



**Himmat/Ummid Project**  
**Ummid Independent School**

**SAFEGUARDING & CHILD PROTECTION POLICY**

Title	Safeguarding & Child Protection Policy
Date	20/03/2017
Author	Joanne Watts
Approved by Director	
Approved by Board of Directors	
Next Review date	20/03/2018

**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:**

Joanne Watts  
Jim Innes  
Victoria Kitchen (deputy)

**The authorised named person for Child Protection case work**

Joanne Watts  
Victoria Kitchen (deputy)

**The name of the designated person for Looked after Children**

Joanne watts  
Mohib Khan

**The name of the member of the Board of Directors responsible for Safeguarding**

Richard Smith

**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 2015)**

**Purpose of Policy**

This policy is to provide a secure framework for the workforce in safeguarding and promoting the welfare of those students who attend our schools. 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 students who have been abused in accordance with his/her agreed child protection plan.
- Establish a safe environment in which students including those who are vulnerable can learn and develop.

**Child Protection is the responsibility of all school staff. Himmat projects and our Independent School fully recognise their 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 school whom they can approach if worried.
- Include opportunities in the PSHCE curriculum for students 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 Ask 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 Bradford Safeguarding Boards guidance and procedures.

Himmat and the Board of Directors take seriously their responsibilities under section 157/ 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 schools 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 our projects. Safeguarding is considered everyone's responsibility and as such our aim to create the safest environment within which every student has the opportunity to achieve. The board, management and staff recognise the contribution they can make in ensuring that all students registered or who use our school 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 students with the skills they need. This will include materials and learning experiences that will encourage our students to develop essential life skills and protective behaviors.

## **Board of Directors' Responsibilities**

The Board of Directors has a legal responsibility to make sure that the projects & school have an effective Safeguarding policy, procedures in place and monitors that the school & projects comply with them. The Board has appointed a Named Persons who has lead responsibility for dealing with all safeguarding issues and a supporting deputy.

The Board will ensure that Named Persons for Child Protection attends the required training and that they refresh their training every two years. Our Board of Directors 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 students and how to access further advice, support or services

All designated staff will update their training every year. 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 every year.

All members of staff, volunteers and Board of Directors must know how to respond to a student 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 CP team.

All parents/carers are made aware of the schools responsibilities in regard to child protection procedures through publication of our Child Protection and Safeguarding Policy.

Visitors/contractors are aware of and understand the need for compliance with the Himmat/\ummid 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 Child Protection Team and a Flowchart to support procedures will be displayed in the offices and be included in the Himmat/schools website 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 of 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 student, being prepared to provide the student'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;
- 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 student 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 student's records; this will be marked with a red triangle to alert staff. 
- 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 student 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, with the Head teachers', an annual safeguarding audit to the Board of Directors which details any changes to the policy and procedures; training undertaken by the Child Protection Team and by all staff and Board of Directors; 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 Board member(s) for Safeguarding to ensure these improvements are implemented.
- keep themselves up to date with knowledge to enable them to fulfill their role, including attending relevant training as recommended by the BSCB; and
- support the Head teacher 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 student 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 schools and projects. Allegations can be made by students, 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 manager or the Director if the Manager is not present;
- The Manager, 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.
- The Manager/Director 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 Jennie Sadowskyj. Tel 01274 385617

- If the allegation made to the member of staff concerns the Head teacher/manager, the person receiving the allegation will immediately inform the most senior person available, i.e Director who will inform the Chair of Board of Directors who will consult as above, without notifying the Head teacher/manager first;

Head teachers /Managers 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 school will provide support for a staff member who faces an allegation through appropriate outside help, such as counseling, 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: 'Guidance for Safer Working Practices for Adults Working with Children and Young People in Education Settings' March 2009 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.

These matters form part of our staff induction and are referred to in the staff information in the schools' websites. 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 Designated Persons, a member of the Team or another teacher and/or a trade union representative as appropriate.

Our designated 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 schools' will encourage an environment where people feel safe to express their concerns about the practice 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 the Whistle blowing Policy and of 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 inform the Director.

## **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 students).
- All prospective workers (paid and unpaid) should be interviewed to establish their suitability for working with children and acceptance of the school's Code of Conduct;
- 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**

Our projects and schools' have a Health and Safety Policy and risk assessments are carried out routinely by staff for specific identified hazards/activities.

