

# TITUS SALT SCHOOL



## Policy 03-005

# Child Protection and Safeguarding Policy

Adopted by Governing Body:

December 2018

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Review Date:

December 2019

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Signed (Chair Personal Development, Behaviour & Welfare Committee):

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Countersigned by Chair of Governors:

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| <b>Named personnel with designated responsibility for Child Protection</b> |   |  |
|--|---|--|
| <b>School</b>  | <b>Designated Senior Lead</b>   | <b>Nominated Safeguarding Governor</b> |
| <b>Titus Salt School</b>   | Mr Richard Foster (DSL Lead)<br>Mrs Amanda Dutton-Taylor (Deputy DSL)<br>Mrs Sandy Docherty (DSL Trained)<br>Mr Kevin Bird (DSL Trained)  | Mr John Cole                           |
| <b>Safer Recruitment Staff</b>   | Mr Ian Morrell (Headteacher)<br>Mr Richard Foster (Deputy Headteacher)<br>Mr Simon Halliwell (Asst. Headteacher)<br>Mrs Amanda Dutton-Taylor (Asst. Headteacher)<br>Mr Richard Field (Asst. Headteacher)<br>Mrs Jane Collett (HR Manager)<br>Mrs Shirley Craven (Chair of Governors)<br>Mr Michael Pollard (Governor)<br>Mr John Cole (Governor – NSG)<br>Mr John Drinkall (Vice Chair of Governors)<br>Mrs Sian Karran (SENDCO)<br>Mrs Fozia Parvez (Admin Manager)<br>Mr Michael Collis (Faculty Leader Technology) |  |
| <b>Prevent Team</b>  | Mr Richard Foster (Accredited Home Office Prevent Facilitator)<br>Mrs Lynne Punt (Leader Behaviour Interventions)   | Mr J Cole                              |

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## **1. Introduction**

Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy 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.

Children includes everyone under the age of 18.

This Child Protection Policy forms part of a suite of documents and policies, which relate to the safeguarding responsibilities of the school.

In particular this policy should be read in conjunction with the Safer Recruitment Policy, Behaviour Policy, Care and Control Policy, Anti-Bullying Policy, Code of Conduct, Looked After Children Policy, E-safety Policy and ICT Acceptable Use Policy.

### **1.1. Purpose of a Child Protection Policy**

To inform staff, parents, carers, volunteers and governors about the school's responsibilities for safeguarding children.

To enable everyone to have a clear understanding of how these responsibilities should be carried out.

To ensure staff understand that safeguarding the welfare of children (anyone under the age of 18) is 'everyone's responsibility.'

To ensure that staff working with children maintain the attitude that 'it could happen here' where safeguarding is concerned and that when concerned about the welfare of a child, staff should always act in the best interests of the child.

### **1.2. Bradford Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures**

Titus Salt School follows the procedures established by the Bradford Safeguarding Children Board; a guide to procedure and practice for all agencies in Bradford working with children and their families. <http://bradford-scb.org.uk>

### **1.3. School Staff & Volunteers**

All school staff have a responsibility to provide a safe environment in which children can learn.

School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

All school staff will receive appropriate safeguarding children training, which is updated regularly so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the Designated Senior Person, including Child Protection Policy and staff code of conduct.

#### **1.4 Our commitment**

Titus Salt School takes account of the principles of 'Keeping Children Safe in Education' (September 2018). It is acknowledged that the effective safeguarding arrangements are underpinned by key principles which are as follows:

- Safeguarding is everyone's responsibility
- Safeguarding requires a clear child centred approach
- Safeguarding incidents can happen anywhere, all staff must be alert to possible concerns being raised in school
- All staff may raise concerns directly with Children's Social Services:
  - During office hours (8.30am - 5.00pm Monday to Thursday, 4.30pm on Friday) call Children's Social Services Initial Contact Point - 01274 437500
  - At all other times, Social Services Emergency Duty Team - 01274 431010
  - If you have reason to believe that a child is at **IMMEDIATE RISK OF HARM**, contact the police on **999**
  - For all general enquiries, please contact Children's Specialist Services on 01274 435182
  - For more information visit the Bradford Safeguarding Children Board website <http://www.bradford-scb.org.uk/>

We recognise that for children high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevention. Our school will therefore:

- a) Establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to.
- b) Ensure that children know there are adults in the school they can approach if they are worried or are in difficulty.
- c) Include in the curriculum activities and opportunities for Personal, Social and Health Education (PSHE) which equip children with the skills required to stay safe from all forms of abuse, including an awareness of e-safety and radicalisation.
- d) Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- e) Ensure that all pupils are prepared for life in modern Britain.

- f) Ensure that, wherever possible, every effort will be made to establish effective working relationships with parents/carers and colleagues from other agencies.
- g) Notify Social Care as soon as there is a serious concern.
- h) Support internal and external actions to address individual child protection issues.
- i) Provide continuing support to a child about whom there have been concerns who leaves the school, by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

### **1.5. Implementation, Monitoring and Review of the Child Protection Policy**

The governing body will review the policy annually. It will be implemented through the school's induction and training programme, and as part of day-to-day practice. Compliance with the policy will be monitored by the DSL and through the staff appraisal systems.

## **2. Statutory Framework**

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 2004
- Education Act 2002 (Section 175/157) Outlines that Local Authorities and School Governing Bodies have a responsibility to "ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of *children who are its pupils*".
- Bradford Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures (Electronic)
- Keeping Children Safe in Education (DfE, September 2018)
- Keeping Children Safe in Education: Part One - information for all school and college staff (DfE, September 2018) – Appendix 1
- Working Together to Safeguard Children (DfE 2018)
- The Education (Pupil Information) (England) Regulations 2005
- Information Sharing July 2018
- The GDPR and Data Protection Act (2018)
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74 -Serious Crime Act 2015)

Working Together to Safeguard Children (DfE 2018) requires each school to follow the procedures for protecting children from abuse, which will be supported by the Bradford Safeguarding Children's Board / safeguarding partners (Bradford local authority, chief officers of police, and clinical commissioning groups)

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which:

- a) a child may have been abused or neglected or is at risk of abuse or neglect
- b) a member of staff has behaved in a way that has, or may have harmed a child or that indicates they would pose a risk of harm.

