Co-op Academy
Princeville

Safeguarding and Child Protection Policy 2020 - 21

Safeguarding and Child Protection Policy

Policy details

Academy: Co-op Academy Princeville
Policy owner: Ryan Lewis
Date: September 2020
Date shared with staff: 04/09/20
Date shared with governors: 30/09/20

Contents

Contact List

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PSHCE/RSE Coordinator	Ryan Lewis Headteacher	Phone: 01274 573298 Email: ryan.lewis@coopacademies.co.uk
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For Local Authority contacts, including Contact Point, Emergency Duty and LADO refer to the [Safer Bradford](#) website.

Safeguarding Statement

The Co-op Academy Princeville is committed to safeguarding every student. We acknowledge that safeguarding is everyone's responsibility and ensure all of our staff are trained to be vigilant and aware of the signs and indicators of abuse and understand and follow safe working practices.

The viewpoints and voice of students is of paramount importance to our academy and we will always listen to their wishes, thoughts and feelings, as well as identifying and supporting their needs. We will work alongside students to develop trusting, consistent and professional relationships and show we care by advocating the early help processes where possible. We will identify any difficulties or concerns early in order to act preventatively. We will always provide support and advice for families and parents/carers, whilst acting in the best interests of the student at all times and doing what matters most. Safeguarding also includes ensuring we work in an open and honest way, enabling our children to feel safe by providing a secure learning environment, are equally protected regardless of any barriers they may face and are able to grow and develop in the same way as their peers.

Co-op Academy Princeville safeguards students by:

- Maintaining a secure site and ensuring that all visitors to the academy are recorded, monitored and clear about how to raise a safeguarding concern should one arise.

- Ensuring that safer recruitment practices are followed to prevent those who pose a risk to children gaining access to our students.

- Filtering and monitoring all internet traffic into the academy to ensure that children cannot be exposed to harmful material and communication.

- Ensuring that all staff employed by the academy have received all necessary pre-employment checks, which are recorded in the single central record (SCR)

- Providing regular training and briefings for all staff, and volunteers, in child protection and ensuring that all staff, volunteers and visitors know who our designated safeguarding officers and designated senior lead are.

- Ensuring that admission and attendance procedures are robust to protect children, ensure that they are safe and prevent children from going missing from education.

- Empowering young people to identify risks both within the academy and in their community; ensuring that they have the skills and confidence to help and protect themselves and others.

- Making sure that all children understand the importance of reporting concerns about themselves and their peers and giving them the confidence to discuss sensitive issues.

- Providing pastoral and inclusion support to ensure that all children have access to guidance and advice, and when needed referrals for additional agency support to meet their needs.

- Sharing information when appropriate with other agencies and services to ensure that children and their families have support to meet their needs and prevent students from harm or further harm

- Taking immediate action and contacting the appropriate agencies when we believe that a child is in danger or is at risk of harm.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share this commitment.

All staff refers to all paid adults, volunteers or students on placement, working in any capacity in the school or in activities organised by the school which brings them into contact with pupils of the school.

Child Protection refers to the multi agency arrangements to identify and protect children who are, or may be at risk of or suffering significant harm.

Safeguarding refers to the protection, safety and promotion of the welfare of all pupils including when in off site provision or activities and using ICT. This includes the building of resilience and awareness of risk through the formal and informal curriculum.

Child is any pupil under the age of 18.

Glossary

- DSL - Designated Safeguarding Lead

- SENDCo - Special Education Needs and Disabilities Coordinator

- PSHCE - Personal, social, health and Citizenship Education

- SRE - Sex and relationships education

- CSC - Childrens' Social Care Service

Visitors to School

All visitors must sign in on arrival and collect a visitor's badge and a School Information Leaflet which outlines Child Protection and Safeguarding procedures in school and how to report and concerns regarding a child/young person or another adult in school. This badge must be worn at all times. Staff must remain with their visitors at all times.

Covid-19

This policy will run concurrently with the following addendums issued in April 2020 during the COVID-19 period.

- [Covid-19 Safeguarding & Child Protection Policy for Schools and Colleges Addendum](#)

- [Guidance for safer working practice for those working with children and young people in education settings Addendum April 2020](#)

All visitors and contractors will be asked to complete the [Covid-19: Screening Checklist for Visitors](#) before entering the building.

Part One

Aims

1.1   The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

1.2   The responsibilities set out in this policy apply (as appropriate) to all members of the school community including pupils, staff, governors, visitors/contractors, volunteers, supply staff and trainees working within the school. It is fully incorporated into the whole school/college ethos and is underpinned throughout the teaching of the curriculum, within PSHCE and within the safety of the physical environment provided for the pupils.

