

Bradford Grammar School

Child Protection (Safeguarding) Policy

This policy applies to the Whole School.

The purpose of Bradford Grammar School's ("the School") Child Protection (Safeguarding) Policy is:

- to give clear guidance to employees and others about the appropriate response to child protection and safeguarding issues; and
- to ensure that child protection concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child.

The Child Protection (Safeguarding) Policy is part of Safeguarding at the School and should be read alongside the Supervision of Pupils Policy, Educational Visits Guidance, Student Wellbeing Guidance, Safer Recruitment Policy and Code of Conduct. (All employees are required to sign that they have read the School's Code of Conduct.)

The School recognises its duty to safeguard and promote the welfare of every child or young person entrusted to its care. It is important to be aware that if a concern is raised about a "child in need", in accordance with Section 17 of the Children Act 1989, this is always a Safeguarding matter and should be handled accordingly. If the School has reasonable cause to suspect that a child or young person is suffering, or is likely to suffer significant harm and is a "child at risk" in accordance with Section 47 of the Children Act 1989, the matter is a Child Protection one.

1. Introduction

The School fully recognises the part that it can play in safeguarding and promoting the health, safety and welfare of the young people entrusted to its care. The School will safeguard and promote the welfare of children who are pupils at the School, in compliance with the guidance issued by HM Government: *Keeping Children Safe in Education: Information for all school and college employees and Statutory Guidance for Schools and Colleges (September 2018)* and *Working Together to Safeguard Children: A guide to interagency working to safeguard and promote the welfare of children (July 2018)*; *The Prevent Duty: what it means for schools and childcare providers (June 2015)*; *Mandatory reporting of female genital mutilation: procedural information (October 2015)*. The policy is compliant with the Independent Schools Standards Regulations 2014.

The School works closely with the Bradford Safeguarding Children's Board (BSCB) which provides training and other support. BSCB and the School follow the code of practice set out in the West Yorkshire Consortium of Safeguarding Children's Boards' Procedures Manual available at <http://westyorkscb.proceduresonline.com>

Child Protection at the School has three main elements:

- *Prevention* - through the promotion of a positive School atmosphere and the provision of careful and vigilant teaching and pastoral support;
- *Protection* - by following agreed procedures and ensuring that all employees are appropriately recruited and then trained and supported to respond sensitively to child protection concerns; and
- *Support* - for all those pupils who may have been abused.

This policy applies to all employees and volunteers working in the School, as well as to governors, visiting teachers (whether self-employed or employed by the School) and sports coaches. The School recognises that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult will help to protect its pupils against potential abuse.

The School will therefore:

- continue to maintain an ethos in which young people feel secure and know that their concerns will be taken seriously;
- ensure that the pupils know that there are adults in School who can be approached if they are worried or are in any kind of difficulty; and
- include within the Personal Development Programme (PSHE) sessions that help its pupils to gain an awareness of the issues involved, promote their own safety (including online safety), and understand the responsibilities of adult life, particularly with regard to the care of children.

2. Roles and responsibilities

Child protection is the responsibility of all adults, especially those who work with young people.

All employees at the School are expected to comply with the Code of Conduct.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School employees are particularly important as they are in a position to identify concerns early, provide help for children and prevent concerns from escalating. Schools and their employees form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children 2018*. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. All schools are required to have a Named Person with safeguarding responsibilities known as the Designated Safeguarding Lead (DSL).

From September 2017, the DSL structure for BGS will be:

| | | |
|------------------------|---|-------------------------|
| Jane Chapman | Lead DSL for the Senior School | mjc@bradfordgrammar.com |
| Kate Wilde | Deputy DSL for the Senior School | kew@bradfordgrammar.com |
| Kerry Howes | Lead DSL for the Junior School | klh@bradfordgrammar.com |
| Felicity Hughes | Deputy DSL for the Junior School | fh@bradfordgrammar.com |

(The Headmaster of the Senior School is also DSL trained.)

The DSLs have special responsibilities to:

- foster a School culture that places the safety and well-being of pupils at the centre of everything that the School does, including coordinating early help arrangements (see below), for example, through in-house SEND processes and the Assistant Head (Pastoral) and Heads of Year working in tandem with external agencies such as the Child and Adolescent Mental Health Services (CAMHS) to review annually, with oversight from the named Governor and Chair of Governors (see below), the Child Protection (Safeguarding) Policy;
- put relevant and timely training in place for all employees, including volunteers and the Heads of both the Senior and Junior Schools;

- deal with reports of child abuse and complaints against employees, volunteers and governors by children;
- keep records of child protection issues and cases;
- ensure that, when a pupil leaves the School, their child protection file is transferred to the new school or college as soon as possible, and that appropriate information is shared ahead of their leaving in order to ensure continuity of support;
- make referrals to child protection agencies such as the Local Safeguarding Children's Boards (LSCB) or Multi Agency Partnerships and the Disclosure and Barring Service, and to the DO (Designated Officer, formerly the Local Authority Designated Officer or LADO), where appropriate;
- inform the Headmistress of the Junior or Headmaster Senior School, as appropriate, of any child protection issues that arise;
- work with the Bursar and HR department to ensure that appropriate child protection checks and procedures apply to all employees employed by the School and other organisations working on the School site (e.g. contractors) or on another site (e.g. on educational visits);
- encourage a climate where employees feel secure to share concerns (see the School's Whistle-blowing Guidance), including via the NSPCC whistle-blowing helpline number 0800 028 0285;
- guarantee that any deficiencies or weaknesses in child protection arrangements are remedied without delay.

