

PENNINE ACADEMIES YORKSHIRE

HOLLINGWOOD PRIMARY SCHOOL

Safeguarding and Child Protection Policy

Our school, Hollingwood Primary School, is committed to safeguarding and promoting the welfare of all its pupils. We believe all staff and visitors have an important and unique role to play in child protection.

We believe:

- Hollingwood believes the safety of all our children is of paramount importance.
- We aim to ensure children are and feel safe.
- Schools can contribute to the prevention of abuse.
- All children have the right to be protected from any harm.
- Children need support which matches their individual needs, including those who may have experienced abuse of any type.

This policy sets out how our school will try to fulfil local and national responsibilities as laid out in the following documents:-

- Bradford Safeguarding Children Board Procedures
- Working Together to Safeguard Children (DFE 2018)
- Keeping children safe in education (DFE September 2018)
- Multi-agency statutory guidance on female genital mutilation 2018
- CSE Child sexual exploitation: definition and guide for practitioners 2017
- Revised Prevent Duty Guidance: for England and Wales 2019
- Children Act 2004
- Childcare Act 2018
- Education Act 2011
- Safeguarding Vulnerable Groups Act 2017
- Early Years statutory framework 2019
- Information sharing: Advice for practitioners providing safeguarding services 2018.
- Education and Inspection Act 2019
- Sexual Offences Act 2017
- United Convention on Children's rights 1991
- What to do if you are worried a child is being abused 2015.
- Children Act: private fostering 2005
- Guidance for safer working practice for adults who work with children and young people 2019

Overall Aims

To contribute to the prevention of abusive experiences in the following ways

- Clarifying standards of behaviour for staff and pupils
- Introducing appropriate work within the curriculum
- Developing staff awareness of the causes of abuse
- Encouraging pupils and parental participation in practice
- Addressing concerns at the earliest possible stage
- Be aware of the needs of vulnerable groups and individuals

To contribute to the protection of our pupils in the following ways

- Including appropriate work within the curriculum
- Implementing child protection policies and procedures
- Working in partnership with pupils, parents and agencies

To contribute to supporting our pupils in the following ways

- Identifying individual needs where possible
- Designing plans to meet needs

Essential Contact Information

Designated Governor responsible for Safeguarding – Mrs d Benn

Designated safeguarding Lead – Mr J Duke

Deputy Designated safeguards Leads – Mrs D Walton

Mrs T Ashgar

Mrs J Peniston

Miss D Sagar

Definition of Abuse

A form of maltreatment of a child, inflicting harm or failing to act to prevent harm.

- Physical abuse involving hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm. Physical harm can also be when a parent fabricates the symptoms of, or deliberately induces, illness in a child.
- Emotional abuse is persistent emotional maltreatment of a child, which may involve the child feeling they are worthless or unloved, inadequate or not valued only in so far as they meet the needs of another person. Children feel humiliation or are silenced.
- Sexual abuse involves forcing or enticing a child to take part in sexual activities. This also includes watching inappropriate sexualised images or grooming online.
- Neglect is the persistent failure to meet a child's basic physical and or physiological needs.

The Governing Body

The governing body ensures that the school:-

- Has a Safeguarding and Child Protection policy & procedures in accordance with LA / BSCB guidelines
- Operates safe recruitment procedures and ensures appropriate checks are carried out on all new staff and volunteers

The Governing Body also ensures that:

- The safeguarding leads have appropriate refresher training every two years
- The Head teacher and all other staff who work with children undertake training every year.
- Temporary staff and volunteers are made aware of the school's arrangements for Child Protection and their responsibilities in part 1 of Keeping Children safe in Education 2016.
- Procedures for dealing with allegations of abuse against staff/volunteers adhered to by the headteacher.
- The Chair of the governing body is nominated to be responsible for liaising with the LA/partner agencies in the event of allegations of abuse being made against the Head teacher
- The governing body reviews its policies/procedures annually.

- The head teacher's report to Governors reports on any safeguarding issues.(3 times per year)
- The Governors can be required to further investigate safeguarding cases when a referral has been made by parents or external agencies.

Prevention of abuse

We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being through-

The Curriculum

- Relevant issues will be addressed through the PSHE curriculum. For example, self-esteem, emotional literacy, assertiveness, power, relationships and sex education, bullying, homophobic bullying, cyber bullying.
- Relevant issues will be addressed through other areas of the curriculum
- Special week for example 'Anti Bullying week' focus children understanding of these issues.

