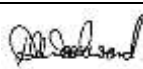



Bradford Central PRU

Safeguarding and Child Protection Policy

Policy agreed by Staff on:	March 2018
Ratified by full Management Committee:	March 2018
Review Date:	Spring 2019
Agreed Frequency of Review:	Annually
Allocated Group / Person to Review:	MC can delegate to committee or individual member or HT
Signed by Chair:	
Signed by Headteacher:	
Amendments to content <ul style="list-style-type: none"> Named Person & Looked After Safeguarding 	05 December 2017 04 July 2018 05 November 2018

Child Protection and Safeguarding Policy “Putting the safety, well-being, development and progress of children and young people first”

The Named Persons for Child Protection are:

Aireview: Liam Gordon and Trevor Loft
Jesse Street: Richard Bottomley and Trevor Loft

The name of the designated persons for Looked after Children

Aireview: Liam Gordon
Jesse Street: Richard Bottomley

The name of the members of the Management Committee for Safeguarding

Rajwinder Driver

The name of the members of the Management Committee for Looked After

Mary Baines

Because of their day to day contact “School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children.”

(Keeping Children Safe in Education 2016)

Purpose of Policy

This policy is to provide a secure framework for the workforce in safeguarding and promoting the welfare of those pupils who attend our PRU. The policy aims to ensure that:

- We practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- We raise awareness of child protection issues and equip children and young people with the skills needed to keep them safe.
- Develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.
- Support pupils who have been abused in accordance with his/her agreed child protection plan.
- Establish a safe environment in which pupils including those who are vulnerable can learn and develop.

Child Protection is the responsibility of all school staff. BCPRU fully recognises its responsibilities for child protection and will therefore:

- Establish and maintain an environment where children and young people feel secure, are encouraged to talk, and are listened to.
- Ensure children and young people know there are adults in the PRU whom they can approach if worried.

- Include opportunities in the PSHCE curriculum for pupils to develop the skills they need to recognise and stay safe from abuse.

This policy is to be read in conjunction with **Appendix 1** 'If in Doubt Act' and **Appendix 2** 'Keeping Children Safe in Education'.

Introduction

This policy has been developed in accordance with the principles established by the Children's Act 1989, the Education Act 2002 and the Children's Act 2004 and in line with locally agreed guidance and procedures.

The BCPRU Management Committee take seriously their responsibilities under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our PRU to identify, assess and support those children and young people who are suffering harm.

Ethos

Improving outcomes for all children and young people underpins all of the development and work within BCPRU. Safeguarding is considered everyone's responsibility and as such our PRU's aim is to create the safest environment within which every pupil has the opportunity to achieve. The PRU recognise the contribution they can make in ensuring that all pupils registered or who use our PRU feel that they will be listened to and appropriate action taken. We will do this by working in partnership with other agencies and seeking to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities throughout our curricula that will help equip our pupils with the skills they need. This will include materials and learning experiences that will encourage our pupils to develop essential life skills and protective behaviours.

Management Committee Responsibilities

The Management Committee has a legal responsibility to make sure that the PRU have an effective safeguarding policy and procedures in place and monitors that the PRU complies with them. The Management Committee has appointed Named Persons who have lead responsibility for dealing with all safeguarding issues in our PRU. The Management Committee will ensure that Named Persons for Child Protection attend the required training and that they formally refresh their training every two years. Our Management Committee recognise that for this policy to be effective, it is essential that staff have an understanding of what safeguarding is, know how to access safeguarding information, know of any possible contribution that they may be required to make to safeguard our pupils and how to access further advice, support or services.

All designated staff will formally update their training every 2 years. All members of staff are provided with opportunities to receive appropriate training in order to develop their understanding of the signs and indicators of abuse and of the schools child protection procedures on a regular basis.

All members of staff, volunteers, governors and management committee members must know how to respond to a pupil who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse. All staff are entitled to raise concerns directly with Children's Social Care Services, however best practice is to alert the Named Persons. This training is included in the induction procedures.

All parents/carers are made aware of the PRU's responsibilities in regard to child protection procedures through publication of the BCPRU Child Protection and Safeguarding Policy. Any organisations that use our facilities for activities for children are aware of and understand the need for compliance with the child protection guidelines and procedures.

All staff responsible for our selection and recruitment procedures have completed the appropriate training. They are responsible for making appropriate checks on staff suitability, including Disclosure and Barring Service checks. (The Disclosure Barring Service (ISA) merged with the Criminal Records Bureau (CRB) to form the Disclosure and Barring Service (DBS) in December 2012) and for ensuring that we hold and upkeep a Single Central Record of all staff and regular volunteers in accordance with government guidance. See **Appendix 7** – DBS Clarification.

Our child protection and safeguarding policy and procedures will be annually reviewed and updated.

Named Person's Responsibilities

The names of the Named Persons for both sites and a Flowchart to support procedures will be displayed in the specific site and be included in the Safeguarding and Child Protection Policy, **Appendix 3**, so that everyone (including parents and carers) are aware of who to talk to if they have concerns.