## **3. The Designated Senior Lead**

**N.B. Keeping Children Safe in Education, DfE 2018 refers to this role as Designated**

## **Safeguarding Lead - DSL**

Governing bodies must ensure that the school designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

During term time the designated safeguarding lead and or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns.

The Designated Senior Lead for Child Protection in Titus Salt School is:

**NAME: Richard Foster**

DSL and Deputy Headteacher

Within this role the Lead DSL directly reports to Ian Morrell, Headteacher.

There should be at least one Deputy Designated Senior Lead (DDSL) to act in the absence of the lead DSL.

The Deputy Designated Senior Lead for Child Protection in this school is:

**NAME: Amanda Dutton-Taylor**

Deputy DSL and Assistant Headteacher Inclusion (with specific responsibility for CLA)

The school has two additional DDSL/Child Protection Officers:

Mrs Sandy Docherty

Wellbeing Manager and Child Protection Officer

Kevin Bird

IAG and Work Experience Lead and Child Protection Officer

### **3.1. The broad areas of responsibility for the DSL are to oversee the Safeguarding team inc:**

#### **3.1.1 Managing referrals and cases**

- Refer all cases of suspected abuse or neglect to the Bradford Local Authority Children's Services (Safeguarding and Specialist Services), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern
- Liaising with the Headteacher to inform him of any child protection issues- especially on-going enquiries under Section 47 of the Children Act 1989 and police investigations
- Acting as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Supporting staff who make referrals
- Sharing information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensuring they have details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child.

### **3.1.2. Training and Induction of New Staff**

The DSL should undergo formal training every two years. The DSL should also undertake Prevent awareness training. In addition to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at least annually to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation. Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them

### **3.1.3. As part of their role the DSL should:**

- Ensure all staff, students and volunteers, receive appropriate child protection and safeguarding training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (via e-bulletins, staff meetings) as required and at least annually.
- Ensure each member of staff, trainees and volunteers has access to and understands the school's safeguarding and child protection policy and procedures and copies of Part 1 and Annex A of Keeping Children Safe in Education 2018
- Ensure all staff, trainees and volunteers are aware of the process of making referrals to Early Help and to children's Social Services and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- Ensure that new staff, trainees, volunteers and staff returning from long term absence, receive a robust induction programme which includes the training includes;
  - Copies of the school protection and safeguarding policies.
  - Copies of Part 1 and Appendix A of Keeping Children Safe in Education 2018
- Ensure that volunteers who do not hold an enhanced DBS are subjected to a robust risk assessment prior to starting work. In line with the school's Safer Recruitment Policy. Volunteers will also be required to complete an application form and provide 2 references for their voluntary post.

### **3.1.4. Disqualification by Association Sept 2018**

The DSL and SLT team must be aware that a change in the law means that Disqualification by Association will only apply on domestic premises. However, Disqualification under the Childcare Act 2006, still applies to staff themselves. As a result of this change Titus Salt School will no longer ask about the cautions or convictions of someone living or working in an employee's household.



### 3.1.5. **Raising Awareness**

- The DSL should ensure the school or policies are known, understood and used appropriately.
- Ensure the school safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the safeguarding and child protection policy is available publicly and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the local Bradford Safeguarding Children's Board / safeguarding partners (Bradford local authority, chief officers of police, and clinical commissioning groups)
- Ensure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school, ensure the safeguarding file and any child protection information is sent to any new school /college as soon as possible but transferred separately from the main pupil file.
  - \* the safeguarding file refers to any information which has been recorded about a child in relation to school actions, family support work, professional partnership work, Early Help referrals, Child in Need , Child Protection Plans or and contextualised safeguarding concerns the school may have.
- Schools should obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with GDPR and data protection guidelines. (see Record Keeping Guidance on BSCL for further information.)

## 4. **THE GOVERNING BODY**

Governing bodies 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 their schools are effective and comply with the law at all times.

The Nominated Safeguarding Governor (NSG) and PREVENT Governor is:

NAME: **John Cole**

The responsibilities placed on governing bodies include:

- their contribution to inter-agency working, which includes providing a coordinated offer of Early Help when additional needs of children are identified.
- ensuring that an effective Child Protection Policy is in place, together with a staff code of conduct.
- ensuring staff are provided with Part One of Keeping Children Safe in Education (DfE 2018) – Appendix 1 and are aware of specific safeguarding issues.
- ensuring that staff induction is in place with regards to child protection and safeguarding.
- appointing an appropriate senior member of staff to act as the Designated Senior Lead. It is a matter for individual schools as to whether they choose to have one or more Deputy Designated Senior Lead.
- ensuring that all of the Designated Senior Leads (including deputies) should undergo formal child protection training every two years (in line with LCSB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).
- prioritising the welfare of children and young people and creating a culture where staff

are confident to challenge senior leaders over any safeguarding concerns.

- ensuring that children are taught about safeguarding in an age appropriate way.
- ensuring appropriate filters and appropriate monitoring systems ( Forensic Monitoring ) are in place to safeguard children from potentially harmful and inappropriate online material. Additional information to support governing bodies and proprietors is provided in Keeping Children Safe in Education(DFE 2018)
- Having a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements.

## **5. When to be concerned**

### **5.1. A child centred and coordinated approach to safeguarding:**

Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

Schools and their staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the best interests of the child at all times.

### **5.2 Children who may require Early Help**

Families First is Bradford's programme of early help services for families. A directory of early help services is available at [localoffer.bradford.gov.uk](http://localoffer.bradford.gov.uk) and will help practitioners and families find information and support to prevent escalation of needs and crisis.