Legislation and Guidance

2.1   This policy is based on the Department for Education's statutory guidance, Keeping Children Safe in Education (KCSIE) 2020 and Working Together to Safeguard Children (WTTSC 2018) and the Governance Handbook. We comply with this guidance and the procedures set out by our Local Safeguarding Children partnership (LSCP).

2.2   This policy is also based on the following legislation and guidance:

Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school

The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](), which defines what 'regulated activity' is in relation to children

Statutory [Guidance on the Prevent duty](), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

Guidance for safer working practice for those working with children and young people in education settings (GSWP) (Safer Recruitment Consortium May 2019)

Children Missing Education – Statutory guidance for local authorities (DfE September 2016)

[When to call the police – Guidance for schools and colleges (NPCC – 2020)]()

Schools and colleges are under a statutory duty to cooperate with the published LSCP arrangements. This policy conforms to locally agreed inter-agency procedures and has been ratified by the LSCP Education Reference Group. It is available to all interested parties on our website and on request from the main school office. It must be read in conjunction with other relevant policies and procedures and KCSiE.

The [Childcare (Disqualification) Regulations 2018]() and [Childcare Act 2006](), which set out who is disqualified from working with children

This policy also meets requirements relating to safeguarding and welfare in the [Statutory framework for the Early Years Foundation Stage]().

This policy also complies with our funding agreement and articles of association.

Definitions

3.1   Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental or physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

3.2   Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

3.3   Appendix 1 explains the different types and indicators of abuse.

3.4   Children includes everyone under the age of 18.

Equality Statement

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

4.2   We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, disability, religion, gender reassignment, sex or sexual orientation.
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers

Roles and Responsibilities

5.1   Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, Resourced Provision staff (including those not directly employed by the school), volunteers, and governors in the school. Our policy and procedures also apply to extended school and off-site activities.

All staff

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including reading and understanding their professional responsibilities as outlined in Guidance for Safer Working Practice (2019/2020), understanding the role of the designated safeguarding lead (DSL), reading

and understanding the behaviour policy, and their safeguarding responses to children who go missing from education during the school day or otherwise.

- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.

- That children's behaviours can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviours that may communicate that poor wellbeing can be an indicator of factors such as abuse, neglect or exploitation. Staff should understand that children's experiences such as abuse, neglect and adverse childhood experiences can impact children's mental health, behaviour & education.

- The process for making referrals to local authority children's social care service (CSC) and for statutory assessments that may follow a referral, including the role they might be expected to play. Fig 1: Summary of in-school procedures to follow where there are concerns about a child (Page 12) illustrates the procedure to follow if you have concerns about a child's welfare. Wherever possible, speak to the DSL, or a Deputy DSL first to agree a course of action. In the absence of a DSL or DDSL being available, staff must not delay in directly contacting children's social care duty and advice team or the police if they believe a child is at immediate risk of significant harm.

- Our work in partnership with other agencies in the best interests of the children. Requests for service to CSC will (wherever possible) be made by the Safeguarding Designated Team, to CSC Front Door (01274 437500). Where a child already has a child protection social worker, the school will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker.

- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as Female Genital Mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.

- In school procedures for recording any cause for concerns and passing information on to DSLs in accordance with the school's recording systems.

- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE) FGM, radicalisation and serious and violent crime. All staff to be aware safeguarding incidents/ behaviours can occur outside school or college or be associated with outside factors CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

- Children missing education/absconding during the school day can also be a sign of CCE, including involvement in County Lines.

Appendix 1 details different kinds of abuse.
Appendix 2 provides guidance to staff on how to respond to children who report abuse

<u>The designated safeguarding lead (DSL) and deputies (DDSL)</u>

Our DSL is Ryan Lewis. The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

When the DSL is absent or unavailable, the Deputies – Naureen Majid, Asma Majid and Samantha Day will act as cover

If the DSL and deputies are not available, Afsana Akhtar will provide advice and cover.

Out of hours and/or term-time all members of the Designated Safeguarding Team, can be reached on the telephone numbers in the [Contact List](#).

The DSL will be given the time, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (children's social care duty and advice team, Channel programme, and/or police), and support staff to comply with their mandatory reporting duties in cases where FGM has been identified.
- Provide regular supervision to the Designated Safeguarding team.
- The DSL will also keep the Trust Safeguarding Lead (TSL) informed of any issues, and liaise with local authority officers and relevant professionals for child protection concerns as appropriate.
- The school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- Provide reports as required for meetings. If the school is unable to attend a meeting, a written report will be sent. Reports will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- Where a child in school is subject to an inter-agency child protection plan or any multi-agency risk management plan, the DSL will contribute to the preparation, implementation and review of the plan as appropriate.