The Named Persons will:

- follow the procedures set out in the City of Bradford MDC Safeguarding Procedures and take account of both national guidance issued by the Department for Education and local guidance.
- contact by telephone the Children's Social Care Initial Contact Point 01274 437500 as a matter of urgency, in order to discuss the child protection concerns of possible abuse or neglect that the designated person has in connection with the pupil, being prepared to provide the pupil's details and follow advice and guidance provided by the person handling the call and as in the guidance referred to above;
- provide a written record of any formal referral to Children's Social Care using the Common Referral form within 48 hours;
- ensure that, where a formal referral has not been agreed other sources of support for the child will be considered including instigating a Common Assessment Framework (CAF) process or a request for Early Help.
- ensure that written records of concerns about a child are kept even if there is no need to make an immediate referral;
- ensure that all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology;
- ensure that an indication of further 'child protection related' record keeping is marked on the pupil's records;
- act as a focal point for staff to discuss concerns and liaise with other agencies and professionals;
- attend, (or delegate this requirement to another appropriately informed member of staff) child protection conferences, family support meetings, core groups, or other multi-agency planning meetings, contributing to the Framework for Assessment process, and provide a report for the conference which has been shared with parents;
- ensure that Children's Social Care is notified immediately when any pupil subject of a Child Protection Plan is absent without explanation;
- ensure that all school staff are aware of this policy and know how to recognise and refer any concerns;
- complete an annual safeguarding audit to the Management Committee which details any changes to the policy and procedures; training undertaken by all staff and management committee members; relevant curricular issues, number and type of incidents/cases, and

the number of children referred to Children's Social Care and subject of a Child Protection Plan (anonymised). If this self-assessment highlights any areas for improvement, this will be detailed in the action plan which will be signed off and monitored by the Named Management Committee Member(s) for Safeguarding to ensure these improvements are implemented.

- keep themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training as recommended by the Bradford Safeguarding Children Board (BSCB); and
- support the Headteacher in implementing all recommendations applicable to schools and education services arising from Serious Case Reviews.

Confidentiality

- We recognise that all matters relating to child protection are confidential;
- The Headteacher or Designated Persons will disclose personal information about a pupil to other members of staff on a 'need to know basis' only;
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children;
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being, or that of another;
- We will always intend to tell parents of our intention to refer a child to Children's Social Care with their parents/carers, unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Children's Social Care Initial Contact Point.

Managing Allegations against staff

We are aware of the possibility of allegations being made against members of staff or volunteers that are working or may come into contact with children and young people whilst in our PRU. Allegations can be made by pupils, parents, staff and they can be made by other concerned members of the public. Allegations can be made for a variety of reasons. Some of the most common are:

- Abuse has actually taken place;
- Children and uninformed adults can misinterpret language or actions because they are reminded of something else, for example by the use of physical restraint techniques;
- If an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present;
- The Headteacher, or the person to whom they delegate the task, will quickly establish the circumstances of the allegation, so that a clear account can be given, and to preclude referrals of 'hearsay';
- The Headteacher/senior teacher will follow the procedures adopted from the BSCB procedures for dealing with allegations of abuse against members of staff and volunteers and will inform the Local Authority Designated Officer (LADO). The lead officer for managing allegations against a member of staff within education is Suzanne Ellis. Tel 01274 434343 or email suzanne.ellis@bradford.gcsx.gov.uk
- If the allegation made to the member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the most senior teacher available who will inform the Chair of the Management Committee who will consult as above, without notifying the Headteacher first;

Headteachers will also need to:

- consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser;
- contact the parents or carers of the child/young person if advised to do so by the LADO;
- consider the rights of the staff member for a fair and equal process of investigation;
- the PRU will provide support for a staff member who faces an allegation through appropriate outside help, such as counselling, as part of our stress management procedures.
- ensure that the appropriate disciplinary procedures are followed.
- decide whether suspending a member of staff from work until the outcome of any investigation is deemed necessary;
- act on any decision made in any strategy meeting; and
- advise the Disclosure Barring Service where a member of staff has been disciplined or dismissed as a result of the allegations being proved.

Supporting Staff

We understand that staff should have access to advice on the boundaries of appropriate behaviour. The document: 'Revised Guidance for Safer Working Practices for Adults Working with Children and Young People in Education Settings' 2015 provides advice on these and the circumstances which should be avoided in order to limit complaints against staff of abuse of trust, and/or allegations of physical or sexual abuse.

Safeguarding and Child Protection form part of our induction process, with staff becoming familiar with the following:

- BCPRU Safeguarding and Child Protection Policy
- eSafeguarding Policy
- Employee Code of Conduct policy
- Whistleblowing Policy
- The role of the Designated Safeguarding Lead
- Awareness of the NSPCC whistleblowing helpline – 0800 028 0285
- Signs and indicators of abuse and neglect (described in 'What to do if...' 2015)
- Know what to do if a child tells them s/he is being abused, and never promise to keep it secret
- Understand the difference between a 'concern about a child' and 'immediate danger of risk of harm'
- Know how to make a referral (for example if the DSL is not available) and understand that they may be expected to continue to an assessment.

We recognise that staff working in school that have become involved in the case of a child who has suffered harm, or appears likely to suffer harm, may find the situation stressful and upsetting.

We support such staff by providing an opportunity to talk through their anxieties with the Named Persons, or another teacher and/or a trade union representative, as appropriate. Our Named Persons have access to support and appropriate workshops, courses or meetings as organised or recommended by the BSCB, Safeguarding Children Standards Unit or Local Authority.

Whistleblowing

The PRU will encourage an environment where people feel safe to express their concerns about the practise of others. If a staff member, volunteer or visitor has concerns, they should not be victimised in any way for expressing these concerns in the appropriate way.

We will advise our staff of our Whistleblowing Policy and how it can be implemented.

Staff are aware of their duty to raise concerns about the attitude and actions of colleagues where these are inappropriate or unsuitable. If necessary, the member of staff should speak to a designated Named Person or the Business Manager.