Employees, volunteers, visiting teachers and coaches, governors and pupils, must act to share their concerns with a DSL if:

- they have a suspicion that a child is being abused or is at risk of being abused;
- there is evidence that a child is being abused; and
- a complaint is made by a child against a member of the School.

The *Teachers' Standards 2012* state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. These standards apply to trainees working towards QTS, all teachers completing their statutory induction period (newly qualified teachers [NQTs]) and teachers in maintained schools, including maintained special schools who are subject to the Education (Schools' Teachers Appraisal)(England) Regulations 2012.

In accordance with the DfE guidance on *Disqualification from Childcare: statutory guidance for schools (August 2018)*, the School ensures that its policies make clear the expectations placed on employees whose relationships both within and outside the School may have implications for the safeguarding of children in the School.

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

All School employees have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All employees then have a responsibility to take appropriate action, working with other services as needed. In addition to working with the DSLs, employees should be aware that they may be asked to support social workers to take decisions about individual children.

Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm but are at immediate risk.

The DSLs keep a full record of the reports and makes referrals to child protection agencies as necessary. Whilst the DSLs have a formal responsibility to make referrals, **any employee can make a referral.**

The School has a named Governor, with a specific responsibility for child protection. The name of the Governor currently holding this role is Christine Hamilton-Stewart.

The named Governor supports the Chair of Governors who has overall responsibility for ensuring that the School's Child Protection (Safeguarding) Policy is in place and that the DSLs are supported properly.

The named Governor and Chair of Governors are fully involved in the annual review of the Child Protection (Safeguarding) Policy.

Additionally, the Chair of Governors will liaise with appropriate colleagues and agencies in the case of an allegation being made against the DSLs, and Head Teacher of the Junior and/or Senior School.

The Board of Governors must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in the School are effective and comply with the law at all times.

The Board of Governors should ensure that the School contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2018*. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. The School should allow access for children's social care from the local authority.

The Board of Governors should ensure that their safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB) or Multi Agency Partnership (MAP). Section 10 of the Children Act 2004 requires a local authority to make arrangements to promote cooperation between itself and its relevant partners and other organisations who are engaged in activities relating to children. Under section 14B of the Children Act 2004 and section 19 of the Children and Social Work Act 2017 the LSCB can require a school to supply information in order to perform its functions; this must be complied with.

The Board of Governors should ensure a member of the governing body, usually the chair, is nominated to liaise with the designated officer(s) from the relevant local authority and partner agencies in the event of allegations of abuse made against the Head or a member of the Board of Governors. In the event of allegations of abuse being made against the Head, those allegations should be reported directly to the designated officer(s).

Safeguarding training

All employees, volunteers and governors must receive child protection and safeguarding training (including online safety) which is regularly updated, and are required to read and understand Part 1 (*Safeguarding information for all staff*) and Part 5 (*Child on child sexual violence and sexual harassment*) of *Keeping Children safe in Education September 2018* and Annex A (*Further Information*). In addition, all employees are made aware of the systems within the School which support safeguarding, including the Child Protection (Safeguarding) Policy, Behaviour Policy, the role and identity of the DSLs.

All employees will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The School has mechanisms in place to ensure that all employees have read and understood the KCSIE guidance and Child Protection (Safeguarding) Policy. Employees also receive online safety training delivered by external agencies, and through additional updates as required (for example, via email, e-bulletins and staff meetings).

The DSLs and deputy DSLs will update their own child protection training every two years to provide them with the knowledge and skills required to carry out the role. In addition to their formal training, their knowledge and skills should be updated (for example, via e-bulletins, meeting other DSLs and deputy DSLs, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.

All new employees, volunteers and governors undergo child protection and safeguarding training as part of their induction.

3. Early help

Early help means taking action to support a child, young person or their family early in the life of a problem, as soon as it emerges and can prevent further problems arising. Providing early help is more effective in promoting the welfare of children than reacting later.

Early help can be provided by the School in the first instance to prevent or reduce the need for specialist interventions unless they are identified as being the correct response to meet the need and resolve the problem.

Early help requires that agencies should work together as soon as a problem emerges or a need is identified to ensure the child gets the right support. The School's aim is to meet need early and avoid a problem escalating or the need increasing, but if the need for an early help response which extends beyond the School is identified, a DSL (or deputy) will lead on liaising with other agencies and professionals and setting up an inter-agency assessment.

Within the School's curriculum and in co-curricular activities, children and young people are taught how to keep themselves safe, including staying safe online. The School's Personal Development (PSHE) programme pays particular attention to promoting the welfare and wellbeing of students and to educating them about risks relating to their safety.

4. Definition of child abuse

Safeguarding and promoting the welfare of children is defined by DfE guidance as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. The term 'children' includes everyone under the age of 18 years.

The term "child abuse" is used to describe a range of ways in which people (usually adults) harm children. This harm can be in the form of physical injury, sexual or emotional abuse or neglect (failing to take steps to protect a child). Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to prevent harm. They may be abused by an adult or adults or another child or children.

