



Bradford Christian School

Child Protection Policy

Policy written July 2018 – Review date August 2019

1 Statement

- 1.1 Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (Keeping Children Safe in Education Sept 2018)
- 1.2 This policy should be read in conjunction with Bradford Christian School's Safeguarding Policy and safer recruitment policy and procedures.
- 1.3 Bradford Christian school is committed to safeguarding pupils and young people and expects its staff, volunteers and visitors to share that commitment.

2 Introduction

- 2.1 Bradford Christian School recognises that because staff are in regular and frequent contact with children, they are particularly well placed to observe signs of abuse or neglect.
- 2.2 Bradford Christian School is aware of the responsibilities which all staff have, with regard to the protection of children from abuse and from inappropriate and inadequate care. Therefore, the school is committed to reacting in accordance with the Local Authority procedures in all cases where there is concern.
- 2.3 The Head Teacher has appointed Mrs Zeilah Chadwick (School Business Manager) as the Designated Child Protection and Safeguarding Lead for the school. The Governors responsible for child protection and safeguarding are Mr Andrew Taylor and Mr Richard Shackleton, and they will receive monthly updates from Mrs Chadwick in relation to safeguarding issues.
- 2.4 The Head Teacher shall also ensure that all staff and Governors are aware that the Designated Safeguarding Lead's responsibilities include:
 - ensuring that effective communication and liaison takes place between the School and Social Services and any other relevant agencies, where there is a child protection concern in relation to a student
 - ensuring that all staff have an understanding of child abuse, neglect and its main indicators
 - advising staff on the school's and their own child safeguarding responsibilities and supporting staff in their child safeguarding role.
 - responsibility to ensure that all documentation is up to date and kept in a secure environment
 - The Designated Safeguarding Lead will also have a role in ensuring all staff and volunteers receive appropriate training

3 Application

- 3.1 Staff will possess skills in recognising and dealing with child welfare concerns. Appropriate training and support will be given. The Designated Safeguarding Lead will be the first person to whom staff report concerns. Staff will always be requested to complete a Cause for Concern form (pink form – Annex 1). It is then the responsibility of the Designated Safeguarding Lead, to discuss the situation with the relevant agencies.
- 3.2 The school has arrangements in place for when the Designated Safeguarding Lead is absent. All school staff are aware that Mr Phill Moon is the deputy in Mrs Zeilah Chadwick's absence.
- 3.3 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 Bradford Safeguarding Children Board and LA.
- 3.4 The Head Teacher will initiate appropriate proceedings to address any allegations made against members of staff.

- 3.5 The Designated Safeguarding Lead will act as a source of advice, support and expertise within the school and be responsible for co-ordinating action regarding referrals by liaising with Social Services and other relevant agencies over cases and allegations of abuse, regarding both children and members of staff.
- 3.6 The Designated Safeguarding Lead will ensure each member of staff has access to, and is aware of, the school's Child Protection policy and the Safeguarding Policy. This is especially important in respect of staff that are part time trainee teachers and volunteers.
- 3.7 The Designated Safeguarding Lead will liaise with the Head Teacher to inform him of any issues and ongoing investigations and to ensure there is always cover for the role.
- 3.8 The Designated Safeguarding Lead will make sure the school's child protection policy is updated and reviewed annually and work with the designated governors for Child Protection regarding this.
- 3.9 The Designated Safeguarding Lead will ensure copies of this policy and the Safeguarding Children Policy are available for parents to view on the school's web page, 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).
- 3.10 Where students leave the school roll, the Designated Safeguarding Lead will follow procedure to ensure the appropriate information is transferred to the new school or college as soon as possible. If a child leaves and the new school is not known, the DfE will be alerted so that these children can be included on the database for lost pupils.

4 Training in Safeguarding Children

- 4.1 All new staff are made aware of the school's Safeguarding Children Policy and Child protection policy during their induction. The documents are available to staff on the intranet and on the school web page.
- 4.2 All staff working at the school receive adequate training to familiarise themselves with safeguarding children issues, their responsibilities and the school's procedures and policies with refresher training every year.
- 4.3 Staff involved in the recruitment and appointment of staff have refresher training every 2 years.
- 4.4 The designated person(s) for child protection will undertake specific training with a recognised body e.g. NSPCC every 2 years.
- 4.5 Records will be kept of all staff training, naming individuals and detailing what training they have received and when. These will be kept with the central safeguarding register.
- 4.6 Every interview panel will contain at least one person who has undertaken the Safer Recruitment Training. This person will ensure that the 'Safeguarding Children and Safer Recruitment in Education guidance is adhered to throughout the recruitment process. (Refer to BCS safer recruitment procedures for full processes)

