



All Saints Church of England Primary School

Child Protection Policy

Including the role of the designated safeguarding lead

Please keep this document safe so that you can refer to it.

More detailed information is available from the policies section of the school's website.

This version: 4 January 2025

Designated Safeguarding Lead and deputies	Nominated Safeguarding Governor
Miss J Williams - DSL Mrs K Shaw - Deputy DSL Miss N Pallister – Deputy DSL Miss O Helstrip – Deputy DSL Mrs G Sharp – Deputy DSL	Rev. Derek Jones

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1. INTRODUCTION

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

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

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

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

- protecting children from maltreatment;
- preventing impairment of children's 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.

This **Child Protection Policy** forms part of a suite of documents and policies, which relate to the safeguarding responsibilities of the school.

In particular this policy should be read in conjunction with the Safeguarding Policy, Safer Recruitment Policy, Behaviour Policy, Physical Intervention Policy, Anti-Bullying Policy, Code of Conduct, Looked After Children Policy, E-safety Policy and ICT Acceptable Use Policy.

Purpose of a Child Protection Policy

- To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children.
- To enable everyone to have a clear understanding of how these responsibilities should be carried out.
- To ensure staff understand that safeguarding the welfare of children (anyone under the age of 18) is 'everyone's responsibility.'
- To ensure that staff working with children maintain the attitude that 'it could happen here' where safeguarding is concerned and that when concerned about the welfare of a child, staff should always act in the best interests of the child.

School Staff & Volunteers

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

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

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

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

Mission Statement

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

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

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

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

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

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

Implementation, Monitoring and Review of the Child Protection Policy

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

The Bradford Partnership Inter-agency Child Protection and Safeguarding Children Procedures

The school follows the procedures established by The Bradford Partnership.

2. STATUTORY FRAMEWORK

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

- Children and Social Work Act 2017 amending The Children Act 2004 Education Act 2002 (Section 175/157)
 - *Outlines that Local Authorities and School Governing Bodies have a responsibility to "ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils".*
- The Bradford Partnership Inter-agency Child Protection and Safeguarding Children Procedures (Electronic)
- Keeping Children Safe in Education (DfE, September 2024) (KCSIE)
- Keeping Children Safe in Education: Part One- information for all school and college staff (DfE, September 2024) – Appendix 1
- Working Together to Safeguard Children (DfE 2024)
- The Education (Pupil Information) (England) Regulations 2005
- Information Sharing July 2018
- The GDPR and Data Protection Act (2018)
- Disqualification under the Childcare Act 2006, September 2018
- Prevent Duty Guidance: for England and Wales, Revised December 2023
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74 -Serious Crime Act 2015)
- Voyeurism (Offences) Act 2019

Working Together to Safeguard Children (DfE 2023) requires each school to follow the procedures for protecting children from abuse, which will be supported by the Bradford Partnership / safeguarding partners (Bradford local authority, chief officers of police, and clinical commissioning groups)

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

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

3. THE DESIGNATED SAFEGUARDING LEAD

N.B. Keeping Children Safe in Education, DfE 2024 refers to this role as Designated Safeguarding Lead – DSL

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

During term time the designated safeguarding lead and or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns.

The Designated Safeguarding Lead (DSL) for Child Protection in the school is Jenny Williams. There should be a Deputy Designated Safeguarding Lead (DDSL) in the absence of the lead DSL.

The Deputy Designated Safeguarding Leads (DDSL) for Child Protection in this school are Mrs. Kathryn Shaw, Miss. Nita Pallister, Miss. Olivia Helstrip and Mrs. Gemma Sharp.

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

Managing referrals and cases

- Refer all cases of suspected abuse or neglect to the Bradford Local Authority Children's Services (Safeguarding and Specialist Services), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern
- Liaise with the Head teacher to inform her of any child protection issues, especially on-going enquiries under Section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Support staff who make referrals
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensure they have details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child.

