



Paradise Primary School
1 Bretton Street
Dewsbury
WF13 9BB

Issued and Approved by :
Paradise School Governing
Body

Date of review:
August 2021

Date: September 2020

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SAFEGUARDING (CHILD PROTECTION) POLICY



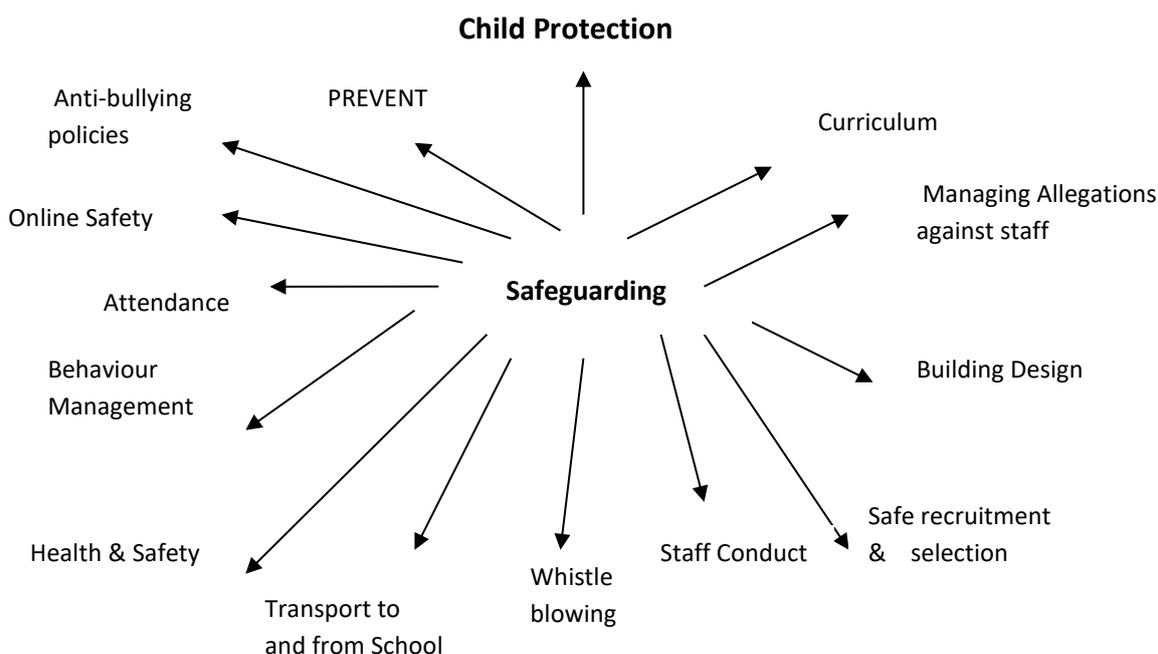
SAFEGUARDING (CHILD PROTECTION) POLICY

If found please return to:

Paradise Primary School
1 Bretton Street
Dewsbury
WF12 9BB
Telephone: 01924 439803
info@paradiseschool.org.uk
www.paradiseschool.org.uk

2020 – 2021

SAFEGUARDING (CHILD PROTECTION) POLICY



This policy will be reviewed regularly (annually), and may be revised and updated as and when the need arise.

NAMED PERSONNEL WITH DESIGNATED RESPONSIBILITY FOR SAFEGUARDING

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2020 - 2021	Sabiha Musa	Nasima Mohmed	Mr Yasir Patel	Mr Yasir Patel

Dates of Staff training and details of course title and training provider

Whole school training	Course Title	Training Provider
July 2019	Safeguarding (Child Protection)	Kirklees– Michelle Hodges

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September 2020	Safeguarding & (Child Protection Awareness)	Sabiha Musa – Paradise Primary School DSL
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***‘Show mercy (be kind) to those on earth, and A will show mercy upon you.
The Prophet (peace be upon him) said, "He is not from amongst us who does not show respect to his elders and does not show affection or have mercy on the young."***

SCHOOL COMMITMENT

This policy applies to all Adults; teaching staff, support and lunch staff, including Governors, parent helpers, volunteers, supply staff, visitors working in or on behalf of Paradise Primary School as well as young people in the setting.

We aim to work in partnership and have an important role in multi-agency safeguarding arrangements as set out by Working Together 2018.

Everyone working in or for our school has a responsibility to keep children safe by:

- Providing and maintaining a safe learning environment for children to develop and thrive
- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best life chances; and
- Identifying children who are suffering or likely to suffer significant harm, and taking appropriate action to address them, in partnership with other organisations with the aim of keeping the child safe at home and at school.

Paradise Primary School is committed to Safeguarding and promoting the wellbeing of all of its pupils. Each pupil’s welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We also recognise that all children have a right to be protected from

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abuse, and that, children who are abused or neglected may lack confidence and find it difficult to develop a sense of self-worth. They will suffer from low self-esteem and will not view the world in a positive way. Whilst at school, their behaviour and ability to form relationships may be challenging. We recognise that they may exhibit concerning behaviours and at times this may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order to support all of our pupils.

SCHOOL RESPONSIBILITY

Every child entering our school setting becomes the responsibility of all the Adults around them. Our duty towards their welfare and safety also becomes an Islamic obligation for which we will be held accountable.

At Paradise School, we believe:

- All children/young people have the right to be protected from harm;
 - Children/young people need to be safe and to feel safe in school;
 - Children/young people need support which matches their individual needs, including those who may have experienced abuse;
 - All children/young people have the right to speak freely and voice their values and beliefs;
 - All children/young people must be encouraged to respect each other's values and support each other;
 - All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy healthy sociable child/young person will achieve better educationally;
 - Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
 - All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.
- This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education 2020](#), [Working Together to Safeguard Children \(WTTSC 2018\)](#) and [sexual violence and sexual harassment between children in schools and colleges](#) we comply with this guidance and the procedures set out by our Local Safeguarding Children partnership

This policy is also based on the following legislation:

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- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- General Data Protection Act (2018) [Guide to the General Data Protection Regulation - GOV.UK](#)<https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation>
- Data Protection Act <http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children
- Statutory [Guidance on the Prevent duty](#), which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- Guidance for safer working practice for those working with children and young people in education settings ([GSWP](#)) ([Safer Recruitment Consortium May 2019](#))
- Kirklees Safeguarding Children Partnership Procedures <https://www.kirkleessafeguardingchildren.co.uk/procedures-local-protocols-and-guidance/>
- Children Missing Education – Statutory guidance for local authorities (DfE September 2016) <https://www.gov.uk/government/publications/children-missing-education>
- The policy conforms to locally agreed inter-agency procedures and has been developed by Kirklees Safeguarding Children’s Partners. It is available to all interested parties on our website and on

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request from the main school office. It should be read in conjunction with other relevant policies and procedures and Keeping Children Safe in Education

- Elective Home Education <https://www.gov.uk/government/publications/elective-home-education> Guidance April 2019
- The [Childcare \(Disqualification\) Regulations 2018](#) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

This policy will contribute to safeguarding our pupils and promoting their welfare by:

- Clarifying standards of behaviour for staff and pupils;
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values
- Introducing appropriate work within the curriculum;
- Encouraging pupils and parents to participate;
- Alerting staff to the signs and indicators that all might not be well;
- Developing staff awareness of the causes of abuse;
- Developing staff's awareness of the risks and vulnerabilities their pupils face;
- Addressing concerns at the earliest possible stage; and
- Reducing the potential risks pupils face of being exposed to violence, extremism, exploitation, or victimisation

At Paradise School, we endeavour to:

- Create and maintain an ethos where our pupils feel safe, secure, and comfortable and are encouraged to voice their concerns;
- Ensure that all pupils are aware that there are trusted adults in the school to whom they can confide in any unhappy, worried, unsafe circumstances;
- Equip our children with skills and knowledge to keep themselves safe from harm through our curriculum activities.