All staff should be aware of the Early Help process, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the DSL or DDSL's any ongoing/escalating concerns so that consideration can be given to a referral to Early Help/ Children's Services (Safeguarding and Specialist Services) if the child's situation doesn't appear to be improving.

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

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

School and staff members should be aware of the main categories of maltreatment: physical abuse, emotional abuse, sexual abuse and neglect. They should also be aware of the indicators of maltreatment and specific safeguarding issues so that they are able to identify cases of children who may be in need of help or protection.

See Appendix 4 for information on indicators of abuse and Appendix 1 for specific safeguarding issues.

### **5.3. Children with special educational needs and disabilities:**

Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- Communication barriers and difficulties
- Reluctance to challenge carers , (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child's understanding of abuse.
- Lack of choice/participation
- Isolation

### **5.4 Peer on peer abuse**

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- Whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service will be used to help professionals; assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at [www.brook.org.uk](http://www.brook.org.uk).

Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as "banter" or "part of growing up".

In order to minimise the risk of peer on peer abuse the school:

- Provides a developmentally appropriate PSHE curriculum which develops pupils understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Develop robust risk assessments where appropriate
- Have relevant policies in place (e.g. behaviour policy).

### **5.5. Specific safeguarding issues**

All staff should have an awareness of the safeguarding issues listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

- bullying including cyberbullying
- children missing education – and Annex A KCSiE
- child missing from home or care
- child sexual exploitation (CSE) – and Annex A KCSiE
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – and Annex A KCSiE
- forced marriage- and Annex A
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation – and Annex A KCSiE
- relationship abuse
- sexting
- trafficking
- county lines

Reference -Annex A KCSiE 2018 contains important additional information about specific forms of abuse and safeguarding issues.

## **6 Dealing with Disclosures**

If a child discloses that he or she has been abused in some way, the member of staff/volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify

- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the DCL or DDSL without delay

### **6.1. Support**

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the DCL.

If a school staff member receives a disclosure about potential harm caused by another staff member, they should see section 11 of this policy – Allegations involving school staff/volunteers.

## **7 Contextual Safeguarding**

Staff should be aware that as well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including: exploitation by criminal gangs and organised crime groups such as county lines; trafficking, online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Extremist groups make use of the internet to radicalise and recruit and to promote extremist materials. Any potential harmful effects to individuals identified as vulnerable to extremist ideologies or being drawn into terrorism should also be considered

Staff making assessments of children in such cases should consider whether wider environmental factors are present in a child's life and are a threat to their safety and/or welfare

If a school staff member receives a disclosure concerning the welfare of a child in relation to contextual safeguarding, a referral will be made to the relevant agency (Social Services, West Yorkshire Police, Channel) to assess the extent to which identified individuals are vulnerable to being drawn into CSE, organised crime gangs, terrorism, and, where appropriate, arrange for support to be provided.

## **8 Record Keeping**

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the DSL or DDSL.

When a child has made a disclosure, the member of staff/volunteer should:

- Record as soon as possible after the conversation. Use the school record of concern sheet or CPOMS log wherever possible
- Do not destroy the original notes – these should be scanned and passed to the DSL or DDSL in case they are needed by a court (original notes should be stored in a locked child protection cupboard)
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any injuries

- Record statements and observations rather than interpretations or assumptions

All records need to be given to the DSL or DDSL promptly. No copies should be retained by the member of staff or volunteer.

The DSL or DDSL will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

If a child who is/or has been the subject of a child protection plan changes school, the DSL or DDSL will inform the social worker responsible for the case and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the child's academic file.

If a child leaves school who has not been subject to a Child Protection Plan/CIN, but is considered by the school to be vulnerable then the DSL or DDSL will inform the DSL in the receiving school and transfer the appropriate safeguarding file to the new school in a secure manner, and separate from the child's academic file.

\* the safeguarding file refers to any information which has been recorded about a child in relation to school actions, family support work, professional partnership work, Early Help referrals, Child in Need, Child Protection Plans or and contextualised safeguarding concerns the school may have.

The School will obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with GDPR and data protection guidelines (see Record keeping Guidance on BSCL for further information).

## 9. Confidentiality

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

## 10. School Procedures

*Please see Appendix 3: What to do if you are worried a child is being abused: flowchart.*

If any member of staff is concerned about a child he or she must inform the DSL or DDSL. The DSL or DDSL will decide whether the concerns should be referred to Children's Services: Safeguarding and Specialist Services – Prevention and Early Help. If it is decided to make a referral to Children's Services, this will be discussed with the parents/carers, unless to do so would place the child at further risk of harm.

While it is the DSL or DDSLs role to make referrals, any staff member can make a referral to Children's Services. If a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM, at risk of radicalisation), a referral should be made to the appropriate Children's Services and to the Police/Channel etc. immediately. Where referrals are not made by the DSL or DDSL, the DSL or DDSL should be informed as soon as possible.

If a teacher/member of staff (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the teacher must report this to the police. **This is a mandatory reporting duty.** See Appendix 1- Keeping Children Safe in Education (DfE 2018): Annex A for further details.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations.

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

If a pupil who is/or has been the subject of a child protection plan changes school, the DSL or DDSL will inform the social worker responsible for the case and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the child's academic file.

(The same procedures will be followed for a child who *has not* been subject to a Child Protection Plan /CIN, but is considered by the school to be in a *vulnerable* category)

The DSL or DDSL is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

### **10.1. Referrals**

Safeguarding referrals should be made to Social Services via Bradford Schools Online Prevention and Early Help <https://bso.bradford.gov.uk/Schools/home.aspx> and will be accompanied by an Early Help referral form. Please refer to the Bradford Safeguarding Children Board – Prevention and Early Help for additional information.

#### Useful Telephone Numbers

Children's Social Care Initial Contact Point:

**01274 437500 Emergency Duty Team: 01274 431010**

Education Social Work Service:

**01274 439651**

Police: Javelin House, Child Protection Unit:

**01274 376059**

## **10.2. Prevent**

Referrals for children who are at risk of being exposed to radicalisation should be made via the Channel referral process.