5 Disclosure and Barring Service Checking

- 5.1 All personnel who come into contact with children, whatever their status will be DBS checked, including Governors. The school business manager will have responsibility for rigorously maintaining the Central Register. It is staff responsibility to check that invited visitors on site have DBS and inform the school business manager.
- 5.2 DBS checking will be rigorous and records will be kept of references obtained in the appointment process detailing when they were obtained.
- 5.3 The Central Register will be completed and kept securely in one place. There will be limited access to the register and the people who have access will be named and advised. Currently that access remains solely with the School Business Manager, Mrs Zeilah Chadwick.

6 Reporting Concern

- 6.1 In the event of a member of staff having a child protection concern about a student, they must immediately report that concern to the Designated Safeguarding Lead. The member of staff will be asked to document briefly the events on the Cause for Concern form. (Pink form on staff notice board in staff room Appendix 1)

- 6.2 The school follows the Bradford City Council guidelines for Child Protection, liaising with the Social Services and other agencies, as appropriate. The action taken by the Designated Safeguarding Lead will, therefore, be in line with the Bradford City Council Authority guidelines.
- 6.3 Bradford City Council safeguarding board will report back to the member of staff who made the initial report on a 'need to know' basis but informs the member of staff that appropriate action has been taken.

7 Record Keeping

- 7.1 The Designated Safeguarding Lead is required to manage the keeping of records in relation to safeguarding children matters. These records will be stored securely. Where a person makes an oral statement, a written record will be produced, signed and dated by the author.
- 7.2 Staff should be given as much information as necessary in order to help the child concerned. In general, this will mean that, where a child is on the Safeguarding register, or where there are concerns about a child, the member of staff chosen by the student to provide support will be kept informed. It may be appropriate in some cases to inform other staff, giving few details but raising general awareness, that there are issues that may affect a student's behaviour and level of achievement at that time.
- 7.3 In the event of a student causing concern transferring to another school, the school will:
- find out the name of the receiving school
 - contact the relevant member of staff at that school to discuss the transfer
 - where appropriate hand deliver the records to the new school's Designated Safeguarding Lead, where not appropriate to visit in person send via registered post all information relating to the student to the receiving school plus transfer of records receipt slip to be signed by Safeguarding Lead. (Appendix 2)
 - check with the receiving school that the student has actually arrived there on the expected day; inform all of the relevant agencies of the transfer.
- 7.4 The safeguarding lead will on an annual basis audit the school's safeguarding children files to ensure that adequate records are being kept in an appropriate manner. The check should cover the following:
- Check sheet in front of active cases
 - If there are concerns re a student a concern file should be placed in the safeguarding file for further reference
 - File cross-referenced with other family members, if appropriate
 - Records and notes typed or written in legible handwriting
 - Name, address and date of birth of child(ren) concerned recorded on each sheet
 - Factual outline of incident /concern/allegation/disclosure
 - Clear names of staff involved
 - Signature, printed name, of person making record
 - Note of action taken, and with whom information was shared
 - Safeguarding Referral form sent to Children's Services Social Care if appropriate
 - All minutes of meetings related to a vulnerable child e.g. child protection conferences, external agencies are to be filed in the safeguarding file in the locked cupboard in the Designated Safeguarding Lead's office

8 Listening to Students

- 8.1 Bradford Christian School recognises the importance of listening to students at all times, particularly when they are distressed, worried or concerned. It is appreciated that at times students may feel stressed and confused. The school shall identify quiet areas and provide the opportunity for students to take respite from the normal day when necessary.
- 8.2 All staff shall be made aware that children who are not known to be the subjects of concern may, however, be experiencing ill treatment, neglect or abuse. This means that staff should be aware of the need for sensitivity when dealing with all students at all times.

- 8.3 Bradford Christian School recognises that students who are distressed through experiences outside the classroom may be less able to achieve their potential. While it is clear that such students need firm boundaries, staff will take into account the student's distress when managing behaviour.
- 8.4 Students in the school will be annually surveyed regarding their perceptions of how 'safe' they feel when at the school. The data collected from these surveys will be used to inform changes in policies and practice.