This policy will contribute to supporting our pupils by:

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- Identifying and protecting the most vulnerable;
- Identifying individual needs where possible; and
- Designing plans to meet those needs.

This policy will contribute to the protection of our pupils by:

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

A SAFER SCHOOL CULTURE

Section 175 of the Education Act 2002 requires Governing Bodies of maintained schools and FE colleges to make arrangements to ensure that our functions are carried out with a view to safeguarding and promoting the welfare of children.

Regulations made under Section 157 of that Act state that Proprietors of Independent schools, which include Academies and Free schools, must make arrangements to safeguard and promote the welfare of pupils.

Safer Recruitment is a vital factor in keeping children safe within the education environment.

It is vital that Paradise Primary School create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children (see also paragraphs 99-100 KCSIE 2020 about safer recruitment). This part of KCSIE 2020 describes those checks that are or may be required for any individual working in any capacity at or visiting the school or college. Governing bodies and proprietors will act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence, including criminal record checks (Disclosure and Barring Service (DBS) checks, barred list checks and prohibition checks, together with references and interview information.

As outlined in KSCIE 2020, the level of DBS certificate required, and whether a check for any prohibition, direction, sanction, or restriction is required (see paragraphs 137-152 of KCSIE 2020), will depend on the role that is being offered and the duties involved.

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For all other staff who have an opportunity for regular contact with children who are not engaging in regulated activity, an enhanced DBS certificate, which does not include a barred list check, will be appropriate.

Agency, third-party and Kirklees Council staff (refer to Table 1)

Our educational establishment/ school is committed to providing a safer environment we will obtain written notification from any agency or third-party organisation that it has carried out and in place the necessary safer recruitment processes and checks that we would otherwise perform as an employer. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors (refer to Table 1)

Our educational establishment / school is committed to providing a safer environment we will obtain written notification from any contractor that it has carried out and in place the necessary safer recruitment processes and checks that we would otherwise perform as an employer. We will ensure that any contractor or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract).

Table 1

Kirklees Council recommends the following information is requested and confirmed in writing by the following parties. Agency worker (all staff groups). Contractors. Third Party Organisations (e.g. Kirklees Council/ NHS/ Locala/ KNH etc)
Written confirmation all Pre employment checks (role dependent) have been satisfactorily carried out
At least one recruiter on the recruitment panel to be Safer Recruitment trained (refreshed every 3 years)
DBS (+Barred list) where appropriate
Prohibition from Teaching
S128 checks (role dependent)
Qualifications (role dependant)
Right to Work in the UK
EEA Check - Lived or worked outside of UK
Disclosure under Childcare Act 2006

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References (Safer Recruitment)
Medical clearance
Any disclosed information/Risk assessments shared with School / Academy
Safeguarding awareness training

- For further information please see “Kirklees Council Safer Recruitment Policy For Schools” document, by Human Resources (HR) Service, found on Kirklees Business Solutions: <http://kirkleesbusinessolutions.uk/Page/12740>

Managing Allegations against Staff and Volunteers Procedure

- This procedure should be used by all organisations where adults work with children and young people up to the age of 18 years old, including organisations in which staff or volunteers work with, or care for children and young people.
- It is essential that any allegation of harm made in relation to a professional who works with children and young people or any other member of staff or volunteer in any setting, is dealt with fairly, quickly and consistently; in a way which provides effective protection for the child/children whilst at the same time supporting the person who is the subject of the allegation.
- All organisation / agencies which staff or volunteers work with children and young people should refer to this procedure to review, and where appropriate, use it to adapt their practice and procedures for dealing with allegations made against staff, to ensure that they are current, These include:
 1. Private care providers
 2. Local Authorities
 3. Early Years settings
 4. Fostering agencies
 5. Leisure and Sports settings
 6. Police
 7. NHS Trusts

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8. Residential Care Providers
 9. Voluntary Organisations
 10. All Local Authority maintained schools
 11. Faith schools/Academies/Free Schools
 12. Independent schools
 13. Further education institutions
 14. Supply agencies
 15. Private hospitals caring for children.
- This procedure also applies to circumstances when an adult who has caring responsibilities for a child or young person and who works (or volunteer's) with children and young people is subject to a Children's Social Work s47 assessment and / or a Child Protection plan.
 - The term employer is used throughout this procedure to refer to organisations that have a working relationship with the adult against whom the allegation is made. This includes organisations that use the services of volunteers, or people who are self-employed; as well as service providers; voluntary organisations; employment agencies or businesses; contractors; fostering services and regulatory bodies such as Ofsted, in the case of childminders.
 - In some circumstances the term 'employer' for these purposes will encompass more than one organisation. For example, where staff providing services for children in an organisation are employed by a contractor, or where temporary staff are provided by an agency, and /or where a foster carer is also employed in a separate Regulated Activity. In these circumstances both the contractor or agency, and the organisation(s) in which the person who has had the allegation made against them works, are required to be involved in the allegation process.

Criteria

- All allegations relating to the harm of a child or young person by those who work with them must be taken seriously. Such allegations can cover a wide range of circumstances and may arise from a number of different sources, for instance; a report from a child or young person; a concern raised by another adult in the organisation; and/ or a complaint by a parent. An allegation may also arise in the context of the adult's personal life.



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- This procedure should be applied in all situations where it is alleged that a person who works with children in a position of trust has:
 - Behaved in a way which has harmed a child, or may have harmed a child
 - Possibly committed a criminal offence against or related to a child
 - Behaved towards a child or children in a way that indicates that he/she may pose a risk to children.
 - Behave or may behave in a way that indicates they may not be suitable to work with children.
- This can be connected with his/her employment or voluntary activity, or in relation to a person's private life where:
 - 1. Concerns arise about a person's behaviour regarding his/her children.
 2. Concerns arise about the behaviour of a partner, member of the family or other household member.
 3. Where other information suggests they may pose a risk to any person that may demonstrate a transferable risk within their role with children.
- Allegations may relate to an adult's behaviour at work, at home or in another setting. All references in this document to 'staff or members of staff' should be interpreted as meaning paid or unpaid staff/professionals and volunteers, including for example foster carers, approved adopters and child minders. It also applies to any person who manages or facilitates access to an establishment where children are present. The term "employer" means the organisation that has a working relationship with the person against whom the allegation has been made, including:
 1. voluntary organisations,
 2. employment agencies,
 3. fostering services,
 4. child minder services,
 5. youth clubs and others.
 6. voluntary organisations,
 7. employment agencies,

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8. fostering services.

- If concerns arise regarding the behaviour of an adult who works with (paid or unpaid) in relation to their children (or children they have care of), the LADO should be informed and a discussion take place, as to whether the adult's employer would need to be contacted to assess what impact the behaviour could have on their role at work and the safety of the children they work with
- Allegations of non-recent (historical) harm should be responded to in the same way as contemporary allegations. In such cases, it is important to find out whether the person against whom the allegation is made is still working with children. If they are, a discussion with the LADO should take place as the person's current employer or voluntary organisation must be informed of the allegation and a referral to Children's Social Care must be made.

Vetting and Barring Checks

The level of DBS check required, and whether a Prohibition check is required, will depend on the role and duties of an applicant to work in the school.

