



## Safeguarding & Child Protection Policy

Policy written February 2017 – Review date September 2024

### 1.0 Statement

1.1 ***“Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes in to contact with children and their families and carers has a role to play. In order to fulfil this responsibility effectively all practitioners 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’.***

#### **Keeping Children Safe in Education, September 2023**

1.2 At Bradford Christian School there is nothing more important to us than the physical, emotional and spiritual welfare of our pupils. For this reason, we regard Safeguarding as vitally important. The school recognises its legal and moral duty to promote the well-being of children, protect them from harm, and respond to child abuse, by following the Department for Education’s (DfE’s) statutory guidance for schools and colleges, ‘Keeping Children Safe in Education’, September 2023.

1.3 We believe that every child regardless of age has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically, psychologically or spiritually damaged. The school hopes that parents and children will feel free to talk about any concerns and will see school as a safe place at all times.

1.4 Everyone who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action when there is a concern about a child.

1.5 The following 3 safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- Bradford local authority (LA)
- **An integrated care board** for an area within Bradford LA
- The chief officer of police for a police area in the Bradford LA area

### 2.0 Roles and Responsibilities

#### 2.1 The Governing Body

Bradford Christian School has a Governing Body and a Designated Governor, **Kevin Ryan**, whose legal responsibility is to make sure that the school has appropriate safeguarding policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children’s welfare and ensure that a DSL is appointed.

2.2 The governing board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Appoint a governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL
- Read Keeping Children Safe in Education Part 1 and Annex B annually and the chair will read Keeping Children safe in education in its entirety annually.
- Receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:
  - Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
  - Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding

2.3 The chair of governors will act as the ‘case manager’ in the event that an allegation of abuse is made against the headteacher, where appropriate.

2.4 The Designated Governor 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 safeguarding practices, 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 the Bradford Safeguarding Partnership.
- Only persons suitable to work with children shall be employed in the school, or work here in a voluntary capacity and that safe and effective recruitment procedures are followed.
- Substantiated safeguarding concerns about a member of staff result in appropriate disciplinary action being taken.
- There is an effective safeguarding & child protection policy that describes procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the Bradford Safeguarding Partnership. That the policy is updated annually and is available publicly on the school website.
- There is a staff code of conduct that includes specific direction relating to the acceptable use of technologies, staff/pupil relationships and communications including the use of social media.

2.5 **The Headteacher** is responsible for the implementation of this policy, including:

- Ensuring that staff and volunteers:
  - Are informed of our systems which support safeguarding, including this policy, as part of their induction
  - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training, **and on line safety training** and updating the content of the training regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.

2.6 **Designated Safeguarding Lead**

The designated safeguarding lead for child protection in Bradford Christian School is: **Mrs Zeilah Chadwick**  
 In her absence, these matters will be dealt with by: **Mr Phill Moon and Mrs Jane Prothero, the deputy DSL's.**  
 The designated safeguarding lead (DSL) is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues.

2.7 The school recognises that the DSL must have the status and authority within the school management structure to carry out the duties of the post and they must therefore be a member of the senior management team. All members of staff (including volunteers) will be made aware of who this person is and what their role is. The DSL 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 DSL is the first person to whom members of staff report concerns. The DSL is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the Bradford Safeguarding Partnership.

2.8 To be effective the DSL will:

- Act as a source of advice, support and expertise within the school
- 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 Bradford Safeguarding Partnership.
- Ensure each member of staff and volunteers at the school, are aware of, and can access this policy on the staff intranet and school webpage.
- Ensure all staff know how to identify children who may benefit from early help and share our concerns with others who need to know, and assist in any referral process
- Ensure all staff are aware of the early signs of abuse and neglect (Appendix 3) and report any concerns to the DSL
- have a good understanding of harmful sexual behaviour

- be aware that children must have an ‘appropriate adult’ to support and help them in the case of a police investigation or search
- Liaise with the head teacher to inform him/her 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 safeguarding and child protection regarding this.
- 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 safeguarding and child protection policy.
- 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 DSL.
- Provide advice and support to staff on child welfare and child protection matters, take part in strategy discussions and interagency meetings, and/or support other staff to do so, and contribute to the assessment of children.
- Ensure that all staff read and understand part 1 and annex B of the Department for Education’s statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

2.9 **Children Absent from Education** - Knowing where children are during school hours is an extremely important aspect of Safeguarding. **Being absent from** school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children. We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change. In response to the guidance in Keeping Children Safe in Education (2023) the school has:

- Staff who understand what to do when children do not attend regularly
- Appropriate policies, procedures and responses for pupils who **are absent** from education (especially on repeat occasions).
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
- Procedures to inform the local authority when we plan to take pupils off-roll when they:
  - a) leave school to be home educated
  - b) move away from the school’s location
  - c) remain medically unfit beyond compulsory school age
  - d) are in custody for four months or more (and will not return to school afterwards)
  - e) are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority. When a pupil leaves the school, we will record the name of the pupil’s new school and their expected start date.