9 Confidentiality

- 9.1 Bradford Christian School's Confidentiality Policy is set out in a separate policy document available on the school intranet and school web page.
- 9.2 The right of the child to confidentiality and privacy will be respected and all communications about the case will be kept to a minimum on a 'need to know' basis.
- 9.3 Students should be reassured that their best interests will be maintained. However, staff cannot offer or guarantee confidentiality and should ensure that the student understands that all disclosures made to the adult will be shared with the Designated Safeguarding Lead, and that this may lead to communication with outside agencies and / or family members.
- 9.4 When confidentiality has to be broken, the student should be supported, as appropriate and reassured about the school's 'duty of care'.
- 9.5 The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted.
- 9.6 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.
- 9.7 The school will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm, or there is an allegation made against a member of the child's household – in which case social services will be contacted directly.

10 Monitoring

- 10.1 Bradford Christian School will monitor pupils whose names are on a Child Protection Plan in line with what has been agreed at *Child Protection Conference*.
- 10.2 Parents/carers will be made aware of the school's Child Protection Policy and the fact that this may require cases to be referred to investigative agencies in the interests of the child.

11 Guidelines for Monitoring

- 11.1 When? - When there is concern in school about:
- Marks on the body
 - Unusual/different behaviour (including academic functioning)
 - Students presenting with changes in aggressive expression of ideology- /vulnerable to exploitation into violent extremism /radicalisation (Channel Project)
 - Mood changes
 - Puzzling statements or stories by a child
 - Concerning information from other sources
 - If requested by another agency e.g. following a case conference
- 11.2 Who?
- Teachers
 - Other School staff
 - Other staff in regular contact with the child

- Parents, carers, children in Local Authority care, community members

11.3 What?

- Patterns of attendance
- Changes of mood
- Changes in classroom functioning
- Relationships with peers and adults
- Behaviour causing concern hyper sexualised, (Child Sexual Exploitation)
- Statements, comments, stories, 'news', drawings, diary entries
- General demeanour and appearance
- Parental interest and comments
- Home/family changes
- Medicals
- Response to PE/sport
- Injuries/marks, past and present
- Social media online activity (e-safety – on line bullying)

12 Preventative Approaches

- 12.1 Children will be taught, through the curriculum, about the risks of different kinds of child abuse and neglect, equipping them with the skills they need to help them stay safe.
- 12.2 A child safeguarding programme through PSHE will seek to support the child's development in ways which will foster security, confidence and independence. It is central to the well-being of the individual and is, therefore, seen to be an intrinsic part of all aspects of the curriculum. The most appropriate approach is skills-based, set alongside a knowledge component, with an emphasis on helping children to develop the personal and social skills they need to keep themselves safe and to become responsible and independent adults.
- 12.3 Child safeguarding can be interwoven with many aspects of the existing curriculum. It can help children to:
- Promote their understanding of relationships, the interaction between relationships and the key concepts
 - Increase self-esteem and awareness
 - Make judgements and solve problems
 - Be assertive
 - Recognise, accept and express feelings
 - Explore the nature of trust
 - Identify 'okay' adults within personal safety networks
 - Take decisions and accept responsibility for self and others
 - Be self-reliant and independent
- 12.4 We will encourage children to feel safe and to talk about their feelings. It can:
- reduce isolation in the emotions they experience
 - relieve tension by enabling children to talk and be listened to
 - provide an opportunity to develop an appropriate vocabulary, making violence less likely as a way of expressing needs
 - allow children to perceive situations more clearly for planning an action or change
 - make children feel protected by a culture which actively promotes a 'listening environment'
- 12.5 All children need to know what to do in case someone tries to harm them. Knowing that the vast majority of children are abused or harmed by someone they know, teaching children to avoid dangerous situations, to recognise inappropriate touching and comments, can encourage them to trust their own judgement and to feel safer, more aware and confident.

13 The role of the Governing Body

- 13.1 The governing body will review the policy annually, monitor and evaluate its effectiveness and ensure they are satisfied that it is complied with.
- 13.2 They will ensure that a designated member of staff and a nominated governor for safeguarding and child protection are in place.
- 13.3 Governors will ensure that there are safe and effective recruitment policies and disciplinary procedures in place which adhere to 'Keeping children safe in education, Statutory guidance for schools and colleges' Sept 2018.
- 13.4 Governors will recognise the contribution the school can make in helping children keep safe through the teaching of self-protection skills and encouraging responsible attitudes to adult life through the PSHE and Citizenship programmes of study.