For most appointments, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaging in regulated activity. A person will be considered to be engaging in regulated activity if as a result of their work they:

- Teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on well-being, or driving a vehicle only for children;
- Work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children, but not including work done by supervised volunteers;

Work under (a) or (b) is regulated activity only if done regularly. Some activities are always regulated activities, regardless of their frequency or whether they are supervised or not. This includes:

- Relevant personal care, or health care provided by or provided under the supervision of a health care professional:
 - Personal care includes helping a child, for reasons of age, illness or disability, with eating or drinking, or in connection with toileting, washing, bathing and dressing
 - Health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

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Volunteers may have Enhanced checks, but not barred list checks.

The level of checks required on a volunteer is dependent on the type of duties they will be performing, for example a supervised volunteer is not considered to be undertaking a regulated activity but the school may require an enhanced DBS check only.

Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity with a child.

DBS Update Service

Joining the DBS Update Service allows for vetting checks to have 'portability' whereby it can be taken from one employer to another, as long as the person has registered with the Update service at the point the check was received or within 19 days of receiving it.

Before using the Update service schools must:

- Obtain consent from the applicant to do so;
- Confirm the certificate matches the individual's identity; and
- Examine the original certificate to ensure that it is for the appropriate workforce and level of check, e.g. enhanced certificate/enhanced including barred list information.

In line with statutory changes, underpinned by regulations, the school will maintain an up to date Single Central Record (SCR) detailing a range of checks carried out on staff. This document will be kept in a locked place and will cover the following people:

- All staff (including supply staff, and teacher trainees) who work at the school: this means those providing education to children; and
- All members of the proprietor body

The information that will be recorded in respect of all staff members mentioned above is whether the following checks have been carried out or certificates obtained, **and** the date on which each check was completed/certificate obtained.

We will ensure that:

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- An enhanced Disclosure and Barring Service (DBS) check with a Barred list information is carried out for all new appointments who will be engaging in regulated activity;
- A prohibition check through the National College for Teaching and Leadership (NCTL) will be carried out to ensure that there is no Prohibition Order made by the Secretary of State against the individual;
- A section 128 check required for Independent Schools will be carried out for management positions including Trustees/ Proprietor;
- A check to establish the person's right to work in the United Kingdom;
- All new appointments to our school workforce who have lived or worked outside the UK will be subject to additional checks as appropriate; this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions;
- Identity checks are carried out (preferably from current photographic ID and Proof of address) on all appointments to our school workforce before the appointment is made;
- A check of professional qualifications;
- The candidate's mental and physical fitness to carry out their work responsibilities is also verified;
- Supply staff & volunteers have undergone the necessary checks and will be made aware of this policy.

Where checks are carried out on volunteers, the school will record this on the single central record.

Hafsa Patel – (Head Teacher)
Sabiha Musa (DSL)
Nasima Mohmed (DDSL)
Salimah Mota (Head Admin)

The above named have undertaken Safer Recruitment in Education Training and will be involved in all staff and volunteer appointments and arrangements (including where appropriate, contracted Services).

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

NOTE: Any changes to this policy must be reflected in the Safer Recruitment Policy and the Staff Handbook.

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Safe Practice / Staff conduct

Paradise Primary will comply with the current Safe Practice guidance to be found in Kirklees Safeguarding Procedures at www.kirkleessafeguardingchildren.co.uk

Safe working practice ensures that pupils are safe and that all staff:

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- Work in an open and transparent way; (especially when working with individual pupils);
- Where possible, work with other colleagues in situations open to question;
- Should be conscious of the position of trust they hold in respect of the children;
- Discuss and/or take advice from school management over any incident which may give rise to concern;
- Record any incidents or decisions made;
- Apply the same professional standards regardless of gender, sexuality, or disability;
- Comply and be aware of confidentiality policy;
- Are aware that breaches of the law could result in criminal or disciplinary action being taken against them.

ALLEGATIONS REGARDING PERSON(S) WORKING IN OR ON BEHALF OF SCHOOL INCLUDING VOLUNTEER STAFF

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

- **Physical** - For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- **Emotional** - For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
- **Sexual** - For example sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.
- **Neglect** - For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.

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Where an allegation is made against any person working in or on behalf of the school that he or she has:

- a) Behaved in a way that has harmed a child or may have harmed a child;
- b) Possibly committed a criminal offence against or related to a child or;
- c) Has behaved towards a child or children in a way that indicates s/he would pose a risk of harm to children as outlined in the DfE statutory guidance '**Keeping Children Safe in Education 2020**'

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children.

All staff working within our school must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.

Allegations or concerns about colleagues and visitors must be reported direct to the DSL unless the concern relates to Headteacher. If the concern relates to the Headteacher, it must be reported immediately to the Chair of Governors and he/ she will decide on any action required.

We will apply the same principles as in the rest of this document and we will always follow the West Yorkshire Consortium Safeguarding Children Procedures that can be accessed at <http://westyorkscb.proceduresonline.com/> at section 2.6. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely in a locked cupboard accessible by key staff only.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and that such concerns will be taken seriously by the senior leadership team.

Appropriate whistleblowing procedures, are in place within the school and can be read in further detail by accessing the separate school **Whistleblowing policy**.

If a staff member feels unable to raise an issue with their senior leadership or feel that their genuine concerns are not being addressed, other whistleblowing channels may be open to them by accessing www.gov.uk/whistleblowing or alternatively www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline

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- Where the school or college is not the employer of an individual, they still have a responsibility to ensure allegations are dealt with appropriately and that they liaise with the relevant parties, this includes supply teachers and volunteers.
- Whilst schools and colleges are not the employer of supply teachers, they should ensure that allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns without finding out the facts and liaising with LADO to determine a suitable outcome.

Contact details:

- LADO 01484 221 126 LADO.cases@kirklees.gov.uk
- CSC Duty and Advice 01484 414 960 DutyAdvice.Admin@kirklees.gov.uk
- Police 101, in case of emergency 999

The following definitions will be used when determining the outcome of allegation investigations:

Substantiated: There is sufficient identifiable evidence to prove the allegation;

False: There is sufficient evidence to disprove the allegation;

Malicious: There is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false;

Unfounded: There is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively they may not have been aware of all the circumstances;

Unsubstantiated: This is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

Where the outcome is 'unfounded', it will reflect cases where there is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw or maybe may not be aware of all the circumstances.

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Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial Action to be taken:

- The person who has received an allegation or witnessed an event will immediately inform the head teacher and make a record
- In the event that an allegation is made against the head teacher the matter will be reported to the Chair of Governors who will proceed as the 'head teacher'
- The head teacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The head teacher may need to clarify any information regarding the allegation; however no person will be interviewed at this stage.
- The head teacher (or Chair of Governors if the allegation is about the Head Teacher) will consult with the Local Authority Designated Office for Child Protection immediately, in order to determine if it is appropriate for the allegation to be dealt with by school or whether there needs to be a multi-agency response to the matter.
- The needs of the child or children will remain at the centre of all action taken. With this in mind, any referral to the Local Authority Designated Officer should also be accompanied by consultation with Kirklees Multi-Agency Safeguarding Hub (MASH). This is to establish from the outset whether the concerns identified meet the threshold for a Section 47 child protection investigation and/or the police in respect of any criminal investigation
- Consideration will be given throughout to the support and information needs of pupils, parents, staff and the employee the subject of the allegation. .
- The head teacher will inform the Chair of Governors of any allegation against a member of school/college staff.

Safeguarding Children Board procedures can be accessed at www.kirkleessafeguardingchildren.co.uk.

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For further information please refer to the **Allegations of Abuse Against Staff** policy.

NOTE: Any changes to this policy must be reflected in the Allegations of Abuse Against Staff policy and the Staff Handbook.

School Training and Staff Induction

Our school's Designated Safeguarding Lead (DSL) with responsibility for child protection undertakes basic child protection training and training in inter-agency working, (provided by the Kirklees Safeguarding Children Board).