Our role in supporting children

- We will offer appropriate support to individual children who have experienced abuse or who have abused others
- We will protect children from maltreatment.
- Prevent the impairment of children health or development
- Ensure children are growing up in circumstances consistent with the provision of safe and effective care.

To do this we will take action to enable all children to have the best outcomes. We will ensure the school works in partnership with parents / carers and other agencies as appropriate.

A Safe School Culture

Keeping children safe in education

All staff will be provided with a copy of the DfE guidance 'Keeping children safe in education: statutory guidance for schools and colleges' which they must read and sign annually. In particular, staff must understand their individual responsibility for recognising abuse and record and inform the safeguarding team. Staff must check that relevant action has been taken. The safeguarding team may make a referral to social care if they believe that the child meets the threshold. If staff feel that a safeguarding concern has not been met fully they can make a referral.

Children Missing in Education

Children missing from education can be a sign that there may be a safeguarding issue. Therefore, all registers must be completed accurately twice daily. Calls must be made in cases where a parent/carer has not reported the reason for the child's absence. Any unauthorised absence must be reported to local authority immediately after ten days.

Safe Recruitment and Selection

The school pays full regard to section 3 of keeping children safe in education (DfE 2016). Safe recruitment practice includes scrutinising applications, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking barred list checks and a

Disclosure & Barring Service (DBS) certificate. In addition, all teachers appointed after 02/09/2013 are checked against the NCTL Prohibition list.

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the welfare of pupils. The interviewing team will have undertaken appropriate Safer Recruitment training and will be involved in staff / volunteer appointments. The Governor will also undertake safer recruitment training.

Childcare Act 2018

Disqualification under the Child Care Act applies to staff who work with children whether paid, volunteer or are on work placements.

Relevant staff are those who work with children in nursery to reception or children up to the age of eight years outside school hours. Alternatively, are in a management role within school.

All staff have a duty to notify the Head teacher of any cautions, convictions or charges brought against them during their employment with us.

If it comes to our attention that a member of staff providing early year's education or childcare is disqualified under the Childcare Regulations 2009, we will remove that person from childcare immediately. We will seek advice from HR on next steps. We recognise that suspension may be necessary; however if possible, we will always consider alternatives such as deployment to another role while the employee seeks a waiver from Ofsted.

Safe Practice

- We have a code of practice that all staff and volunteers agree to adhere to. This offers guidance to staff on the way they should behave when working with children. We follow the government guidance 2019 Guidance for safer working practice for adults who work with children and young people.

1. Prevent Duty

All staff:

- Have a duty to protect children under the CTSA act 2015
- Have a duty to report any suspicions
- Have a duty to attend all relevant training
- Report to BSCB
- Must ensure that children are safe from terrorist and extremist material when accessing the internet
- Have a duty to promote British values
- To follow guidance outlined in the schools Prevent policy
- Staff should understand when it is appropriate to make a referral to the local authority

2. Child Sexual Exploitation (CSE)

All staff:

- Have a duty to prevent CSE by identifying, referring and supporting victims
- Must be aware that CSE can take many forms

- Must be aware that CSE can involve children being given gifts or affection in exchange for engaging in sexual activities
- Report to school safeguarding team who make a referral to Children's social care.

Below are some of the signs that may indicate a child is a victim of CSE:

- Regularly missing school
- Often going home late
- Unexplained gifts
- New possessions
- Associating with younger people involved in CSE
- Having older boyfriends/girlfriends
- Mood swings or drastic changes in behaviour
- Inappropriate or sexualised behaviour

Where CSE (or a risk of CSE) is suspected, staff should discuss this with the Safeguarding team. If necessary, local safeguarding procedures will then be triggered, including referral to Children Social Services.

3. Female Genital Mutilation

All school staff must:

- Be alert to the possibility that a girl is at risk of/has suffered FGM
- Know that victims of FGM typically come from communities which adopt this practice
- Be sensitive when approaching the subject of FGM with girls as some may not know what it is
- Report any concerns to school safeguarding team who will make a referral to children social care.

There are ranges of indicators, which can suggest that a child may be at risk.