14 The role of the Head Teacher

- 14.1 The Head Teacher will:
 - Establish procedures for handling cases of suspected abuse (including allegations against staff and volunteers) which are consistent with those agreed by the Bradford City Council. These will be accessible to all staff
 - Liaise with the nominated governor on child protection issues and school policy
 - Appoint a Designated Safeguarding Lead to co-ordinate action within the school and liaise with other agencies on suspected abuse cases
 - Ensure that the Designated Safeguarding Lead receives appropriate training and support
 - Ensure that all staff recognise, and are alert to, signs of possible abuse and know what to do if they have any concerns or suspicions
 - Make parents aware of the School's Child Protection policy
 - Work with local partners such as the Children's Services to create a safe environment for children at the school.

For more information about the CAF and the welfare of the child is paramount

15.0 Review

- 15.1 This policy was updated in August 2018 and will be reviewed annually. SLT and the governing body have been involved in agreeing and ratifying this policy.
- 15.2 This policy should be read in conjunction with the following school policies:-
 - Safeguarding Policy
- 15.3 In writing this version of the policy the following have been referenced:
 - Keeping Children Safe in Education – Statutory guidance for school and colleges Sept 2018

Formally agreed through Governors compliance:	28th August 2018
Signed Andrew Taylor – Chair of Governors	Andrew Taylor
Signed Phill Moon – Head Teacher	Phill Moon
Review Date:	August 2019

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

Pupil's Name:	Date of Birth:	Year:
Date & Time of Incident:	Date & Time (of writing):	
Name: Print Signature		
Job Title:		
Does the pupil know that this form has been completed?		YES / NO
If No, why not?		
If yes, what did the pupil say?		
Why are you concerned about this child? Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is hearsay or opinion. You must not ask the pupil leading questions or try to investigate the concern yourself.		
What have you observed and when? This relates to anything that you have personally witnessed.		
What have you been told and when? Write here anything that you have been told by the pupil or any other person. Be clear about who has said what.		
What have you heard and when? This may be third party information that is relevant but as yet unsubstantiated. If an allegation has been made, give any details you have about the alleged abuser.		

<p>Does the pupil have any visible injury, or have they told you that they have been injured? Yes / No</p>
<p>If yes, record visible signs of harm and physical injuries or marks seen on child using the body maps at Annex A to record injuries (Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment. At no time, should an individual teacher/member of staff take photographic evidence of any injuries or marks to a child's person. The body map at Annex A should be used. Any concerns should be reported without delay to the appropriate safeguarding services.)</p>
<p>Injuries or marks recorded on Annex A Yes / No</p>
<p>If there are injuries has medical advice been sought? Write here what medical advice has been sought and from whom</p>
<p>Has any action already been taken in relation to this concern? Write here what action has been taken e.g. pupil removed from class, first aid administered.</p>
<p>Name and position of the person that this record was handed to:</p>
<p>Date and time the above person received this record.</p>
<p>If this record has been handed to someone other than the designated safeguard lead, please explain why:</p>

Check to make sure your report is clear to someone else reading it.

Please pass this form to your Designated Safeguard lead if unavailable it should be passed to the deputy/ head teacher.

If you have used additional sheets to complete this record of concern, please staple them to this form and write the number of additional sheets here:

Annex A

Name of Child.....

Date injuries or marks recorded.....

Injuries or marks recorded by.....

Time injuries or marks recorded.....

Name of any others present when recording marks or injuries on child:
.....

Use these body maps to document and illustrate visible signs of harm and physical injuries.

- Always use a black pen (never a pencil) do not use correction fluid or any other form of eraser.
- Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment. At no time, should an individual teacher/member of staff take photographic evidence of any injuries or marks to a child's person
- Ensure that if used this form is securely attached to the logging information form

