

All Saints' CE Primary School



Vision

Learning hand in hand together with God.

Values

Hopeful school through honesty, forgiveness and trust
Achieving school through resilience, respect and ambition
Nurturing school through care, compassion and friendships
Developing school through wisdom, faith and fun
Sharing school through kindness, celebration and love

Safeguarding and Child Protection Policy

Safeguarding Children, Protecting Adults

Written: April 2022

Ratification date: April 1st 2022

Ratified by: Full Governing Board

Review date: April 2023

Written by: J Cooper/M Robinson/L King



Safeguarding and Child Protection Policy – March 2022

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing the impairment of children's mental and physical 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, 2021

Designated Safeguarding Lead (DSL): Lisa King (SENDSCO)

Deputy DSL: Laurie Fox

Supervisory Safeguarding Lead: Michele Robinson (Headteacher)

Named Safeguarding Governor (NSG): Mrs Judith Osborne

DSL trained staff: Charlotte Craven (Office) and Stephen Cannar (After School Club)

Aims

In line with our vision **Learning Hand in Hand Together with God**, at All Saints' we are committed to safeguarding and promoting the welfare, physical, emotional and mental of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken. We fully recognise our joint responsibilities for child protection. It is also our responsibility to aid the protection of adults working in the school from (false) allegations, by keeping them informed and up to date.

Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children, also to have staff and governors trained in Child Protection;
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable;
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- Supporting vulnerable pupils in accordance with his/her agreed child protection plan;
- Establishing a safe environment in which children can learn and develop.

Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and to have consistent support provided for their individual needs. This should guide the behaviour of professionals. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs (*Working Together to Safeguard Children 2018*)

We recognise that for children, high self-esteem, confidence, supportive friends and the trust of adults working in our school can help in the prevention of child abuse.

At All Saints' we will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk, and are listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried;
- Include opportunities in the PSHE and school curriculum for children to develop the skills they need to recognise and stay safe from all forms of abuse, maltreatment of a child. (Physical, Emotional, Sexual and neglect.) **Appendix 1**;
- Recognise Early Help strategies to support children and families. (**Appendix 2**)



Roles and responsibilities of Staff:

1. Maintain an attitude of ‘it could – and probably is – happening here’ where safeguarding is concerned;
2. All staff members will be required to read and adhere to the guidelines in our Safeguarding and Child Protection Policy and our Staff Code of Conduct so that they are aware of the way the school manages behaviour, discipline etc. and to sign to this effect annually;
3. All staff will be required to read section 1 of “Keeping Children Safe in Education 2021” and Annex B and sign to that effect at their training;
4. Safeguard pupils’ wellbeing and maintain public trust in the teaching profession as part of their professional duties;
5. Record all concerns and actions on Child Protection Online Monitoring System (CPOMS);
6. Provide a safe environment in which pupils can learn and thrive;
7. Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse;
8. Be aware of the early help process, understand their role in it and act as the lead professional in undertaking an early help assessment, where necessary;
9. Be aware of, and understand, the process for making referrals to Children’s Social Care Services, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments;
10. Make a referral to Children’s Social Care Services and/or the police immediately, if at any point there is a risk of immediate serious harm to a child;
11. Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected. Refer to Child Protection Procedures Flow Chart (**Appendix 2**);
12. Support social workers in making decisions about individual children, in collaboration with the DSL;
13. Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child;
14. Follow the school’s procedure for, and approach to, preventing radicalisation as outlined in the Prevent Policy;
15. Challenge senior leaders over any safeguarding concerns, where necessary;
16. Report any concerns about another member of staff’s behaviour towards children to the Headteacher;
17. Report concerns about the Headteacher’s behaviour to the Chair of Governors, who will then make a referral to the Local Authority Designated Officer (LADO). (**Appendix 4**).

Role and responsibilities of Governors:

1. The school is carrying out its duties to safeguard the welfare of children at the school (refer to Part 2 of Keeping Children Safe in Education – 2021 and Working Together to Safeguarding Children – 2018);
2. Members of staff and volunteers are aware of current practices in this matter, and that staff receive training where appropriate;
3. Child protection is integrated with induction procedures for all new members of staff and volunteers;
4. The school follows the procedures agreed by LA Safeguarding Children Board, and any supplementary guidance issued by the Local Authority;
5. Only persons suitable to work with children shall be employed in the school, or work here in a voluntary capacity;



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6. Where safeguarding concerns about a member of staff are substantiated, take appropriate disciplinary action;
7. Safeguarding will be an agenda item and discussed at every full governing board meeting;
8. All governors will be required to read section 1 and 2 of “Keeping Children Safe in Education 2021” and Annex B and sign to that effect at their training.