2.10 The DSL also has an important role in ensuring all staff and volunteers receive appropriate training. They will:

- Attend safeguarding training every 2 years on how to identify abuse and know when it is appropriate to refer a case
- Have a working knowledge of how the Bradford Safeguarding Partnership 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 known to all staff, volunteers and governors (including new starters) and ensure those members of staff have had training in safeguarding and child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated teacher immediately.

### 3.0 **Aims**

3.1 At Bradford Christian School we aim to minimise risk to the safety of our pupils and promote their safety by:

- Protecting children from maltreatment
- Preventing impairment of children’s mental and physical health or development

- Ensuring that children are growing up in circumstances consistent with the provision of safe & effective care
- Taking action to enable all children to have the best outcomes.  
(Keeping Children Safe in Education, September 2023)

#### 4.0 **Recognising abuse and taking action**

Some children may not feel ready or know how to talk about abuse, not recognise their experiences as harmful, or feel embarrassed, humiliated or threatened but that this should not stop staff from having a 'professional curiosity' and speaking to the DSL if they have concerns about a child

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. We are especially aware of children who:

- Have special educational needs and/or disabilities (SEND) or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are missing or absent from education for prolonged periods and/or repeat occasions

#### 4.1 **If a child discloses a safeguarding issue to you, you should:**

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Don't tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on.
- Do not promise to keep it a secret
- Write up your conversation (using appendix 4) as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly, and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

#### 4.2 **If a child is suffering or likely to suffer serious harm, or in immediate danger**

Make a referral to children's social care 01274 433999 and/or the police 999 immediately if you believe a child is suffering or likely to suffer from serious harm, or is in immediate danger.

Anyone can make a referral.

Tell the DSL as soon as possible if you make a referral directly.

Children's social care may require further information and ask that the early help assessment tool form be completed. This can be found on drive following this link :

[https://docs.google.com/document/d/1aQu-byMoNfC-sMY3hPFRsdbIA7u\\_d2zS/edit](https://docs.google.com/document/d/1aQu-byMoNfC-sMY3hPFRsdbIA7u_d2zS/edit)

#### 4.3 **If you have concerns about a child** (as opposed to believing a child is suffering or likely to suffer from serious harm, or is in immediate danger) figure 1 on the next page illustrates the procedure to follow if you have any concerns about a child's welfare.

Where possible, speak to the DSL or a deputy first to agree a course of action.

If in exceptional circumstances the DSL or deputy is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

Make a referral to local authority children's social care directly, if appropriate (see details above 4.2).

Share details of any actions you take with the DSL as soon as practically possible.

#### 4.4 **If you discover that FGM has taken place or a pupil is at risk of FGM**

Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 3 of this policy.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl’s physical or mental health or for purposes connected with labour or birth

**Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.**

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children’s social care as appropriate. The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.

Any member of staff who suspects a pupil is at risk of FGM or suspects that FGM has been carried out must speak to the DSL and complete Appendix 4.

#### 4.5 **Mental health problems** can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by informing the DSL and completing Appendix 4.

If you have a mental health concern that is not also a safeguarding concern, speak to the DSL or SENCO to agree a course of action.