Training and Induction of New Staff

1. The DSL/DDSLs should undergo formal training every two years. The DSL should also undertake Prevent awareness training. In addition to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at least annually to:
2. Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
3. Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
4. Be alert to the specific needs of children in need, those with special educational needs and young carers
5. Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
6. Be able to keep detailed, accurate, secure written records of concerns and referrals
7. Obtain access to resources and attend any relevant or refresher training courses
8. Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them

As part of their role the DSL should;

- Ensure all staff, students and volunteers, receive appropriate child protection and safeguarding training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (via e-bulletins, staff meetings) as required and at least annually.
- Ensure each member of staff, students and volunteers has access to and understands the school's safeguarding and child protection policy and procedures and copies of Part 1 and Annex A of Keeping Children Safe in Education 2024
- Ensure all staff, students and volunteers are aware of the process of making referrals to Early Help and to children's Social Services and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

- Ensure that new staff, students, volunteers and staff returning from long term absence, receive a robust induction programme which includes the training includes;
 1. Copies of the school protection and safeguarding policies.
 2. Copies of Part 1 and Appendix A of Keeping Children Safe in Education 2024
 3. Ensure that volunteers who do not hold an enhanced DBS are subjected to a robust risk assessment prior to starting work. In line with the school's Safer Recruitment Policy, Volunteers will also be required to complete an application form and provide 2 references for their voluntary post.

Raising Awareness

The designated safeguarding person should ensure the school or policies are known, understood and used appropriately.

- Ensure the school safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this.
- Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the local Bradford Partnership / safeguarding partners (Bradford local authority, chief officers of police, and clinical commissioning groups)
- To make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- To ensure staff training is regularly updated in line with Bradford Partnership guidance, including Prevent and on-line safety, the school's safeguarding and Child Protection Policy, the role and identity of DSL and deputies, KCSIE Part 1 and Annex A, Pupil behaviour policy, the school's response to children who go missing from education, staff code of conduct.
- To ensure DSL and deputy training is up-dated at 2 yearly intervals
- When children leave the school, ensure the CPOM records are sent to their new school
 - The CPOM records refer to any information which has been recorded about a child in relation to school actions, family support work, professional partnership work, Early Help referrals, Child in Need, Child Protection Plans and or contextualised safeguarding concerns the school may have
 - Schools should obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with GDPR and data protection guidelines (see Record keeping Guidance on BSCL for further information)

4. THE GOVERNING BODY

Governing bodies and proprietors must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times.

The responsibilities placed on governing bodies and proprietors include:

- their contribution to inter-agency working, which includes providing a coordinated offer of **Early Help** when additional needs of children are identified.
- ensuring that an effective child protection policy is in place, together with a staff code of conduct.
- ensuring staff are provided with Part One of Keeping Children Safe in Education (DfE 2024) – Appendix 1 and are aware of specific safeguarding issues.
- ensuring that staff induction is in place with regards to child protection and safeguarding
- appointing an appropriate senior member of staff to act as the Designated Safeguarding Lead. It is a matter for individual schools as to whether they choose to have one or more Deputy Designated Safeguarding Lead.
- ensuring that all of the Designated Safeguarding Leads (including deputies) should undergo formal child protection training every two years (in line with Bradford Partnership guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments)
- prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- **ensuring** that children are taught about safeguarding in an age-appropriate way:

Opportunities to teach safeguarding:

The Governing body must ensure that children are taught about safeguarding including online safety. This will include covering relevant issues in Relationships Education and Relationships and Sex Education (RSE) and where delivered through Personal Social Health and Economic (PSHE) education. The government has made regulations which make these subjects part of the mandatory curriculum in September 2020, now must be implemented by the summer term in light of COVID

- ensuring appropriate filters and appropriate monitoring systems (SmoothWall) are in place to safeguard children from potentially harmful and inappropriate online material. Additional information to support governing bodies and proprietors is provided in **Keeping Children Safe in Education (DfE 2024)**
- Having a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements.