Points to note:

- children can suffer from one or a combination of these forms of abuse;
- abuse can take place at home, at School or anywhere where children spend time;
- it can happen to children and young people of any age, sex, ethnicity, sexual orientation or disability; and
- in almost all cases, the abuser is someone known to (and often trusted by) the child such as a parent, carer, teacher, relative or friend.

It is important to note that many of the signs listed under indicators of abuse could have other explanations and do not represent firm proof that abuse is taking place.

The definition of abuse as outlined in *Working Together to Safeguard Children 2018* 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. They may be abused by an adult or adults, or another child or children." The 2015 Department for Education advice for practitioners *What to do if you are worried a child is being abused* provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and are particularly helpful for school staff. The NSPCC website also provides useful additional information on types of abuse and what to look out for.

4.1 Emotional abuse

- The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.
- It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction.

- It may involve seeing or hearing the ill-treatment of another (including domestic violence within the home). 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.

4.2 Indicators of emotional abuse

- Physical, mental and emotional development lags
- Admission to punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug or solvent abuse
- Running away
- Compulsive stealing or scavenging.

4.3 Neglect

The persistent failure to provide a child's basic physical and/or psychological needs is likely to result in the serious impairment of the child's health or development. Neglect may occur in 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 or emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); and
- ensure access to appropriate medical care or treatment.

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

4.4 Indicators of neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at School
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- Neurotic behaviour (e.g., rocking, hair twisting, thumb sucking)
- No social relationships

- Running away
- Compulsive stealing or scavenging.

4.5 Sexual abuse

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

4.6 Indicators of sexual abuse

- Sudden changes in behaviour or School performance
- Displays of affection in a sexual way inappropriate to age
- Tendency to cling or need constant reassurance
- Tendency to cry easily
- Regression to younger behaviour (e.g. thumb sucking, acting like a baby, playing with discarded toys)
- Complaints of genital itching or pain
- Distrust of a family adult, or anxiety about being left with a relative, baby-sitter or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Apparent secrecy
- Wetting, day or night
- Sleep disturbances or nightmares
- Chronic illnesses, especially throat infections and venereal disease
- Anorexia or bulimia
- Self-mutilation, attempted suicide, frequently running away
- Unexplained pregnancy
- Fear of undressing for gym
- Phobias or panic attacks.

4.7 Physical abuse

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

4.8 Indicators of physical abuse

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries

- Untreated injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away.

5. Specific areas of child abuse

The School is aware of the specific areas of safeguarding concern as identified in *Annex A* of *KCSE18*, including but not limited to the additional vulnerabilities of children who have a family member in prison, children who are required to give evidence in criminal or family courts, children who are affected by domestic violence and children who are, or are at risk of being, homeless.

5.1 Child sexual exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, as well as sexual bullying including cyberbullying and grooming.

However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse and that child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

In the event any concern is raised about this issue, further guidance can be obtained from the DfE publication *What to do if you suspect a child is being sexually exploited (2012)*.

5.2 Child criminal exploitation

Criminal exploitation of children is a feature of county lines criminal activity, in which drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying the potential involvement of a child in county lines are missing episodes when he/she may have been trafficked for the purpose of transporting drugs. County lines exploitation of children shares features with CSE and other forms of abuse, involving exploitative situations and relationships typified by an imbalance of power (due to age, gender, cognitive ability, physical strength, status or access to economic resources), can involve force, threat of violence or enticement-based methods of compliance. As with CSE, child criminal exploitation can still be exploitation even if the activity seems to the child to be consensual.

5.3 Female Genital Mutilation

The School is aware that some children in the UK are currently at risk with respect to Female Genital Mutilation (FGM).

Victims of FGM are most likely to come from a community that is known to practise FGM. The School is alert to the possibility of girls being at risk of FGM, in particular between those individuals aged 5-8 whose mother or older sister have themselves been victims of FGM. The abuse may happen in the UK but very often occurs overseas in the family's country of origin during school holidays and employees must be vigilant in this respect.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and is a form of child abuse with long-lasting harmful consequences.

Employees need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines, particularly Chapter 9 of those Guidelines (pp 42-44) which focuses on the role of schools and colleges.

Potential victims may be heard to talk about 'a special procedure' or 'becoming a woman' and these are regarded as warning signs and grounds for early intervention and/or referral.

The School also looks out for signs that FGM has already occurred including discomfort, difficulty in walking and standing, spending longer in the toilet/bathroom, menstrual and/or stomach problems, changes in patterns of behaviour and increased absence.

Actions

If employees have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Mandatory reporting commenced in October 2015. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual to report it to the police.

Mandatory reporting duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

The mandatory reporting duty commenced in October 2015. Teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the School's DSL and involve children's social care as appropriate.

5.4 Honour-based violence (HBV)

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing.

Forcing a person into a marriage is a crime in England and Wales. Some communities use religion and culture as a way to coerce a young person into marriage. The School recognises that it can play an important role in safeguarding children from forced marriage.

All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts, staff should speak to one of the designated safeguarding leads. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

5.5 Children missing from education

The School recognises that all children are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Effective information sharing between parents, the School and local authorities is critical to ensuring that all children are safe and receiving suitable education. A child going missing, particularly repeatedly, from education is a potential indicator of a range of safeguarding possibilities, including abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may also indicate mental health problems, or the risks of substance abuse, travelling to conflict zones, female genital mutilation or forced marriage. School employees will follow procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, ~~including sexual exploitation~~, and to help prevent the risks of going missing in future.