Safer Recruitment

The application of rigorous procedures for the recruitment of any staff or volunteers who come into contact with children, both directly and indirectly, can reduce the likelihood of allegations of abuse being made that are founded. As an absolute minimum, the following standards should be followed:

- All prospective workers (paid and unpaid) should complete an application form which asks for details of their previous employment and for the names of two referees;
- All prospective workers (paid and unpaid) should have a Disclosure and Barring Service check (DBS) before they start employment – anyone who refuses to do so will not be employed; (unless an appropriate DBS check has already taken place within the last three years, for which documentary evidence is provided and referenced e.g. for ITT pupils).
- All prospective workers (paid and unpaid) should be interviewed to establish their suitability for working with children and acceptance of the school's policies;
- Nobody should start work before references have been received. Referees should be reminded that references should not misrepresent the candidate or omit to say things that might be relevant to their employment;
- New members of staff should be made clear about their responsibilities through their staff induction process.

Health and safety

The PRU has a Health and Safety Policy and risk assessments are carried out routinely by staff for specific identified hazards/activities.

Off-site Educational Visits (OEVs)

The PRU has appropriate procedures for the planning and approval of off-site educational visits.

e-Safeguarding – see ICT Acceptable Use Agreements and e-Safeguarding Policy.

- e-Safeguarding encompasses not only Internet technologies but also electronic communications via mobile phones, games consoles and wireless technology. It highlights the need to educate children and young people about the benefits, risks and responsibilities of using information technology;
- e-Safeguarding concerns safeguarding children and young people in the digital world;
- e-Safeguarding emphasises learning to understand and use new technologies in a positive way;

- e-Safeguarding is concerned with supporting children and young people to develop safer online behaviours both in and out of the PRU.

e-Safeguarding (Social Networking, Phone and Text Communications) – see Appendix 4

The Senior Leadership Team (SLT) may provide advice to staff either by announcement or in written form so that staff are clear that material posted by them on social networking websites or through mobile phone text facilities that have an impact on the PRU or on the employee's professional reputation may be considered as disciplinary matters by the PRU.

Physical Force

Our policy on the use of physical force can be found in our overarching policy for Pupil Care and Management. They are compliant with Use of reasonable force in schools (2013). It is intended to provide clarification on the use of force to help PRU staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of the Headteacher and Management Committee in respect of this power.

We have a procedure in place for recording each significant incident in which a member of staff uses force on a pupil, and for the reporting of these incidents to the pupil's parents as soon as practicable after the incident. In each case the incident is reviewed by a senior member of staff.

Staff are Team Teach trained. This methodology supports de-escalation and the use of physical intervention when appropriate. We understand that physical intervention of a nature that causes injury or distress to a child may be reviewed under child protection or disciplinary procedures.

Prevention

We recognise that the PRU plays a significant part in the prevention of harm to our pupils by providing them with effective lines of communication with trusted adults, supportive friends and an ethos of protection. Our PRU will support all pupils by:

- Establishing and maintaining an ethos which enables children to feel secure and encourages them to talk, knowing that they will be listened to;
- Promoting a caring, safe and positive environment within the PRU and ensuring that all children know that there is an adult in the PRU whom they can approach if they are worried or in difficulty;
- Providing across the curriculum, including within PSHCE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help;
- Encouraging the development of self-esteem and resilience in every aspect of PRU life including through the curriculum;
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- Ensuring that a named teacher is designated for Looked After Children (LAC) and that a list is regularly reviewed and updated;
- Providing continuing support when a pupil leaves BCPRU of whom there have been child protection concerns. This will be done by ensuring that the receiving school/organisation are informed of any concerns and are asked to collect any written records relating to any concerns or school medical records. This would be done through the Named Person and would be passed under confidential cover to the new school/organisation or to Adult Services as a matter of urgency;

- Recognising that children come from a variety of different cultural backgrounds and thus have developed policies to ensure that we embrace diversity in religion and faith, race, ethnicity, gender and sexual orientation.

Vulnerable pupils

Anyone attending the PRU aged 11-19 years is considered to be covered by this policy because of their vulnerability, whether they are a child or a young adult. We are aware that many children and young people are the victims of different kinds of abuse and that they can be subjected to social factors that have an adverse impact upon their lives, such as domestic abuse or internet misuse.

We aim to create a safe and respectful environment for learning within which our pupils can thrive. We will make this policy available to all professionals, staff, parents and carers of the children and young people to whom we offer a service.

Recognising signs of abuse

It can often be difficult to recognise abuse. The signs listed in these guidelines are only indicators and many can have reasonable explanations.

Children may behave strangely or seem unhappy for many reasons, as they move through the stages of childhood or their families experience changes. It is nevertheless important to know what could indicate that abuse is taking place to be alert to the need to consult further.

Someone can abuse a child by actively inflicting harm or by failing to act to prevent harm. Abuse can take place within a family, in an institutional or community setting, by telephone or on the Internet. Abuse can be carried out by someone known to a child or young person, or by a complete stranger.

Examples and definitions of the different type of abuse are enclosed in **Appendix 5**.

Female Genital Mutilation (FGM) – see FGM Policy.

Female Genital Mutilation is a collective term for all procedures involving the partial or total removal of external female genitalia for cultural or other non-therapeutic reasons. The procedure is typically performed on girls aged between 4 and 13 years. FGM is illegal in the UK and causes physical, psychological and sexual harm. Designated named persons for child protection are aware of the guidance that is available in respect of FGM and are vigilant to the risk of it being practised as well as raising the awareness of this with all staff, particularly those staff who are involved in the intimate personal care of our pupils.

Forced Marriage – see Forced Marriage Policy.

A forced marriage is where one or both people do not (or in cases of young people with learning or physical disabilities, cannot) consent to the marriage and pressure or abuse is used.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

Practice guidelines have been developed by the Forced Marriage Unit to help professionals dealing with forced marriage of people with learning disabilities.

The guidance was developed with learning disability charities (the Ann Craft Trust and the Judith Trust). It is designed to help raise awareness of the issue and support practitioners in identifying

the warning signs of this complex and often hidden practice. The guidelines also explain what practitioners should do in these cases.