#### 4.6 **Allegations of abuse made against other pupils**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

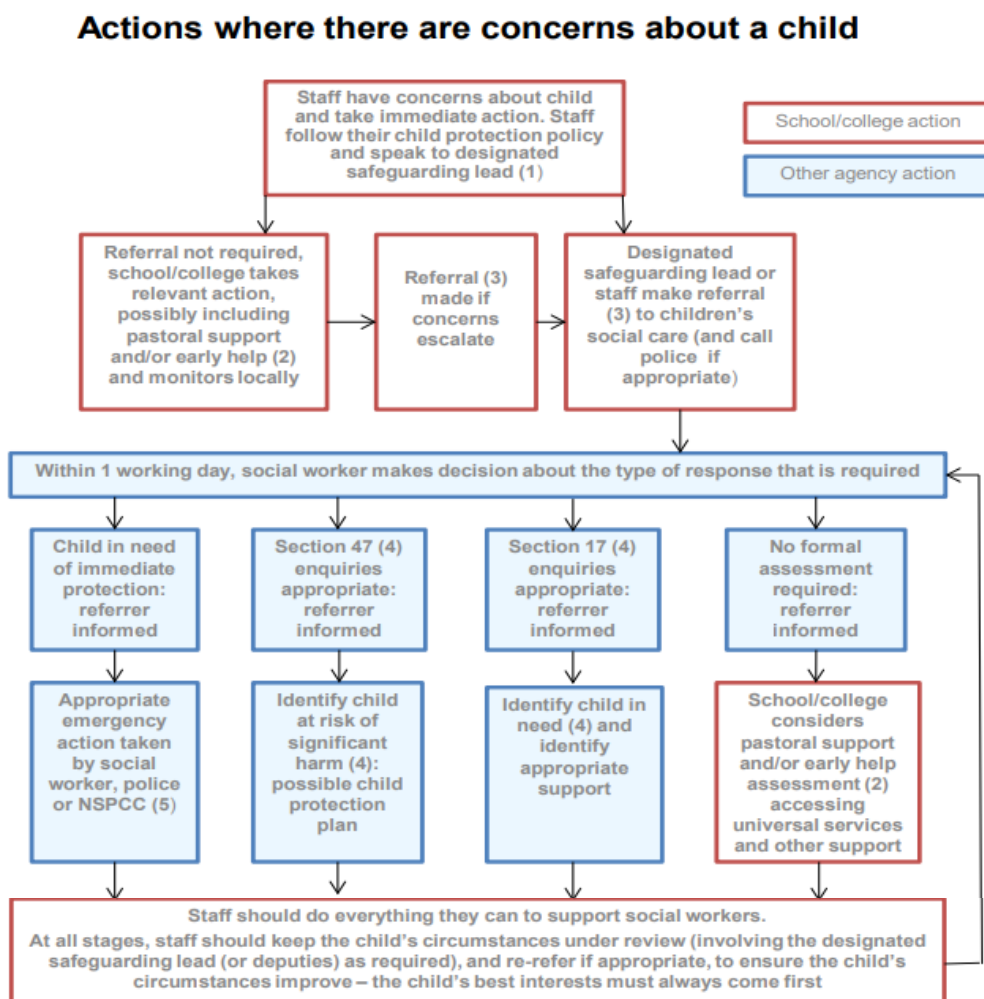
When dealing with an allegation, victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

When dealing with an allegation, alleged perpetrator(s) and perpetrator(s) are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what’s appropriate and which terms to use on a case-by-case basis.

If child on child abuse is identified the child on child abuse policy should be followed.

**Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)**

(Note – if the DSL is unavailable, this should not delay action.)



#### 4.7 Concerns about a staff member, supply teacher, volunteer or contractor

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible. If the concerns/allegations are about the headteacher, speak to the chair of governors.

The headteacher/chair of governors will then follow the procedures set out in the allegations against staff policy.

#### 4.8 Sharing of nudes and semi-nudes ('sexting')

Your responsibilities when responding to an incident

- If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must not:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

#### Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

- They will hold interviews with the pupils involved (if appropriate).
- If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

#### **Informing parents/carers**

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

#### **Referring to the police**

If it is necessary to refer an incident to the police, this will be done through dialling 101.

#### **Recording incidents**

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in this policy also apply to recording these incidents.

#### **4.9 If you have concerns about extremism**

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.



The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

## 5.0 Working with other agencies and seeking professional advice

5.1 The DSL may need to contact Social Services to find out if a child is known to social care, to seek advice about necessary action, to contact the child's assigned social work team or to make a referral to that team. Where the wellbeing and safety of a child is considered to be at risk, action must be taken. Where suspicions have been aroused, advice from the Initial Contact Point can be sought on what action to take. (See Appendix 1 – Safeguarding Procedures Flowchart).

5.2 Schools are not investigating agencies and it is 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. Bradford Christian School recognises the importance of multi-agency working and will ensure staff are able to attend all relevant meetings including case conferences, core groups and strategy meetings.

5.3 'Prevention' and 'Early Help' is the way families are supported in Bradford. 'Prevention' is about stopping problems and 'Early Help' is about preventing problems. 'Early Help' is not a specific service. It is a way of 'thinking' and 'working' through a collaborative approach between services with families. It is about providing support to families when a need is identified or as soon as a problem emerges, at any point in a child's life. This can be from the point of conception through childhood and into adolescence (0 to 19 yrs. and 24yrs SEND) to prevent or reduce the need for statutory services. These services are provided by the Family Hubs. Family Hubs are designed to bring services together to work with families to deliver an Integrated Local Offer. Family Hubs are designed to provide information and access to services families need. This could include a wide range of services ranging from day care and early learning; schools and alternative education; midwifery and health visiting services; mental health support; and advice on parenting; family support; adult learning and employment opportunities.