- The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2018). [When to call the police (NPCC 2020)](#) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- Promote the educational outcomes of children with a social worker and other pupils deemed vulnerable.

The full responsibilities of the DSL are set out in Annex B of KCSIE – Role of the designated safeguarding lead. All designated safeguarding leads and deputy safeguarding leads must read and comply with this.

The Local Governing Body

The Local Governing Body will approve this policy at each review, and hold the head teacher to account for its implementation.

The Local Governing Body will require the Headteacher to provide an annual report on safeguarding arrangements.

The Local Governing Body will appoint a lead governor to monitor the effectiveness of this policy in conjunction with the full governing board. Staff governors cannot be the lead governor with responsibility for safeguarding and child protection.

In the event that safeguarding concerns or an allegation of abuse is made against the Headteacher, the chair of Governors will act as the 'case manager'. See also 10.2

The Local Governing Body, along with the school's senior leadership team, are responsible for satisfying themselves and obtaining written assurances from any relevant school lettings and alternative/off site providers and provisions that their safeguarding arrangements are secure and in keeping with KCSIE. Coop Academy Princeville do not use any off-site providers or have any lettings in place.

The governing board will supply information as requested by the Bradford Safeguarding Partnership and the Local Authority Education Safeguarding Team.

The full responsibilities of the governing board are set out in Part Two of KCSIE – The management of safeguarding. The governing board will ensure that the school is fully compliant with their statutory safeguarding responsibilities.

The Headteacher

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

- Ensuring that staff (including temporary and supply staff) and volunteers are informed of this policy as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that they (as the DSL) have appropriate time, training and resources, and that there is always adequate DDSL cover in their absence.
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'Case Manager' in the event of an allegation of abuse made against another member of staff (including supply staff) or volunteer, where appropriate.