Indicators of heightened risk:

- The position of the family and their level of integration into UK society
- Any girl with relatives (mother/sister/cousin) subjected to FGM
- Any girl withdrawn from relationships and Sex education. (PSHE curriculum)

Indicators that FGM could be imminent:

- When a female family elder from the country of origin visits
- A girl may confide about a 'special procedure' or ceremony to 'become a woman'
- Talk of a holiday to her country of origin/ somewhere the practice is prevalent

Indicators that FGM has taken place:

- Difficulty in walking, sitting, or standing
- Spending longer than normal in the toilet
- Periods away from the classroom with bladder/menstrual problems
- Prolonged or repeated absence followed by withdrawal or depression
- Reluctance to undergo normal medical examinations
- Asking for help, but not being explicit about the problem

4. Private Fostering

A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or stepparent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child.

Staff must activate safeguarding procedures when they become aware that private fostering may have taken place. School must report to Children's Social care.

In-school procedures for protecting children

All staff will be:

- Subject to Safer Recruitment processes and checks whether new staff, supply staff, volunteers etc.
- Expected to behave in accordance with the school's code of conduct and / or the IRSC guidance 'Safe Working Practice for Education Staff' (2019)
- Familiar with the school's safeguarding and child protection policy including issues of confidentiality.
- Alert to signs and indicators of possible abuse. See **Appendix One**
- Expected to sign in and/or show official proof of identity before gaining access to the school.
- Expected to wear identification at all times.
- Required to sign and to say they have received, read and understand their duties as outlined in part one of 'Keeping Children Safe in Education'.

All staff must:

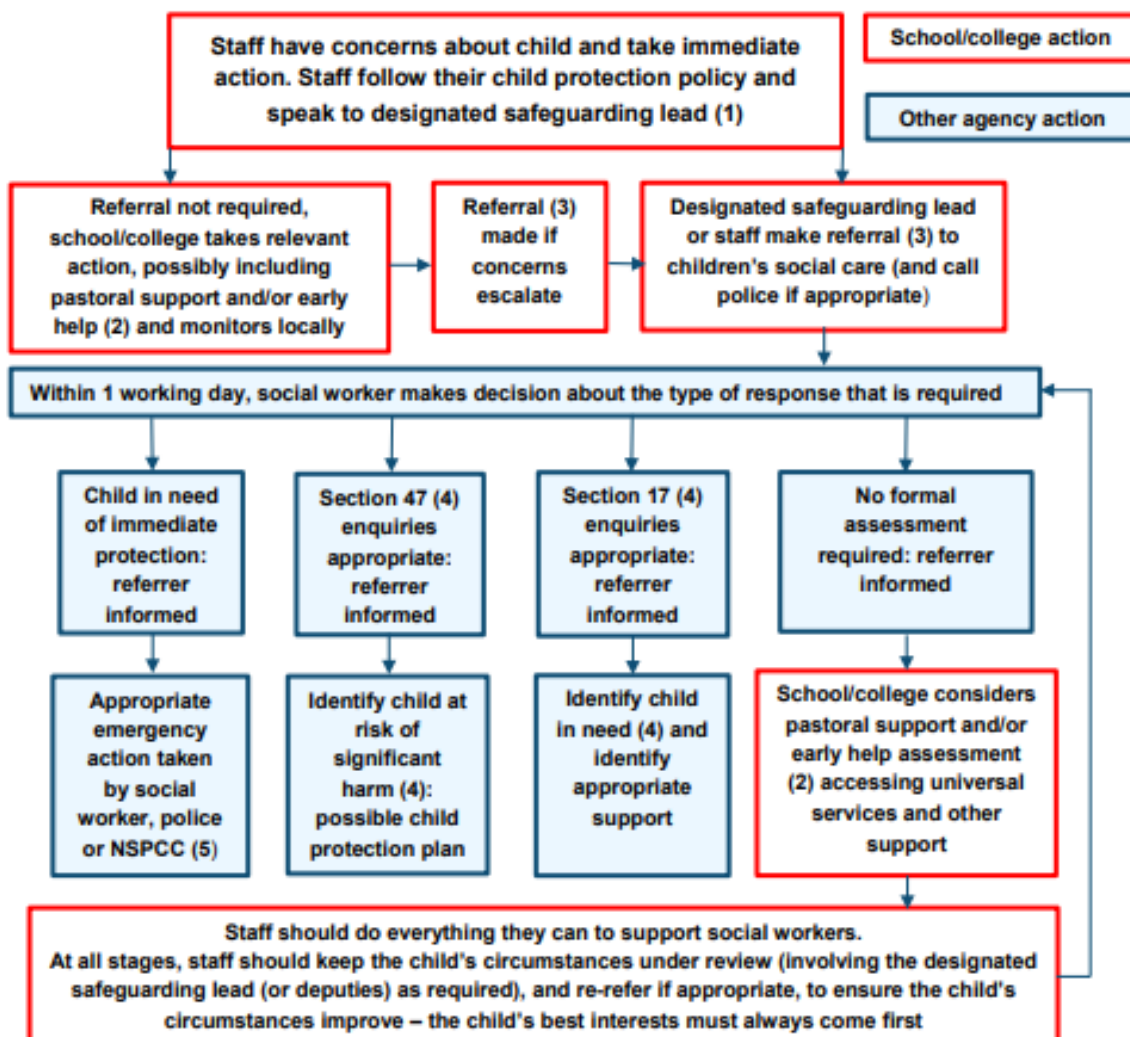
- Record a cause for concern, including a child protection issue, on the Safeguarding Monitor system and link other staff as appropriate. This is important in building a picture of the child's story over time.
- Deal with a disclosure of abuse from a child in line with policy and report immediately the information to the safeguarding team.
- Be involved in ongoing monitoring and recording.