- Bradford East [familyhubeast@bradford.gov.uk](mailto:familyhubeast@bradford.gov.uk) 01274 437523
- Bradford West [familyhubwest@bradford.gov.uk](mailto:familyhubwest@bradford.gov.uk) 01274 436700
- Bradford South [familyhubsouth@bradford.gov.uk](mailto:familyhubsouth@bradford.gov.uk) 01274 434940
- Keighley and Shipley [keighleyshipley@bradford.gov.uk](mailto:keighleyshipley@bradford.gov.uk) 01535 618005

## 5.4 Continuum of need and risk identification tool

The Continuum of need and risk identification tool document is aimed at every agency, and professional who works directly or indirectly with children, young people and families. This guidance is to help agencies identify a child's level of need and vulnerability, and respond appropriately, "getting the right help, at the right time." The framework describes need in 4 levels - these are not rigid, as a child's needs are unique. The description of each level 1 to 4, gives examples of how need might present itself and may help you understand better how a child's needs will be met. It can be stepped up and down depending on factors along the way.

**Level 1 – Universal:** no additional needs. Needs are met by universal services e.g. GP, dentist, health visitor, school, childcare setting.

**Level 2 – Universal Plus:** additional support needed which may or may not require multiagency work with other professionals and/or services i.e. food bank, debt service.

**Level 3 – Targeted Support / Partnership Plus:** help and support from a range of professionals for families with complex needs.

**Level 4 – Statutory / Specialist and Child Protection:** high priority needs including other specialist services – children who are experiencing significant harm.

## 5.5 Bradford's referral process

If concerns are at level 1 or 2 in the continuum of need document, the setting will complete an Early Help Assessment with parent/carer consent. If concerns are at level 3 or 4 in the continuum of need document, the setting will phone Bradford Children's Services Integrated Front Door (IFD) to make a referral. After phoning Bradford Children's Services Integrated Front Door (IFD) and discussing concerns, the IFD will advise what steps to take next. The setting may be asked to submit documentation relating to a child or young person



following a conversation with one of the Consultant Social Workers. This would be submitted via the Children's portal.

5.6 If we become aware that a pupil under the age of 16 (or 18 if they have a disability) may be in a private fostering arrangement, we will notify the local authority.

## 6.0 Listening to Students

6.1 We recognise the importance of listening to our students, particularly when they are distressed, worried or concerned. The school will identify quiet areas and provide the opportunity for students to take respite from the normal day when necessary.

6.2 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'

6.3 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.

6.4 We will ensure pupils know how to complain and understand the process for doing so they can identify a trusted adult with whom they can talk about any concerns.

6.5 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.

6.6 We recognise 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.

6.7 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.

6.8 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.

## 6.9 Allegation management

An allegation is where anyone (including a child) alleges that a person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere) has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children

Allegations must be taken seriously and dealt with sensitively and promptly.

## 6.10 Responding to a direct disclosure

If a child alleges that a person living, working, or looking after them either in school or elsewhere has harmed them or put them at risk of harm, this is known as a direct disclosure. If a child makes a direct disclosure it must be acted upon and referred to Bradford's Children's Services Integrated Front Door and/or the Police.

Before deciding what to do next, the practitioner whom the child has made the disclosure to, needs to find out more information from the child by asking open ended questions ready to share with the IFD practitioner advice and referral helpline, and for the setting records.

Depending on the answers the child provides and the information already held, the school needs to consider if speaking to the parent/carer would put the child in more danger by doing so. If after speaking to the parent/carer a plausible explanation is provided, or the child changes their story the school must still refer. It is not the role of the school to decide if the allegation is true or not.

## 7.0 **Talking to parents/carers**

7.1 The school's relationship with family is very important and in the interests of the child, every effort must be made to retain a working relationship with the family. Wherever possible, school will seek to work with parents and carers and inform them of action taken. If it is deemed that by informing them of a referral this may put a child in danger, then the referral should go ahead without parental permission. Guidance from children's social care, as the lead agency, can be sought in such situations.

## 8.0 **Handling information and confidentiality**

8.1 The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

8.2 If a child discloses information relating to abuse or neglect this will be handled sensitively. It is important that staff do not promise confidentiality in relation to serious allegations or concerns as staff have a duty of care to inform the DSL. A disclosure from a child may be sudden and unexpected or it may arise from a normal enquiry into a particular incident. On other occasions, disclosure may be through stories or comments, possibly sparked by a particular lesson or TV programme. **It is important that all staff are prepared to receive disclosures from children, to listen to and support them and to report the incident to the DSL. (See Appendix 2 – Child Protection: Everyone's Responsibility and Appendix 3 – Recognising Signs of Abuse)**

8.3 Staff who have suspicions but no evidence of abuse or neglect should discuss their concerns with a DSL; the DSL may already be aware of that concern or hold other relevant knowledge. The DSL may need to talk to other staff involved with the child in school, or with professionals working with the child to gain further information or to clarify the concern, e.g. School Nurse, SENCo. Information is only shared on a 'need to know' basis; in other words, where background knowledge of a child's difficulties aids staff to better support them. Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

8.4 Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the DSL. Where any member of staff fails to report concerns about a child, this will be considered as misconduct and dealt with as a disciplinary matter.