## **Off-site Educational Visits (OEVs)**

Himmat/our school has appropriate procedures for the planning and approval of off-site educational visits.

## **e-Safety –**

- e-Safety 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-Safety concerns safeguarding children and young people in the digital world;
- e-Safety emphasises learning to understand and use new technologies in a positive way;
- e-Safety is concerned with supporting children and young people to develop safer online behaviours both in and out of school.

## **e-Safety (Social Networking, Phone and Text Communications) – see Appendix 4**

Senior Leadership Teams 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.

## **Physical Force**

Our policy on the use of physical force can be found in our overarching policies for Care and Control. They are compliant with the non-statutory Use of Reasonable Force advice from the Department for Education July 2011. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of head teachers and Board of Directors 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 student, and for the reporting of these incidents to the student's parents as soon as practicable after the incident.

Staff that need to use physical intervention are appropriately trained. 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 our projects and school play a significant part in the prevention of harm to our students by providing them with effective lines of communication with trusted adults, supportive friends and an ethos of protection. We will support all students 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 schools' and ensuring that all children know that there is an adult in the school 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 school 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 to a student who leaves the school and about whom there have been child protection concerns, by ensuring that such concerns and school medical records are forwarded under confidential cover to the Head at the student's new school or to Adult Services as a matter of urgency;
- Recognising that children come from a variety of different cultural backgrounds and as a result have developed policies to ensure that we embrace diversity in religion and faith, race, ethnicity, gender and sexual orientation.

## **Vulnerable students**

Anyone attending our projects and school aged 11-19 years are 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 students 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) –**

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 four 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 students.

### **Forced Marriage –**

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.

### **Multi-agency practice guidelines**

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. Child sexual exploitation 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 Board recognises its duty to protect our students 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 schools' 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.

Himmat/Ummid 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 student 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 students' 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 training, which will be refreshed every year for all staff who work with students.

### **Good Practice – General**

- All staff are responsible for all students whilst on these premises and must make sure that health and safety guidelines are adhered to;
- All staff working with students 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 us 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 project and school premises are used by other organisations, the letting agreement should ensure that the hiring organisation agree to abide by these guidelines;
- Vulnerable students 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**

Himmat 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**

[www.education.gov.uk](http://www.education.gov.uk)

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

[www.education.gov.uk/consultations](http://www.education.gov.uk/consultations)

#### **The Bradford Safeguarding and Child Protection Procedures**

[www.bradford-scb.org.uk](http://www.bradford-scb.org.uk)

#### **Child Exploitation and Online Protection Agency**

[www.ceop.org.uk](http://www.ceop.org.uk)

#### **Female Genital Mutilation (FGM)**

[www.education.gov.uk/schools/pupilsupport/pastoralcare](http://www.education.gov.uk/schools/pupilsupport/pastoralcare)

#### **Child Sexual Exploitation (CSE)**

[www.nspcc.org.uk/sexualabuse](http://www.nspcc.org.uk/sexualabuse)

#### **Forced marriage Unit**

[www.gov.uk/forced-marriage](http://www.gov.uk/forced-marriage)

#### **Guidance for safer Working Practice for Adults who work with Children and Young People in Education Settings 2009**

#### **Safeguarding Disabled Children Practice Guidance**

#### **Safeguarding Children and Safer Recruitment in Education Guidance DfES 2007**

#### **Keeping children safe in education March 2015**

#### **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: **Childrens 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 in the appropriate school as soon as reasonably possible. The named person may have other information regarding a student, or their family, of which staff may not be aware.

#### Procedures to follow:-

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

- Something the student/adult/parent has told you.
- Something you have noticed about a student'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 student/adult to clarify your concerns.
- Be careful to use open ended questions, beginning with words like: **how, where, when, who.**

#### Let the student 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 in inform the Deputy Named Person.

Make a written record. This should include the following information:

- The name of the student 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 student or parent spoke, record their words rather than your interpretation.
- An analysis of what you observed and why it is a cause for concern.

# 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 school should have a designated safeguarding lead (**Ummid- Joanne Watts**) 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.

