No: 01274 431010

Bradford Children's Specialist Services on 01274 435600

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

Designated Lead and Cover for Designated Lead may also seek advice from the Education Social Worker Service : Tel 01274 385761

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

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

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

Retain the original copy in school. Send copies to:

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

USEFUL TELEPHONE NUMBERS

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

Emergency Duty Team: 01274 431010

Children's Social Care Initial Contact: 01274 437500

Lead Officer Child Protection: 01274 385726

Education Social Work Service: 01274 385761

Police: Javelin House, Child Protection Unit: 01274 376061

APPENDIX 2

Definitions of and types of abuse

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 (e.g. via the internet). They 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 (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.

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:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Follow link to What to do if you're worried a child is being abused for further information and guidance.

[http://www.bradfordscb.org.uk/PDF/2015_updates/What to do if you re worried a child is being abused.pdf](http://www.bradfordscb.org.uk/PDF/2015_updates/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

Forced Marriage (FM)

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

Female Genital Mutilation (FGM)

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

What is FGM?

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

Why is it carried out?

Belief that (note these statements maybe myths)

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community

- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

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

Circumstances and occurrences that may point to FGM happening

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

Signs that may indicate a child has undergone FGM:

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

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.

Appendix 3

DESIGNATED SAFEGUARDING LEAD MEMBER OF STAFF AND GOVERNOR

Role and Procedures

The designated senior member of staff (Named Person) for child protection in this school is:

Mr Hartford

In their absence, these matters will be dealt with by the school's Deputy Designated Safeguarding Leads:

Mr Timms, Mrs Gwyn Wilcock

The Designated Safeguarding Lead is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. The Designated Safeguarding Lead should ensure the relevant people are informed including the class teacher where appropriate who may monitor the situation. They will also act as a dedicated resource available for other staff, volunteers and governors to draw upon.

The school recognises that the Designated Safeguarding Lead must have the status and authority within the school management structure to carry out the duties of the post – they must therefore be a member of the senior management team. All members of staff (including volunteers) must be made aware of who this person is and what their role is. The Designated Safeguarding Lead will act as a source of advice and coordinate action within the school over child protection cases. They will need to liaise with other agencies and build good working relationships with colleagues from these agencies. The Designated Safeguarding Lead is the first person to whom members of staff report concerns. The Designated Safeguarding Lead is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the LA.

N.B. The Designated Safeguarding Lead is not responsible for dealing with allegations made against members of staff (unless the Designated Lead is already the Headteacher and then they would assume responsibility). This remains the responsibility of the Headteacher unless the allegation is about the HT then the Chair of Governors must assure the responsibility.

To be effective they will:

- Act as a source of advice, support and expertise within the school and be responsible for

- coordinating action regarding referrals by liaising with Children's Services and other relevant agencies over suspicions that a child may be suffering harm.
- Cascade safeguarding advice and guidance issued by the LA.
- Where they have concerns that a referral has not been dealt with in accordance with the child protection procedures, they will ask the Local Authority Designated Officer to investigate further.
- Ensure each member of staff and volunteers at the school, and regular visitors (such as Education Welfare Officers, Connexions personal advisors, trainee teachers and supply teachers) are aware of and can access readily, this policy as part of induction.
- Liaise with the Deputy Designated Safeguarding Leads to review cases and to inform them of any issues and ongoing investigations and ensure there is always cover for the role.
- Ensure that this policy is updated and reviewed annually and work with the designated governor for child protection regarding this.
- Be able to keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place.
- Ensure parents are aware of the child protection policy in order to alert them to the fact that the school may need to make referrals. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child. The best opportunity to do this is at the Reception Parents evening prior to school enrolment in September.
- Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible, separately from the main file, and addressed to the designated person for child protection. These records will be handed over in person one Designated Safeguarding Lead to the other or if an out of area transfer is needed then they will be transferred via registered and recorded mail. The Designated lead would add details of the transfer and who received the documents onto their chronology.
- Where a child leaves and the new school is not known, ensure that the local authority is alerted so that the child's name can be included on the database for missing pupils.