8.5 Social workers occasionally need to seek information from school when allegations or concerns have been highlighted by other sources. Information about attendance, care and appearance, or changes in behaviour may be sought. It is important to work with children's social care in the best interests of the child.

8.6 Normally, personal information should only be disclosed to the third parties (including other agencies) with the consent of the subject of that information (UK General Data Protection Regulation - GDPR) However, the welfare of the child is paramount (The Children Act 1989) and there may be reasons for not sharing the concerns with the child, their parents or carers prior to making a referral to children's social care. Information may be shared without consent in order to prevent or detect a crime, prevent serious harm to a child or adult, or due to a public interest concern. Bradford Christian School follows the information sharing guidance provided by Bradford Children's Safeguarding Board (BCSB) when considering the sharing of personal information when there is a safeguarding concern.

8.7 The law also requires the disclosure of confidential information necessary to safeguard a child or children. Under section 47 of the Children Act 1989, statutory agencies have a duty to co-operate with the Local Authority if a child may be at risk of significant harm. Therefore, if the Police or children's social care are conducting a Section 47 investigation under the 1989 Children Act, staff must share requested information relevant to the investigation.

8.8 When a child or children transfer to a new school, child protection information will be transferred with them.

## 9.0 **Online safety and the use of mobile technology**

9.1 We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues. To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community

- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate
- 9.2 The 4 key categories of risk - Our approach to online safety is based on addressing the following categories of risk:
- Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
  - Contact – being subjected to harmful online interaction with other users, such as child-to-child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
  - Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
  - Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams
- 9.3 To meet our aims and address the risks above we will educate pupils about online safety as part of our curriculum. For example:
- The safe use of social media, the internet and technology
  - Keeping personal information private
  - How to recognise unacceptable behaviour online
  - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- 9.4 We will train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once in a two year period.
- 9.5 We will educate parents/carers about online safety via our website, communications sent directly to them and during parents’ evenings. We will also share clear procedures with them so they know how to raise concerns about online safety through the whisper button.
- 9.6 We will make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
- Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
  - Staff will not take pictures or recordings of pupils on their personal phones or cameras
- 9.7 We will make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school’s ICT systems and use of their mobile and smart technology
- 9.8 Our online safety policy explains the sanctions we will use if a pupil or member of staff is in breach of our policies on the acceptable use of the internet and mobile phones
- 9.10 We will make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils’ phones, as set out in the DfE’s guidance on searching, screening and confiscation through our behaviour policy.
- 9.11 We will put in place robust filtering and monitoring systems to limit children’s exposure to the 4 key categories of risk (described above) from the school’s IT systems
- 9.12 We will carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- 9.13 This section summarises our approach to online safety and mobile phone use. For comprehensive details about our school’s policy on online safety and the use of mobile phones, please refer to our online safety policy, which you can find on our website.
- 10.0 **Photographing Children**
- 10.1 We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child’s successes. However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash. We will not allow others to photograph or film pupils during a school activity without the parents’ permission.

10.2 We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name. The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.

10.3 Members of staff may take photographs of children whilst engaged in school activities for teaching and learning purposes; for assessment purposes or as means of celebrating successes in school using equipment provided by the school.

#### 11.0 **Looked After children and previously looked after children and SEND**

11.1 We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

11.2 We have appointed an appropriately trained teacher, Cath Kershaw SENCo to take the lead on promoting the educational achievement of looked-after and previously looked-after children.

As part of their role, they will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children

11.3 We recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children. The school has members of staff from the designated specialist provision unit on the Student Support Team to provide additional pastoral support for children with SEN and disabilities as required.

#### 12.0 **Whistleblowing**

12.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Local Authority Designated Officer.

12.2 Whistleblowing regarding the Head teacher should be directed to the Chair of the Governing Body.

12.3 Refer to the whistleblowing policy for further information on procedures to be followed.

#### 13.0 **Record Keeping**

13.1 We will hold records in line with our records retention schedule.

13.2 All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

13.3 Concerns and referrals will be kept in a separate child protection file for each child. Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

13.4 Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school if they have not moved to another educational establishment in line with the document retention policy.