For more information on the role of the Nominated Safeguarding Governor, please see Part 2 of KCSIE 2021 and the job description (**Appendix 5**)

Roles and responsibilities of the DSL:

Designated Safeguarding Lead (DSL): Miss Lisa King (SENDCO)

Deputy DSL: Mrs Laurie Fox

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

The school recognises that the Designated Safeguarding Lead must have the status and authority within the school management structure to carry out the duties of the post – they must therefore be a member of the senior management team. All members of staff (including volunteers) must be made aware of who this person is and what their role is.

The Designated Safeguarding Lead will act as a source of advice and coordinate action within the school over child protection cases. They will need to liaise with other agencies and build good working relationships with colleagues from these agencies. The Designated Safeguarding Lead is the first person to whom members of staff report concerns. The Designated Safeguarding Lead is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the LA.

For more information on the role of the DSL, please see Annex B of KCSIE 2021 and the job description (**Appendix 5**)



Safeguarding Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The DSL will also undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. In addition to this their knowledge and skills to be refreshed annually through e-Bulletins, meeting other DSLs, etc to understand the assessment process “Continuum of Need Sept 2019”. This provides families with early help and interventions. (**Appendix 2**)

The DSL will hold annual school-specific safeguarding training sessions with all members of staff, Initial Teacher Training Students and governors to ensure they are aware of the risk indicators and their duties regarding safeguarding.

Regular training will also be given to staff around the Prevent duty.

Attendance

Excellent attendance is expected of all children, but when children are unable to attend school, parents/carers are expected to confirm absence by telephone. If there is no notification from parent/carers the school’s policy is to phone the parent/carer to ascertain a child’s whereabouts. If those efforts do not yield a satisfactory answer within a reasonable timeframe, then we will make reasonable efforts to get in touch with other contacts on the child’s records.

The school works closely with the Local Authority’s Welfare officer whenever a child’s attendance and punctuality causes concern. Attendance rates are reported each term to the LA, annually to the government and to all parents. Positive measures are in place to encourage children to attend regularly and punctually and the school is aware of its right to take legal action against parents who do not ensure good attendance and punctuality.

A child going missing from education is a potential indicator of abuse or neglect. School staff members must follow Bradford’s ‘Children Missing Education Guidance for Schools’ procedures and guidance if they are concerned about a child missing from education. <https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=50>

See Appendix 6 (Children Missing Education)

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school’s permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State)

Mobile Phones

If it is deemed appropriate to assist with their independence (i.e. before and after school travel), pupils in Year 6 are permitted to bring in a mobile phone after gaining express consent from the Headteacher and their parent/carer. These are signed in and stored securely in the school office during the day.

We have a ‘no phones in school’ approach and regularly communicate this to staff and other adults, including parents/carers, on site.



E-safety

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

Through training, all staff members will be made aware of the following:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online
- The procedure to follow when they have a concern regarding a pupil's online activity

The school will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material, in accordance with the school's Data Protection Policy.

The use of mobile phones by staff and pupils is closely monitored by the school, in accordance with our Staff Code of Conduct.

Further information regarding the school's approach to online safety can be found in the E-Safety Policy. Where pupils need to learn online from home, the school will support them to do so safely in line with the Remote Learning Procedure and government guidance.

Pupils with SEND

The school recognises that pupils with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of pupils.

Staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability;
- Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs;
- Communication barriers may exist, as well as difficulties in overcoming these barriers.

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENDCo, as well as the pupil's family where appropriate, to ensure that the pupil's needs are effectively met.

Peer-on-peer abuse

For the purposes of this policy, "peer-on-peer abuse" is defined as abuse between children.

The school has a zero-tolerance approach to abuse, including peer-on-peer abuse, as confirmed in the Child Protection and Safeguarding Policy's statement of intent.

All staff will be aware that peer-on-peer abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of peer-on-peer abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that peer-on-peer abuse is not occurring. All staff will speak to the DSL if they have any concerns about peer-on-peer abuse.

All staff will understand the importance of challenging inappropriate behaviour between peers, and will not tolerate abuse as "banter" or "part of growing up".



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Peer-on-peer abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff will be clear as to the school's policy and procedures regarding peer-on-peer abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

Parents and Wider Community

Anyone working in school on a regular basis, e.g. parents, students, volunteers will likewise be required to read part 1 and Annex B of "Keeping Children Safe in Education 2021" and also our Volunteer Good Practice Guide and sign to that effect. All visitors will be expected to read the School Procedures leaflet while signing in.

