



SAFEGUARDING AND CHILD PROTECTION POLICY

Ben Rhydding Primary School



Document History

Policy document:	Safeguarding and Child Protection Policy
Legislation: education/ other	Statutory document for school
Lead member of staff:	Glen Hartford, Head teacher Peter Timms, Deputy Head teacher
Lead governors for Safeguarding	Andrew Rabbitt & Sarah Hughes
Governor committee:	Full governors
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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” 2019

“Keeping Children Safe in Education” 2019, 2020

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

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



Introduction:

This policy sets out how the Governing Body is carrying out its statutory responsibility to safeguard and promote the welfare of children in accordance with Section 175 of the Education Act 2002.

This policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary and supply/visiting staff working in the school. It will be reviewed annually by the Governing Body, and is in line with the expectations of Ofsted which inspects safeguarding arrangements as part of the school's Leadership and Management and the Local Safeguarding Children Board.

Aims:

- To create a place where children feel safe enough to share their stories. Create a place where staff feel safe, valued and able to work.
- Create a safe place for children to learn and are able to set aside the pressures and strains of their lives.
- To ensure that all necessary internal and inter-agency child protection procedures are in place as required
- To give guidance to staff to ensure best practice
- To demonstrate the links with other relevant policies to safeguard the general welfare of children
- To provide a clear statement of the school's responsibilities in the event of a concern about the conduct of a member of staff
- To identify key individuals and their specific roles

Definition of abuse:

Abuse is defined as "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). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults, or another child or children."

Working Together to Safeguard Children 2018.



Abuse takes a variety of forms:

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 achild is being abused.pdf](http://www.bradfordscb.org.uk/PDF/2015_updates/What_to_do_if_you_re_worried_achild_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

Peer on peer abuse:

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

The health, safety and well-being of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school.

In our school we respect our children. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves.



We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children make good educational progress.

Our teaching of personal, social and health education and citizenship helps to develop appropriate attitudes in our children, and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them.

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**.

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.

The Named Person for Child Protection

- The Named Person for Child Protection is a member of the Senior Leadership Team and in this school is: Mr G Hartford.
- The school has identified Mr Peter Timms and Mrs Gwyn Wilcock to act as deputy Designated Members of Staff for Child Protection.
- In the absence of the Named Person and the deputy Named Person(s) will assume responsibility for any child protection matters that arise.
- The Named Person will co-ordinate action on child protection within the school. This includes ensuring that all staff, teaching and non-teaching (including supply staff) know who the Designated Member of Staff is and that they are aware of their individual responsibility to be alert to the signs of abuse and to discuss any concerns with the Designated Member of Staff. Also that they are aware of what happens once a concern has been raised.
- Where appropriate the Designated Member of Staff will liaise with the Named Person of the school(s) attended by the siblings of the child causing concern.
- The Named Person will keep a written record of any actions taken as a result of concerns raised (see responding and referring).



- The Named Person will ensure that the school's child protection policy is put on the agenda of the Governing Body once a year for discussion, monitoring, review and renewal.
- The Governing Body authorises the Named Person for Child Protection to carry out his/her responsibilities as outlined in Government Guidance.

Responding and Referring:

- Any member of staff who has concerns about the safety or potential abuse of a child must report their concerns to the Named Person for Child Protection without delay.
- Confidentiality should be respected as far as possible (a child should not be offered confidentiality as this would not be in their best interests).
- In accordance with local inter-agency procedures, the agreement of the child's parent for an external referral will normally be sought where possible. However, if it is felt that seeking any such agreement would increase the level of significant risk of harm to the child, the matter will be discussed with Social Care/ Social Services and their advice sought before parents are contacted. This issue must not contribute to a delay in making a referral.
- The school will ensure that the relevant social worker is notified if there is any unexplained absence of a pupil who is currently subject to a Child Protection Plan. When discussing concerns in respect of a child who is Looked After by the Local Authority the child's named social worker must be informed.

See appendix 1: Roles and responsibilities of Safeguarding Leads and named Governor

Supporting Pupils

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.

The school will support pupils in accordance with his/her agreed Child Protection Plan as required. The school will notify any concerns about a child who has a Child Protection Plan or is known to have an allocated social worker to the child's social worker or in her/his absence the manager or a duty officer in the team

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.

Mental Health Champions

The mental health champions in Ben Rhydding have weekly meetings with both vulnerable pupils and their families, this includes, but not exclusive to pupils who may be on the school's child protection register/record and require additional support. All the meetings are logged during the schools inclusion meetings and on CPOMS.

The Mental Health Champions in school will benefit school, pupils and families by:

- Building capacity and confidence to address mental health in schools (which may be related to a Safeguarding or Child Protection issue/concern)
- Providing resources and guidance to engage parents and community partners in addressing mental health matters, in ways which are age appropriate and culturally sensitive
- 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

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.

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.