13.5 If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

To allow the new school/college to have support in place when the child arrives, this should be within:

- 5 days for an in-year transfer, or within

- The first 5 days of the start of a new term
- 13.6 Our records are paper based and are held in a secure locked filing cabinet accessible only by the DSL and headteacher.
- 14.0 **Staff – providing a safe working culture**
- 14.1 All staff have a responsibility to provide a safe environment in which children can learn.
- 14.2 Staff and volunteers are in a position of trust. All staff and volunteers must seek to minimise the risk of any situation arising in which children are put at risk, or misunderstandings about their behaviours towards children. Staff and volunteers must adhere to this guidance and policies.
- 14.3 The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries. At all times, members of staff are required to work in a professional way with children. All staff will be aware of the dangers inherent in:
- working alone with a child
  - physical interventions
  - cultural and gender stereotyping
  - dealing with sensitive information
  - giving to and receiving gifts from children and parents
  - contacting children through private telephones (including texting), e-mail, MSN, or social networking websites.
  - disclosing personal details inappropriately
  - meeting pupils outside school hours or school duties.
- 14.4 Staff are advised to use the following sensible precautions when working alone with children:
- Avoid working in isolation with children unless thought has been given to safeguards
  - Work in a room where there is a glass panel in the door or leave the door open
  - Make sure that other adults visit the room occasionally
  - Do not give children a lift in your car (unless specifically agreed by senior leadership)
- 14.5 All staff must have an awareness of safeguarding issues that can put a child at risk of harm (Appendix 3) . Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education, and sexting put children in danger.
- 14.6 All staff are responsible for safeguarding the welfare of children whilst in the school, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs
- 14.7 We recognise that staff who become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.
- 14.8 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents and carers to be conducted in view of other adults.
- 14.9 All staff should be aware of and abide by The Staff Code of Conduct. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction of new members of staff.
- 14.10 We understand that a student may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the Allegations against staff policy will be followed
- 15.0 **Reasonable Force**
- 15.1 Bradford Christian School acknowledges that staff must only ever use physical intervention as a last resort, when a child is endangering themselves or others, may damage property/buildings or compromise the orderly operation of the school. Such events should be recorded and signed by a witness. Please see positive handling policy for more information
- 15.2 Staff who are likely to need to use physical intervention will be appropriately trained.
- 15.3 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

- 15.4 As appropriate the DSP SENCO or School SENCO will plan positive and proactive behaviour support, for certain individuals by drawing up a positive handling plan for more vulnerable children, and agreeing them with parents and carers.
- 16.0 **Recruitment** (*For more specific guidance in relation to recruitment see Safer Recruitment Policy and Procedures*)
- 16.1 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 Sept 2023” and ensure we meet requirements to have experienced and trained governors in Safer Recruitment, in particular:
- Before appointing someone, ensure that 2 references are obtained, one being from the current employer.
  - Ensure that all staff, governors and volunteers have an enhanced DBS checks before starting work. Where a convictions identified a risk assessment will be completed to ascertain the appropriateness of employing the individual and withdrawing the employment offer if there is a safeguarding conflict.
  - New teaching staff will also require prohibition checks through NCLT.
  - All staff, volunteers, trainee teachers and governors will be recorded on the Single central Register.
  - Staff involved in the recruitment and appointment of staff will have refresher training every two years.
  - Every interview panel will contain at least one person who has undertaken safer recruitment training.
- 16.2 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 be through birth certificate, passport, new style driving licence etc.
  - 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.
  - Section 128 and prohibition checks will be completed using the information provided by the Department of Education.
- 16.3 The site caretaker and cleaner have access to all areas of the building during school hours and therefore will be included in the same rigorous checking process via DBS as staff working with children. All occasional contractors who attend the school premises to complete work not able to be completed by the caretaker will, wherever possible, complete the work out of hours, outside the normal school day. Where work has to be completed whilst school is in session, the contractor will be accompanied by a member of staff and will not be left alone to work in areas to which students have access unless they have a valid DBS certificate from the company they are working for. Such details will be recorded by the school.
- 16.4 Occasional visitors do not need to be DBS checked when visiting provided they are permanently in the presence of a member of school staff. Visitors may be shown round the school by a group of students but at no time should the visitor be left on their own with one student. All visitors must sign in at reception and receive a visitor badge which must be worn at all times whilst on the premises.
- 17.0 **Volunteers**
- 17.1 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 undergo the same checking and security vetting as paid staff. Please see volunteer policy for more information.
- 17.2 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 any child. However, if a parent or other volunteer is to be in school regularly or over a longer period then they will undergo the same checking and security vetting as paid staff.
- 17.3 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.
- 18.0 **Induction & Training**
- 18.1 All new staff and volunteers on day one of their employment will complete a formal induction process that includes safeguarding and child protection policies and procedures as well as Health and Safety and the staff



code of conduct. They will be given an overview of the school and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.