The DSL and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training will be updated every two years.

In addition to their formal training, their knowledge and skills will be updated (for example, via e-bulletins, meeting other DSL's, or taking time to read and digest safeguarding developments), at regular intervals, **but at least annually**, to keep up with any developments relevant to their role.

The Head teacher and all other school staff, including non-teaching staff, will undertake whole school training to equip them to carry out their responsibilities effectively, which is kept up to date by refresher training every year.

Basic Awareness online training www.kirkleessafeguardingchildren.co.uk is undertaken by new staff joining through the year and those who have missed whole school training)

The whole school Basic Awareness in Child Safeguarding training can be booked via the Kirklees Safeguarding Officer for Schools & Learning on 01484 221000 and should be completed by all staff every three years.

All staff (including temporary staff and volunteers) are provided and made aware of the school's Safeguarding policy, informed of school's child protection arrangements, staff code of conduct and introduced to the DSL on induction.

Support, Advice and Guidance for Staff

Staff will be supported by *our DSL and Deputy, and professional associations.*

We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate.

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The designated safeguarding Lead for Safeguarding/Child Protection will be supported by the *Designated Governor*.

Advice is available from Kirklees Multi-Agency Safeguarding Hub (MASH) and the Police Child Safeguarding Unit as well as from the Safeguarding Officer for Schools & Learning – Michelle Hodges 01484 221000.

Alternative Provision

This school is committed to safeguarding our children even if they are placed in alternative provision for a period of time within the school day/week. We therefore seek written reassurance that any Alternative Provision provider has acceptable safeguarding practices in place including; their response to concerns about a child; safer recruitment processes; attendance and child missing education procedures; and appropriate information sharing procedures. The school will also obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.

When organising work placements the school will ensure that the placement provider has policies and procedures in place to safeguard pupils.

Our role in Supporting Children

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

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum i.e. PSHCE etc.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- Liaison with other agencies that support the pupil such as social services etc.;

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- Work in partnership with parents / carers and other agencies as appropriate;
- An individual support plan will be devised, implemented and reviewed regularly for these pupils. This plan will detail areas of support, who will be involved, and the pupil's wishes and feelings. A written outline of the individual support plan will be kept in the pupil's child protection record;
- Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims;
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Mental Health

We will ensure that we have clear systems and processes in place for identifying children in need of extra mental health support, this will include working with external agencies. All staff should be aware that mental health problems can in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. If staff have mental health concerns about a child that is also a safeguarding concern immediate action will be taken, following the child protection procedure and speaking to the designated safeguarding lead.

The curriculum

Relevant issues will be addressed through Relationships Education (for all primary schools) and Relationships and Sex Education for all secondary pupils and health education (for all pupils in state funded schools) is mandatory from September 2020. All children should be safeguarded from potentially harmful and inappropriate online material (online bullying, sexting, child sexual exploitation (CSE), child criminal exploitation (CCE), gangs, youth generated images, female genital mutilation (FGM), preventing radicalisation, peer on peer abuse and anti- bullying

RSE

The school will endeavour to support the pupil through the curriculum. There will be opportunities for teaching safeguarding as part of a broad and balanced curriculum. This can be covered through Relationships Education and Relationships and Sex Education. The government has made regulations which will make Relationships Education (for all Primary pupils) and Relationships and Sex Education (for all Secondary pupils) and Health Education (for all pupils in state funded schools) Paradise Primary will develop a revised RSE curriculum in line with any mandatory changes devised by the DFE.

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Children potentially at greater risk of harm

Children may need a social worker due to safeguarding or welfare needs, we recognise that children may need help due to absence, neglect and complex family circumstances. This school will work in partnership with Kirklees Council where children have been allocated a social worker, the DSL will hold this information so that decisions can be made in the best Interests of the child's safety, welfare and educational outcomes. Where we have children on roll who need a social worker this will inform decisions about safeguarding (for e.g. responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (we will consider the provision of pastoral support and/or academic support, alongside action by statutory services)

Children with Special educational needs, disabilities, or physical health issues

This school recognises that children with (SEN) and disabilities can face additional safeguarding challenges these can include

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Being more prone to peer group isolation than other children
- The potential for SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

To address these additional challenges, we will consider extra pastoral support for children with SEN and disabilities

Parental Substance Misuse and the Effects on Children

The school will work together with other agencies to intervene and tackle the problems caused by substance misuse in families in order to safeguard children and promote their well-being.

Children's physical, emotional, social, intellectual and developmental needs can be adversely affected by their parent's misuse of substances.

Children cared for by adults who misuse substances or are on prescribed medication which inhibit responsible childcare, may need to be considered within the framework of children in need. In addition, it may be necessary, having regard to the lifestyle imposed on children by such adults, to consider them as children at risk of significant harm and therefore in need of protection.

It is important not to generalise or make assumptions about the impact on a child of parents who misuse drugs/ alcohol as not all families will experience difficulties. They may be good enough parents who do not abuse or neglect their children, although research indicates that parental drug

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and/or alcohol use can have significant, damaging, and long lasting consequences for children. It is important that the implications for the child are properly assessed having full regard to the parent's/carer's ability to maintain consistent and adequate care. Equal regard should be given to each and every child's level of dependence, vulnerability and any special needs.

Impact on Children

Where there is concern that a parent/carer is involved in substance misuse, the impact on the child needs to be considered, including:

- The child's physical safety when the parent/carer is under the influence of drugs and/or alcohol;
- Children can suffer chronic neglect, from before birth and throughout childhood;
- Possible trauma to the child resulting from changes in the parent's mood or behaviour, including exposure to violence and lower tolerance levels in the parent;
- The impact of the parent's/carer's behaviour on the child's development including the physical, emotional and psychological well-being, education and friendships;
- The extent to which the parent's/carer's substance misuse disrupts the child's normal daily routines;
- The impact on the child of being in a household where illegal activity is taking place particularly if the home is used for drug dealing and the children may come in to contact with risky adults;
- How safely the parent's alcohol and/or drugs and equipment are stored as children can be at risk of ingesting substances or injuring themselves on drug paraphernalia;
- Children are particularly vulnerable when parents/carers are withdrawing from drugs;
- Dangerously inadequate supervision and other inappropriate parenting practices;
- Inadequate accommodation and frequent changes in residence;
- Children being forced to take on a caring role and feeling they have the responsibility to solve their parent's problems.

Our role in the Prevention of Abuse

We will provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

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Curriculum - Relevant issues will be addressed through the PSHCE curriculum, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety and bullying.

Relevant issues will be addressed through other areas of the curriculum, for example, ICT, English, History, Art.

Other areas of work - All our policies which address issues of power and potential harm, for example anti-bullying, equal opportunities, positive behaviour, will be linked to ensure a whole school approach.

Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Safeguarding Information for Pupils

All pupils in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff (DSL) with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. We use PSHCE and Online Safety awareness materials to help pupils learn how to keep safe including Child Line, NSPCC, Police, Stranger Danger, Anti-Bullying etc.

Our school will ensure that pupils are made aware that information can be found at the following (www.ceop.gov.uk, www.kidscape.org.uk, www.childline.org.uk, www.nspcc.org.uk)

The schools will offer Peer Support schemes such as playground buddies and a Student Council where children will have opportunities to voice any concerns.

Related School Policies

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health, child sexual exploitation (CSE), bullying including cyberbullying, domestic abuse, drugs and substance misuse, fabricated or induced illness, faith abuse, female genital mutilation (FGM), forced marriage, gangs and youth violence, gender-

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based violence/violence against women and girls (VAWG), mental health, private fostering, radicalisation, sexting, teenage relationship abuse, trafficking etc. There may also be other safeguarding issues that are specific to the school and/or local area.