5.6 Peer on Peer Abuse

Employees should recognise that children are capable of abusing their peers. Peer on peer abuse is likely to include, but may not be limited to, bullying (including cyberbullying), physical abuse, sexual violence and sexual harassment, sexting (also known as youth produced sexual imagery) and initiation/hazing type violence and rituals. Peer on peer abuse should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

Victims of peer on peer abuse are supported in accordance with the School's Anti-Bullying Policy. The School recognises that all members of the school community have a responsibility to minimise the risk of peer on peer abuse. Pupils are educated within the Personal Development (PSHE) programme and the wider curriculum about the damage that can be done by such behaviour, and they know how and where to report it if they have such concerns. The School has clear processes in place to support victims, perpetrators and any other child affected by peer on peer abuse. Procedures for the recording, investigation and response of peer on peer abuse are contained the School's Anti-Bullying Policy.

The School recognises the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously.

Any young person can be subjected to peer on peer abuse or other forms of abuse. Research shows that some young people are more vulnerable than others:

- Children with SEND (see the School's separate SEND policies for the Junior and Senior Schools for details regarding the identification of such children)
- Girls and young women are more frequently identified as those who are abused by their peers
- Children as young as 8
- Abuse of black and minority ethnic children often goes unreported
- Young people with intra-familial abuse in their histories or those living with domestic abuse
- Young people in care and those who have experienced the loss of a parent, sibling or friend through bereavement.

Many of these factors make young people more visible to professionals, as well as those who abuse them, and as such it may be that those without characteristics that bring them into contact with professionals are vulnerable as a result of invisibility.

Safeguarding incidents and behaviours can be associated with factors outside School. In assessing such incidents and behaviours, employees need to be aware of the context in which they occur. Contextual safeguarding requires consideration of the wider environmental factors present in a child's life which may pose a threat to their safety or welfare.

5.7 Sexual violence and sexual harassment between children

The School recognises that reports of sexual violence and sexual harassment between children are likely to be complex, and that decisions will always be need to made on a case-by-case basis. All employees are trained in how to manage a peer on peer abuse allegation of this kind. The following steps will be taken:

- the alleged victim will be reassured that he/she will be taken seriously, supported and kept safe;
- their disclosure will be dealt with in accordance with section 11 of this policy;
- a risk assessment will be made immediately by a DSL (or deputy DSL), taking into consideration the alleged victim, the alleged perpetrator and other children within the School;
- the School will give immediate consideration to how best to support and protect the children involved;
- an instance of child on child sexual harassment or sexual violence will lead to one of the following outcomes (i) internal management, (ii) early help measures, (iii) a referral to children's social care, (iv) a report to the police.

6. Radicalisation

Protecting children from the risk of radicalisation should be seen as part of the School's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to a young person's vulnerability such as the influence of family members, friends or online contacts, or a young person may have specific needs for which an extremist or terrorist group appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, employees should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School employees should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately, if they have concerns, by making a referral to a DSL or directly to the Channel programme.

These issues must be brought to the attention of all employees, so that they can be vigilant with respect to the threats of extremism and radicalisation, through regular training and as part of their induction process.

6.1 Prevent

From 1 July 2015 all schools are subject to a duty under Section 26 of the CounterTerrorism and Security Act 2015 ("the CTSA 2015"), to have due regard to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty. Section 29 of the CTSA 2015 sets out "the Prevent guidance". Paragraphs 57-76 of this guidance are concerned specifically with schools.

The School recognises that it must meet the requirements of the statutory Prevent guidance for schools in terms of four areas: risk assessment, working in partnership, employee training and IT policies.

- Risk assessment: the School recognises the risk of children and young people being drawn into terrorism, or exposed to extremist ideas that are part of terrorist ideology. It has an understanding of the need to identify individual children who may be at risk of radicalisation and of what to do to support them. The School has clear procedures in place for protecting children at risk of radicalisation.
- Working in partnership: the School has established effective working relationships with local agencies and ensures that its safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Boards (LSCBs).
- Employee training: the School equips all its employees to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Employees undertake Prevent awareness training and the DSLs are able to provide advice and support to other employees on protecting children from the risk of radicalisation.
- IT policies: the School ensures that children are safe from terrorist and extremist material when accessing the internet within School both by filtering and monitoring online activity and by educating pupils about online safety more generally.

The Department for Education has also published advice for schools on the Prevent duty, *The Prevent Duty: what it means for schools and childcare providers (June 2015)*. This advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

The School recognises that in order to fulfil the Prevent duty, employees must be able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is part of the School's wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

The School also builds pupils' resilience to radicalisation by promoting fundamental British values (FBVs) and enabling pupils to challenge extremist views (i.e. vocal or active opposition to the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; also included in the government's definition of extremism are calls for the death of members of our armed forces, whether in this country or overseas.)

It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, the School aims to provide a safe space in which children, young people and employees can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

6.2 Channel

School employees should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. (See Appendix 2 for the BGS Prevent Protocol.)

7. Children who go missing from School

The School's 'Missing Pupil Procedure' can be found in the Supervision of Pupils Policy.