- 18.2 All new staff at the school (including volunteers) will receive basic safeguarding and child protection information and a copy of this policy and Keeping Children Safe in Education Part 1 on their first day at the school.
- 18.3 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.
- 18.4 Staff will attend refresher safeguarding and child protection training every year delivered by the DSL, and the DSL and deputy every two years.
- 18.5 Records will be kept of all staff training completed and the date it was undertaken.

## 19.0 **Review**

19.1 In writing this version of the policy the following have been referenced:

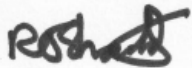
- Keeping Children Safe in Education – Statutory guidance for school and colleges Sept 2023
- The Children’s Act 1989 and the 2004 amendment providing a framework for the care and protection of children.
- Working Together to Safeguard Children – A guide to interagency working to safeguard and promote the welfare of children July 2018
- General Data Protection Regulation
- Contextual Safeguarding – An overview of the operational, strategic and conceptual framework
- Safeguarding vulnerable groups Act 2006 which defines what regulated activity is in relation to children.
- Statutory guidance on FGM which sets out the responsibility for safeguarding and supporting girls affected by FGM
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher will carefully consider how we are supporting our pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it’s proportionate). This includes making reasonable adjustments for disabled pupils.
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- [What to do if you’re worried a child is being abused: advice for practitioners](#)
- [Information sharing advice for practitioners providing safeguarding services](#)
- [Bradford’s continuum of need and risk identification tool](#)
- [Early Years foundation stage \(EYFS\) statutory framework](#)
- [Prevent Duty guidance for England and Wales](#)
- [Ofsted inspecting safeguarding in early years, education and skills settings](#)

19.2 As well as ensuring that we address child protection concerns, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge. To this end, this policy must be seen in light of the school’s policies on:

- Sex Education
- Anti-Bullying Policy
- Safe recruitment Policy
- Staff code of conduct
- On line Safety
- Confidentiality Policy
- Behaviour and Discipline Policy
- Health & Safety

- Fire Safety Policy
- Educational Visits Policy
- Attendance Policy
- Inclusion and SEN
- Allegations against members of staff
- Medical and Intimate care policy
- Missing child policy
- Data Protection Policy
- Volunteer and visitor policy
- Late Collection Policy
- Staff Induction mentoring and Monitoring Policy
- Preventing radicalisation and extremism Policy
- First Aid Policy
- Equality Policy
- Positive Handling Policy
- Child on child abuse policy

19.3 This policy was first written in January 2017 and is reviewed on an annual basis, this latest review being completed in **September 2023**

Formally agreed through Governors compliance:	<b>5<sup>th</sup> October 2023</b>
Signed Richard Shackleton – Chair of Governors	
Signed Jane Prothero – Head Teacher	
Review Date:	<b>September 2024</b>

## Safeguarding Procedure Flowchart

If a setting has concerns that a child is being harmed or is at risk of harm, as a result of abuse or neglect, these **MUST** be shared **KEEPING CHILDREN SAFE IS EVERYONE'S RESPONSIBILITY**



In the Bradford District providers should contact the Integrated Front Door (IFD) (The Bradford District Safeguarding Children Partnership) using these numbers for advice and to make a referral for child protection, this includes Female Genital Mutilation and Prevent:

Bradford Children's Services Integrated Front Door (IFD) dedicated practitioner's advice and referral contact number – **01274 433999**

Opening hours: Monday to Thursday 8.30am to 5.00pm  
Fridays 8.30am to 4.30pm

Outside of these hours, phone the Emergency Duty Team on **01274 431010**

If you have reason to believe that a child is at immediate risk of harm, contact the police on **999**



If asked to monitor the situation, the DSL should make sure they are clear what is expected to be monitored, for how long and to whom information should be reported.



The DSL must keep a written record of all events and action taken; each entry to this record must be dated and signed. Records must be kept confidential and secure.

## Child Protection – Everyone’s Responsibility

**Child Protection relates to children who are in need or at risk of abuse. Abuse relates to physical injury, sexual or emotional abuse, neglect or witnessing domestic violence.**

**What do I do if I suspect that a student is being abused because of:**

- Marks/bruising
- Behaviour
- Comments a child has written or said
- Hearsay from others.

**Then it is my responsibility to pass on my concerns:**

- Tell the Designated Safeguarding Lead by completing the Logging a concern about a child form as soon as possible. This form can be accessed by clicking the link here. [Logging a concern about a child part 1 and annex A.docx](#)
- You do not need to question the child yourself but may make an enquiry if they are clearly upset or their behaviour is of concern.
- Maintain confidentiality – don’t tell others who do not need to know.