The taking of and/or display of photographs/videos of children on the school site is not allowed unless specifically authorised by the school. There is an annual requirement for parents to sign a consent form to give permission for their child(ren) to be included in photographs or films for school or external publicity. Where that permission is withheld, staff are aware and will ensure the privacy of the children concerned. Anyone found ignoring this procedure will be requested to delete any material which offends against this ruling.

Where lettings involve children or vulnerable adults, the Governing Board (or appropriate lead members of that board) will require written evidence that the body concerned has appropriate policies and procedures in place with regard to safeguarding and child protection.



Sports clubs and extracurricular activities

- Clubs and extracurricular activities hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements;
- Paid and volunteer staff running sports clubs and extracurricular activities are aware of their safeguarding responsibilities and promote the welfare of pupils;
- Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to Children's Social Care Services (CSCS) or the police, if necessary.

Initial Teaching Training Students

- All Saints' hosts a small number of Initial Teacher Training (ITT) students throughout the year who access training on site and undertake teaching placements in classes;
- Written confirmation will be obtained to ensure that an enhanced DBS certificate and barred list check has been carried out for all fee-funded trainees;
- ITT students will receive and engage with the staff handbook and staff code of conduct and attend school-specific safeguarding training and sign that they have read Part 1 and Annex B of 'Keeping Children Safe in Education'.

Legal Framework

All Saints' recognises that a number of relevant legislations and policies have been developed and operated by school to form part of the wider agenda of Safeguarding Children, Protecting Adults and this policy should be read in conjunction with these policies and procedures:

- [Children Act 1989 \(as amended 2004 Section 52\)](#)
- [Education Act 2002 Section 175](#)
- [Female Genital Mutilation Act 2003](#)
- [The Teachers Standards' 2013](#)
- [The Counter-Terrorism and Security Act 2015 \(section 26 The Prevent Duty\)](#)
- [Serious Crime Bill 2015](#)
- [What to do if you're worried a child is being abused – March 2015](#)
- [Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers \(2018\)](#)
- [Children missing from education \(DfE 2016\)](#)
- [Preventing and tackling Bullying \(DfE 2017\)](#)
- [Sexual violence and sexual harassment between children in schools \(DfE 2018\)](#)
- [Promoting positive emotional well-being and reducing the risk of suicide \(ESCB 2018\)](#)
- [Searching, screening, confiscating \(DfE 2018\)](#)
- [Working Together to Safeguard Children 2018 \(Statutory guidance\)](#)
- [Criminal exploitation of children and vulnerable adults – county lines guidance \(Home Office 2018\)](#)
- [Keeping Children Safe in Education – Statutory guidance for schools and colleges, September 2021](#)
- [Teaching online safety in schools \(DfE 2021\)](#)
- [When to call the Police Guidance for schools](#)
- [Safer recruitment consortium safer working practices COVID addendum April 2021](#)
- [Safeguarding Vulnerable Groups Act 2006](#)
- [The General Data Protection Regulation \(GDPR\) Data Protection Act 2018](#)
- [Voyeurism \(Offences\) Act 2019](#)



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- [Safer Bradford – Bradford Council Safeguarding Procedures](#)

Statutory guidance

- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE (2018) 'Disqualification under the Childcare Act 2006'

School Policies:

- Anti-bullying
- Attendance
- Behaviour
- Safeguarding and Child Protection policy
- DBS
- E Safety (linking to GDPR)
- Single Equalities
- Extended school/before and after school activities
- Supporting pupils with medical conditions & Admin of Medication
- Intimate Care
- Health and Safety (including First Aid & school security)
- Looked after Children
- Management of allegations against staff
- PSHE curriculum including drugs & substance misuse
- Recruitment and Selection
- Safeguarding statement in school prospectus
- Relationships & Sex Education
- Staff Handbook
- Staff Code of Conduct (including use of images/video etc)
- Use of Reasonable Force and Positive handling
- Whistle blowing
- Work placement – receive copy of Staff Code of Conduct
- Young Carers'

The school will publish their Safeguarding and Child Protection Policy on the website under Statutory Policies.

Appendix 1 - Definition of Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or failing to act to prevent harm. Children may be abused in a family or in an institution 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. They may be abused by an adult or adults, or another child or children.

Working Together to Safeguard Children 2019

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.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

- The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing;
- They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse;
- Sexual abuse can take place wholly online, or technology may be used to facilitate offline abuse;
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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). They may fail to protect a child from physical and emotional harm or danger or ensure adequate supervision (including the use of inadequate care-givers) or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

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

Signs that may give cause for concern

It is important to remember that very few signs and symptoms are in themselves conclusive evidence that a child has been or is being abused. Most of the signs given could have acceptable explanations, i.e. there are lots of reasons why children have nightmares, or may suddenly start bed-wetting. Be alert to explanations that do not seem to fit the circumstances and behaviour that is unusual to a particular child. Signs are more significant in clusters.