An e-learning training package has been developed to support professionals, including education, social and health care professionals, police officers, housing officers, the voluntary sector and others dealing with forced marriage in the course of their work.

Child Sexual Exploitation (CSE)

Research and practice shows that children and young people with Learning Difficulties and Disabilities are at higher risk of being sexually exploited. CSE is when someone grooms and controls a child for a sexual purpose. It can happen to boys and girls, it can happen face to face and it can happen online. It is a form of child abuse and should be treated as a child protection issue.

Vulnerability to radicalisation or extreme viewpoints – see Appendix 6

The PRU recognises its duty to protect our pupils from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The PRUs aim to safeguard young people through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act.

The PRU vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically. Our definition of radical or extreme ideology is a 'set of ideas which could justify vilification or violence against individuals, groups or self'. Staff are trained to be vigilant for spotting signs of extremist views and behaviours and to always report anything which may suggest a pupil is expressing opinions which may cause concern. Our core mission of diversity permeates all we do. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our pupils' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.

We will ensure that staff are aware of the risks to children and young people of being radicalised and provide WRAP (Workshop to Raise Awareness of Prevent) training, which will be refreshed every three years, for all staff who work with pupils.

Good Practice – General

- All staff are responsible for all pupils whilst on these premises and must make sure that health and safety guidelines are adhered to;
- All staff working with pupils should receive basic child protection training;
- Under no circumstances should visitors be allowed to wander around the premises unaccompanied when children and young people are present;
- Staff should be alert to strangers frequently waiting outside school with no apparent purpose.
- It is also occasionally necessary for BCPRU to refuse access to the premises to any person who is considered to be 'unsuitable to work with children'. This may be because of concerns held that they may behave in a manner that is irresponsible or unsafe in some way;
- In the event that the PRUs premises are used by other organisations, the letting agreement should ensure that the hiring organisation agree to abide by these guidelines;
- Vulnerable pupils should not be released for collection by people other than their parents, carers or transport escorts unless notification has been received.

- All drivers should travel with at least one escort except in circumstances agreed by the Headteacher and parents. Drivers and escorts should have up to date DBS checks and been subject to appropriate recruitment procedures. All drivers and escorts should agree to abide by these guidelines;

Policy Review

BCPRU is responsible for ensuring the annual review of this policy and for additional policies that are relevant to safeguarding and child protection. They will also ensure that the list of key contacts on the cover sheet of this policy document is kept up to date.

Safeguarding Guidance and Contacts

Working Together to Safeguard Children 2015 (updated 2017)

www.education.gov.uk

Safeguarding Children and Safer Recruitment in Education, DfES Guidance, 2007

www.education.gov.uk/consultations

The Bradford Safeguarding and Child Protection Procedures

www.bradford-scb.org.uk

Child Exploitation and Online Protection Agency

www.ceop.org.uk

Female Genital Mutilation (FGM)

www.education.gov.uk/schools/pupilsupport/pastoralcare

Child Sexual Exploitation (CSE)

www.nspcc.org.uk/sexualabuse

Forced marriage Unit

www.gov.uk/forced-marriage

Safer Working Practices for Adults Working with Children and Young People in Education Settings' 2015

Safeguarding Disabled Children Practice Guidance 2009

Keeping children safe in education September 2018

Legislation relating to this policy:

Children Act 1989,

Education Act 1996,

School Standards and Framework Act 1998

Education Act 2002 (Section 157/175)

Children Act 2004 (Working Together to Safeguard Children, 2015)

Safeguarding Vulnerable Groups Act 2010

CONTACTS

Bradford Children's Social Care

In an emergency situation, contact a social worker directly:

In office hours, either: Children's Social Care Initial Contact Point

01274 437500 or: Social Services Emergency Duty Team 01274 431010

Appendix 1

Information for staff

What to do if you suspect abuse

IF IN DOUBT – ACT!

It is the responsibility of all members of staff to ensure that safeguarding concerns are reported to a named person as soon as reasonably possible. The named person may have other information regarding a pupil, or their family, of which staff may not be aware.

Procedures to follow: -

You may have a concern about a pupil's well-being based on:

- Something the pupil/adult/parent has told you.
- Something you have noticed about a pupil's behaviour, health or appearance.
- Something another professional said or did.

It is never your decision alone how to respond to concerns, but it is always your responsibility to share your concerns, no matter how small.

Decide whether you need to find out more:

- Ask a pupil/adult to clarify your concerns.
- Be careful to use open ended questions, beginning with words like: **how, where, when, who.**

Let the pupil know what you plan to do next

If you have heard a disclosure of abuse or you are talking to them about your concerns do not promise to keep it a secret. **For example**, "I'm listening to what you're saying, but I do need to go and speak to someone who can help us". **Or** "I am worried about your bruise and I need to tell someone so that they can help us to think about how to keep you safe".

Inform the Named Person immediately. If a Named Person is not available, contact the Named Person on the other site.

Use the form 'Disclosure Record' to make a written record. This should include the following information:

- The name of the pupil with date of birth, date, time and place and who else was present.
- What was said, what happened, what you noticed, speech, mood and appearance?
- If a pupil or parent spoke, record their words rather than your interpretation.
- An analysis of what you observed and why it is a cause for concern.

Appendix 2 – Keeping Children Safe in Education

Keeping children safe in education: information for all school staff

What school and college staff should know and do:

Safeguarding is: 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

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

The role of the school

- Everyone, especially school staff, who comes into contact with children and their families has a role to play in safeguarding children. Schools should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
- Each site a designated safeguarding lead (DSL) (**Aireview - Liam Gordon and Jesse Street – Richard Bottomley**) who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care. **Trevor Loft** is the deputy safeguarding lead for both sites.