8. Professional confidentiality

Confidentiality is essential when dealing with child protection issues. However, professionals can only work together to safeguard children if there is an exchange of relevant information between them. Normally, personal information should only be disclosed to third parties with the consent of the subject of that information. In some circumstances, obtaining consent may not be possible nor in the best interests of the child and the law permits the disclosure of confidential information necessary to safeguard children without consent.

9. Records and monitoring

Well-kept records are essential to good child protection practice. The School will record its concerns and be ready to share them with other agencies as appropriate. All of the School's records are kept in a manner which ensures compliance with the Data Protection Act 1998 and EU General Data Protection Regulation (GDPR) 2018. The software system CPOMS (Child Protection Online Management System) is used by School employees to report and record pastoral concerns. Employees with access to this system are expected to log any safeguarding concerns or incidents on CPOMS.

As now required in KCSIE 2018 Paragraph 36, "All concerns, discussions and decisions made and the reasons for those decisions should be **recorded in writing.**"

10. Recruitment

When recruiting employees to work at the School, the School will ensure that it operates safe recruitment procedures (including Disclosure and Barring Service ("DBS") checks and complies with Independent School Standards Regulations) as described in the Safer Recruitment Policy.

For most appointments, an enhanced DBS certificate, which includes barred list information, will be required as the majority of employees will be engaging in regulated activity. In summary, a person will be considered to be engaging in regulated activity if as a result of their work they:

- will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children;
- will carry out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- engage in intimate or personal care or overnight activity, even if this happens only once.

In addition employees who are involved in the care of children under the age of 8 are required to complete the School's Disqualification Declaration form. The form consists of a series of questions relating to criteria set out in The Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009. This will be done on an annual basis and upon appointment. Individuals are required to notify the School immediately of any change(s) in circumstances.

11. Close, one-to-one, supervision of pupils

Close, one-to-one, supervision of pupils, for example in specialist music and sports provision, is carefully managed at the School and employees and volunteers are aware of the risks involved. The School's Code of Conduct states that employees will:

- avoid arranging to meet a pupil in a remote or secluded part of the School;
- ensure that there is a visual access and/or an open door;
- ensure that there are other employees around or at least aware of a meeting;
- arrange for a colleague to be present if there is a concern about the likely nature of the meeting particularly when there is a gender difference; and
- not arrange meetings with pupils away from the School premises, except with the approval of the parent and a member of the SLT.

12. Responding to disclosure by pupils

Employees have a vital role in both the prevention and detection of abuse, and may well be the first to observe that a child has started to behave atypically. Employees may be the ones the abused child turns to for help. It is essential that all employees of the School are aware of the procedures adopted by the School and who should be informed when disclosures are made.

Employees are reminded that it is not their task to identify abuse. The correct identification of abuse is a highly complex task and is the remit of other professional agencies to which employees will refer.

Children trust and depend on adults to protect and safeguard them from harm. It is the responsibility of adults who come into contact with children on a daily basis, to report any

suspicious or evidence of abuse which may have occurred or is occurring to a young person, whether it is outside or inside the School.

Many of the children that employees might come into contact with may exhibit one or more of the indicators outlined above at some stage in their School career and it is extremely important that whilst being vigilant colleagues assume nothing and do not jump to conclusions. If any employee of the School has any concerns or is in any doubt then they must inform a DSL immediately.

The School recognises that abuse may be perpetrated by adults or by other children. If there is reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm that may warrant an early intervention or a referral, then all the children involved, whether perpetrator or victim, will be treated as 'at risk'.

12.1 Managing disclosures

It can take a great deal of courage for a child to talk to an adult about their abuse because the child is 'telling on' someone more powerful than they are. The child may have to betray a person who is not only close to them but also loved by them and they are risking a great deal in the hope that the adult will believe what they say.

Helpful responses:

- remain calm, approachable and receptive and do not pre-judge;
- listen carefully, without interrupting;
- take the situation seriously;
- acknowledge the courage and good sense being shown;
- reassure the child that they are right to tell the adult and that they should not feel guilty;
- let them know that you are going to do everything you can to help; and explain what may happen as a result of the disclosure.

What to avoid if a disclosure is made:

- do not allow shock or distaste to show;
- do not probe for more information than is offered;
- do not question the child or attempt to counsel the child;
- do not speculate or make assumptions;
- do not make negative comments about the alleged abuser;
- do not make promises that cannot be kept (e.g. by saying "everything will be all right"); and
- do not agree to keep the information a secret, and make sure that the child knows that the information will be passed on to a DSL.

What to do next:

- immediately make a careful record of what has been said, using the child's actual words wherever possible (not an interpretation of them). If opinions are recorded, then ensure that these cannot be confused with facts;
- immediately contact one of the DSLs. They will make a decision based on the report, judging whether or not the issue should be referred to outside agencies. In the absence of a DSL, the Head of Senior School should be informed;
- for protection, colleagues who are reporting abuse or suspected abuse must record the fact that they have reported the situation to a DSL in writing (an email to a DSL would suffice); and
- remain caring and supportive to the child.

Note:

- **when employees fear for the immediate safety of a child, they must contact the police or social services department (Bradford's Children's Social Care Initial Contact Point, or Emergency Duty Team – see below in Appendix 3 for telephone numbers)** stating that they are making a child protection referral. When this has been done, they should follow the normal procedures as laid down in the School's Child Protection (Safeguarding) Policy; and
- if an employee has any doubts about making a report, they should consider the possible consequences of not reporting for both the child and the employee. Not to report may be construed as neglect of care and therefore itself may constitute abuse.