5. WHEN TO BE CONCERNED

A child-centered and coordinated approach to safeguarding:

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

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

Children who may require Early Help

Early Help is the support provided for children, young people and their families to respond when difficulties emerge or to stop problems developing in the future. This support can be provided at any point in a child's life to stop small problems getting bigger. Early help support is a partnership approach. All agencies that work with children, young people and families are responsible for listening to concerns and worries. They will work closely to make sure that the child and family get the right support at the right time.

You can use the Families and Young Persons Information website –fyi (www.fyi.bradford.gov.uk) to find information and services that can help, this includes information on how to access support from your local Family Hub.

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

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

- Children with a disability and/or specific additional needs.
- Children with special educational needs.
- Children who are acting as a young carer.
- Children who are showing signs of engaging in anti-social or criminal behaviour.
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence
- Children who are showing early signs of abuse and/or neglect.

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

See Appendix 4 for information on indicators of abuse and Appendix 1 (KCSIE September 2024) for specific safeguarding issues.

Children with special educational needs and disabilities:

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

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs;
- Communication barriers and difficulties
- Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child's understanding of abuse.
- Lack of choice/participation
- Isolation

Child on Child abuse

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

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

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

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

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

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

The school recognizes that LGBT pupils and those with SEND are more prone to peer group isolation and support is provided for any isolated, bullied and/or abused pupil by the school's pastoral team.

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

- Provides a developmentally appropriate Relationship and PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe
- Has systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
- Will develop robust risk assessments where appropriate
- Has a robust and clear response to bullying incidents and staff receive regular training on the school's anti-bullying policy and procedure
- Have relevant policies in place (e.g. behaviour policy)

Specific safeguarding issues

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

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

Reference -Annex B KCSIE 2024 contains important additional information about specific forms of abuse and safeguarding issues.

6. DEALING WITH A DISCLOSURE

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

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
- Reassure them that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- If appropriate, ask the child to tell you what action they wish you to take
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the Designated Safeguarding Lead/DDSL without delay

Afterwards

- If appropriate, let the child know what you have done, and ask them to provide you with feedback

Support

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

If a school staff member receives a disclosure about potential harm caused by another staff member, they should see section 11 of this policy– Allegations involving school staff/volunteers.

7. CONTEXTUAL SAFEGUARDING

Staff should be aware that as well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including: exploitation by criminal gangs and organised crime groups such as county lines; trafficking, online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Extremist groups make use of the internet to radicalize and recruit and to promote extremist materials.

Any potential harmful effects to individuals identified as vulnerable to extremist ideologies or being drawn into terrorism should also be considered.

Staff making assessments of children in such cases should consider whether wider environmental factors are present in a child's life and are a threat to their safety and/or welfare.

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

8. RECORD KEEPING

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

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

- Record as soon as possible after the conversation. Use the CPOMS log wherever possible
- Do not destroy the original notes – these should be scanned and uploaded to CPOMS in case they are needed by a court (original notes should be stored in a locked child protection cupboard)
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram/use the CPOM's body map to indicate the position of any injuries
Record statements and observations rather than interpretations or assumptions
- The DSL/Deputy DSL should ensure all discussions, decisions and reasons for decisions in each disclosure case are recorded using CPOMS.

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

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

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

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

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

The School will obtain proof that the new school/education setting has received the

safeguarding file for any child transferring and then destroy any information held on the child in line with GDPR and data protection guidelines.

9. CONFIDENTIALITY

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

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

9. SCHOOL PROCEDURES

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

If any member of staff is concerned about a child, he or she must inform the Designated Safeguarding Lead. The DSL will then decide whether the concerns should be referred to Children's Services: Safeguarding and Specialist Services – Prevention and Early Help. If it is decided to make a referral to Children's Services, this will be discussed with the parents, unless to do so would place the child at further risk of harm.