The role of school staff

- The Teacher Standards 2012 state that teachers, including Headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- All school staff have a responsibility to provide a safe environment in which children can learn.
- All school staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.

What school staff need to know

- All staff members should be aware of systems within their school which support safeguarding and these should be explained to them as part of staff induction.
- All staff members should also receive appropriate child protection training which is updated every three years.

What school staff should look out for

- Staff should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

What school staff should do if they have concerns about a child

- If staff members have concerns about a child they should raise these with the school's designated safeguarding lead (DSL) (**Aireview - Liam Gordon and Jesse Street – Richard Bottomley**). This also includes situations of abuse which may involve staff members. **Trevor Loft** is the deputy safeguarding lead for both sites.
- If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Social Care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.
- **See Child Protection Procedures Flowchart – Appendix 3**

What school staff should do if they have concerns about another staff member

- 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

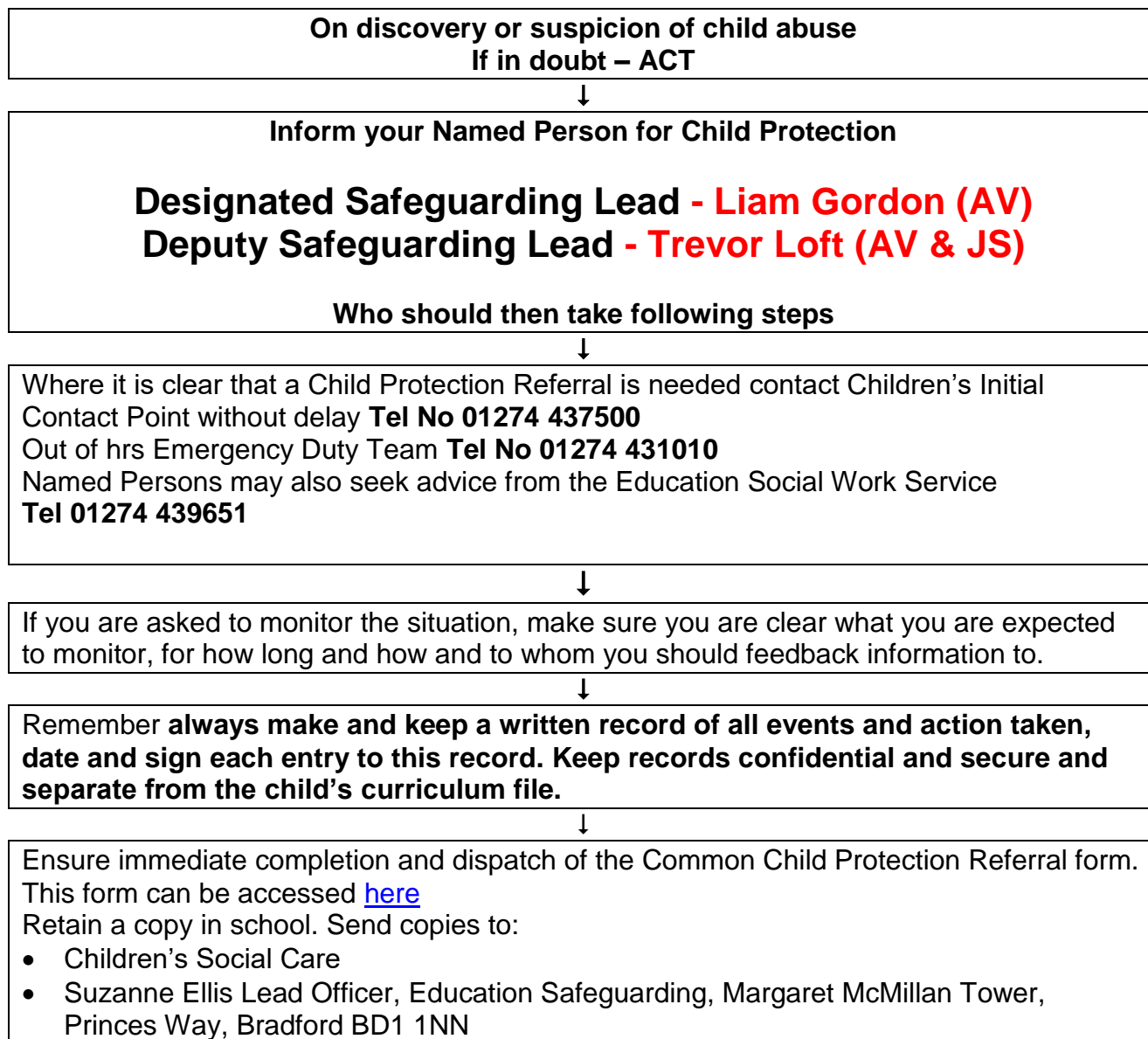
What school or college staff should do if they have concerns about safeguarding practices within the school

- Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. 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's management team.
- Where a staff member feels unable to raise the issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.