The following lists should not be viewed simply as checklists, but should help to act as a reminder that where we see signs or symptoms in children, child abuse should be within our range of possible causes.

A. General Signs

Discrepancy between an injury and the explanation.
Conflicting explanations or no explanation for an injury.
Parents have unrealistic expectations of the child.
Dramatic changes in child's behaviour towards peers and or staff/Disruptive.
Rapid mood swings.
Frequent absences from school.
Constant tiredness.
Stealing,
Secretiveness.
Telling lies.

B. Signs which may suggest deliberate injury

Multiple bruising other than on shins/ slap marks.
Bruises which cross several plains (ie contours of body).
Both eyes black.
Linear or outline bruising.
Ligature marks.
Bite marks.
Burns - particularly distinctive circular cigarette burn marks.
Scalds inconsistent with child's explanation.
Head injuries which may be reflected in dizziness, drowsiness and vomiting.

C. Signs which may reflect sexual abuse

Sexually transmitted infections.
Soreness or injury to genital/anal regions.
Recurrent urinary tract infections.
Vaginal discharge or bleeding.
Repeated wetting or soiling which is non-attributable to urinary tract infection.
Inappropriate sexual play/language/knowledge.
Promiscuous affection-seeking behaviour.
Inappropriate sketching.
Shame of own body/self image.
Under-achievement.
Rapid mood swings.
Running away, not wanting to go home.
Eating disorders.
Psychosomatic illnesses.
Obsessional washing.
Masturbation/showing genitals.
Low self-esteem.

D. Signs which may suggest emotional abuse

Failure to thrive - stunted growth, weight loss.
Psychosomatic illness.
Wetting and soiling.
Withdrawn behaviour.



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Overtly aggressive behaviour.
Inappropriate affection/attention-seeking behaviour.
Under-achievement.
Difficulty in forming relationships with peers or adults.
Isolation.

E. Signs which may reflect neglect and failure to thrive

Appearance and development not consistent with age.
Voracious appetite (stealing food from lunch boxes, etc).
Constant problems with stomach, eg persistent sickness or diarrhoea.
Listlessness or unresponsive behaviour.
Frozen awareness (fixed watchfulness).
Alopecia (hair loss).
Cold sores or sore skin.
Lack of cleanliness.



Appendix 2 - Early Help information

Children who may require early help Families First is Bradford's programme of early help services for families. A directory of early help services is available at <https://www.bradford.gov.uk/children-young-people-and-families/family-hubs/family-hubs/> and will help practitioners and families find information and support to prevent escalation of needs and crisis.

All staff should be aware of the early help process, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Senior Person any ongoing/escalating concerns so that consideration can be given to a referral to Children's Services (Safeguarding and Specialist Services) if the child's situation doesn't appear to be improving. Staff can make an Early Help referral via the Gateway Tel : 01724 432121 and on a MARF (Multi Agency Referral Form) on the Safer Bradford website: <https://saferbradford.co.uk>

Staff and volunteers working within the School should be alert to the potential need for early help for children also who are more vulnerable.

For example:

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

School and staff members should be aware of the main categories of maltreatment: physical abuse, emotional abuse, sexual abuse and neglect. They should also be aware of the indicators of maltreatment and specific contextual safeguarding issues so that they are able to identify cases of children who may be in need of help or protection. (Children Missing in Education, Radicalisation, Child Sex Exploitation , Female Genital Mutilation, County Lines, Honour Based Violence, Peer on Peer Abuse) See Appendix 4 for information on indicators of abuse.



Appendix 3 - PROCEDURES

1. IN THE EVENT OF SUSPICION OF CHILD ABUSE

Should a member of staff notice symptoms which give cause for anxiety, then they should discuss these concerns with the Designated Safeguarding Lead for the school (Miss Lisa King, SENDCO or, in his absence, Mrs Laurie Fox). An immediate decision will be made as to whether the situation should be monitored and who will be involved in the process, or whether to make a referral. It is imperative that during the events leading up to the monitoring process all concerns, including dates, times, etc. be recorded onto CPOMS (Child Protection Online Monitoring Service).

- All teachers, teaching assistants and admin staff have access to enter information onto CPOMS (basic access). Lunchtime staff must report through the lunchtime leader or other staff member.
- Class teachers have extended access to be able to view and add actions to incidents on pupil files (but only safeguarding cases for relevant pupils in their class)'.
'
- Only DSLs can view and edit all records on CPOMS.