If an employee becomes worried about a child's behaviour or injuries, but the child says nothing to suggest that they are being abused, the employee should:

- be available and be prepared to listen;
- discuss their concerns with a DSL; and
- not rely on someone else to take action.

The employee's role is to:

- be vigilant and responsible;
- report accurately and carefully to a DSL; and
- support the child by being caring.

12.2 Referrals: gaining parental consent

DSLs are required to consider in each individual case whether it is possible to ask the consent of the parent before making a referral to social services. In some child protection cases the DSL may decide that it is not appropriate to ask the parents' consent before making a referral. Listed below is a set of circumstances where it has been agreed by the local Area Child Protection Committee (ACPC) that a professional may dispense with parental consent.

- If seeking consent places the child at risk of "Significant Harm".
- When the referring agency has made a professional judgement that a child is at risk of "Significant Harm", and that seeking consent or the refusal of consent is likely to increase the risks to the child, or potentially compromise a child protection investigation.
- To prevent a crime or aid its detection.
- When an authorised worker from a child protection agency wishes to check the "Child Protection Register" where there are child protection concerns.
- Where professional judgement indicates the need to share information to build up a picture, to which may indicate that a child is at risk of "Significant Harm".
- Where the child is deemed to be "Fraser competent" (see below) and is refusing consent (contrary to the wishes of the parent) and such refusal places the child at risk of "Significant Harm".

Fraser competent:

The parental right to determine whether or not a child below the age of 16 will or will not have medical treatment terminates if and when the child achieves sufficient understanding and intelligence to enable him/her to understand fully what is proposed. Note that "Fraser competent" relates to the particular child and the particular treatment, and there have been cases where a 17 year old has been found insufficiently competent to refuse medical treatment, while in other cases much younger children have been deemed sufficiently competent. In addition, where a child is 16 or 17 either parent or child can consent to treatment

independently (though neither can override the other or exercise a veto). The court can, however, override the wishes of both where treatment is vital to the child's welfare.

The Access to Health Records Act 1990 further complicates the picture in allowing a child under 16, deemed "Fraser competent" by a doctor, to veto the parents' access to medical information held by that doctor, even though the parents can consent to treatment which the child cannot veto.

It is for the doctor to decide whether or not an individual child is "Fraser competent". The courts are generally reluctant to do so.

Where a DSL makes a referral without gaining consent of the parent, the reason for not doing so should be recorded on the Child Protection Common Referral Form.

If a DSL decides not to ask the consent of the parent for one of the above reasons, the DSL must consider whether it is safe and appropriate to tell the parent that a referral will be made. It is the general view across all ACPC agencies that professionals should tell the parent.

However, exceptions to this rule are where a child has disclosed child sexual abuse, where there is a suspected danger of forced marriage, in possible cases of fabricated illness dependency and if more than one adult is implicated in the abuse. In these instances, the DSL should seek advice from the child protection unit before speaking to parents.

13. Allegations of abuse against employees and volunteers

Managing allegations of abuse is one of the most difficult tasks that schools have to face. A child may be permanently damaged, and the damage may be compounded, if complaints of abuse are not believed. However, some allegations which are made appear on investigation to be without foundation. Although the Children Act 1989 established that the interests of the child are paramount, the School's procedures must aim to strike a balance between the need to protect children from abuse, and the need to protect employees from false or unfounded allegations. To this end, the School's procedures must be, and be seen to be, fair and effective.

The DSLs have responsibility for liaising with BCSB and other agencies including Bradford's Children's Social Care Initial Contact Point, Children's Safeguarding and Reviewing Unit Consultation Services and Education Social Work Service.

Allegations against employees and volunteers should be made directly to the Head of the Senior School who will then share information with the DSL if it relates to a pupil or pupils at the School.

Clear consideration is needed to manage cases of allegations that might indicate that a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It should be used in respect of all cases in which it is alleged that an employee, volunteer, governor or visiting teacher or coach 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 that they would pose a risk of harm to children.

Historical allegations and allegations against an employee who is no longer teaching at the School should be referred to the Head of the Senior School, who will inform the local area Designated Officer (DO).

The School has a duty of care to its employees. The School should ensure that effective support is provided for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other employee or volunteer in the School is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

13.1 When an allegation is made

Concerns may be raised with employees through a direct disclosure by a pupil or indirectly through their work or via friends. A parent may approach the School directly, or may contact social services or the police. An anonymous report will be acted on, but this fact will be kept in mind when considering the context of the allegation.

When an allegation is made, the Head will establish in writing the general nature of the allegation including what is alleged to have happened, where and when the incident is alleged to have occurred, who was involved and whether there were any others present. At this stage, no attempt will be made to determine the truth or otherwise of the allegation by investigating the incident as this may jeopardise any subsequent investigations by external agencies.

Immediate contact will be made with the DO to discuss the allegation, consider the nature, content and context of the allegation and to agree a course of action.