Appendix 3 – Child Protection Flowcharts

Aireview

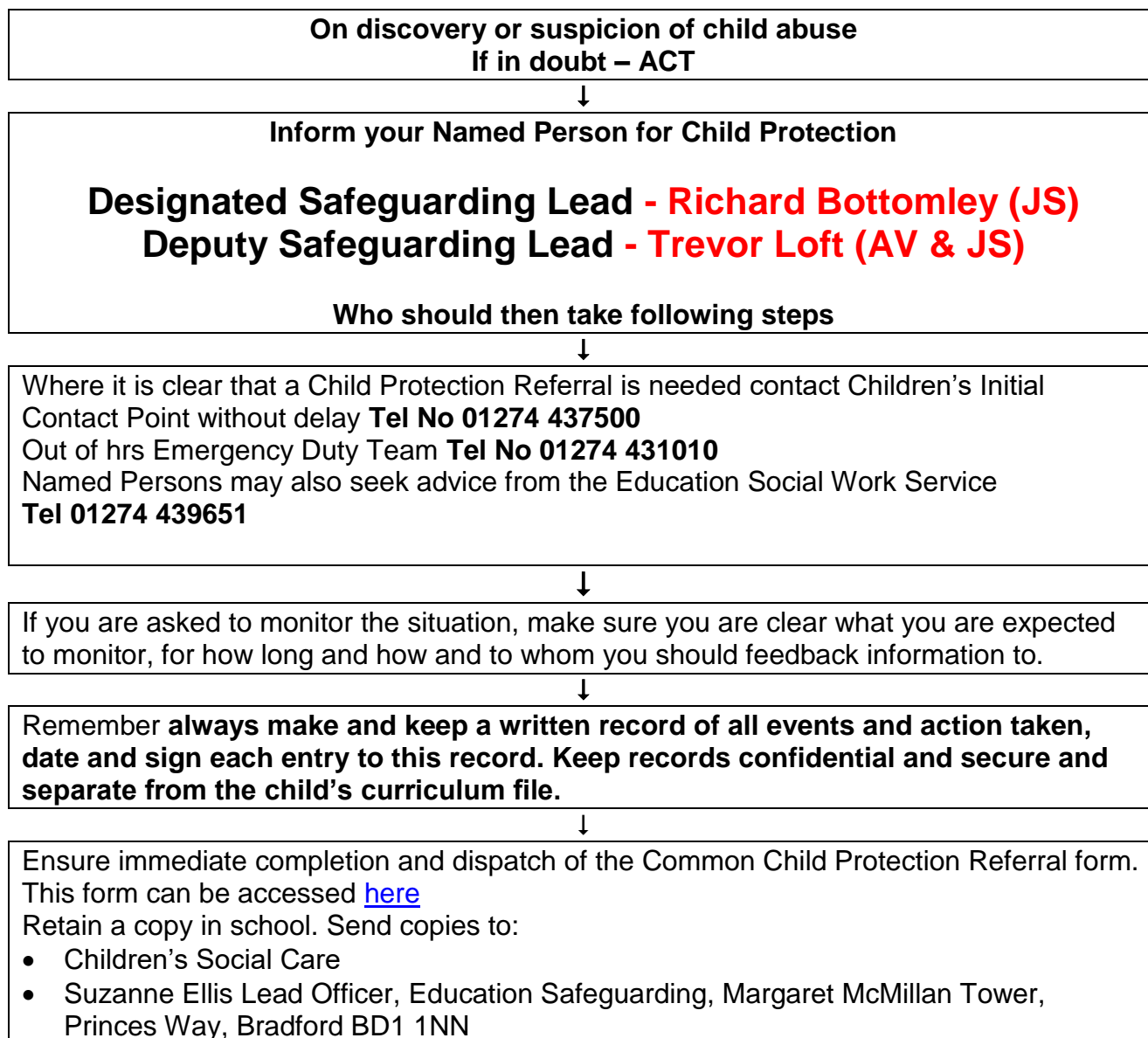
Child Protection Procedures Flow Chart March 2018



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 376061

Child Protection Procedures Flow Chart March 2018



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 376061

Social Networking, Phone and Text Communications

An advisory note for school employees

Cases involving inappropriate use of various social networking sites and phone communications are referred to HR on a regular basis. A number of these cases have resulted in disciplinary action being taken.

School Senior Leadership Team may provide advice to staff either by announcement or in written form so that staff are clear that material posted by them on social networking websites or through mobile phone text facilities that have an impact on the school or on the employee's professional reputation may be considered as disciplinary matters by the school.

Advice:

A number of cases have been reported to Bradford Council Human Resources involving staff posting inappropriate written material and images on Social Networking Sites, including Facebook and Twitter. Additionally cases have arisen regarding the use of mobile phones for photography and messaging between staff and pupils. Teachers and associate staff who participate in social networking sites, posting comments etc., need to be aware that any material that they post should be consistent with their professional status and their employment at their school. Any material which may come to light that could be deemed as harmful to the reputation and interests of the school, its staff or pupils could be regarded as a disciplinary matter. The same advice also applies to the use of mobile phones, including for text messaging and photography.

Please note:

Staff do not have permission to publish or make personal use of photographic images taken at school, or on school activities away from school, which show pupils. Sharing your personal phone number with pupils is strongly discouraged and social contact with pupils using social networking, text messaging and email risks giving the impression that inappropriate or unprofessional relationships are in place.

Additionally, staff are advised that it is inappropriate to have on-line relationships with pupils (except where appropriate within family relationships) or to allow pupils access to their own pages. Similarly accessing pupils' pages is discouraged as this may cross the professional boundary that should be maintained between staff and pupils. If a pupil attempts to make personal contact with you by text, email or through a social networking websites in a way that is not legitimate in terms of your professional role then you should report the matter without delay to the Headteacher.

To clarify any points not covered by this advice please discuss the matter with the Headteacher or Head of Centre.

Advice provided by Bradford Council Human Resources - 28 June 2012

Appendix 5 – Examples and definitions of the different type of abuse

Physical abuse can involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, and suffocating. It is against the law to discipline a child by deliberately doing any of these things.

Physical abuse can also result when a parent or carer deliberately causes the ill health of a child in order to seek attention. Symptoms that indicate physical abuse include:

- Bruising in unusual places, such as the face or the back;
- Finger mark bruising or grasp marks on the limbs or chest of a small child;
- Bites;
- Burn and scald marks; small round burns that could be caused by a cigarette;
- Fractures to arms, legs or ribs in a small child;
- Large numbers of scars of different sizes or ages.