All information regarding cases of child abuse, both verbal and written, must be treated confidentially. All child monitoring records must be kept in a confidential place and on no account be kept with the child's normal records. Access to these records will be restricted to the people involved in the monitoring process.

2. IN THE EVENT OF A DISCLOSURE OR CLEAR INDICATION VIA MONITORING THAT A CHILD HAS BEEN OR IS BEING ABUSED

If a child shows signs that they want to talk about something that troubles them, staff should consider:

- A calm environment - is the place free from interruptions.
- Time - make sure quality time is made available.
- Do not interrupt, let the child speak.
- Respond to the child with encouragement; show you are interested; but do not ask leading questions and do not push for information.
- Reflect that the child may be frightened of the consequences of talking to someone. They must have your trust.
- Assure him/her that (s)he is not to blame.
- It is important that the child understands that the matter cannot be kept entirely confidential, but that it will not become public knowledge.

Any member of staff talking privately with a child should leave the door open or if possible take another member of staff into the room with them.

- a) As soon as a child has spoken to you or the monitoring process has given strong indicators that the child has been or is being abused in some way, immediately inform the Designated Safeguarding Lead.
- b) Record in as much detail (and immediately after the disclosure) as you can remember, what the child has told you in his/her own words. Include other details that you have observed, eg non-verbal expression, behaviour changes, incidents of aggression, background circumstances, etc. Pass all these details on to the DSL on the appropriate form.
- c) Also log any attempts made to contact relevant people, even if calls or messages are not known to have been received. Any action that the named person takes when dealing with an issue of child protection will be in line with the procedures outlined in the flowchart below.
- d) Working with families in an open and honest way is a key principle governing the work of all agencies and organisations in matters of child protection.



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There is an assumption that parents/carers will be informed of a referral (i.e. a Multi-Agency Referral Form= MARF) being completed, unless...

- ... seeking consent places the child at risk of 'significant harm'.
 - ... the Child Protection Co-ordinator has made a professional judgement that a child is at risk of 'significant harm' and seeking consent is likely to increase the risks to the child, or potentially compromise a child protection investigation.
 - ... such action prevents the detection of a crime.
- e) Once a referral has been made to Social Services, they have a duty to investigate further within a 7-day period. An initial assessment may require removal of children "At risk of significant harm" from the household or situation of threat. Alternatively, support mechanisms will be put in place via a Core Assessment, action from which must be completed within 42 days of referral.
- f) Should any disclosure lead to a Child Protection conference, the Headteacher, in discussion with members of staff involved in the procedures, will decide who will be in attendance on behalf of the school.
- g) Should any disclosure relate to an incident involving a child abusing another child, the Headteacher/Deputy Head may use the sanction of temporary exclusion against the alleged perpetrator if deemed serious. The Nominated Safeguarding Governor will be informed of the allegation and the action being pursued. (Children's names will remain anonymous).
- h) The adult who has received a disclosure should be offered advice and support from the DSL for their own benefit and well being.

Records/Notes Regarding Child Protection

In accordance with paragraph 82 of KCSIE 2021, when children leave the school, the designated safeguarding lead will ensure the child protection file is transferred to the appropriate staff (eg DSL, SENDCO) at the new school as soon as possible, ensuring secure transit, and confirmation of receipt is obtained. The file will be transferred separately from the main pupil file.

Appropriate retention periods are followed in line with the IRMS Toolkit for Schools 2019 and GDPR. Further advice will be sought when necessary from the Local Authority Safeguarding Team.

Child Protection Procedures Flow Chart

**On discovery or suspicion of child abuse
If in doubt - act**



Inform your Designated Safeguarding Lead:
Miss Lisa King
Mrs Laurie Fox (Deputy DSL)
Who should then take following steps



Where it is clear that a Child Protection Referral is needed contact Children’s Initial Contact Point without delay **Tel No 01274 435600 (Mon – Fri 8.30am – 5.00pm)**
Out of hrs Emergency Duty Team **Tel No 01274 431010**
Named Persons may also seek advice from the Education Social Work Service
Tel 01274 439651
Concern of immediate risk of harm **phone police (999)**



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



Remember **always make and keep a written record of all events and action taken, date and time of each entry to this record. Enter onto CPOMS. Keep records confidential and secure.**



Ensure immediate completion and dispatch of the Multi Agency Referral form (MARF). This form can be accessed [here](#) or by looking on the Safer Bradford website under ‘Resources’
<https://www.saferbradford.co.uk/learning-resources/resources/#M>