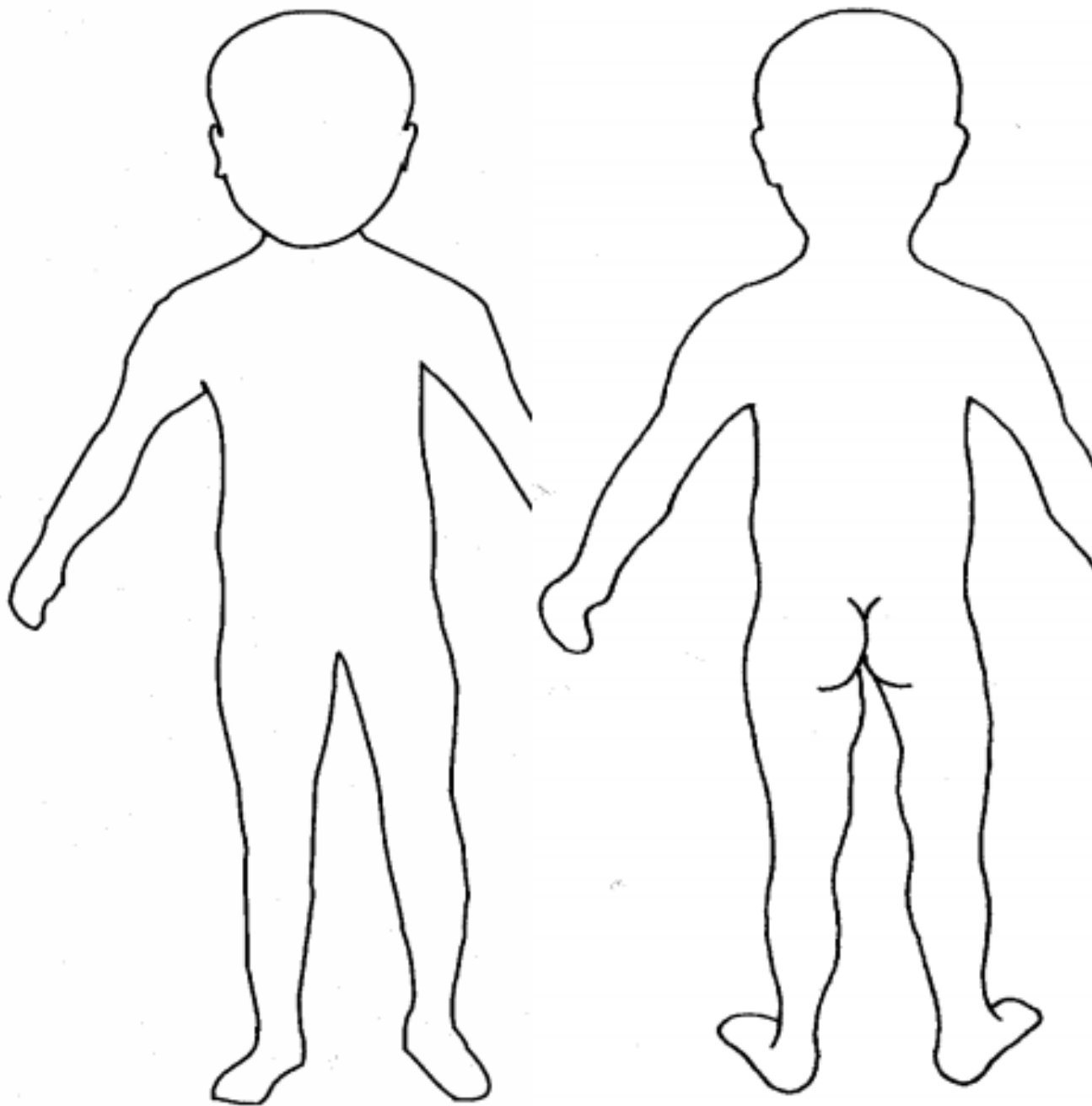
When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations, wounds, scalds and burns:

- Exact site of the injury on the body e.g. upper outer arm, left cheek.....
- Size of the injury – in centimetres or inches.....
- Approximate shape of the injury e.g. round, square or a straight line.....
- Colour of injury – if more than one colour, say so.....
- Is the skin broken?.....
- Is there any swelling at the site of the injury or elsewhere?.....
- Is there a scab, any blistering, any bleeding.....
- Is the injury clean or is there grit, fluff etc.?.....
- Is mobility restricted as a result of the injury?.....
- Does the site of the injury feel hot?.....
- Does the child feel hot?.....
- Does the child feel pain?.....
- Has the child's body shape changed, are they holding themselves differently?.....

Ensure first aid is provided where required and record:

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Name of Child.....
Date of birth.....
Name of member of staff.....
Position.....
Signature of staff member.....
Date and time of observation.....





Receipt For Safeguarding Papers

I acknowledge receipt of the safeguarding file for

Signed..... Name Printed.....

On behalf of (School).....

Dated.....