13.2 Initial assessment

When making the initial assessment, the context in which the alleged incident occurred may provide important information. This includes: the conduct of an employee (e.g. previous concerns, past disciplinary action, exemplary professional behaviour), the conduct of the pupil (e.g. record of behaviour and any previous allegations made), any special circumstances (e.g. family problems or special needs), and the perspective of the person making the allegation. An allegation which does not initially appear to meet the threshold level definition of abuse may still result in a child protection referral, because what may initially appear to be a low level concern to employees may be significant to the pupil and may still constitute an assault.

There are three possible outcomes of the initial assessment:

- where it is clear that the pupil has suffered, is suffering or is likely to suffer significant harm or has alleged that a criminal offence has been committed, a referral will be made and the police may carry out a criminal investigation;
- the allegation, whilst not in the first category, represents inappropriate or poor practice by an employee that needs to be dealt with by the School's disciplinary procedures; and
- the immediate circumstances show that it is not possible for the allegation to be true.

Some rare allegations will be so serious that they require immediate intervention by children's social care services and/or the police. The DSLs should be informed of all allegations that come to the School's attention and appear to meet the criteria so they can consult police and children's social care services as appropriate.

The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation; and
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

In the first instance, the Head of Senior School, or where the Head is the subject of an allegation, the Chair of Governors, (the 'case manager') should immediately discuss the allegation with the appropriate DSL. The purpose of an initial discussion is for the DSL and the case manager to consider the nature, content and context of the allegation and agree a course of action. The DSL may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children. There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager should discuss the allegations with the DSL in order to help determine whether police involvement is necessary.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both the case manager and the DSL, and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager should then consider with the DSL what action should follow both in respect of the individual and those who made the initial allegation.

The case manager should inform the accused person about the allegation as soon as possible after consulting the DSL. It is extremely important that the case manager provides him/her with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the case manager should not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused. The case manager must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the School, or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension should be considered prior to taking that step (see Section 13.5 below).

If there is cause to suspect that a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened in accordance with the statutory guidance *Working Together to Safeguard Children 2018*. If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take into account that teachers and other School employees are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.

Where it is clear that an investigation by the police or children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the DSL should discuss the next steps with the case manager. In those circumstances, the options open to the School depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a

decision not to use the person's services in future. Suspension should not be the default position: an individual should be suspended only if there is no reasonable alternative.

In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the DSL should discuss with the case manager how and by whom the investigation will be undertaken. In straightforward cases, the investigation should normally be undertaken by a senior member of the School staff.

However, in other circumstances, such as lack of appropriate resources within the School, or the nature or complexity of the allegation will require an independent investigator. Many local authorities already provide for an independent investigation of allegations.

13.3 False allegations

A false allegation may still lead to a referral to social services if it is agreed that a child is in need of support. It may be that the pupil has experienced abuse elsewhere or has tried to discredit an employee as an act of displacement. A malicious allegation implies a deliberate act to deceive. An unfounded allegation would mean that an incident was misinterpreted in some way. Some allegations may later be considered unsubstantiated (that is when there is insufficient evidence); this does not imply either guilt or innocence. In all these cases, the Chairman of Governors will receive a written report detailing the allegation and how the matter has been resolved.

13.4 Referral and subsequent investigations

In most cases the investigation starts with a multi-agency strategy meeting to determine whether a full child protection investigation is necessary. However, if a criminal act has been identified, or if the matter has been referred to the police independently, the police may embark on their own investigation. This may happen before the School has been notified of the investigation. Police officers will be given assistance in their enquiries and confidentiality about those enquiries will be maintained.

13.5 Suspension

Suspension is not an automatic response to an allegation and it is recognised that its effects may subject an innocent person to a serious ordeal. However, the following circumstances will be considered as grounds for suspension: a child or children would be at serious risk; the allegation is so serious that summary dismissal for gross misconduct is possible; or the investigation would in some way be impeded. Suspension is a neutral act, not a disciplinary sanction, and will be on full pay.

Alternatives to suspension will be considered. These include: leave of absence; providing someone else to be present during contact time; and undertaking non-contact duties. It will be important for the employee to have a friend or trade union representative present with them at any interview informing them of the allegation or the suspension. Written confirmation will follow within one working day and the Chairman of Governors will be informed. Due consideration will be given to the views of the DO.

13.6 Confidentiality

Confidentiality will be maintained as far as is possible and sensitive information will only be disclosed on a need to know basis. The employee will be informed of any decisions that are made before and during the process.

Records will be kept of any agreed action including arrangements for supporting the employee and the pupil. Documents relating to the investigation will be retained in a secure place and information relating to any disciplinary action will be kept on the employee's file.

If there are related criminal or civil proceedings, records may be subject to disclosure. Therefore, no assurances can be given of total confidentiality.

13.7 Disciplinary action

The internal process is separate from the child protection investigation. If a police or child protection investigation takes place, it has priority over the internal investigation. The internal process can often be more fully informed once any external investigations have been completed.

If an employee is dismissed, or resigns before a disciplinary process is completed, the School has a duty to report the case to the DfE.

The School will also report to the DBS, within one month of leaving the School, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. In this context ceasing to use a person's services includes:

- dismissal;
- non-renewal of a fixed-term contract;
- non-engagement/refusal to engage a supply teacher provided by an employment agency;
- terminating the placement of a student teacher or other trainee;
- no longer using employees employed by contractors;
- no longer using volunteers;
- resignation; and
- voluntary withdrawal from supply teaching, contract working, courses of initial teacher training or volunteering.