Fig 1: Summary of in-school procedures to follow where there are concerns about a child

```
                    ┌──────────────────────────┐
                    │  You are concerned about a │
                    │          child?           │
                    └──────────────────────────┘
                                 │
                                 ▼
                    ┌──────────────────────────┐
                    │  Is the child at immediate │
                    │       risk of harm?        │
                    └──────────────────────────┘
                       No ╱                ╲ Yes
                         ╱                  ╲
       ┌────────────────────────┐   ┌────────────────────────┐
       │  Record your concerns on│  │  Seek advice from the DSL│
       │          CPOMS          │  │         or DDSL          │
       └────────────────────────┘  └────────────────────────┘
                   │                            │
                   ▼                            ▼
       ┌────────────────────────┐   ┌────────────────────────┐
       │  Concern followed up by │  │  Concern followed up by │
       │        DSL/DDSL         │  │        DSL/DDSL         │
       └────────────────────────┘  └────────────────────────┘
                   │                       Yes ╱     ╲ No
                   ▼                          ╱       ╲
       ┌────────────────────────┐   ┌────────────────────────┐
       │  Action recorded/situation│ │   Call CSC Front Door:  │
       │   resolved (same day)   │──No │                        │
       └────────────────────────┘   │  Office Hours: 01274 435600│
              Yes │                  │                        │
                  ▼                  │  Out of Hours: 01274 431010│
       ┌────────────────────────┐   │                        │
       │ No further action required│ │  If the child is at immediate│
       └────────────────────────┘   │   risk of harm call 999 │
                                     └────────────────────────┘
```
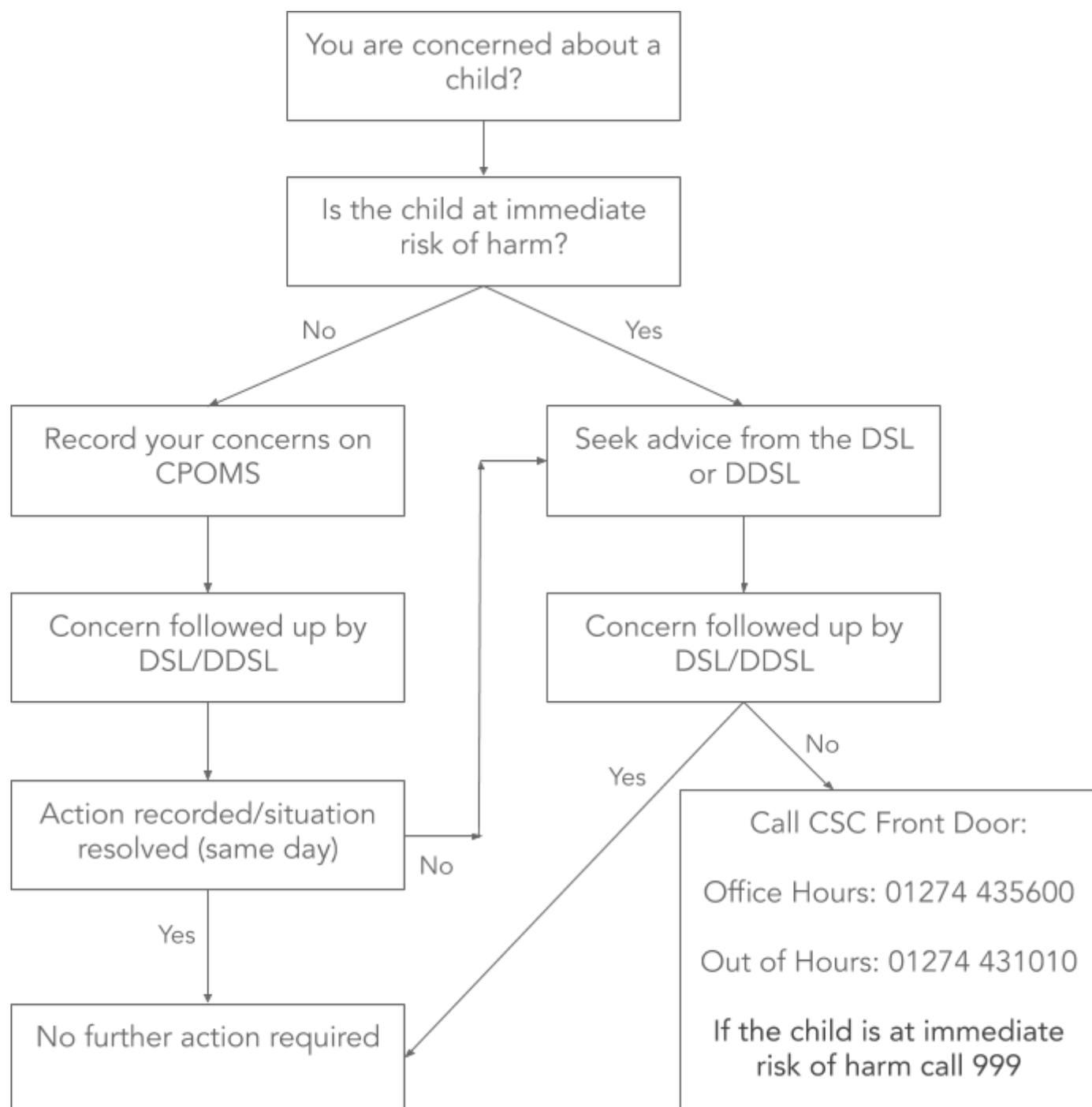
If unhappy about the outcome of the referral, please refer this to the Headteacher for investigation and resolution. If the concern is about the Headteacher's handling of a Safeguarding situation, please refer this to the TSL.

Confidentiality and Information Sharing

Confidentiality

6.1 Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding.

6.2 School recognises that the only purpose of confidentiality in this respect is to benefit the child. Staff/volunteers and visitors to school should never promise a child that they will not tell anyone about an allegation/report of abuse, and must pass any cause for concerns immediately to a designated safeguarding lead.

6.3 Confidentiality is addressed throughout this policy with respect to record-keeping (see section 10), dealing with reports of abuse (see Appendix 2), allegations of abuse against staff (see section 10.2), information sharing (see section 6.4) and working with parents (see section 6.5).

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6.4 Information sharing

6.4.1 Timely information sharing is essential for effective safeguarding. This school/college will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance document, [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE 2018)](). This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being.

6.4.2 All staff must have due regard for the relevant data protection principles which allow them to share (in the context of their role) and withhold personal information, as provided for in the Data Protection Act 2018 and GDPR.

6.5 Working with parents and other agencies to protect children

6.5.1 Parents/carers will be made aware of our in-school procedures in respect to taking any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child may be suffering significant harm, ill treatment or neglect or other forms of harm, staff will follow the procedures for responding to suspected cases of child abuse or neglect outlined in this policy document and contact CSC Duty team to discuss their concerns.

6.5.2   In keeping with KCSIE, we will endeavour wherever possible to obtain at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.

6.5.3   In general, we will discuss concerns with parents/carers before approaching other agencies and will seek to inform parents/carers and receive their consent when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the child.

6.5.4   Parents/carers are informed about our Safeguarding & Child Protection policy through: school prospectus, website, newsletters etc. A safeguarding & child protection statement is prominent in the school foyer/reception area.