Andy Rose- Channel Co-ordinator, West Yorkshire Police Tel 07525 989311  
Michael Churley – BMDC Prevent Co-ordinator Tel 01274 432816

## **11. Communication with Parents/Carers**

Titus Salt School will ensure the Child Protection Policy is available publicly via the school website and by a paper copy in school.

Parents/Carers should be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
- Leading to an unreasonable delay;
- Leading to the risk of loss of evidential material;

(The school may also consider not informing parent(s)/ carer(s) where it would place a member of staff at risk).

Ensure that parents/carers have an understanding of the responsibilities placed on the school and staff for safeguarding children.

## **12. Allegations involving school staff/volunteers**

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children

This applies to any child the member of staff/volunteer has contact within their personal, professional or community life.

### **12.1. What school staff should do if they have concerns about safeguarding practices within school.**

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or education setting's safeguarding arrangements.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school senior leadership team.

If staff members have concerns about another staff member then this should be referred to the Headteacher. Where there are concerns about the Headteacher, this should be referred to the Chair of Governors as appropriate.

**Chair of Governors:** Mrs Shirley Craven

In the absence of the Chair of Governors, the Vice Chair should be contacted.



**Vice Chair of Governors:** Mr John Drinkall

**Named Safeguarding Governor:** Mr John Cole

In the event of allegations of abuse being made against the Headteacher or where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO) or to the Bradford Safeguarding Team – Reference the Bradford Safeguarding Team Flowchart for contact numbers

Staff may consider discussing any concerns with the DSL and if appropriate make any referral via them. (See Keeping Children Safe in Education: Part Four, DfE 2018, for further information).

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Headteacher.

The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Headteacher /Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer (LADO) or the Bradford Education Safeguarding Team (Reference Appendix 8 for contact numbers).

If the allegation meets any of the criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer (LADO) or the Bradford Education Safeguarding Team without delay.

If it is decided that the allegation meets the threshold for safeguarding, an investigation will take place by the local authority.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

The Headteacher should, as soon as possible, following briefing from the Local Authority Designated Officer (LADO) inform the subject of the allegation.

Where a staff member feels unable to raise an issue with their employer/through the whistleblowing procedure or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- Bradford Children's Services 01535 618123
- NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **12.2 Safer working practice**

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/ school code of conduct and Safer Recruitment document *Guidance for safer working practice for those working with children and young people in education settings* (DfE September 2015).

The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998).

DRAFT

## **APPENDIX 1: KEEPING CHILDREN SAFE IN EDUCATION (DfE 2018)**

### **Part One: Information for all school staff Annex A: Further information**

The publication of this Child Protection Policy (Sept 2018) has been written in line with the statutory guidance '**Keeping Children Safe in Education**' 2018.

Any changes /updates to the statutory guidance in respect to the definition of Child Sexual Exploitation and also regulations relating to Children Missing from Education.

The hyperlink to the document Keeping Children Safe in Education 2018 has been included in this policy, rather than the document in its entirety, to address any changes in content, which may arise during the year.

It is essential that all staff have access to this online document and read Part 1 and Annex A, which provides further information on:

- children missing from education
- child sexual exploitation
- peer on peer abuse
- 'honour based' violence
- FGM mandatory reporting duty
- forced marriage
- preventing radicalisation
- contextual safeguarding

This is to assist staff to understand and discharge their role and responsibilities as set out in this guidance.

We highly recommend that staff are asked to sign to say they have read these sections (please see Appendix 2) and should subsequently be re-directed to these online documents again should any changes occur.

#### **Link to Keeping Children Safe in Education:**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550499/Keeping\\_children\\_safe\\_in\\_education\\_Part\\_1.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf)

**APPENDIX 2: DECLARATION FOR STAFF**

**Child Protection Policy and Keeping Children Safe in Education (DfE 2018)**

School \_\_\_\_\_ Academic Year .....

Please sign and return to Heather Riley (Headteachers PA) by \_\_\_\_\_

I, \_\_\_\_\_ have read and am familiar with the contents of the following documents and understand my role and responsibilities as set out in these document(s):

- (1) The School's Child Protection Policy
- (2) **Part 1 and Annex A** of 'Keeping Children Safe in Education' DfE Guidance , 2018

At Titus Salt School I am aware that

the DSLs are:

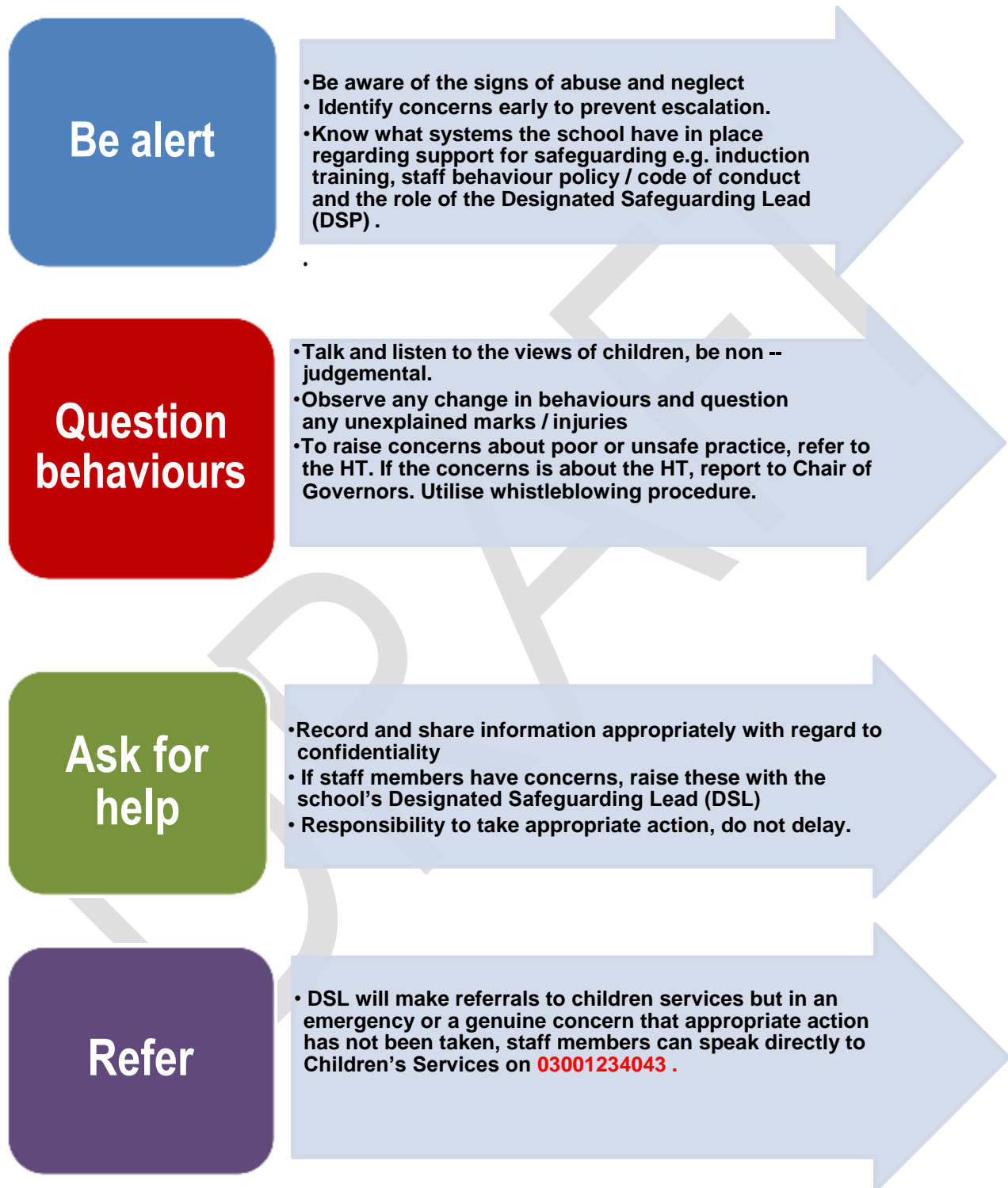
.....  
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and I am able to discuss any concerns that I may have with them.  
I know that further guidance, together with copies of the policies mentioned above, are available in the school staffroom, on the school website and from a member of the SLT

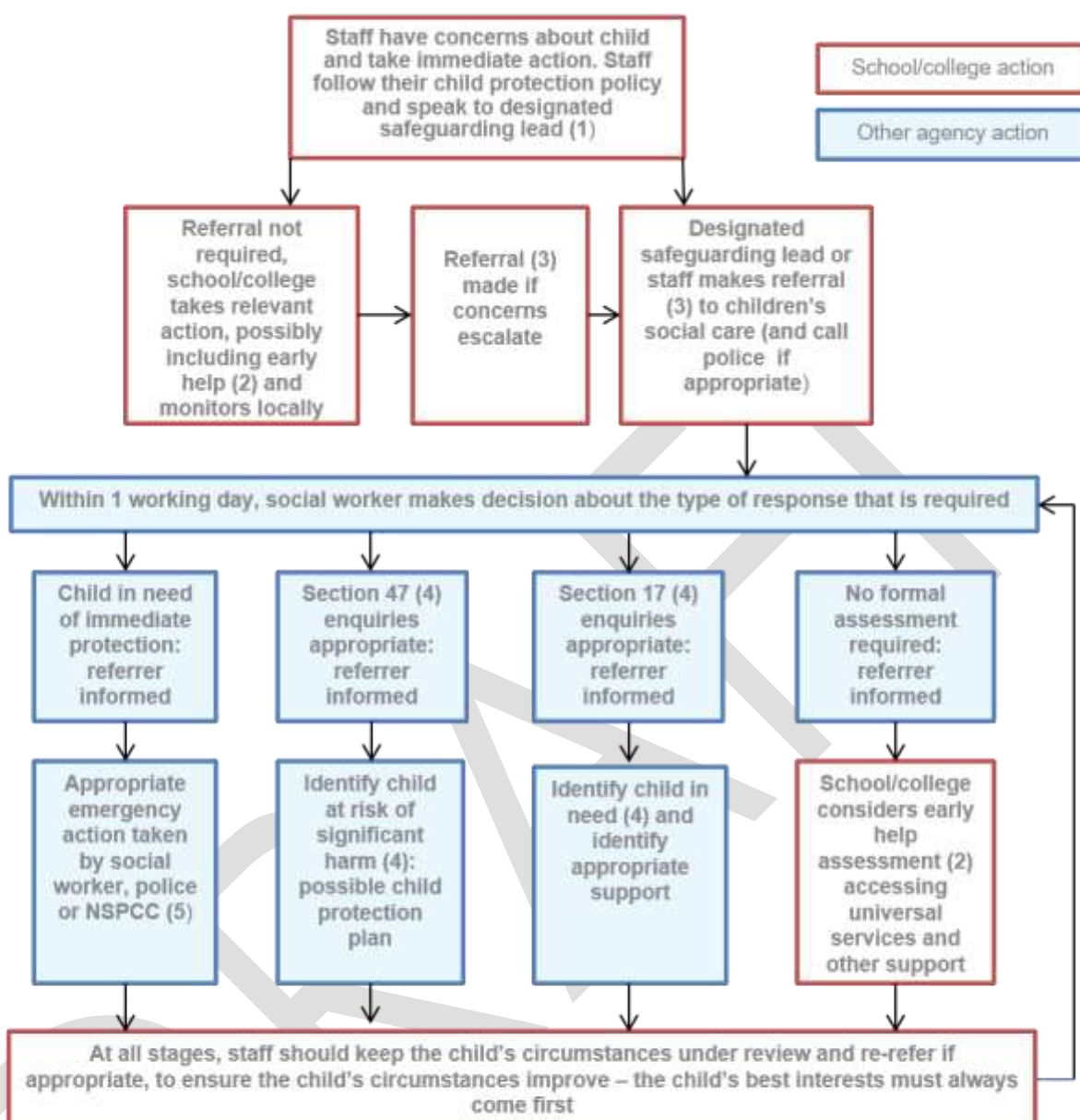
Signed \_\_\_\_\_ Date \_\_\_\_\_

## FOR PRACTITIONERS APPENDIX 3: WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED: ADVICE

### Flowchart



## Actions where there are concerns about a child



(1) In cases which also involve 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 local authority's referral process. 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. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