Keeping Children Safe in Education (2020) is the latest Government publication on Child Safeguarding in Schools and is referred to in all our policies. Staff can access this document from the School server.

Confidentiality

The school has regard to “Information Sharing: Practitioner’s guide” HM Government www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

The School has a clear and explicit confidentiality policy outlining:

- When information must be shared with Police and Kirklees Multi-Agency Safeguarding Hub (MASH) where the child/young person is / may be at risk of significant harm
- When the pupil’s and/or parent’s confidentiality must not be breached
- How information is shared on a need to know basis
- The storing and processing of personal data is governed by the General Data Protection Regulations 2018 (GDPR) and Data Protection Act 2018. This school will give clear advice to staff about their responsibilities under this legislation so that, when considering sharing confidential information, those principles should apply
- Staff may have access to special category personal data about pupils and their families which must be kept confidential at all times and only shared when legally permissible to do so and in the interest of the child. Records should only be shared with those who have a legitimate professional need to see them

“Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child’s safety and welfare must be the overriding consideration. “

In any case of a possible child protection issue all adults involved must recognise the primary importance of maintaining confidentiality at all stages of the procedure. However, we ensure that all staff understand that they must **never** ‘**PROMISE**’ to a child confiding in them “**NOT TO TELL ANYONE**”. The child will be reassured that we will try our best to help him/her.

We ensure that all Child protection information is kept locked separately to their personal files and will only be accessible to the DSL and Head.

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Pupil Information

Our school will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- Names and contact details of persons with whom the child normally lives;
- Names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above); ensuring that if the person(s) with parental responsibility is unable to collect this person, who could collect the child and keep them safe until either the person(s) with parental responsibility is available or a more suitable arrangement is made. The school encourages all parents and carers to provide more than one emergency contact, providing the school with additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern
- Details of any persons authorised to collect the child from school. In emergencies other family members are contacted;
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Children and Families Court Order, Injunctions etc.;
- If the child is or has been on the Child Protection Register or subject to a care plan
- if the child is or has been subject to an Early Help Assessment (EHA) or Child In Need (CIN) processes.
- If the child is a Child Looked After (LAC)
- Name and contact details of G.P.;
- Any other factors which may impact on the safety and welfare of the child.

The school will collate, store and agree access to this information, ensuring all information held electronically is stored securely with due regard to meeting data protection and safeguarding requirements.

Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted.

We are committed to working with parents positively, openly and honestly. We ensure that all

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parents are treated with respect, dignity and courtesy. We respect parents’ rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

Paradise Primary School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

There may be exceptional circumstances when the school will discuss concerns with the Referral and Response Service and/or the Police without parental knowledge (in accordance with Kirklees Safeguarding Children’s Procedures). Our statement to Parents about our Child Protection Policy is;

“Our first concern will always be the welfare of your child. As a care Provider for your child, we are required to follow Local Safeguarding Board procedures. As a carer for your child we will at all time try to share with you any concerns we may have about your child. However, there may be times when we have to talk to Social Care before we talk to you.”

We always aim to maintain a positive relationship with parents and encourage parents to discuss any concerns they may have with *the DSL*.

We make parents aware of our policy on our website (www.paradiseschool.org.uk) and parents are made aware that they can view this policy in hard copy upon request.

Multi-Agency Work and Partnerships with Others

New safeguarding partners and child death review partner arrangements will come into place from September 2019. These will comprise of the local authority, a clinical commissioning group and the chief officer for police equally sharing responsibilities for working together to safeguard. We work in partnership with other agencies in the best interests of all pupils. The school will, where necessary, make referrals to children’s social care.

We recognise that it is essential to establish positive and effective working relationships with other agencies who are partners in the Kirklees Safeguarding Children Partnership.

There is a responsibility on all agencies to work together and share information to ensure the safeguarding of all children.

Referrals should be made by the Designated Safeguarding Lead to the KSCP where the pupil already has a safeguarding social worker, the request for service should go immediately to the social worker

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involved, or in their absence to their team manager. We will co-operate with any child protection enquiries conducted by children’s social care: the school will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences, and core group meetings.

We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.

Where a pupil is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

Children Missing from Education

www.gov.uk/government/publications/school-attendance

Children Missing Education in Kirklees is one of the statutory functions carried out by the Education Safeguarding Team which is situated within the Attendance & Pupil Support Service.

Section 436A of the Education Act 1996 imposes a legal duty on all local authorities to identify, as far as it is possible to do so, Children Missing Education (CME) and get them back into education.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

Paradise Primary school will inform the local authority of any pupil who is going to be deleted from the admission register. It will be done as soon as the grounds for deletion are met and in any event prior to the name of the pupil being deleted, so that the local authority can identify children of compulsory school age who are missing education and follow up on any child who may be at risk of abuse or neglect.

The school will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school’s permission for a continuous period of 10 school days or more.

Contact: Children Missing from Education Team on: 01484 221919

The school follows the Kirklees LA procedures “Children Who May Be Missing/Lost from Education”.

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Where children on roll at a school do not arrive and attend, and the school has made the usual enquiries, we refer the case to the Attendance & Pupil Support Service in the usual way. If the allocated worker cannot locate the child/family they will inform the Children Missing Education team and the school will be advised by them or the Attendance & Pupil Support Service that they can take the child off roll (usually after 4 weeks).

- **If we have further concerns about your child's truancy, we will follow the West Yorkshire Police Truancy Policy**

<https://secure2.sla-online.co.uk/v3/Resources/Page/14663>

What school staff should look out for?

All staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of pupils who may be in need of help or protection. Staff members working with pupils are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of pupil, staff members should always act in the interests of the pupil.

There are various expert sources of advice on the signs of abuse and neglect.

Kirklees Safeguarding Children Partnership(KSCB) should be able to advice on useful material, including training options. One good source of advice is provided on the NSPCC website.

Types and indicators of abuse and neglect, and examples of specific safeguarding issues, are described in **Appendix one** of this document.

Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to DSL.

A pupil going missing from the school is a potential indicator of abuse or neglect. The staff members should follow their procedures for dealing with who go missing, particularly on repeat occasions. They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation.

IDENTIFYING CHILDREN WHO ARE SUFFERING OR LIKELY TO SUFFER SIGNIFICANT HARM

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships

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between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions

Reference: Working Together to Safeguard Children (DfE 2018). See also Keeping Children Safe in Education Part one and Annex A

Neglect: Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result maternal substance abuse. [Kirklees safeguarding children's partnership \(KSCP\) have developed in collaboration with a wide range of partners a toolkit with the aim of supporting anyone working with children, young people, parents and families to identify, assess and reduce child neglect](https://www.kirkleessafeguardingchildren.co.uk/wp-content/uploads/2020/03/6.-Neglect-Practitioners-Toolkit.pdf) <https://www.kirkleessafeguardingchildren.co.uk/wp-content/uploads/2020/03/6.-Neglect-Practitioners-Toolkit.pdf>

Once a child is born, neglect may involve a parent or carer failing to:

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

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

Examples which may indicate neglect (not designed to be used as a checklist)

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor school attendance or often late for school



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- Poor concentration
- Affection or attention seeking behaviour
- Untreated illnesses/injuries
- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour

Physical abuse: Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child
Examples which may indicate physical abuse (not designed to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted



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- Fear of medical help
- Fear of changing for sports activities
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

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Sexual abuse: Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children

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

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate
- Thrush, Persistent complaints of stomach disorders or pains
- Eating disorders, for example Anorexia Nervosa and Bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for sports activities or swimming