Designated Safeguarding Lead /Deputy Safeguarding Leads will:-

- Decide what steps should be taken when a concern is raised.
- Safeguarding information needs to be dealt with in a confidential manner. Staff will be informed of relevant details to ensure the safety of the child.
- Liaise with parents to best ensure the safety of their child. However if it would put the child at risk of significant harm refer straight to Children Social care.
- If a pupil moves from our school, records will be forwarded onto the new school, with due regard to their confidential nature. Contact between the two schools may be necessary,

especially on transfer from primary to high schools. We will record where and to whom the records have been passed, and the date. A receipt will be required from the receiving school. All transfer record will be marked with a safeguarding sticker to ensure only relevant personnel open the documents.

Actions where there are concerns about a child



- (1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
- (3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).
- (5) This could include applying for an Emergency Protection Order (EPO).

Working with other agencies to protect children

Multi-agency work

- We work in partnership with other agencies in the best interests of the children. Therefore, school will, where necessary, liaise with the school nurse and doctor, and make referrals to Social Care. The Safeguarding Team should make referrals. Where a child already has a social worker, the referral should indicate that fact and the social worker should also be informed.
- We will co-operate with Social Care where they are conducting child protection enquiries. Furthermore, school will endeavour to attend appropriate multi-agency meetings.
- We will provide written reports as required for these meetings. If school is unable to attend, a written report may be sent.
- Where a child in school is subject to a multi-agency child protection plan, school will contribute to the preparation implementation and review of the plan as appropriate.

Allegation against a member of staff or person known in the school

Procedure

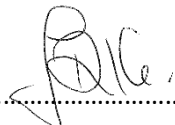
These procedures should be used in any case in which it is alleged that a member of staff, visiting professional or volunteer has:-

- a. behaved in a way that has harmed a child or may have harmed a child
- b. possibly committed a criminal offence against or related to a child
- c. Behaved towards a child or children in a way that indicates they may pose a risk of harm if they work regularly with children.

All potential allegations will be notified **immediately** to the headteacher who will follow procedures in line with 'Keeping children safe in education' (DFE September 2018) and BSCB procedures.

Children with SEND

Hollingwood Primary School recognises that while all children have a right to be safe, some children *may* be more vulnerable to abuse e.g. those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents and also those named within the Safeguarding Vulnerable Groups Act 2006.

Signed..........Headteacher

Signed..........Governor

Reviewed: September 2019
Review Date: September 2020

Appendix One

Definitions and indicators of abuse

- Definitions are taken from *Working together to safeguard children* (DFE March 2015)

Neglect

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

Examples which **may** indicate neglect (it is not designed to be used as a checklist):

Hunger

Tiredness or listlessness

Child dirty or unkempt

Poorly or inappropriately dressed for the weather

Poor school attendance or often late for school

Poor concentration

Affection or attention seeking behaviour

Untreated illnesses/injuries

Pallid complexion

Stealing or scavenging compulsively

Failure to achieve developmental milestones, for example growth, weight

Failure to develop intellectually or socially

Neurotic behaviour

Physical abuse

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.