While it is the DSL's role to make referrals, any staff member can make a referral to Children's Services. If a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM, at risk of radicalisation), a referral should be made to the appropriate Children's Services and to the Police/Channel etc immediately. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

If a teacher/member of staff (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the teacher must report this to the police. This is a mandatory reporting duty. See Appendix 1- Keeping Children Safe in Education (DfE 2023): Annex A for further details. The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations.

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

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records (CPOMS) to the DSL at the receiving school, in a secure manner, and separate from the child's academic file. (The same procedures will be followed for a child who has not been subject to a Child Protection Plan /CIN, but is considered by the school to be in a vulnerable category).

The Designated Safeguarding Lead is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

Referrals

Safeguarding referrals should be made to Children's Services via the Front Door – 01274 433999 Early Help referrals will be sent to school's EH coordinator. Please refer to the Bradford Partnership guidance for additional information.

Anyone can make a referral to the police and/or the local safeguarding partnership.

See appendix 8

PREVENT

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

See appendix 8

10. COMMUNICATION WITH PARENTS

The School will ensure the Child Protection Policy is available publicly via the school website and by a paper copy in school.

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

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

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

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

11. ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS

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

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

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

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

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or education setting's safeguarding arrangements. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school senior leadership team.

If staff members have concerns about another staff member then this should be referred to the Head teacher. Where there are concerns about the Head teacher this should be referred to the Chair of Governors as appropriate.

The Chair of Governors in this school is Mrs. H. Jones.

In the event of allegations of abuse being made against the Head teacher or where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO) or to the Bradford Safeguarding Team – Reference the Bradford Safeguarding Team Flowchart for contact numbers

Staff may consider discussing any concerns with the Designated Safeguarding Lead if appropriate and make any referral via them. (See Keeping Children Safe in Education: Part Four, DfE 2024, for further information).

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

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

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

The Head teacher /Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer or the Bradford Education Safeguarding Team (Reference Appendix 8 for contact numbers).

If the allegation meets any of the criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer or the Bradford Partnership

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

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

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

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

The contact details for the LADO in Bradford are 01274 435600 or LADO@bradford.gov.uk.

NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally.

- Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday or Email: help@nspcc.org.uk

Concerns that do not meet the harm threshold

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone

- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately. We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns as per section 7.7 of this policy
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the head teacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses
-

The head teacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's code of conduct.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

Safer working practice

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/school code of conduct and Safer Recruitment Consortium document **Guidance for safer working practice for those working with children and young people in education settings (February 2022)**.

The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998). Please see the school's behaviour management policy for more information.

Images of Children

Staff and others should also refer to the school's Filming and Photography Policy Statement for guidance on taking, using and saving images of children.

APPENDIX 1 : KEEPING CHILDREN SAFE IN EDUCATION (DfE 2023)

Part One: Information for all school staff

Annex A: Further information

This Child Protection Policy has been written in line with the statutory guidance [Keeping Children Safe In Education 2024](#).

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

The hyperlink to the document Keeping Children Safe in Education 2023 has been included in this policy, rather than the document in its entirety, to address any changes in content, which may arise during the year.

It is essential that all staff have access to this online document and read [Part 1](#) and Annex A, which provides further information on:

- children missing from education
- child sexual exploitation
- child on child abuse
- 'honour based' violence
- FGM mandatory reporting duty
- forced marriage
- preventing radicalisation
- contextual safeguarding
- 'up-skirting'
- Serious violence

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

APPENDIX 2: DECLARATION FOR STAFF

Child Protection Policy and Keeping Children Safe in Education (DfE 2024)

Please sign and return to Jenny Williams (DSL) by 10.02.2025

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

- (1) The School's Child Protection Policy (January 2025)
- (2) **Part 1 and Annex A** of 'Keeping Children Safe in Education' DfE Guidance 2024
- (3) **The school's Staff Code of Conduct (September 2024)**

I am aware that the DSL/Deputy DSLs are:

Jenny Williams

Kathryn Shaw

Nita Pallister

Olivia Helstrip

Gemma Sharp

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

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

Signed Date

APPENDIX 3: WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED: ADVICE FOR PRACTITIONERS

Flowchart

Be alert

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

Question behaviours

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

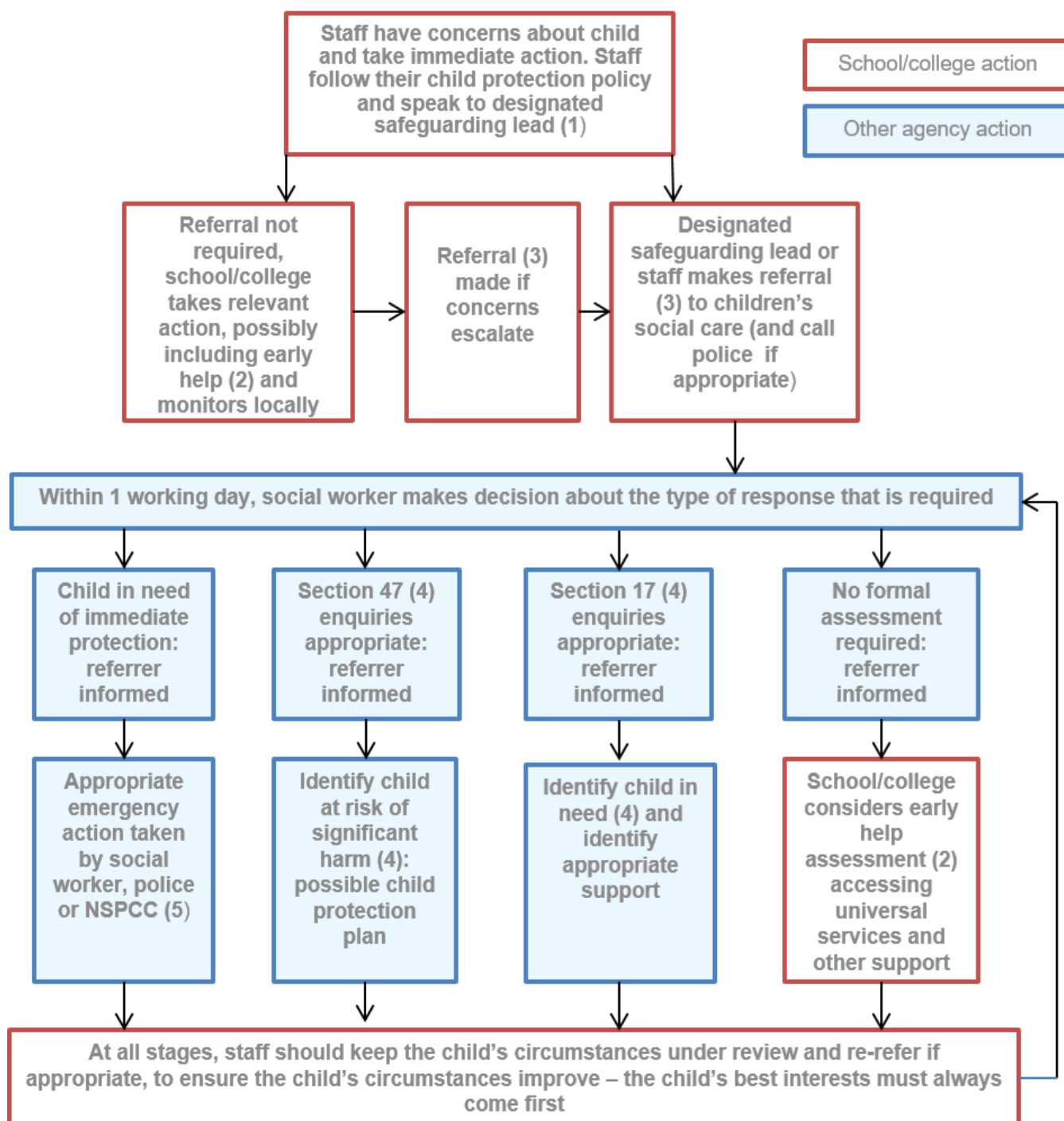
Ask for help

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

Refer

- DSL will make referrals to children services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Services on 01274433999.