## The role of school staff

- The Teacher Standards 2012 state that teachers, including head teachers, 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 3 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 (**Ummid- Joanne watts**)

This also includes situations of abuse which may involve staff members.

- 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 head teacher. Where there are concerns about the head teacher this should be referred to the chair of Board the Board of Directors.

### 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 whistle blowing 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 whistle blowing channels may be open to them.

## Appendix 3 – Child Protection Flowcharts

(a locally adapted copy is on display around school at Hazelbeck School)

### Child Protection Procedure Flow Chart

Discovery or suspicion of Child Abuse  
**If in doubt ACT**



Inform the Named Person  
**Joanne Watts, Jim Innis**  
Deputy:- **Victoria Kitchen**



Where it is clear that a Child Protection Referral is needed the Named Person will contact Children's Social Care without delay **Tel No 01274 437500**

Out of hours Emergency Duty Team **Tel No 01274 431010**

Where the Named Person is not sure whether it is a child protection issue, or where the Named Person needs to check the register, they may seek advice from the Child Protection Unit. **Tel No 01274 434343**

Named persons may also seek advice from the Education Social Work Service **Tel 01274 385761**



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.



**Remember** always make and keep a written record of all events and action taken, date and sign each entry to this record. Keep records confidential and secure and separate from the child's curriculum file.



Ensure immediate completion and dispatch of the Child Protection Referral form EB19. Retain the pink copy in school. Send copies to:

- Children's Social Care (to the Area Office you made your referral too)
- Lead Officer Child Protection – Future House, Bolling Road, Bradford BD4 7EB

#### USEFUL TELEPHONE NUMBERS:

Children's Safeguarding and Reviewing Unit Consultation Service 01274 434343

Emergency Duty Team: 01274 432010

Children's Social Care Initial Contact Point: 01274 437500

Education Social Work Service: 01274 385761

Lead Officer Child Protection: 01274 385726

Police: Javelin House, Child Protection Unit: 01274 376061

## Social Networking, Phone and Text Communications

### An advisory note for school employees

**Any cases involving inappropriate use of various social networking sites and phone communications will be referred to HR and disciplinary action will follow.**

**Board members/Managers/head teacher 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 Face book 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 this 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 Head teacher.

To clarify any points not covered by this advice please discuss the matter with management.

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.

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 3 distinct strands; **ideology, individuals, institutions**.
- based on having conversations with trusted colleagues and using professional judgment 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
- should understand that concerns about a vulnerable individual can be referred to the Safeguarding Lead.

## **PREVENT Procedure Flow Chart**

Discovery or suspicion of child being involved in or victim of Terrorism

**If in doubt ACT**

Inform the Named Person

<p><b>Joanne Watts, Jim Innes</b> <b>Deputy:- Victoria Kitchen</b></p>
----------------------------------------------------------------------------

Where it is clear that a Police Referral is needed the Named Person/Director will contact them.

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

Out of hrs emergency **Tel No 999**

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.

## **Appendix 7 – DBS Clarification**

### **The School Day**

The Himmat DBS Policy is operational during the School Day which for this purpose is regarded as 8.30am to 3.00 pm. Outside these times, the schools operate as 'extended schools' and therefore include for the possibility of increased Community Group activity. Safeguarding is equally highly regarded during these times but the responsibility for it is more widely shared by those using the facilities.

### **Definition of a Visitor**

Anyone not employed by Himmat/Ummid is a 'Visitor'. All Visitors must sign in at Reception.

Regular Visitors (more than 4 times each year or four times in any one month) 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 they may only work when accompanied.

### **Visitor Access Arrangements**

Visitors must 'sign-in' at Reception.

Visitors and contractors will work in the building under the supervision at all times.

### **Accepting DBSs Completed by Other Organisations.**

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

- DBSs provided by National Governing Bodies of sports recognised by Sport England.
- Other Schools, Academies or Local Authorities.
- The Safer Schools Police (SSP)
  - Local universities and colleges.

### **DBS Checks Returned with a Disclosure**

Himmat/Ummid 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.

### **Board of Directors**

Board Members do not need DBS checks in the ordinary execution of their duties at meetings and as guests at School events. A Board Member, working as a volunteer in school would need a DBS check and to be included on the Single Central Register.