6.6 Multi-agency work

6.6.1   We will cooperate with CSC in accordance with the requirements of the Children Act and allow access to children and child protection records for them to conduct section 17 or section 47 assessments.

6.6.2   In the best interests of our pupils, we will work with all relevant professionals and agencies as required to safeguard children and promote their welfare.

Our Role in the 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.

7.1 Opportunities to teach safeguarding

As part of providing a broad and balanced curriculum relevant issues will be addressed through the PSHCE curriculum, including self-esteem, emotional literacy, assertiveness, power, relationship and sex education, online safety, online bullying, child exploitation (CSE/CCE), youth generated images, female genital mutilation (FGM), preventing radicalisation, peer-on-peer abuse, consent, online safety, anti- bullying, unhealthy and abusive family relationships. The curriculum will reflect the statutory Relationship Education, Relationship and Sex Education and Health Education (DfE 2020). The schools RSE Curriculum and Policy can be found [here](#).

Relevant issues will be addressed through other areas of the curriculum. For example, circle time, English, History, Drama, Art and assemblies.

7.2 Other areas of work

All our policies that address issues of power and potential harm, e.g. Anti- Bullying, Equalities, Positive Handling, Behaviour, On-line Safety will be linked to ensure a whole school approach.

Our Safeguarding and Child Protection policy cannot be separated from the general ethos of the school which is to ensure that children are treated with respect and dignity, feel safe, and are listened to.

The school's online safety policy is reflective of the requirements set out in Keeping Children Safe in Education and reflects our approach to issues of online safety that empowers us to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

Our role in supporting children

The school recognises safeguarding incidents and/or behaviours that can be associated with factors outside the school and/or can occur between children outside of these environments. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

We will offer appropriate support to individual children who have experienced abuse or who have abused others.

8.1   In cases where children have experienced abuse/abused others, the DSL will ensure that appropriate support is offered. An individual support plan will be devised, implemented and reviewed regularly should the pupil (victim, perpetrator, or other child affected) require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e. learning mentor, key worker) and the child's wishes and feelings. A copy of the individual support plan will be kept in the pupil's child protection record.

Children with Additional Needs

We recognise that while all children have a right to be safe, some children may be more vulnerable to abuse e.g. those with a disability, special educational need, mental health issues or those living with domestic violence or drug/alcohol abusing parents, parents mental health issues, learning disabilities etc.

When the school is considering excluding, either for a fixed term period or permanently, a vulnerable pupil and/or a pupil who has social care involvement is either subject to a S47 Child Protection plan/child in need plan or there are/have previously been child protection concerns, we will undertake an informed (multi-agency where other professionals are involved) risk-assessment prior to making the decision to exclude. Schools would be advised to speak to the named social worker for the child where the exclusion will be to the home to ensure that any risk is assessed and speak to Area Inclusion Partnership for support if required. Schools should note advice in the DFE Exclusions Guidance September 2017 Section 3. In the event of a one-off serious incident resulting in an immediate decision to permanently exclude, the risk assessment must be completed prior to convening a meeting of the governing board.

8.2 Children in Specific Circumstances

This school follows the [West Yorkshire Consortium Inter-Agency Safeguarding and Child Protection Procedures](#) and will, where necessary, have due regard to the government guidance for children in specific circumstances as outlined in Part 1 and Annex A of KCSIE.

Female Genital Mutilation: The Mandatory Reporting Duty

8.3.1   The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

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

8.3.3   Any teacher who discovers that an act of FGM appears to have been carried out on a pupil under 18 must immediately (in consultation with the DSL) report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

8.3.4   The duty above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff must not examine pupils.

8.3.5   Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures ([Fig. 1](#) and [Here](#))

8.3.6   Any member of staff who suspects a pupil is at risk of FGM must speak to the DSL and follow our local safeguarding procedures ([Fig. 1](#) and [Here](#))

Radicalisation and Terrorism

8.4.1   Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

8.4.2   If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) they must seek advice appropriately with the DSL who must contact the [Bradford Prevent Team](#).

8.4.3   Schools and colleges are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This

means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. The [Bradford Prevent Team](#) have an Education Officer who can provide advice and support in this regard.

8.4.4 Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. Our school will ensure that as far as possible all front line staff will undertake Prevent awareness training e.g. Workshop to Raise Awareness of Prevent (WRAP).