Record Keeping

- Child Protection records are kept centrally and securely by the Designated Lead for Child Protection.
- Staff are aware that they must make a record of child protection issues and events as soon as possible, log this on a CP concern form and hand it directly to the safeguarding lead (or deputy in their absence).
- Child protection records must not be made in the child's curriculum file.
- Abbreviation or initials should only be used if the full name and position of the member of staff has been explained in a foot note.

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 alongside 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).

Working with other agencies

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.

See Appendix 3 Child Protection Flow Chart



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 Head teacher.

Allegations against members of staff/ volunteers

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.

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

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

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 Head teacher

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



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 Behaviour and anti-bullying policy
- Health and safety policy
- Procedures for accessing risk i.e. school trips
- Safer recruitment policies and practice
- Induction and Code of conduct for staff Policy Review
- Whistle Blowing Policy
- Keeping Children Safe in Education (2019)

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 on their letter-headed paper. All visitors will sign into the school's Inventory system when entering the school. All visitors will wear lanyards displaying their name and photograph. All DBS'd visitors will receive a green lanyard and be free to move/travel around the school unsupervised (if required). All visitors without a current DBS will receive a red lanyard and will be escorted/supervised around the building and not be allowed to engage with pupils unless under supervision. All pupils in school are aware of the green and red lanyard system (reminded on a termly basis in school assemblies) and know to report to the nearest staff member if they see a visitor without a lanyard and/or a visitor with a red lanyard in the building unsupervised.

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 Head teacher 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 on CPOMs by the IT leader. 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. Two members of staff have been trained in Positive handling techniques.

Anti-Bullying Policy

Our definition of bullying is: "A systematic and extended victimisation of a person or group, by another or group of others." The school's response to this is unequivocal. Adults must be informed immediately and action will take place. Children are told that silence is the bully's best friend. Although bullying in this school is rare, the school always acts swiftly with a process of investigation, communication and action. Bullies will not be tolerated. There is a more detailed Anti-bullying Policy that is available from the school office.

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 photos 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.

Safeguarding During the Pandemic and School Closures

COVID-19 school closure arrangements for Safeguarding and Child Protection at Ben Rhydding Primary School. (See appendix 2)

Remote Learning

Online safety

- Where possible, all interactions will be textual and public.
- Staff will not use live video to communicate with individual pupils or families, however the use of recorded video is permitted.
- All staff and pupils using video recordings must:
 - Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video recording.
 - Wear suitable clothing – this includes others in their household.
 - Use appropriate language – this includes others in their household.
 - Maintain the standard of behaviour expected in school.
 - Use the necessary equipment and computer programs as intended.
 - Not record, store, or distribute video material without permission.
 - Always remain aware that they are visible.
- Pupils not using devices or software as intended will be disciplined in line with the School's Positive Behaviour Policy.



- The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.
- The school will communicate to parents via PING about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.
- The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

Safeguarding

- The Designated Safeguarding Lead will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- Phone calls made to vulnerable pupils will be made using school phones where possible.
- All contact with vulnerable pupils will be recorded on paper and suitably stored.
- The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- Vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.
- The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
- All members of staff will report any safeguarding concerns to the DSL immediately.

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 2018 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. Remember to 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.
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.

Prevent – Anti Extremism and Radicalisation

Aims



- To ensure staff are aware of the Prevent Strategy and able to protect children and young people who are vulnerable or at risk of being radicalised

Practice

- In addition to DBS checks we 'open source' check organisations, particularly those in the voluntary sector.
- We will ensure staff are aware of the risks to children and young people of being radicalised through training

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.

Vulnerability to radicalisation or extreme view points

The school recognises its duty to protect our students from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The schools aims to safeguard young people through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act. The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically. Our definition of radical or extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self.' Staff are trained to be vigilant for spotting signs of extremist view and behaviours and to always report anything which may suggest a student is expressing opinions which may cause concern. Our core mission of diversity permeates all we do. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our students' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.



Appendix 1

Roles and responsibilities of Safeguarding Leads and named Governor

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:
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 Head teacher and then they would assume responsibility). This remains the responsibility of the Head teacher 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 Head teacher 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 Governors for Child Protection at this school are: **Andrew Rabbitt and Sarah Hughes.**

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

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' (2019) 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.

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



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.

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.

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.



Policy for Safeguarding and Child
Protection

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 05.09.18 (due to changes to safeguarding staff) and 13.02.20 and 31.03.20 due to the pandemic and the introduction of remote learning.



Appendix 2

COVID-19 school closure arrangements for Safeguarding and Child Protection at Ben Rhydding Primary School.

Date: Tuesday 31st March 2020.

Date shared with staff: 8th May 2020.

1. Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children, children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of the Ben Rhydding Primary School Child Protection policy contains details of our individual safeguarding arrangements:

Key contacts:

Role	Name	Contact number	Email
Designated Safeguarding Lead	Glen Hartford	01943 431133	glen.hartford@Ben Rhydding.bradford.sch.uk
Deputy Designated Safeguarding Leads	Peter Timms Gwyn Wilcock	01943 431133	peter.timms@Ben Rhydding.bradford.sch.uk Gwyneth.wilcock@Ben Rhydding.bradford.sch.uk
Safeguarding Governors	Andrew Rabbitt Sarah Hughes	01943 431133 01943 431133	andrew.rabbitt@Ben Rhydding.bradford.sch.uk sarah.hughes@Ben Rhydding.bradford.sch.uk
Chair of Governors	Andrew Rabbitt	01943 431133	andrew.rabbitt@Ben Rhydding.bradford.sch.uk

Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This



could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home. Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

Ben Rhydding Primary School will, when required, continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Mr G Hartford.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Ben Rhydding Primary School will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, Ben Rhydding Primary School or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England. Ben Rhydding Primary School will encourage our vulnerable children and young people (when identified) to attend a school, including remotely if needed.

Attendance monitoring

Local authorities and education settings do not need to complete their usual daily attendance processes to follow up on non-attendance.

Ben Rhydding Primary School and social workers will agree with parents/carers whether children in need should be attending school – Ben Rhydding Primary School will then follow up on any pupil that they were expecting to attend, who does not. Ben Rhydding Primary School will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

HOW WILL THIS LOOK IN YOUR SCHOOL?

To support the above, Ben Rhydding Primary School will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Ben Rhydding Primary School will notify their social worker.

Designated Safeguarding Lead

Ben Rhydding Primary school has a Designated Safeguarding Lead (DSL) and two Deputy DSLs. The Designated Safeguarding Lead is: Mr G Hartford



The Deputy Designated Safeguarding Leads are: Mr Peter Timms, Mrs Gwyneth Wilcock.

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection online management system, CPOMS and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all Ben Rhydding Primary School staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of that person is and how to speak to them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Child Protection Policy. In the unlikely event that a member of staff cannot contact the DSL from home, they should phone or email (encrypted email only if sensitive information and/or family names are being disclosed) the Designated Safeguarding Lead, asking for confirmation that the emails were received if these were sent. The member of staff recording the concern has to ensure that the concern has been received by one of the school's DSLs.

Staff are reminded of the need to report any concern immediately and without delay. If there is a requirement to make a notification to the Headteacher whilst away from school, this should be done verbally and followed up with an email to the Headteacher.

Concerns around the Headteacher should be directed to the Chair of Governors:

Mr Andrew Rabbitt.

Safeguarding Training and induction

DSL training is very unlikely to take place whilst there remains a threat of the Coronavirus. For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child. Where new staff are recruited, or new volunteers enter Ben Rhydding Primary School, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-



- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, school name will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2020) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where Ben Rhydding Primary School are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Ben Rhydding Primary School will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

Ben Rhydding Primary School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Ben Rhydding Primary School will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.



Online safety in schools and colleges

Ben Rhydding Primary School will continue to provide a safe environment, including online. This includes the use of an online filtering system. Where students are using computers in school, appropriate supervision will be in place.

Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the code of conduct.

Ben Rhydding Primary School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Supporting children not in school

Ben Rhydding Primary School is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on CPOMS, as should a record of contact have made. The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

Ben Rhydding Primary School and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and through email communications with parents.

Ben Rhydding Primary School recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at Ben Rhydding Primary School need to be aware of this in setting expectations of pupils' work where they are at home.

Ben Rhydding Primary School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

Supporting children in school

Ben Rhydding Primary School is committed to ensuring the safety and wellbeing of all its students.

Ben Rhydding Primary School will continue to be a safe space for all children to attend and flourish.

The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.



Ben Rhydding Primary School will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Ben Rhydding Primary School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

Where Ben Rhydding Primary School has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – will discuss them immediately with the other schools in 2VLC and the Local Authority.

Peer on Peer Abuse

Ben Rhydding Primary School recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on CPOMS and appropriate referrals made.



Appendix 3

Child Protection Procedures Flow Chart

On discovery or suspicion of child abuse

If in doubt – ACT



Inform your Designated Safeguarding Lead (DSL) for Child Protection

Glen Hartford

If Glen Hartford cannot be located, then please contact the following:

**Mr Timms, Mrs Wilcock
DSLs**

If there is a safeguarding concern and in the event of the identified people not being available, please refer to Children’s Initial Contact Point on 01274 437600.



On receipt of the information the DSL 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: 01274 437600**

Out of hours Emergency Duty Team **Tel: 01274 431010**

Where the DSL 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: 01274 434343** for the Children’s services switchboard or 01274 435908 for direct contact.

The DSL may also seek advice from the Education Safeguarding Team **Tel: 01274 437043**



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 and separate from the child’s curriculum file.



Ensure immediate completion and dispatch of the Common Child Protection Referral form. This form can be accessed [here](#)

Retain a copy in school. Send copies to:

- Children’s Social Care
- Lead Officer Child Protection Margaret McMillan Tower, Princes Way, Bradford BD1 1NN



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