Examples which **may** indicate physical abuse (it is not designed to be used as a checklist):

Patterns of bruising; inconsistent account of how bruising or injuries occurred

Finger, hand or nail marks, black eyes

Bite marks

Round burn marks, burns and scalds

Lacerations, wealds

Fractures

Bald patches

Symptoms of drug or alcohol intoxication or poisoning

Unaccountable covering of limbs, even in hot weather

Fear of going home or parents being contacted

Fear of medical help

Fear of changing for PE

Inexplicable fear of adults or over-compliance

Violence or aggression towards others including bullying

Isolation from peers

Sexual abuse

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 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.

Examples which **may** indicate sexual abuse (it is not designed to be used as a checklist):

Sexually explicit play or behaviour or age-inappropriate knowledge

Anal or vaginal discharge, soreness or scratching

Reluctance to go home

Inability to concentrate, tiredness

Refusal to communicate

Thrush, Persistent complaints of stomach disorders or pains

Eating disorders, for example anorexia nervosa and bulimia

Attention seeking behaviour, self-mutilation, substance abuse

Aggressive behaviour including sexual harassment or molestation

Unusually compliant

Regressive behaviour, Enuresis, soiling

Frequent or open masturbation, touching others inappropriately

Depression, withdrawal, isolation from peer group

Reluctance to undress for PE or swimming

Bruises, scratches in genital area

Emotional abuse

Emotional abuse is the persistent emotional ill-treatment 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 involve 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 over-protection 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 cyber-bullying), 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.

Examples which **may** indicate emotional abuse (it is not designed to be used as a checklist):

Over-reaction to mistakes, continual self-deprecation

Delayed physical, mental, emotional development

Sudden speech or sensory disorders

Inappropriate emotional responses, fantasies

Neurotic behaviour: rocking, banging head, regression, tics and twitches

Self-harming, drug or solvent abuse

Fear of parents being contacted

Running away

Compulsive stealing

Masturbation, Appetite disorders - anorexia nervosa, bulimia

Soiling, smearing faeces, enuresis

Responses from parents

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

Appendix Two

Dealing with a disclosure of abuse

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. **Record all information on Safeguard Monitor.**

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and to make time to talk.

Immediately afterwards:

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to social services immediately, by the Designated Safeguarding Lead using the correct procedures.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Leads, alternatively the **Bradford Education Social Work Service.**

Appendix Three

Allegations against a member of staff or volunteer

Inappropriate behaviour by staff/volunteers could take the following forms:

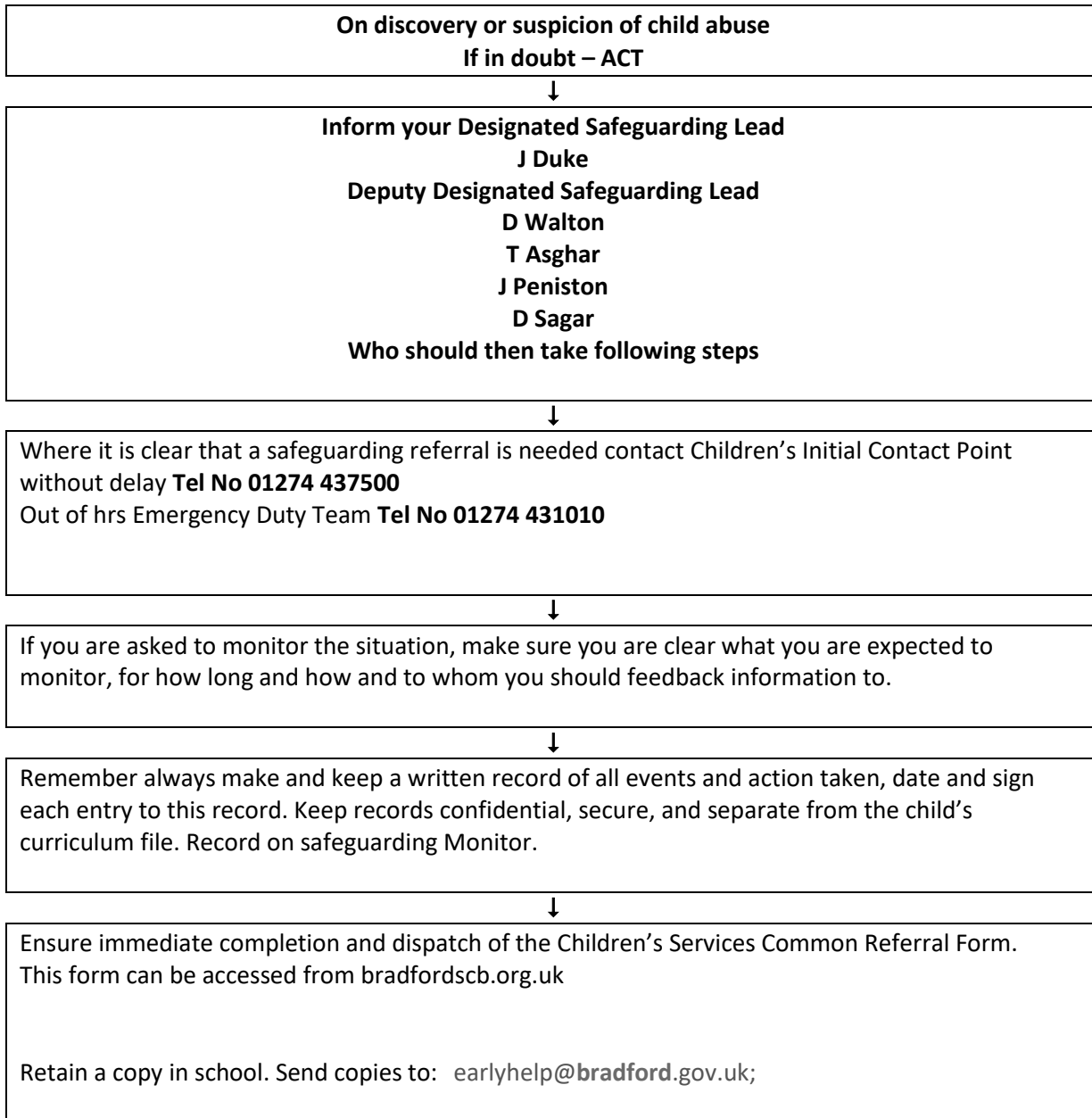
- **Physical** includes, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- **Emotional** includes, for example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes, which discriminate on the grounds of race, gender, disability or sexuality.
- **Sexual** includes, for example, sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.
- If a child makes an allegation against a member of staff, visitor or volunteer the Head teacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head teacher should not carry out the investigation itself or interview pupils. As part of this initial consideration, the Head teacher should consult with the education personnel section who will then contact the Local Authority Designated Officer (DO)
- The consultation between school, personnel and the DO will determine the need for further investigation. Only if the allegation is demonstrably false or trivial would further investigation not be warranted. A Strategy Meeting is usually held to determine the mechanics of the investigation, and to address such issues as who will interview the child/ren, informing the staff member, informing parents, the need or not for suspension, and to what extent disciplinary or criminal procedures need to be invoked alongside any child protection procedures (where more than one set of procedures is invoked, child protection procedures take precedence, to ensure the best interests of the child are catered for).
- Where the allegation has been made against the Headteacher, the abuse should be reported to the **Chair of Governors** who in turn should report it to the LEA and follow its procedures. For details of the inter-agency procedures, refer to **BSCB Procedures May 2010** (www.bscb.org.uk)

This policy should be read in conjunction with the following policies:-

- Anti-bullying
- Attendance Policy
- Missing child Policy
- Race equality
- Accessibility plan
- Sex and relationships education
- Educational visits
- Confidentiality
- SEN and Inclusion
- Care and control
- Medicines
- Staff induction procedures
- Internet safety and Acceptable Use

Appendix 4

Safeguarding Procedures Flow Chart



USEFUL TELEPHONE NUMBERS

Children’s Social Care Initial Contact Point: 01274 437500

Emergency Duty Team: 01274 431010

Police Non-emergency **101**

Emergency (if a child is at risk of immediate harm) 999