Channel

8.5 Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Peer-on-peer Abuse/Child Exploitation

8.6.1 We recognise that children are capable of abusing their peers and that peer on peer abuse can manifest in many different ways, including bullying, cyber-bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, inappropriate/harmful sexualised behaviours, upskirting and youth produced imagery (sexting) and abuse within intimate partner relationships. It is very clear that this type of abuse should always be treated seriously, and never just as banter or part of growing up. Any concerns around peer on peer /child on child abuse must be reported and recorded in line with the child protection procedures outlined in this policy. The DSL is responsible for responding to such concerns in keeping with LSCP protocols referenced below. The DSL is responsible for providing support to any victims, and the perpetrators.

8.6.2 Where children and young people have exhibited inappropriate/harmful sexualised behaviour and/or exhibited inappropriate/harmful sexualised behaviours towards others, an Brooks Traffic Light Tool assessment must be completed and contact made with Children's Social Care if appropriate. There must be a co-ordinated multi-agency approach through a risk assessment management plan (RAMP) to respond to their needs which will include parent/carers, youth justice (where appropriate), Children's

Social Care and health. Further support and advice can be obtained from the [TSL](#) (Claire Dodd) or the Education Safeguarding Team on 01274 435600.

8.6.3   We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

8.6.4   Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment.

8.6.5   Where child exploitation, i.e. criminal, sexual, trafficking, modern day slavery etc., or the risk of it, is suspected, frontline practitioners must notify the designated member of staff for child protection, in line with the child protection policy reporting systems.

8.6.6   The DSL must refer to [Safer Bradford Child Exploitation - Information for Professionals](#) and complete the [Child Exploitation Risk Assessment](#) and refer to the guidance to help decide how to proceed. A copy of the completed Risk Assessment must be kept on CPOMS for future reference.

8.6.7   If the child/young person already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about child exploitation.

8.6.8   We will ensure the school works in partnership with parents/carers and other agencies as appropriate. This includes facilitating return to home interviews as requested.

Children missing from education

A child going missing from education is a potential indicator of abuse or neglect. Where a child is reported to be missing education we will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in [Children Missing Education – Statutory guidance for local authorities (DfE September 2016)](#) and follow the Bradford Children's Services LA [procedure](#).

Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse, neglect, CSE or CCE including involvement in county lines. School and college staff members must follow the school's or college's procedures for dealing with children who are absent/ go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future (see [Appendix 11](#)).

A Safer School Culture

9. The governing board will ensure that the following appropriate policies, and procedures are in place and shared with staff at the point of induction, in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare:

    -   The [Trust Allegations of Abuse Against Staff Policy](#) and [Trust Code of Conduct Policies](#) (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult's behaviour)
    -   School's procedures for managing children who are missing education
    -   Guidance on Safer Working Practices
    -   Safeguarding and Child Protection policy (including online safety).
    -   School behaviour policy
    -   [Positive Handling Policy](#)
    -   The names, roles and responsibilities of the designated safeguarding lead and any deputies.

Safer Recruitment, Selection and Pre-Employment Vetting

10.1.1   The school follows the [Trust Safer Recruitment Policy](#), and pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSiE (2020). The school will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK. (see Part 3 of KCSiE 2020).

10.1.2   All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.

10.1.3   The school will ensure that all recruitment panels include at least one person that has undertaken Safer Recruitment training.

10.1.4   The school/college will ensure that written risk assessments are undertaken in situations where information provided on DBS certificates necessitates so. Written risk assessments must be undertaken for all volunteers not engaging in regulated activity. Advice and support for carrying out risk assessments can be obtained from Luke Ricketts - Regional HR Manager (01274 779662 Ext 220) or from the [TSL](#).

Managing allegations or safeguarding concerns against a member of staff or person in school procedures

10.2.1   These procedures must be followed, in accordance with the [Trust Allegations of Abuse Against Staff Policy](#), in any case in which it is alleged that a member of staff (including supply staff), governor, visiting professional or volunteer has:

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Inappropriate behaviour by staff or person in school could take the following forms:

- Physical, for example intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- Emotional, for example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, sex, disability or sexuality.
- Sexual, for example sexualised behaviour towards pupils, grooming, sexual harassment, sexual assault and rape.
- Neglect which may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.
- Staff have a duty to disclose to the head teacher where their relationships and associations both within and outside of the workplace (including online) may have implications for safeguarding children in school.

10.2.2   A safeguarding complaint that meets the above criteria must be reported to the Head teacher/Principal ("case manager") immediately. If the complaint involves the head teacher then the next most senior member of staff must be informed and the chair of governors.