Where a dismissal has not reached the threshold for DBS referral the School has a duty to consider making a referral to the Teaching Regulation Agency (TRA) in circumstances where a teacher has been dismissed (or would have been dismissed had they not resigned) and a prohibition order may be appropriate. The reasons that such an order may be considered are:

- unacceptable professional conduct;
- conduct that may bring the profession into disrepute; and conviction, at any time, for a relevant offence.

14. Attendance at child protection conferences

If the School is invited to attend a child protection conference, one of the DSLs will attend and provide information relevant to the case.

15. Support for child victims of abuse

The School recognises that children who are abused or who witness abuse may find it difficult to develop a sense of self-worth and a positive view of life. The process of dealing with an allegation against employees can be particularly daunting for the child involved. The School may be the only stable, secure and predictable element in the lives of the children at risk. Such children may exhibit challenging and defiant behaviour. Their circumstances will

influence the way in which these behavioural problems are resolved. The School also recognises that some children who have experienced abuse may in turn abuse others. Such situations will require considered and sensitive handling.

The School will support all of its pupils through:

- the development of self-esteem and self-motivation;
- the School ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
- the consistent implementation of the School's behaviour policies by all employees so that, whilst poor behaviour is not tolerated, the pupil's sense of self-worth is not damaged;
- regular consultation with other professionals and agencies who support pupils and their families;
- the development of supportive and constructive relationships with parents; and
- the development and support of an experienced group of employees trained to respond appropriately to child protection situations.

Allegations against employees or volunteers can be traumatic for the accused individual too, particularly when the allegation is false. The School also has a duty of care to its employees and will ensure that appropriate support is offered not least in advising the employee to seek the help and guidance of their professional association.

Policy reviewed by: Mrs M J Chapman, Assistant Head - Pastoral
Last policy review date: 1 September 2018
Next policy review date: Autumn 2019

Appendix 1 Child Protection Action Flow Chart

On discovery or suspicion of child abuse
INFORM a DSL
who will then decide what action to take

Any employee can make a referral.



If there are Child Protection concerns or it is clear that a Child Protection referral should be made then Social Services will be contacted without delay.
(Children's Social Care Initial Contact Point 01274 437500; out of hours Emergency Duty Team on 01274 431010).



If the DSL is asked to monitor the situation then they will expect to be told exactly what is to be monitored, for how long and to whom feedback is to be given.

Secure and confidential records will be kept of all events and actions with each entry signed and dated.



If a referral is required the DSL will complete and submit the Child Protection Common Referral Form to Children's Social Care Services within 48 hours of the first contact with Social Services (although BCSB recommend that the form is completed prior to making the telephone call).

Appendix 2 BGS Prevent Duty Referral Protocol

STEP 1 When a concern is identified, as with all safeguarding concerns, the employee may seek clarification from the individual but must be careful not to lead or investigate. Details of the concern are shared at the earliest opportunity with one of the School's designated safeguarding leads (DSLs).

STEP 2 The DSL will discuss the concern with the employee (the referrer) and document the report. The employee will author, sign and date (including the time) a written statement for the safeguarding record.

STEP 3 The DSL will check whether any additional concerns are known/ documented in the School's safeguarding records and alert the Head of Senior School. Jointly they should consider if the concern falls within general safeguarding concerns or if a Prevent referral should be made (see step 4). They may wish to refer to *Channel Duty Guidance Protecting Young People from being drawn into terrorism* (p11-12) and *Channel: Vulnerability Framework* (p2-3) documents which contain guidance on vulnerability factors.

STEP 4 The School will follow general safeguarding protocols taking action to support and/or make referral to the Local Safeguarding Children Board (LSCB) where appropriate.

STEP 5 The LSCB may decide to pass the referral to the West Yorkshire Police Channel Co-ordinator for management through to the Local Authority Chaired Channel Panel, which then convenes to consider support options.

STEP 6 If deemed suitable by the Channel Panel, a holistic package of support will be determined and delivered. The School is likely to be involved as part of the multi-agency support offered.

STEP 7 As with all aspects of safeguarding, whether or not Channel support is offered, the School retains a duty of care. As such employees should remain vigilant and report any further or new concerns to a DSL.

Appendix 3 Useful Contacts List

The School's catchment area covers a number of Local Authorities.

Bradford SCB

| | |
|---|--------------|
| Children's Social Services Initial Contact Point: | 01274 437500 |
| Social Services emergency Duty Team (out of hours): | 01274 431010 |
| General enquiries Children's Specialist Services | 01274 435600 |
| General enquiries: | 01274 434361 |
| Designated Person (DO) | 01274 437915 |
| Early Help | 01274 432121 |
| Child Sexual Exploitation Hub | 01274 435094 |

Leeds SCB

| | |
|----------------------------|---------------|
| LSCB duty and advice team: | 0113 222 4403 |
| General enquiries: | 0113 376 0336 |
| | 0113 378 6018 |

Kirklees SCB

| | |
|--|--------------|
| General enquiries: | 01484 225450 |
| KSCB duty and advice team (9am-5pm): | 01484 456848 |
| KCSB emergency duty team (out of hours): | 01484 414933 |

Calderdale SCB

01422 393336

North Yorkshire SCB

01609 780780

Police: if a child is at immediate risk of harm:

999

Prevent Advice:

01274 432816

NSPCC helpline:

0808 800 5000