Actions where there are concerns about a child



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

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

(3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

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

APPENDIX 4: UNDERSTANDING CHILDREN'S MOST BASIC NEEDS



Working Together to Safeguard Children (DFE,2018)

APPENDIX 5: DEFINITIONS OF ABUSE

Physical Abuse	
<p>Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. (KCSIE Sept 2024)</p>	
Child	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size	Burns and Scalds – shape, definition, size, depth, scars
Improbable, conflicting explanations for injuries or unexplained injuries	Aggression towards others, emotional and behaviour problems
Frequently absent from school	Untreated injuries
Admission of punishment which appears excessive	Injuries on parts of body where accidental injury is unlikely
Repeated or multiple injuries	Fabricated or induced illness
Fractures	
Parent	Family/environment
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community
Fear of medical help / parents not seeking medical help over chastisement of child	Physical or sexual assault or a culture of physical chastisement

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. (KCSIE 2024)

Child	
Self-harm	Over-reaction to mistakes/Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
Parent	Family/environment
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. (KCSIE 2024)

Child

Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships

Parent

Family/environment

Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

Sexual abuse

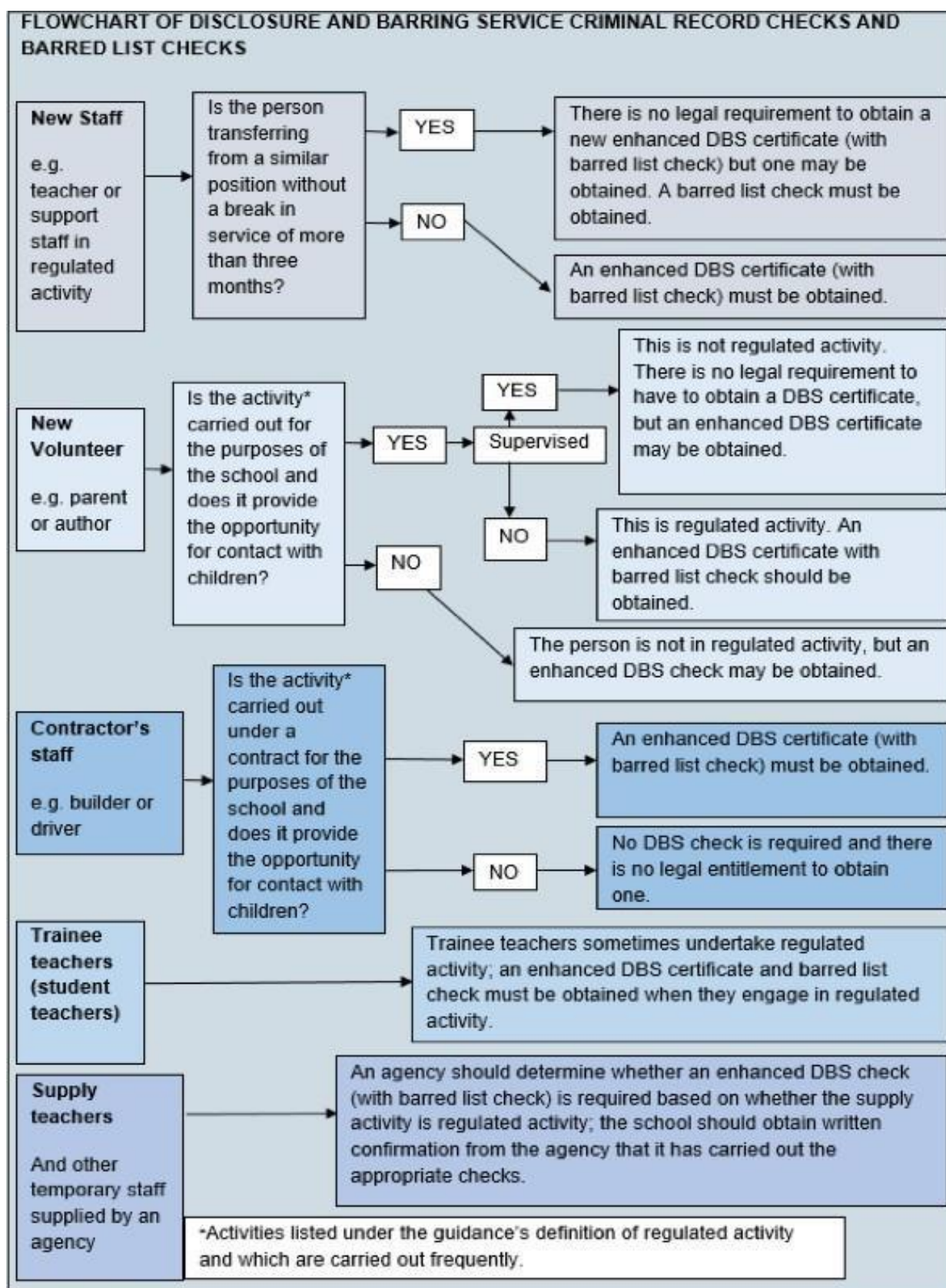
Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex)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

Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education - peer on peer abuse. (KCSIE 2024)

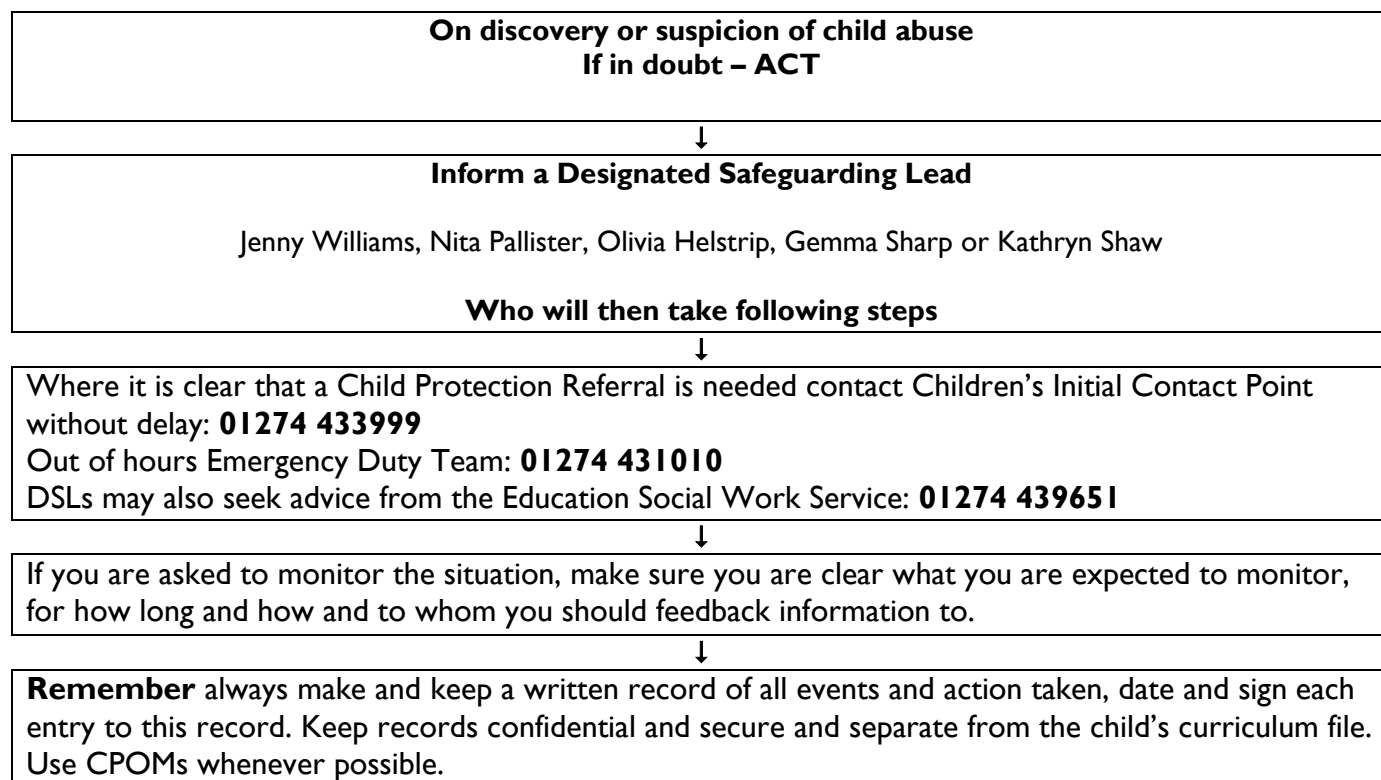
Child

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

APPENDIX 7: FLOWCHART OF DISCLOSURE AND BARRING SERVICE CRIMINAL RECORD CHECKS AND BARRED LIST CHECKS



APPENDIX 8: CHILD PROTECTION PROCEDURES FLOW CHART



USEFUL TELEPHONE NUMBERS

Children’s Social Care Initial Contact Point: 01274 433999
 Emergency Duty Team: 01274 431010
 Education Social Work Service: 01274 439651
 Police: MASH unit: 01274 431077

PREVENT: - Prevent Co-ordinator danielle.king@bradford.gov.uk 01274 437770, 07788 264621
 CBMDC Prevent Education Officer: rachel.lee@bradford.gov.uk 07484 923127

Education Safeguarding Contacts

Team	Email	Telephone
Elective Home Education	ElectiveHEducation@bradford.gov.uk	01274 439340
Children Missing Education	CME@bradford.gov.uk	01274 439393
Access Team	Education.Access@bradford.gov.uk	01274 439393
Holidays in term time fines	PN@bradford.gov.uk	01274 439651
Prosecution/Penalty Notice	Attlegal@bradford.gov.uk	01274 439651
Attendance Team	Attendance@bradford.gov.uk	01274 439684
Safeguarding Complaints/compliance/advice	EdSafeTeam@bradford.gov.uk	01274 437043
NSPCC		0800 028 0285