**If a child tells you he/she has been subject to physical or sexual abuse, emotional abuse or neglect or has witnessed domestic violence.**

- Never agree to keep ‘secrets’/confidentiality even if the child is very persuasive
- Listen carefully to the child and allow them to say what they need to
- Use questions for clarification; avoid leading questions
- Reassure the child that they have done the correct thing by telling someone
- Tell the child that this information must be passed to a DSL
- When the child has finished speaking, write down what has happened using the logging a concern about a child form, [Logging a concern about a child part 1 and annex A.docx](#) , including where possible, the exact words or phrases they used and hand immediately to the DSL.

**If I suspect or receive information about any adult who may be abusing a child or children**

- Write down what you know and pass it to the DSL.

**Designated Safeguarding Lead : Mrs Zeilah Chadwick**

**Deputy Safeguarding Officers: Mr Phill Moon and Mrs Jane Prothero**

### Recognising Signs of Abuse

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

The signs of child abuse aren't always obvious, and a child might not tell anyone what's happening to them. Children might be scared that the abuser will find out, and worried that the abuse will get worse. Or they might think that there's no-one they can tell or that they won't be believed. Sometimes, children don't even realise that what's happening is abuse. The effects of abuse may be short term or may last a long time - sometimes into adulthood.

Signs of abuse may include:

- Significant changes in a child's behaviour
- Deterioration in a child's general well being
- Unexplained bruising, marks or signs of possible abuse or neglect
- Children's comments which give cause for concern
- Any reason to suspect neglect of abuse outside the setting e.g. in the child's home
- Inappropriate behaviour displayed by other members of staff or any other person working with children e.g. inappropriate sexual comments, excessive one to one attention beyond the requirements of their usual role and responsibilities or inappropriate sharing of images.

Children develop and mature at different rates. So, what's worrying for a younger child, might be normal behaviour for an older child. If a child looks or acts a lot older or younger than their age, this could be a cause for concern. However, if a child develops more slowly than others of a similar age and there's not a cause such as physical or learning disabilities, it could be a sign they're being abused. Long term effects of abuse and neglect include:

- emotional difficulties such as anger, anxiety, sadness or low self-esteem
- mental health problems such as depression, eating disorders, post-traumatic stress disorder (PTSD), self-harm, suicidal thoughts
- problems with drugs or alcohol
- disturbing thoughts, emotions and memories that cause distress or confusion
- poor physical health such as obesity, aches and pains
- struggling with relationships
- worrying that their abuser is still a threat to themselves or others
- learning difficulties, lower educational attainment, difficulties in communicating
- behavioural problems including anti-social behaviour, criminal behaviour.

**Abuse**, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

**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
- 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** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, 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)
- Ensure access to appropriate medical care or treatment

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

In addition to staff having knowledge of the four main types of abuse and neglect (physical, emotional, neglect and sexual), and the signs and indicators of these, staff must also be familiar with the wider safeguarding concerns as listed in Ofsted's inspecting safeguarding in early years, education and skills settings, definition of safeguarding. This includes but is not limited to; county lines; child criminal exploitation; female genital mutilation (FGM); grooming; domestic abuse including controlling or coercive behaviour; and the influences of extremism leading to radicalisation (Prevent), and also consider other issues not listed in Ofsted's inspecting safeguarding guidance that pose a risk to children, learners and vulnerable adults, such as, but not limited to; witch craft; witchery; and breast ironing/flattening.



## Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

<b>Pupil's Name:</b>	<b>Date of Birth:</b>	<b>Year:</b>
<b>Date &amp; Time of Incident:</b>	<b>Date &amp; Time (of writing):</b>	
<b>Name:</b>		
..... Print	..... Signature	
<b>Job Title:</b>		
<b>Does the pupil know that this form has been completed?</b>		<b>YES / NO</b>
<b>If No, why not?</b>		
<b>If yes, what did the pupil say?</b>		
<b>Why are you concerned about this child?</b> 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.		
<b>What have you observed and when?</b> This relates to anything that you have personally witnessed.		
<b>What have you been told and when?</b> Write here anything that you have been told by the pupil or any other person. Be clear about who has said what.		
<b>What have you heard and when?</b> 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.		
<b>Does the pupil have any visible injury, or have they told you that they have been injured?</b> Yes / No		
<b>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</b> (Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment. <b>At no time, should an individual teacher/member of staff take photographic</b>		

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.)

**Injuries or marks recorded on Annex A    Yes / No**

**If there are injuries has medical advice been sought?**

Write here what medical advice has been sought and from whom

**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.

**Name and position of the person that this record was handed to:**

**Date and time the above person received this record.**

**If this record has been handed to someone other than the designated safeguard lead, please explain why:**

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:**

.....  
.....  
.....  
.....  
.....

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

Date of birth.....  
Position.....