Children who have been physically hurt can be fearful of others. They may also wear clothes that cover most of their body in order to cover their injuries and be resistant to explaining how the injury happened.

Emotional Abuse

Emotional abuse happens when a child's need for love, security, praise and recognition is not met.

Some level of emotional abuse is involvement in all types of ill treatment of a child.

Emotionally abusive behaviour occurs if a parent, carer or authority figure is consistently hostile, rejecting, threatening or undermining. It can also result when children are prevented from social contact with others, or if developmentally inappropriate expectations are imposed upon them. Symptoms that indicate emotional abuse include:

- Excessively clingy or attention-seeking behaviour;
- Very low self-esteem or excessive self-criticism;
- Excessively withdrawn behaviour or fearfulness;
- Anxious behaviour, such as rocking, hair twisting or self-harm;
- Lack of appropriate boundaries with strangers; too eager to please;
- Eating disorders.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, causing damage to their health and development. It may involve a parent or carer failing to provide adequate food, shelter or clothing, failing to protect a child from harm or danger, or failing to access appropriate medical care and treatment when necessary. It can exist in isolation or in combination with other forms of abuse. Symptoms of physical and emotional neglect can include:

- Inadequate supervision; being left alone for long periods of time;
- Lack of stimulation, social contact or education;
- Inadequate nutrition, leading to ill-health – a child may look too thin, too fat and/or undernourished;
- Constant hunger; stealing or gorging food;
- Failure to seek or to follow medical advice such that a child's life or development is endangered;
- Repeated wearing of inappropriate clothing for the weather;

- Inappropriate or ill-fitting equipment e.g. wheelchair, harness etc. that causes discomfort or sores.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. This may include physical contact, both penetrative and non-penetrative, or involve no contact, such as watching sexual activities, harassment or looking at pornographic material. Encouraging children to act in sexually inappropriate ways is also abusive. Under the Sexual offences Act 2003, any sexual activity – contact or non-contact – with a child under the age of 16, is a crime. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Staff should also be aware that sexual abuse can be 'Peer to Peer' and may include:

- Inappropriate sexual play;
- Harming sexual behaviour;
- Sexting;
- Grooming;
- Gender based bullying;

Incidents of peer to peer sexual abuse will be dealt with appropriately and any victims will be supported.

Symptoms of sexual abuse include:

- Allegations or disclosure;
- Genital soreness, injuries or discomfort;
- Sexually transmitted diseases; urinary infections;
- Excessive preoccupation with sex; inappropriately sexualised play, words or drawing;
- A child who is sexually provocative or seductive with adults;

Other children and young people may additionally exhibit:

- Depression;
- Drug and/or alcohol abuse;
- Eating disorders; obsessive behaviours;
- Self-mutilation; suicide attempts;
- School/peer/relationship problems.

Appendix 6 - Vulnerability to Radicalisation and The Prevent Strategy

Radicalisation and The Prevent Strategy

This is simply about stopping people becoming terrorists or supporting terrorism.

“Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm”.

Home Office, The Prevent Strategy

Prevent is:

- about all forms of terrorism.
- a part of the Home Office’s Counter Terrorism Strategy known as Contest.
- a cross Government programme with local authorities working with to deliver local strategies
- made up of three distinct strands; **ideology, individuals, institutions**.
- based on having conversations with trusted colleagues and using professional judgement to understand when to intervene

Schools:

Schools are important because they can play a vital role in preparing young people to challenge extremism and the ideology of terrorism and effectively rebut those who are apologists for it..... Awareness of Prevent and the risks it is intended to address are both vital. Staff can help to identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism.

HM Government Prevent Strategy - June 2011

Staff:

- be able to recognise vulnerabilities to radicalisation which include:
 - concerns regarding very opinionated racial/political/religious comments/remarks in lesson or overheard socially
 - identified misuse of school computers or knowledge of inappropriate internet sites being accessed.
- should know what to do in relation to concerns in school
 - knowledge of the PREVENT flowchart
 - understand that concerns about a vulnerable individual can be referred to the Safeguarding Lead Teachers (**Aireview - Liam Gordon and Trevor Loft and Jesse Street – Richard Bottomley and Trevor Loft**)

PREVENT Procedure Flow Chart

Discovery or suspicion of child being involved in or victim of Terrorism
If in doubt ACT



Inform the Named Person

Liam Gordon
Trevor Loft



Where it is clear that a Police Referral is needed the Named Person will contact James Butterfield (Safer Schools Police Officer) without delay **Tel No 07921799428**

Out of hrs non-emergency **Tel No 101**

Out of hrs emergency **Tel No 999**

If you are concerned about an individual's behaviour and would like to make a referral, please contact michael.churley@bradford.gov.uk Prevent coordinator, Bradford Council.