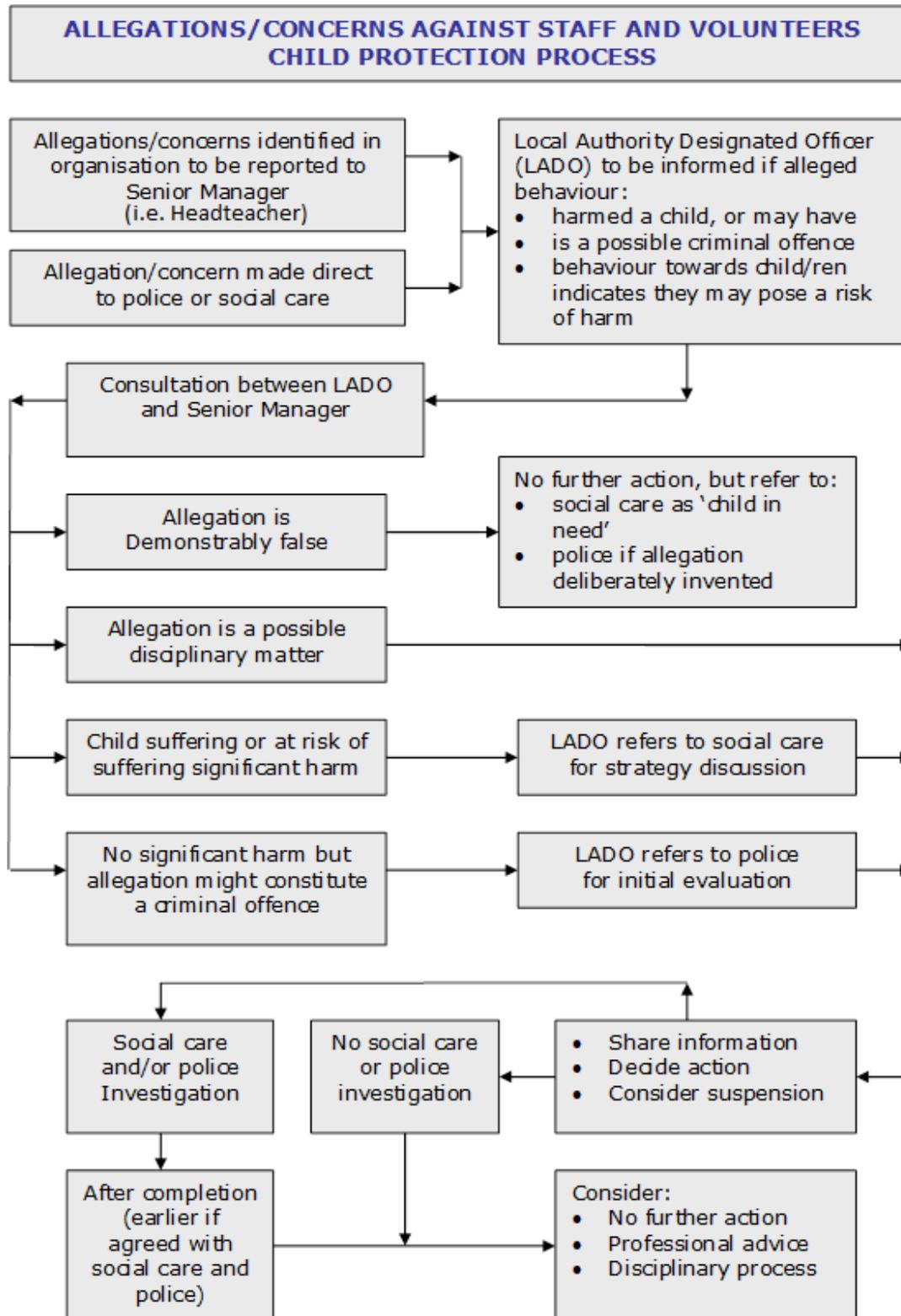
Retain a copy of the MARF in school.
Send copies via email:
childrens.enquiries@bradford.gov.uk
(Children’s Social Care, Principal Education Social Worker Margaret McMillan Tower, Princes Way, Bradford BD1 1NN)

USEFUL TELEPHONE NUMBERS

Children’s Social Care Initial Contact Point: 01274 435600
Emergency Duty Team: 01274 431010
Education Social Work Service: 01274 439651
Police: Javelin House, Child Protection Unit: 01274 376059
NSPCC: 0800 028 0285

Appendix 4: Allegations against staff / Whistle Blowing

(Adopted from Bradford LA policy)





Appendix 5: Job descriptions

Designated Safeguarding Lead – Job Description for All Saints' CE Primary School

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

The school recognises that the Designated Safeguarding Lead must have the status and authority within the school management structure to carry out the duties of the post – they must therefore be a member of the senior management team. All members of staff (including volunteers) must be made aware of who this person is and what their role is.