## APPENDIX 4: INDICATORS OF ABUSE AND NEGLECT

The framework for understanding children's needs:



*Working Together to Safeguard Children (DFE, 2018)*

## APPENDIX 5: Definitions of Abuse

| <b>Physical abuse</b>   |  |
|---|--|
| 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. (KCSIE Sept 2018) |  |
| <b>Child</b>  |  |
| Bruises - shape, grouping, site, repeat or multiple   | Withdrawal from physical contact   |
| Bite-marks - site and size<br>Burns and Scalds - shape, definition, size, depth, scars  | Aggression towards others, emotional and behaviour problems  |
| Improbable, conflicting explanations for injuries or unexplained injuries   | Frequently absent from school  |
| Untreated injuries  | Admission of punishment which appears excessive  |
| Injuries on parts of body where accidental injury is unlikely   | Fractures  |
| Repeated or multiple injury   | Fabricated or induced illness -  |
| <b>Parent</b>   | <b>Family/environment</b>  |
| Parent with injuries  | History of mental health, alcohol or drug misuse or domestic violence.   |
| Evasive or aggressive towards child or others   | Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault |
| Explanation inconsistent with injury  | Marginalised or isolated by the community.   |
| Fear of medical help / parents not seeking medical help   | Physical or sexual assault or a culture of physical chastisement.  |
| Over chastisement of child  |  |



## Emotional abuse

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and 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. 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, although it may occur alone. ( KCSIE 2018 )

### Child

| Self-harm   | Over-reaction to mistakes / Inappropriate emotional responses  |
|---|--|
| Chronic running away  | Abnormal or indiscriminate attachment  |
| Drug/solvent abuse  | Low self-esteem  |
| Compulsive stealing   | Extremes of passivity or aggression  |
| Makes a disclosure  | Social isolation - withdrawn, a 'loner' Frozen watchfulness particularly pre school  |
| Developmental delay   | Depression   |
| Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)                                     | Desperate attention-seeking behaviour  |
| Parent  | Family/environment   |
| Observed to be aggressive towards child or others   | Marginalised or isolated by the community.   |
| Intensely involved with their children, never allowing anyone else to undertake their child's care. | History of mental health, alcohol or drug misuse or domestic violence.   |
| Previous domestic violence  | History of unexplained death, illness or multiple surgery in parents and/or siblings of the family                             |
| History of abuse or mental health problems  | Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault |
| Mental health, drug or alcohol difficulties   | Wider parenting difficulties   |
| Cold and unresponsive to the child's emotional needs  | Physical or sexual assault or a culture of physical chastisement.  |
| Overly critical of the child  | Lack of support from family or social network.   |

## Neglect

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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. ( KCSIE 2018)

### Child

|   |  |
|---|--|
| Failure to thrive - underweight, small stature  | Low self-esteem  |
| Dirty and unkempt condition   | Inadequate social skills and poor socialisation  |
| Inadequately clothed  | Frequent lateness or non-attendance at school  |
| Dry sparse hair   | Abnormal voracious appetite at school or nursery   |
| Untreated medical problems  | Self-harming behaviour   |
| Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold | Constant tiredness   |
| Swollen limbs with sores that are slow to heal, usually associated with cold injury         | Disturbed peer relationships   |
| <b>Parent</b>   | <b>Family/environment</b>  |
| Failure to meet the child's basic essential needs including health needs                    | Marginalised or isolated by the community.   |
| Leaving a child alone   | History of mental health, alcohol or drug misuse or domestic violence.   |
| Failure to provide adequate caretakers  | History of unexplained death, illness or multiple surgery in parents and/or siblings of  |
| Keeping an unhygienic dangerous or hazardous home environment                               | Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault |
| Unkempt presentation  | Lack of opportunities for child to play and learn  |
| Unable to meet child's emotional needs  | Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals                        |
| Mental health, alcohol or drug difficulties   |  |

## 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 also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.**

**Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education - peer on peer abuse. (KCSIE 2018)**

| <b>Child</b>  |  |
|---|--|
| Self-harm - eating disorders, self-mutilation and suicide attempts          | Poor self-image, self-harm, self-hatred  |
| Running away from home  | Inappropriate sexualised conduct   |
| Reluctant to undress for PE   | Withdrawal, isolation or excessive worrying  |
| Pregnancy   | Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit                         |
| Inexplicable changes in behaviour, such as becoming aggressive or withdrawn | Poor attention / concentration (world of their own)<br>Sudden changes in school work habits, become                            |
| Pain, bleeding, bruising or itching in genital and /or anal area            | truant   |
| Sexually exploited or indiscriminate choice of sexual partners              |  |
| <b>Parent</b>   | <b>Family/environment</b>  |
| History of sexual abuse   | Marginalised or isolated by the community.   |
| Excessively interested in the child.  | History of mental health, alcohol or drug misuse or domestic violence.   |
| Parent displays inappropriate behaviour towards the child or other children | History of unexplained death, illness or multiple surgery in parents and/or siblings of the family                             |
| Conviction for sexual offences  | Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault |
| Comments made by the parent/carer about the child.                          | Grooming behaviour   |
| Lack of sexual boundaries   | Physical or sexual assault or a culture of physical chastisement.  |

## APPENDIX 6 : KCSiE 2018 ANNEX A – FURTHER INFORMATION

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex.