10.2.3   The case manager should gather as much information about the alleged incident as necessary in order to establish whether there is substance to the allegation. The case manager must use the Local Authority Designated Officer [(LADO) Notification Form](#) in order to assess the level of concern. As part of this initial consideration, the case manager should consult with the TSL and Trust Chief People Officer. The completed LADO Notification Form must be sent to the LADO within one working day of the

allegation being made. This will assist the case manager and Trust Colleagues, in consultation with the LADO, to decide on the most appropriate course of action. This includes when to inform the member of staff of the concerns raised. Parents or carers of the child or children involved should be told about the allegation as soon as possible if they do not already know of it.

10.2.4   The case manager must not carry out an investigation or directly interview an individual about whom there is a concern until the above process has been duly completed and relevant partners have been consulted.

10.2.5   A multi-agency allegations management meeting may be arranged to look at the complaint in its widest context. The case manager must attend this meeting, which will be arranged by the LADO. All issues must be recorded and the outcome reached must be noted to ensure closure.

10.2.6   In many cases it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about the expectations for their conduct.

10.2.7   In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children/young people may be at further risk and/or evidence/witnesses may be compromised and/or the allegations and so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the school's Disciplinary Policy.

10.2.8   Any staff/volunteers who are dismissed by the school for gross misconduct or cumulative misconduct relating to safeguarding of children/young people will be referred to the DBS for consideration of barring. Similarly, where the school has a reasonable belief that the member of staff/volunteer would have been dismissed by the school had they been employed at the time of the conclusion of investigations, they will be referred to the DBS. The school will keep written records of all of the above.

10.2.9   Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, they can contact the Trust Safeguarding Lead.

10.2.10   Should a colleague feel unable to raise concerns with the Trust, they can call the NSPCC whistleblowing helpline on 0800 028 0285 – the line is available from 8:00am to 8:00pm, Monday to Friday. Alternatively, email help@nspcc.org.uk.

Training and Support

10.3.1   All staff members will be made aware of systems within our school that support safeguarding and these will be explained to them as part of our staff induction. This

includes the school's/college's safeguarding/child protection policy; the school's safer working practice document and the school's whistleblowing procedures.

10.3.2   We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from the Designate Team. Access to regular and timely supervision is an essential form of support for all designated safeguarding staff. The Trust Safeguarding Lead is also available to provide support to members of the school's safeguarding team.

10.3.3   Designated Safeguarding staff must have attended the appropriate Designated Safeguarding Lead training. They will attend refresher training at least every two years. The Safeguarding Team will will undertake Prevent Awareness Training e.g. Workshop to Raise Awareness of Prevent [WRAP] to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

10.3.4   The school will ensure all staff including temporary and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the school. All staff will access basic child protection training (including online safety) every year and regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, to provide them with relevant skills and knowledge to safeguard children effectively.

10.3.5   The Head teacher is the Designated Safeguarding Lead, and will attend the two-day DSL training, and refresher every two years.

10.3.6   Governors, including the nominated governor will attend specific training for their role, updated at least every three years.

10.3.7   The Head teacher and at least one member of the governing body that is not a staff governor must complete the National Safer Recruitment Training and refresh this training every five years.

Child Protection Records

11.1.1   The responsibility to maintain, process, share, transfer and store child protection   and safeguarding records in accordance with the Data Protection Act 2018 and the GDPR principles is the responsibility of the designated safeguarding lead and any safeguarding deputies. Child protection information will be held securely, with access being restricted to the DSL and their deputies. The following information must be kept securely with restricted access, whether paper or electronic:

- Chronology (summary of significant events and the actions and involvement of the school/college)
- All completed child protection cause for concern records

- Any child protection information received from the child's previous educational establishment
- Records of discussions, telephone calls and meetings with colleagues and other agencies or services
- Professional consultations
- Letters and emails sent and received relating to child protection matters
- Referral forms sent to CSWS, other external agencies or education-based services
- Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate
- Formal plans for, or linked to, the child e.g. child protection plans, Early Help (previously known as CAF's), risk assessments etc
- A copy of any support plan for the pupil concerned, where appropriate.

11.1.2   Where a pupil leaves their existing provision, we will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known) as soon as possible and within 15 school days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information – England) Regulations 2005.   A copy of the chronology must be retained for audit purposes.

11.1.3   Where there is an existing risk management plan/assessment in place for behaviours that are deemed potentially harmful to the pupil or others (i.e self-harming or harmful sexualised behaviour), this information must be shared with the destination provision prior to the pupil starting so that appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring. The DSL will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving, for example prior to a transfer programme.