The Designated Safeguarding Lead will act as a source of advice and coordinate action within the school over child protection cases. They will need to liaise with other agencies and build good working relationships with colleagues from these agencies. The Designated Safeguarding Lead is the first person to whom members of staff report concerns. The Designated Safeguarding Lead is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the LA.

Roles and Responsibilities

All adults working with, or on behalf of children, have a responsibility to protect them. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures.

The Designated Lead for child protection is Lisa King – SENDCO

The Deputy Designated Lead is Laurie Fox

Charlotte Craven (office manager) and Stephen Cannar (Little Saints' – after school club - manager) have also undertaken Designated Safeguarding Lead-level training and will form part of the safeguarding team.

The DSL will manage referrals and is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- refer cases where a crime may have been committed to the Police as required.

The DSL will work with others and is expected to:

- act as a point of contact with the three safeguarding partners;
- liaise with the headteacher to inform them of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;



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- as required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with necessary staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- act as a source of support, advice and expertise for all staff.

The DSL will access training and is expected to:

- Undergo training to provide them with the knowledge and skills required to carry out the role;
- This training should be updated at least every two years;
- The designated safeguarding lead should undertake Prevent awareness training;
- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to, and understands, the school’s child protection policy and procedures, especially new and part time staff;
- Be alert to the specific needs of children in need, those with special educational needs and young carers;
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- Understand the importance of information sharing, both within the school and with the three safeguarding partners, other agencies, organisations and practitioners;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them;
- In addition to the formal training set out above, knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually.

The DSL will raise awareness and is expected to:

- ensure the school’s child protection policies are known, understood and used appropriately
- ensure the school’s child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly with the governing bodies regarding this
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this



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- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

DSL will transfer Child Protection files

Where children leave the school (including for in-year transfers) the DSL should ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Most files will be transferred via CPOMS but hard copies will be transferred where a receiving school does not use CPOMS and a written receipt will be obtained and stored securely. Receiving files will be brought to the DSL's attention. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving.

Availability of the DSL

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Generally, the DSL (or deputy) would be expected to be available in person, however, it is acceptable to be available via phone and or Skype or other such media. The DSL will lead on arranging adequate and appropriate cover arrangements for any out of hours/out of term activities.

Deputy Designated Safeguarding Lead – Job Description for All Saints' CE Primary School

The deputy DSL will access the same level of training as the DSL and work with and support the DSL in fulfilling the above criteria. The deputy DSL will deputise in the absence of the DSL.

As per *Keeping Children Safe in Education 2021*: "If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care."



Nominated Safeguarding Governor - Job Description for All Saints' CE Primary School (NSG)

The Nominated Safeguarding Governors are Judith Osborne and Carol Stewart

The Governors will ensure that the designated member of staff for child protection is given sufficient time to carry out their duties, including accessing training. The Governors will review safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:

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

The governing body ensures our pupils are taught how to keep themselves safe (including online) through teaching and learning opportunities as part of a broad and balanced curriculum. From September 2021, our school will work in accordance with new government regulations which make the subjects of Relationships Education (for primary age pupils) and Relationships and Sex Education (for secondary age pupils) and Health Education (for all pupils in state funded schools) mandatory.



Appendix 6: Children Missing Education

Children Missing Education (CME) are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school i.e. privately or electively home education (EHE).

Why is the work around Children Missing Education (CME) a priority?

All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education.

What are we required to do?

Local authorities have a duty under section 436A of the Education Act 1996 to make arrangements to establish the identities of children in their area who are not registered pupils at a school and are not receiving suitable education otherwise. In order for Local Authorities to fulfil this duty, it is crucial that school, health services and other partner agencies act when they are aware of or believe that a child is missing from education. This should include reasonable enquiries to obtain as much information as possible such as names, addresses, contact details, emails, details of other family members, friends etc. Agencies should act quickly to make reasonable enquiries to try and ascertain the child's whereabouts to avoid the child becoming CME. Only once these reasonable enquiries have been completed and the whereabouts of the child are still unknown or unconfirmed should a Children Missing Education (CME) referral be made the Local Authority.

Reasonable enquiries by the referrer

Reasonable enquiries should include:

- Contacting family, relatives, neighbours and where appropriate landlords and other significant adults
- Making enquiries within school with class teachers, friends (if appropriate)
- Liaising with schools attended by siblings
- Conducting home visits
- Sending letters and/or emails
- Checking with previous schools (if appropriate)
- Checking with other agencies known to be working with the family
- If you have been provided with a forwarding address in the UK, it is expected that you make enquiries with that Local Authority

This list is not exhaustive; cases should be taken on an individual basis meaning that enquiries may differ case to case.