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- Bruises, scratches in genital area

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Emotional abuse: Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child in participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment

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

- Over-reaction to mistakes, continual self-deprecation
- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away / going missing
- Compulsive stealing
- Masturbation, appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

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

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Child Sexual Exploitation and Child Criminal Exploitation: (CCE): Both Child Sexual Exploitation and criminal exploitation (CSE) are forms of Abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age maybe the most obvious this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantages (such as increased status) of the perpetrator or facilitator in exchange for something the victim needs or wants and/or will be for the financial advantage or increased status of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups males or females and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may or may not be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

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

(<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>) where child sexual exploitation, or the risk of it, is suspected, frontline practitioners should pass the information onto the designated member of staff for child protection

The designated safeguarding lead will complete the CSE/CCE checklist tool for partners, (Appendix 6) and refer to the table at the end of the tool to help decide how to proceed. A copy of the completed tool will be kept in the child's child protection records for future reference

If the child /young person already has an allocated social worker, the designated safeguarding lead will contact them (or their team manager) to discuss any concerns about sexual exploitation

A copy of the CSE checklist tool for partners can be obtained from the KSCP Website:

<http://www.kirkleessafeguardingchildren.co.uk/child-sexual-exploitation.html>

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

Young people who are victims of CCE include those who are:

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- Trafficked within the UK with the intention of being used to commit criminal acts that benefit the trade of drugs and criminal gangs
- Coerced into the supply, transporting and dealing of class A drugs. They may be doing this within their local area, however they are often crossing one or more police force or local authority boundaries
- Coerced into carrying drugs, weapons and money to assist in the trade and movement of drugs

CCE often occurs without the child’s immediate recognition, and with the child believing they are in control of the situation. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength. Violence, coercion and intimidation are common, involvement of exploitive relationships being characterised in the main by the child/young person’s availability of choice resulting from their social/economic and/or emotional vulnerability

Serious Violence

- Our staff will recognise when children may be at risk from/or involved with serious violent crime by recognising the indicators such as:
 1. Increased Absence from school
 2. A change in friendship or relationships with older individuals or groups
 3. A decline in performance
 4. Signs of self-harm or a significant change in wellbeing
 5. Signs of assault or unexplained injuries
 6. Unexplained gifts or new possessions

Responses from parents

Research and experience indicate that the following responses from parents may suggest a cause for concern:



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

Children with Special Educational Needs and Disabilities

When working with children with disabilities school staff will be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting.



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- Misappropriation of a child's finances
- Invasive procedures

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SPECIFIC SAFEGAURDING ISSUES

Peer on Peer Abuse

Staff should not underestimate the potential for one child or young person to abuse another. There are many different forms peer on peer abuse can take, which may involve all the above 4 categories. All staff should be aware that children can abuse other children. Abuse may involve person to person contact, however abuse involving the use of technology such as online bullying, social media abuse and “sexting” is on the increase and should be positively dealt with. Other types of abuse can include but may not be limited to, bullying, physical abuse such as hitting, kicking or otherwise causing physical harm, sexual violence such as rape, assault by penetration and sexual assault, Upskirting which involves taking a picture under a persons clothing without them knowing, is now a criminal offence and staff should report any concerns to the DSL. There should be an understanding of the different gender issues that can be prevalent when dealing with peer on peer abuse.

Staff are reminded that peer on peer abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”

Staff becoming aware of peer on peer abuse will take appropriate action.

School and college staff can access government guidance as required on the issues listed below at a number of .GOV.UK website addresses

These include:

- Bullying including Cyberbullying www.gov.uk/government/publications/preventing-and-tackling-bullying
- Children missing from Education - www.gov.uk/government/publications/children-missing-education
- Child missing from home or care - www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care
- Domestic violence - www.gov.uk/domestic-violence-and-abuse
- Drugs - www.gov.uk/government/publications/drugs-advice-for-schools
- Fabricated or induced illness - www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced

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- Faith abuse - www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief
- Forced marriage - www.gov.uk/forced-marriage
- Gangs and youth violence - www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence
- Gender based violence - www.gov.uk/government/policies/violence-against-women-and-girls
- Hate - www.educateagainsthate.com/
- Mental health - www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2
- Missing children and adults strategy - www.gov.uk/government/publications/missing-children-and-adults-strategy
- Private fostering - www.gov.uk/government/publications/children-act-1989-private-fostering
- Sexting - www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/
- Teenage relationship abuse - www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/
- Trafficking - www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance

Child sexual exploitation (CSE)

<https://www.gov.uk/CSE-definition-and-a-guide-for-practitioners>

Paradise Primary School is aware that; Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (2017)

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds

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some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming.

However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

The following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Paradise Primary School appreciates that it has a role to play in the prevention of CSE within its Safeguarding curriculum e.g. Healthy Relationships. Staff have been made aware of some of the key indicators of CSE by training provided by DSL.

If staff do identify children for whom CSE may be a concern they will apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL), Sabiha Musa. The DSL can then refer cases where relevant to Kirklees Duty and Assessment Team. Paradise Primary School also appreciates that they have a role to play in sharing intelligence relevant to perpetrators of CSE, and therefore if such information should come to light within school the DSL will share this appropriately with the police.

Female Genital Mutilation (FGM)

School understands that Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia, and know that FGM is illegal in the UK, is a form of child abuse and has long-lasting harmful consequences. Paradise Primary School is aware that Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers to report to the police where they discover

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that FGM appears to have been carried out on a girl under 18 years of age. This mandatory duty commenced in October 2015.

Staff are aware of the indicators of FGM and if they were to directly observe (if involved in intimate care) or indirectly become aware of other potential indicators they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL), Sabiha Musa. Staff should also ensure that if they suspect a case of FGM that they report this to the police. Once brought to the DSL, the DSL can then make appropriate referrals to Duty and Assessment and/or the Police as is their mandatory duty.

Honour Based Violence

So-called 'honour based 'violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage, and practices such as breast ironing.

All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, school/college staff will speak with the designated safeguarding lead.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures using existing national and local protocols for multi-agency liaison with police and children's social care.

Domestic Abuse

Paradise Primary school understands that the cross-government definition of domestic violence and abuse is:

any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The abuse can encompass, but is not limited to: psychological, physical, sexual, financial, emotional harm.

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Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

If staff do identify children for whom Domestic Abuse may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL), Sabiha Musa. The DSL can then refer cases where relevant to Kirklees Duty and Advice Team. Where DV Notifications are received from the Domestic DAAT, this information will be added to a child's chronology and child protection record to ensure that appropriate support can be provided where necessary.

Forced Marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

Staff at Paradise Primary School understand that likewise this is a potential Safeguarding issue and thus they would pass on concerns by applying the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL).

Youth Produced Sexual Imagery

Where there is a disclosure or the school becomes aware that a child may have been involved in sending 'youth produced sexual imagery' which is sometimes referred to as 'sexting' it will refer to the guidance in the document 'Sexting in Schools and Colleges, Responding to incidents and Safeguarding young people' published by the UK Council for Child Internet Safety (2016). Staff understand that when an incident involving youth produced sexual imagery comes to their attention:

- The incident should be referred to the DSL as soon as possible

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- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children’s social care and/or the police immediately

We will also refer to:

[The DfE guidance 2018 on Searching Screening and Confiscation Advice for Schools](#)

Child Criminal Exploitation: County Lines

Paradise Primary School recognise that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. School will consider whether a referral to the National Referral Mechanism (NRM) should be undertaken in order to safeguard that child and/or other children. [\(hyperlink to NRM guidance doc.\)](#)

Children with Family Members in Prison

Paradise Primary School understands that children who have members of their family in prison are more likely to underachieve and fail to reach their potential than their peers and may require specific services and support. Families and children of people in prison will be seen as families first and school will work to ensure their needs are appropriately met. This will include providing support to ensure the voice of the child is considered when seeking contact with a family member in prison.