As per Part 1 of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

| Abuse/Safeguarding Issue   | KCSiE Page No. |
|--|----------------|
| Children and the court system  | 76             |
| Children missing from education  | 76             |
| Children with family members in prison   | 76             |
| Child sexual exploitation  | 76             |
| Child criminal exploitation: county lines                                      | 77             |
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| Sexual violence and sexual harassment between children in schools and colleges | 83             |
| Additional advice and support  | 86             |

## **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

## **Children missing from education**

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

Staff should be aware of their school or college's unauthorised absence and children missing from education procedures.

## **Children with family members in prison**

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

## **Child sexual exploitation**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;

- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Some of the following signs may be indicators of child sexual exploitation:
  - children who appear with unexplained gifts or new possessions;
  - children who associate with other young people involved in exploitation;
  - children who have older boyfriends or girlfriends;
  - children who suffer from sexually transmitted infections or become pregnant;
  - children who suffer from changes in emotional well-being
  - children who misuse drugs and alcohol;
  - children who go missing for periods of time or regularly come home late; and children who regularly miss school or education or do not take part in education.

### **Child criminal exploitation: county lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

### **Domestic abuse**

The cross-government definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and

- emotional Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at: national crime agency human-trafficking

NSPCC- UK domestic-abuse signs symptoms effects; Refuge - what is domestic violence/effects of domestic violence on children; Safelives - young people and domestic abuse

## **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis.

However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.

Children's services will be the lead agency for these young people and the DSL (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation.

## **So-called 'honour-based' violence**

So-called 'honour-based' violence (HBV) encompasses incidents or 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. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

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.

### **Actions**

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the DSL (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers, that requires a different approach (see following section).

### **FGM**

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 a form of child abuse with long-lasting harmful consequences.

### **FGM mandatory reporting duty for teachers**

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 regulated health and social care professionals in England and Wales, 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. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Under Section 5B(1)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college's DSL (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).



## **Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmfco.gov.uk](mailto:fmfco.gov.uk).

## **Preventing radicalisation**

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach. Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case. As defined in the Government's Counter Extremism Strategy, Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL (or deputy) making a referral to the Channel programme.

## **The Prevent duty**

All schools and colleges are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the Revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

## **Additional support**

The department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

As defined in the Revised Prevent Duty Guidance for England and Wales <sup>103</sup> According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions. <sup>104</sup> "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act). There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

Educate Against Hate, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

## **Channel**

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. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness.

The school or college's Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

## **Peer on peer abuse**

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

## **Sexual violence and sexual harassment between children in schools and colleges**

### **Context**

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum, and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

## What is Sexual violence and sexual harassment?

**Sexual violence** - It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Legislation.gov.uk

**What is consent?** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

**Sexual harassment** When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

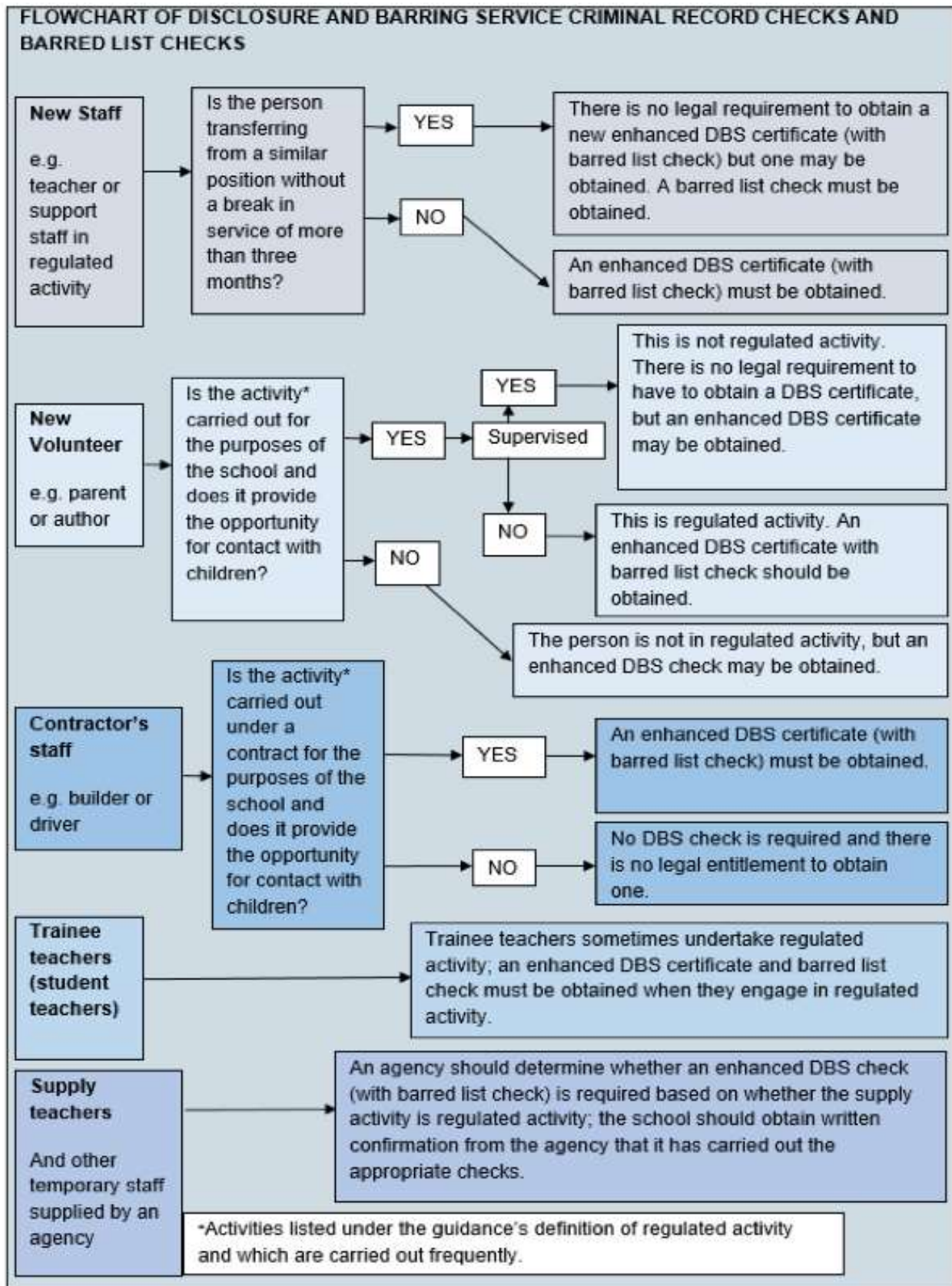
- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