11.1.4   Where a child leaves a school before statutory school leaving age, the child protection file must be transferred to the new school or college. There is no need to keep written or electronic copies of the child protection records, therefore these will be deleted from electronic systems once the successful transfer has been confirmed. The exception to this rule will be in any of the following instances:

- Where the destination school is not known (the original records will be retained by the school/college)
- Where the child has not attended the nominated school (the original records will be retained by the school/college)
- There is any on-going legal action (the original file will be retained by the school and a copy sent)

11.1.5   Pupil records will be transferred in a secure manner, for example, through secure electronic file transfer or by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school/college they are being transferred to must be made and a signature obtained from the receiving school/college as proof of receipt. When sending records through secure electronic file transfer, a delivery and read receipt of the must be retained for audit purposes.

11.1.6   If a pupil moves from our school, child protection records will be forwarded onto the named DSL at the new school, with due regard to their confidential nature. Good practice suggests that this will always be done with a face to face handover between designated staff or a verbal conversation is had over the telephone if a face to face handover is not possible. A signed receipt of file transfer must be obtained for audit purposes by the delivering school.

11.1.7   If sending by post, children records will be sent "Special Delivery". A note of the special delivery number will also be made to enable the records to be tracked and traced via Royal Mail.

11.1.8   For audit purposes a note of all pupil records transferred or received will be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology will also be retained for audit purposes and kept securely.

11.1.9   If a pupil is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records.

11.1.10   If a parent chooses to electively home educate (EHE) their child, the child protection record must be forwarded to the relevant contact at the Local Authority.

11.1.11   When a DSL member of staff resigns their post or no longer has child protection responsibility, there will be a full face-to-face handover/exchange of information with the new post holder.

11.1.12   In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the head teacher to ensure that the new post holder is fully conversant with all procedures and case files.

11.1.13   All DSLs receiving current (live) files or closed files must keep all contents enclosed and not remove any material.

11.1.14   All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

Children's and parents' Access to Child Protection Files

11.2.1   Under Data Protection legislation (General Data Protection Regulation & Data Protection Act 2018) a pupil or their nominated representative have a number of legal rights in respect of information relating to them. These rights include the right to access and the right to rectification of inaccurate data. Therefore all information will be accurately recorded, objective in nature and expressed in a professional manner. If a request for access to information is received, advice can be sought from GDPR Sentry via the online portal, or by telephone (0113 804 2035).

11.2.2   Any child who has a child protection file has a right to request access to it. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:

- Could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person; or
- Could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or
- Is likely to prejudice an on-going criminal investigation; or
- Information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.

11.2.3   The school's report to the child protection conference will (wherever possible) be shared with the child, if old enough, and parent at least two days before the conference.

Archiving

11.3   The school that the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining any child protection records they may hold. The recommended retention period is 35 years from closure when there has been a referral to CSC. If no referral has been made to CSC, the child protection record will be retained until the child's 25th birthday, after which point the file will be deleted from our electronic system. The decision of how and where to store child protection files will be made by the school via the governing board. Due to sensitivity of the information, the records will continue to be held in a secure area with limited access e.g. designated officer or head teacher. The DSL is responsible for ensuring that all CP files are archived in accordance with the timescales referenced above. The DSL is responsible for ensuring that the appropriate timeframes for archiving

and destroying child protection records referenced above are set on electronic systems accordingly for each pupil.

Safe Destruction of Pupil Records

11.4 Where records have been identified for destruction, they will be disposed of securely at the end of the academic year (or as soon as practical before that time). Records which have been identified for destruction will be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of Data Protection legislation or they will contain information which is confidential to school or the Local Education Authority. Information will be shredded (or deleted as appropriate) prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes the school will maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format.

Appendix 1: Definitions and indicators of abuse

Reference: Working Together to Safeguard Children (DfE 2018). See also KCSiE Part one and Annex A.

<u>Neglect</u>

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

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

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 clad 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 (not 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 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.

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

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 / Going missing
- Compulsive stealing
- Masturbation, Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

N.B. Some situations where children stop communication suddenly (known as "traumatic mutism") may indicate maltreatment.

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.

Reference: Child Sexual Exploitation. Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (DfE 2017)

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

Children with special educational needs and disabilities

When working with children with special educational needs and disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child. The LSCP have a multi-agency protocol to support professionals in making informed judgements for bruising in non-independently mobile children. Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation

- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances
- Invasive procedures

Appendix 2: Responding to children who report abuse.

When a child tells me about abuse they have 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.
- Do not take photographs or make videos of any injuries reported by a child.
- 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.

NB It is not education staff's role to investigate reports of abuse. Their role is to observe that something may be wrong, ask about it, listen, be available and respond appropriately.

Immediately afterwards

You must not deal with this yourself. All reports of abuse must be recorded and responded to in keeping with the professional roles and responsibilities outlined in Fig 1: Summary of in-school procedures to follow where there are concerns about a child.