Contextual Safeguarding

Paradise Primary School recognises that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means

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assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. The school will provide as much information as possible to children's social care as part of any referral undertaken.

Sexual Violence and Sexual Harassment between Children

Sexual violence and sexual harassment involving children at the school is a form of peer on peer abuse. Sexual violence involves the criminal sexual offences defined in the Sexual Offences Act 2003. Sexual Harassment is defined as unwanted conduct of a sexual nature and can include online behaviour. Neither is acceptable and will not be tolerated by the school. School take all such reports seriously and they will receive the same high standard of care that any other safeguarding concern receives. A multi-agency approach will be undertaken when responding to all such complaints; however the school will always take immediate action to protect children despite the actions of any other agency. These actions may include an immediate risk assessment in respect of the needs of the child victim and will address any risks identified to any child in respect of an alleged perpetrator of sexual violence or sexual harassment to ensure children are protected from harm. Any risk assessment will be fluid and may change to reflect any developments during the management of the case. All such reports will be managed by the Designated Safeguarding Lead. There are a number of options the school may consider in respect of the management of a report of sexual violence or sexual harassment between children and each case will receive an appropriate bespoke response once all the facts are known. Irrespective of any potential criminal outcome, the school have a duty to safeguarding all children and may deal with any such report on a balance of probability basis when considering the outcomes for children involved. Should an outcome involve a move to an alternative school for any child then full information sharing of the case will be undertaken with the Designated Safeguarding Lead professional at that school.

Carrying Knives/offensive weapons and gang culture

Bringing and carrying a knife/offensive weapon onto school/college premises is a criminal Offence and immediate action will be taken by calling the police and informing the informed. The guidance on Searching, Screening and Confiscation for Head teachers, schools and Governors, January 2018 will be consulted and the school/college will consider and may apply the disciplinary procedure. If a member of staff suspects a pupil/student being involved in gang culture, this is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. The pupil/student may be an exploited child and victim to which the school/college will offer support

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Serious Violence

Paradise Primary School recognizes that there are a number of indicators that may signal that children are at risk from, or are involved with serious violent crime. Staff at paradise primary are trained to ensure that they are vigilant and are aware of indicators which may include increased absence from school, a change in friendships or relationships with older individuals or groups, a decline in performance, signs of self-harm, unexplained injuries, unexplained gifts.

Staff at Paradise Primary School are aware of the associated risks and understand the measures in place to manage these. Further advice is provided in the Home Office's Preventing youth violence and gang involvement, and its criminal exploitation of children and vulnerable adults : county lines guidance.

Children who may require Early Help

All Staff (Governors and Volunteers) working within the School should be alert to the potential need for early help for children, for a child who:

- Is disabled and has specific additional needs;
- Has special educational needs;
- Is a young carer;
- Is a privately fostered child;
- Has returned home to their family from care:
- Is showing signs of engaging in anti-social or criminal behaviour;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- Is showing early signs of abuse and/or neglect;
- Is showing signs of displaying behaviour or views that are considered to be extreme;
- Is misusing drugs or alcohol themselves;
- Not attending school or are at risk of exclusion from school;
- Frequently going missing/goes missing from care or from home;

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- Is at risk of modern slavery, trafficking, exploitation, radicalised;
- Not in education, training or employment after the age of 16 (NEET);
- Is homeless and the impact of the pupil facing homelessness

These children are therefore more vulnerable; this School/College will identify who their vulnerable children are, ensuring all Staff and Volunteers know the processes to secure advice, help and support where needed.

When using reasonable force this is in line with national guidelines and takes into account individual pupil needs and risk management /care plans and in particular with regard to SEND;

Looked After Children

All staff recognise that looked After Children and care leavers are more vulnerable than other children, often having poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential which includes the looked after child who is moving on. The school/college will also ensure that care leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed and a full working relationship is maintained with the Kirklees Virtual School head teacher Janet Tolley (01484 221000) in respect of all pupils at the school who are subject of 'looked after' status.

Taking action to ensure that children are safe at school and at home

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated safeguarding Lead with responsibility for child protection (or another senior member of staff in the absence of the DSL) prior to any discussion with parents.

All staff follow the West Yorkshire Consortium Safeguarding Children Procedures which are consistent with '**Working Together to Safeguard Children 2018**' and the Kirklees Safeguarding Children Partnership guidance.

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Where a member of staff is recognising signs or indicators that a child may have unmet needs or welfare concerns these will always be passed on to the Designated Safeguarding Lead to ensure that any appropriate interventions and/or referrals can be actioned. The DSL will use the Kirklees framework for making safeguarding decisions to determine the threshold of concern and then will determine whether this can be dealt with within school or whether this may require an Early Intervention.

Concerns that Staff must immediately report:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- Any explanation given which appears inconsistent or suspicious;
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play);
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- Any concerns that a child is presenting signs or symptoms of abuse or neglect;
- Any significant changes in a child's presentation, including non-attendance;
- Any hint or disclosure of abuse from any person;
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).
- any potential indicators of CSE
- any potential indicators of FGM
- any potential indicators of Radicalisation
- any potential indicators of living in a household with Domestic Abuse

*REMEMBER that it is **not** a member of staff's responsibility to investigate an allegation of abuse further once they have reported it to the appropriate person.*

RESPONDING TO DISCLOSURE

FOR ALL STAFF IT IS ESSENTIAL TO FOLLOW A STANDARD PROCEDURE IN THE EVENT OF CONCERNS ARISING ABOUT A CHILD PROTECTION ISSUE.

Any staff member who has a general concern about the welfare of a child must **OBSERVE, RECORD and DISCUSS** this concern with the designated safeguarding lead who will give advice on best course of action.

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Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity ensuring that the needs of the child remains the priority and that such information cannot remain confidential.

Staff will immediately communicate what they have been told to the Designated Safeguarding Lead, make a contemporaneous record and contact Kirklees Multi-Agency Safeguarding Hub (MASH) on 01484 456848 for consultation.

All cases of suspected child abuse (physical, sexual, emotional or neglect) should be given the highest priority.

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated safeguarding lead in order that s/he can make an informed decision of what to do next. At paradise primary school staff will always maintain an attitude of 'it could happen here' where safeguarding is concerned. At all times they will act in the best interests of the child.

The Designated Safeguarding Lead will ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Child Protection processes will operate with the best interests of the child at their core.

PROCEDURES

In the circumstances where there are **clear indicators of child abuse** or **when a child tells you something** staff must:

DO

- OBSERVE OR LISTEN carefully taking disclosure/information seriously
- RECORD (make accurate handwritten notes using the child's words, make note of disclosure location and description of any injuries seen, sign and date the recording.

Remember that your notes of the discussion may be needed in subsequent court proceedings.

You are accountable for its accuracy.

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- REPORT (Inform the designated safeguarding Lead)
- REASSURE the child and tell the child that they have done the right thing by telling you.

DON'T

- Ask leading questions (questions should be of 'open' nature e.g.. 'Can you tell me what happened?' rather than 'Did x hit you?')
- Use your own words to describe things
- Interrupt, prompt, over question or Investigate (only elicit enough information to pass on to the designated person)
- Promise confidentiality. Explain sensitively that the information needs to be referred to the DSL

Where a pupil feels able to disclose abuse, it is generally a sign of a strong and trusting relationship. Such a disclosure may, however, come as a great shock to the person concerned. Care must be taken to avoid showing this and to offer reassurance to the student. Be aware of the importance of adopting a **supportive role**. Acknowledge how hard it was for he/she to tell you.