The Designated Safeguarding Lead also has an important role in ensuring all staff and volunteers receive appropriate training. They should:

- Attend training in how to identify abuse and know when it is appropriate to refer a case
- Have a working knowledge of how LA operates and the conduct of a child protection case conference and be able to attend and contribute to these when required.
- Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and governors.
- Make themselves (and any deputies) known to all staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant

to their needs to enable them to identify and report any concerns to the designated teacher immediately.

B) DESIGNATED GOVERNOR

The Designated Governor for Child Protection at this school is:

Andrew Rabbitt

Child protection is important. Where appropriate, the Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.

The Governors will ensure that the designated member of staff for child protection is given sufficient time to carry out his or her duties, including accessing training.

The Governors will review safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:

- The school is carrying out its duties to safeguard the welfare of children at the school;
- Members of staff and volunteers are aware of current practices in this matter, and that staff receive training where appropriate;
- Child protection is integrated with induction procedures for all new members of staff and volunteers
- The school follows the procedures agreed by LA Safeguarding Children Board, and any supplementary guidance issued by the Local Authority
- Only persons suitable to work with children shall be employed in the school, or work here in a voluntary capacity
- Where safeguarding concerns about a member of staff are substantiated, take appropriate disciplinary action

C) RECRUITMENT (*see Safer Recruitment Policy*)

In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

We accept that it is our responsibility to follow the guidance set out in 'Keeping Children Safe in Education' (2018) and ensure we meet requirements to have experienced and trained governors in Safer Recruitment, in particular:

- Before appointing someone, ensure that the references contain information that asks the referee to comment upon the applicant's suitability to work with children.
- Check that all adults with substantial access to children at this school have an enhanced DBS checks, disapplication by association checks for

household members and List 99 check before starting work, and prior to confirmation of appointment.

In addition, we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- Identity checks to establish that applicants are who they claim to be¹
- Academic qualifications, to ensure that qualifications are genuine
- Professional and character references prior to offering employment
- Satisfy conditions as to health and physical capacity
- Previous employment history will be examined and any gaps accounted for.

D) 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 consideration as paid staff.

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 one to one contact with children. However, if a parent or other volunteer is to be in school regularly or over a longer period then they will be checked to ensure their suitability to work with children.

The outcomes of the checks carried out on all adults working in school (staff and volunteers) are held in the Single Central Record, maintained by the School Business Manager and Monitored by the Designated Safeguarding Lead and Safeguarding Governor.

E) INDUCTION & TRAINING

All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.

All new staff at the school (including volunteers) will receive basic child protection information and a copy of this policy within one week of starting their work at the school as a minimum.

All staff will be expected to attend training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively. The school will provide this training through support from the Local Authority.

¹ e.g., through birth certificate, passport, new style driving licence, etc...

All Staff will attend refresher training every two years.

F) DEALING WITH CONCERNS

Members of staff and volunteers are not required by this school to investigate suspicions; if somebody believes that a child may be suffering, or may be at risk of suffering harm, they must always refer such concerns to the Designated Safeguarding Lead, who may refer the matter to the relevant Children's Services.

To this end, volunteers and staff will follow the procedures below;

- Upon the receipt of any information from a child, or if any person has suspicions that a child may be at risk of harm, or
- If anyone observes injuries that appear to be non-accidental, or
- where a child or young person makes a direct allegation or implies that they have been abused,
- makes an allegation against a member of staff² they must record what they have seen, heard or know accurately at the time the event occurs, and share their concerns with the designated person (or head teacher if an allegation about a member of staff) and agree actions to take.

We will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential written record of any incidents and with the requirements of LA Safeguarding Children's Board.

Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

Policy reviewed and updated on 05.09.17 (Due to changes to safeguarding staff) and October 2018 to accommodate release of KCSIE September 2019

Next FGB review of policy 14 May 2019

² Allegation that the member of staff has harmed a child, committed an offence against a child, or behaved in a way that questions their suitability to work with children.