If at any point there is reason to believe a child is in immediate danger or at risk of harm, a referral should be made to children's social care (and the police if appropriate).



Making a referral

The updated CME referral form can be found [here](#). This referral should be used for all referrals into the Local Authority from September 2019 onwards. Referrals on the old form will not be accepted.

The referral should be completed electronically and submitted electronically to CME@bradford.gov.uk

Referrals will not be accepted via post or via telephone.

Where there are siblings at other schools, please liaise with them before making a referral. In some cases, the other schools may have located the family through enquiries and therefore a referral will not be required. Where a family have provided an address in another Local Authority, enquiries must be made with that authority to try confirm the whereabouts of the family before making a referral. If the family have provided an address out of the country and you are satisfied that they have left and have no safeguarding concerns, a referral is not required. The off roll proforma is still required for all pupil's taken off roll at non-standard transition points. See on/off roll proforma information below.

Children who are not statutory school age should be referred as CME if there are safeguarding concerns, if the child is a sibling of a statutory school aged child and/or if they are due to become statutory school age in the upcoming term.

What the Local Authority will do when they receive a CME referral

Once the Local Authority receives and accepts a Children Missing Education (CME) referral, we will:

- Check local databases
- Attempt to make contact with the parent, relatives and neighbours using known contact details
- Check school2school database
- Conduct checks with health, police, Children's Social Care and other partner agencies.
- Conduct additional home visits if required
- Send warning letters to the family reminding them of their legal duty as a parent to ensure their child receives a suitable education
- Contact other Local Authorities/areas if required

This list is not exhaustive; cases are taken on an individual basis meaning that enquiries may differ case to case.

Secure email

Emails can be sent securely to the CME@bradford.gov.uk if you are sending from one of the following domains:

@bradford.gov.uk

@oneadoptionwy.leeds.gov.uk

@bdct.nhs.uk

@anhst.nhs.uk

@bthft.nhs.uk

@bradford.nhs.uk

@cabad.org.uk

@westyorkshire.pnn.police.uk

@NSPCC.org.uk



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If you are not sending from one of these domains, you will need to check with the relevant person within your organisation about using additional encryption such as GalaxKey before you send the email. It is your responsibility to assure yourself that information you send can be received securely by its intended recipient.

Removal from roll

Pupil's should not be removed from roll until the Local Authority confirms to you in writing that they have exhausted their enquiries and have been unable to ascertain the pupil's whereabouts; or have ascertained the pupil's whereabouts but the pupil is not within reasonable travelling distance from your school. At this stage, if school agree that joint reasonable enquiries have been made and no new information has come to the attention of school that might support in ascertaining the pupil's whereabouts then the pupil can be removed from roll. Regulation 8 of The Education (Pupil Registration) (England) Regulations 2006 provides clear grounds for when a pupil of compulsory school age can be deleted from the admission register.

On/Off roll proforma

All schools are required to notify the Local Authority within 5 days when a pupil's name is added to the admission register at a non-standard transition point. Schools must also notify the local authority when a pupil's name is to be removed from the admissions register at a non-standard transition point under any of the fifteen grounds set out in the Pupil Registration Regulations as soon as the ground for removal is met and no later the time at which the pupil's name is removed from the register. The on/off roll proforma allows schools to submit this information to the Local Authority easily.

Off roll proforma for CME

Please ensure the proforma is completed in full with your most up to date information. If you have ascertained details of a new school, please check that you have the full name and address of the school. <https://get-information-schools.service.gov.uk/> is a useful website to use when confirming the details of other schools in England.

The proforma should be completed in full and with your most up to date information.

UPDATE: The off roll proforma has been updated (live from 07/07/2021) to ensure it captures key information for children been removed from the admissions register. If you have any queries or feedback about the new proforma, please contact the CME team.

Further information

The Guidance for CME referrals is available here: <https://bso.bradford.gov.uk/content/children-missing-education>

The Department for Education 'Children Missing Education: Statutory guidance for local authorities' updated in September 2016 can be found at <https://www.gov.uk/government/publications/children-missing-education>



Appendix 7: Covid-19 restrictions, risk assessments and procedures

Our approach to handling on the coronavirus pandemic is changing regularly in response to government guidance.

The main guidance document from the DfE is here:

[Guidance on full opening: schools](#)

Please also refer to the **Covid-19 Information** section of our website for latest risk assessments, approach to monitoring attendance and self-isolation and remote education procedures:

[Covid-19 Information:](#)

<https://www.allsaintsilkeley.bradford.sch.uk/covid-19-info-2/>