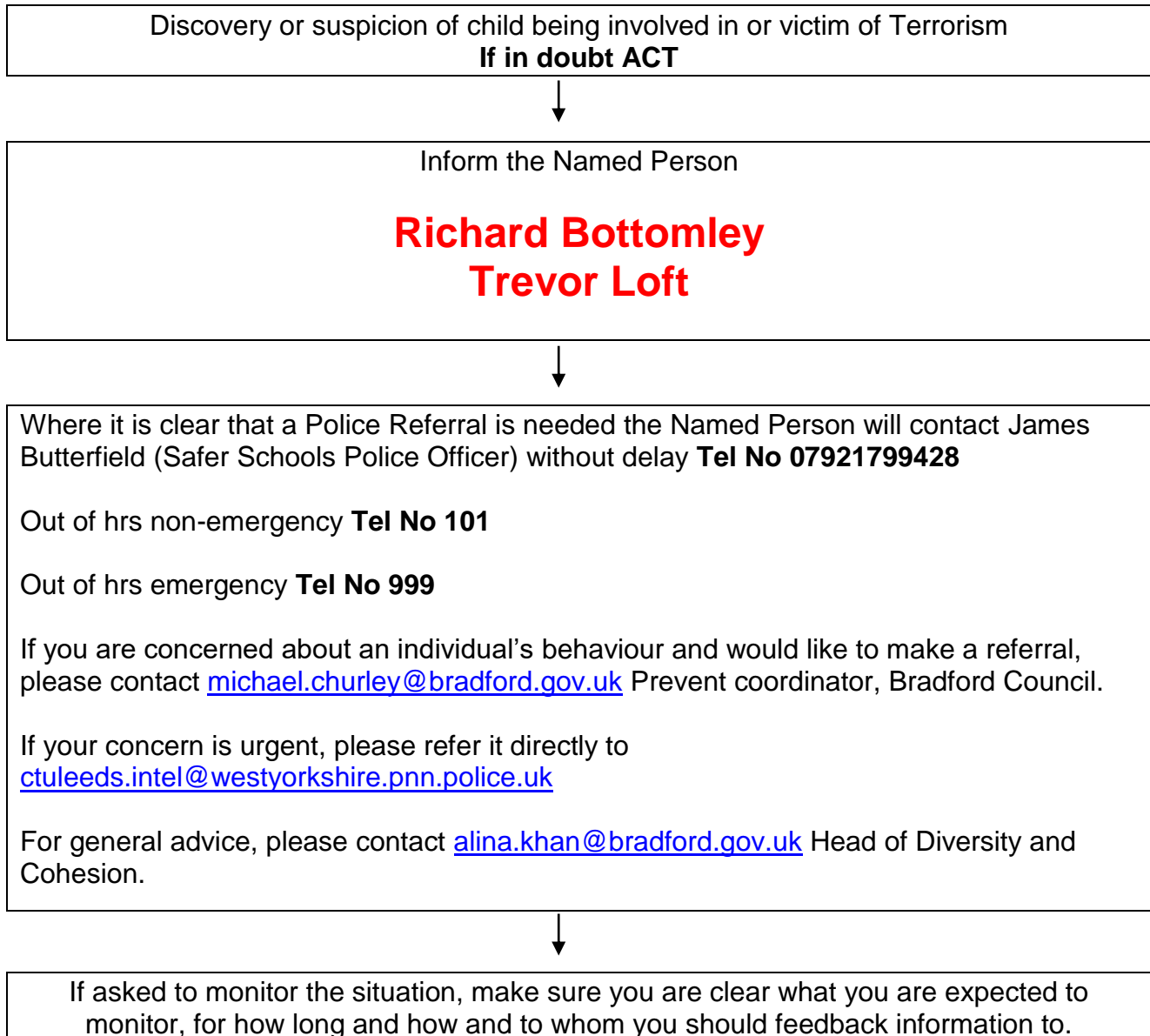
If your concern is urgent, please refer it directly to ctuleeds.intel@westyorkshire.pnn.police.uk

For general advice, please contact alina.khan@bradford.gov.uk Head of Diversity and Cohesion.



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

PREVENT Procedure Flow Chart



Appendix 7 – DBS Clarification

Definition of a Visitor

Anyone who is not employed by BCPRU is a 'Visitor'. All Visitors must sign in at Reception.

Regular visitors (scheduled to work in regulated activities on a regular basis for set periods of time) or peripatetic teachers must not work in the school without being included on the Single Central Register. Until they are included on the Single Central Register visitors may only work when accompanied.

Visitors from a school that have a pupil/s at BCPRU are permitted to take part in regulated activity with pupil/s from their school under the understanding that the allocated adult has been sanctioned by the referring school to work with their specific pupil/s. Visitors are not permitted to have regulated access to pupils other than from their own school, unless they are on the BCPRU Single Central Register.

Visitor Access Arrangements

Visitors listed on the Schools Single Central Register must 'sign-in' at Reception. Visitors listed on the Single Central Register can then move around the PRU and carry out their business without being accompanied.

Visitors not listed on the Single Central Register must all be announced to the member of staff that is responsible for the work they have come to complete. If they have an 'acceptable DBS' (see below), they will then be able to carry out their business without being accompanied. All other visitors must be accompanied at all times.

Accepting DBS Checks Completed by Other Organisations.

BCPRU complete new DBS checks for all new employees on appointment. For those peripatetic teachers/professionals or volunteers working for shorter or infrequent times, we recognise DBS checks completed by other organisations in the following circumstances:

- DBS checks provided by National Governing Bodies of sports recognised by Sport England.
- DBS checks from Schools, PRUs, Academies or Local Authorities.
- DBS checks from Building and Technical Services staff and approved contractors.
- DBS checks from Universities and Colleges of Further Education.
- Letters of compliance from the Police, Health Service and Council, to confirm DBS checks have taken place.

In all cases, individuals entered onto the Single Central Register will complete a BCPRU 'Annual Criminal Record Self Declaration Form'.

DBS Checks Returned with a Disclosure

BCPRU recognises that in some cases DBS checks will include disclosures of past criminal activity. This is not of itself a bar to inclusion on the Single Central Record. In all such cases, the Headteacher will complete a risk assessment, taking advice as necessary, and decide if the individual is considered appropriate to include on the Single Central Register.

It is the school's understanding that other Authorised Bodies completing DBS checks that are recognised by the school will complete similar risk assessments in the event of a DBS Check disclosure.

Management Committee

All members of the Management Committee must have undertaken a DBS checks and be included on the Single Central Register.