### **The response to a report of sexual violence or sexual harassment**

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

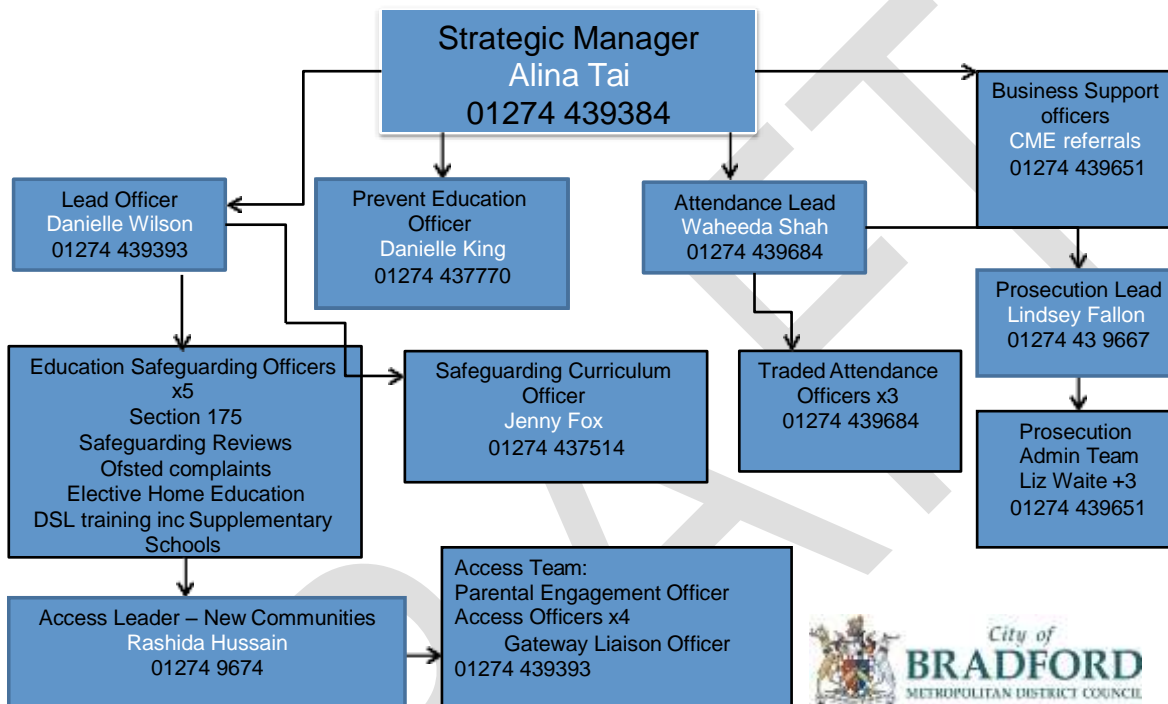
A victim should never be given the impression that they are creating a problem by It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped. More information: here <sup>107</sup> PSHE Teaching about consent from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4. Project deSHAME from Childnet provides useful research, advice and resources regarding online sexual harassment, reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 23 in Part 1 of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

**APPENDIX 7: Flowchart of Disclosure and Barring Service Criminal record checks and barred list checks**



**APPENDIX 8: Bradford Education Safeguarding Team Flowchart and contact details**

# Education Safeguarding Team



## APPENDIX 9: Titus Salt School Child Protection Flowchart Reporting

### Child Protection – Everyone's Responsibility

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

#### What do I do?

##### **If I suspect that a student is being abused**

because of:

- marks/ bruising
- behaviour
- comments a student has written or said
- hearsay from others

then it is **my responsibility to pass on my concerns.**

- Tell one of the Designated Safeguarding Leads or Year Team as soon as possible
- I do not need to question the child myself, but may make an enquiry if the student is clearly upset or their behaviour is of concern
- Maintain confidentiality – don't tell others who do not need to know

##### **If a student tells me he/she has been subject to physical or sexual abuse, emotional abuse or neglect or has witnessed domestic violence**

- **Never** agree to keep 'secrets'/confidentiality even if the student is very persuasive
- Listen carefully to the student and allow them to say what they need to
- Use questions for clarification; avoid leading questions
- Reassure the student that they have done the correct thing by telling someone
- Tell the student this information must be passed on to the Designated Safeguarding Lead
- When the student has finished speaking, write down what has happened, including where possible, the exact words or phrases the student used and hand the notes to the Designated Safeguarding Lead

##### **If I suspect/receive information about any adult who may be abusing a student / students**

- Notify a Designated Safeguarding Lead
- Write down what you know and pass it on to a Designated Safeguarding Lead

##### **Designated Safeguarding Leads:**

Sandy Docherty – CP and Welfare (Email: [dty@titussaltschool.co.uk](mailto:dty@titussaltschool.co.uk) - Phone 113)

Amanda Dutton-Taylor – Assistant Head (Email: [dta@titussaltschool.co.uk](mailto:dta@titussaltschool.co.uk) - Phone: 107)

Kevin Bird – Vertical Year Leader (Email: [bir@titussaltschool.co.uk](mailto:bir@titussaltschool.co.uk) Phone: 107)

In emergency (if none of the above are available) contact:

Richard Foster – Deputy Head (Email: [fst@titussaltschool.co.uk](mailto:fst@titussaltschool.co.uk) Phone: 116)

# APPENDIX 10: Titus Salt School Prevent Flowchart Reporting

## Identifying Radicalisation/Extremism