APPENDIX 9: EDUCATION SAFEGUARDING TEAM CONTACTS

Education Safeguarding Head of Service: Kate Hopton

Education Safeguarding Service Manager - Attendance Prosecution and CEEL: John Leese

Education Safeguarding Service Manager - EHE, CME and Safeguarding Compliance: Robin Woods

Attendance Team Manager: Waheeda Shah/Paul Harkin

Prosecution Team Manager: Lindsey Fallon

CEEL Team Manager: Tara Watson

Lead Officer Out of School Safeguarding: Salim Akhtar

Education Safeguarding Team Manager: Maryam Shaheen

Training, Compliance and Curriculum Manager: Jenny Fox

Education Safeguarding Officer: Jasdeep Kaushal

Education Safeguarding Officer: Rashida Hussain

Education Safeguarding Officer: Aisha Sharif Khan

Education Safeguarding Officer: Shamyla Ibrahim

Education Safeguarding Officer: Anthony Williams

Education Safeguarding Officer - IFD: Fiona Parkinson

Education Safeguarding Officer - CE Hub: Naveed Mushtaque

Local Authority Designated Officer (LADO): lado@bradford.gov.uk

Children's Social Care Initial Contact Point: 01274 433999

Children's Social Care Emergency Duty Team: 01274 431010

Education Safeguarding Team: 01274 437043

Access Team: 01274 439393

CME Team: 01274 438877

Attendance & Prosecution Team: 01274 439651

Elective Home Education: 01274 439340