MESSAGES THAT CHILDREN NEED FROM STAFF

- I am interested;
- I am available;
- I will listen and take any disclosure or information seriously;
- I will clarify the information;
- I will try to keep questions to a minimum and of an open nature;
- I will not lie or be dishonest;
- I will not show signs of shock, horror or surprise;
- I will not express feelings or judgements regarding any person alleged to have harmed the child;
- I will explain sensitively that I have a responsibility to refer the information to the DSL;
- I cannot keep secrets;
- I will reassure and support the child as far as possible;
- I will explain that only those who 'need to know' will be told.

Do not prompt or ask questions which could later be interpreted as putting pressure on the child. Use only open questions such as "Is there anything else you want to tell me?"

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The conversation should be held in a **private area** where there are not likely to be any interruptions. (It is highly recommended that a DSL should be present, but this is not always possible.)

In the case of disclosure of physical abuse, you should not ask a girl to remove or adjust clothing to be able to observe marks, bruising or injury.

Where sexual abuse is suspected or alleged, it is essential not to try to investigate the situation. It is also important to remember that it is the most difficult subject for children to discuss and in addition they may be afraid of the implications of 'telling' or may be under threat of reprisals.

Let the pupil know about confidential help-lines.

Child line	0800 11 11	www.childline.org.uk
NSPCC	0808 800 5000	
	0808 056 0566 (miniboom / deaf / hard of hearing)	

Discussion with the Safeguarding Lead

The member of staff/volunteer should always discuss the matter **immediately** with the appropriate DSL. If appropriate, the pupil should be taken to the DSL.

Written Record of the Disclosure Provided to Designated Safeguarding Lead

When a pupil has made a disclosure, the member of staff/volunteer will:

- Make brief notes as soon as possible after the conversation. Use the school record of concern sheet wherever possible;
- Not destroy the original notes in case they are needed by a court;
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the pupil;
- Draw a diagram to indicate the position of any injuries;
- Record statements and observations rather than interpretations or assumptions.

All records need to be given to the DSL. **No** copies should be retained by the member of staff or volunteer. A Record form must be used.

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

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Staff/volunteer must:

- Provide a handwritten, accurate, factual record of the conversation as soon as possible and certainly within 24 hours and this must be given to the Senior Designated Person;
- The pupil's actual words must be used, not your interpretation of those words or your assumptions;
- Include the names of any people present at the disclosure; date, time, context, location and sequence of the conversation; a brief outline of what the pupil said has happened, when and to whom and by whom; the non-verbal behaviour and demeanour of the pupil; a brief description of any visible or alleged physical injuries (please record these on a body map); the pupil's preferred follow-up action;
- Any comments made by a parent/guardian should be noted accurately as soon as possible;
- Sign and date this record.

After a referral has been made to the DSL, the staff member/Volunteer takes no further action.

In exceptional circumstances, such as in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care. Staff can also access the NSPCC's *what can you do to report abuse* dedicated helpline should they feel unable to approach their employers, or feel that their genuine concerns are not being addressed. This can be accessed by calling 0800 028 0285 from Monday-Friday 8am to 8pm, and on email at help@nspcc.org.uk.

Action by the Designated Safeguarding Lead (or Deputy Safeguarding person in their absence)

Following any information raising concern, the DSL will consider:

- Any urgent medical needs of the child;
- Making an enquiry to find out if the child is subject to a Child Protection Plan by ringing Kirklees Safeguarding Children Partnership
- Discussing the matter with other agencies involved with the family;
- Consulting with appropriate persons e.g. Safeguarding Officer, and/or Kirklees Safeguarding Children Partnership
- The child's wishes.

Then decide:

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- Wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk (i.e. sexual abuse, forced marriage or fabricated illness);
- Whether to make a child protection referral to Kirklees Safeguarding Children Partnership because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.

OR

- Not to make a referral at this stage;
- If further monitoring is necessary;
- If it would be appropriate to undertake an assessment – Single Assessment Part 1 (formerly EHA Early Help Assessment) and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Kirklees Multi-Agency Safeguarding Hub (MASH) will be followed up in writing within 24 hours.

[Action Following a Child Protection Referral](#)

The designated senior person or other appropriate member of staff will:

- Make regular contact with the Social worker involved to stay informed;
- Wherever possible, contribute to the Strategy Discussion;
- Provide a report for, attend and contribute to any subsequent Child Protection Conference;
- If the child or children are placed on the Child Protection Register, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences;
- Where possible, share all reports with parents prior to meetings;
- Where a child on the child protection register moves from the school or goes missing, immediately inform Kirklees Safeguarding Children Partnership - 01484 456848;
- Where in disagreement with a decision made by Kirklees Safeguarding Children Partnership e.g. not to apply child protection procedures or not to convene a child protection conference, follow the guidance in the West Yorkshire Consortium Safeguarding Children Procedures 8.2 Resolving Professional Disagreements.

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Action following a child protection referral

The designated safeguarding lead or other appropriate member of staff will:

- make regular contact with the social worker involved to stay informed
- wherever possible, contribute to the strategy discussion
- provide a report for, attend and contribute to any subsequent child protection conference
- if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences
- where possible, share all reports with parents prior to meetings
- Where in disagreement with a decision and concerns still remain with the child firstly:
 1. Talk in the first instance to the DSL
 2. Check the referral included all the relevant information and clearly documented the concerns about the child
 3. Finally follow the dispute resolution policy shown on the KSCP website.
- where a child subject to a child protection plan moves from the school or goes missing, immediately inform Children's Social Care- Duty and Advice team

Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to Duty and Advice or the child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

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- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and then recorded appropriately.

A copy of the body map should be kept on the child's concern/confidential file.

Recording and Monitoring

Child Safeguarding Record

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

Keeping children safe in education 2020 identifies that 'All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing'. Therefore records included within a child's safeguarding file may include the following:

- All school/setting welfare concern forms
- Any notes initially recorded in the form of notebooks or diaries

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- Records of discussions, telephone calls and meetings (with colleagues, other agencies or services, parents and children / young people)
- Records of school/setting decision making, as well as action taken and appropriate justifications
- Professional consultations
- Letters sent and received
- Print outs of emails or other electronic communications sent and received
- Referral forms (both for external and education-based services)
- Minutes of meetings (copies for each child as appropriate)
- Formal plans linked to the child (e.g. Child Protection Plan)

Child safeguarding records must be kept separate from all other records relating to that child.

Child safeguarding records should be stored in a locked cabinet preferably within the DSL's office with access only to those with direct child safeguarding responsibility for children. It is essential to ensure that the school/settings Leadership Team know the arrangements for access to records in the absence of the DSLs.

If any electronic systems are used by the school/setting to store and transfer any child protection files, then this must always take place in accordance with the key principles of the Data Protection Act 1998.

All documents will be retained in a 'Child Safeguarding' file, separate from the child's school file. This will be locked away and only accessible to the head teacher and designated safeguarding lead. These records will be copied, with the original file being transferred to any school or setting the child moves to, clearly marked 'Child Safeguarding, Confidential, for attention of Designated Safeguarding Lead for Child Safeguarding.'

Individual pupil records in Office are marked by a coloured dot if confidential information is stored elsewhere, by the DSL.

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Retention of Records, Data Protection and Disclosure to Third Parties

Records relating to child safeguarding are exempt information under the Education (School Records) Regulation 1989. They can be kept on computer and are exempt from the disclosure provisions of the Data Protection Act 1998.

Neither the parent nor the child has an automatic right of access to child safeguarding records. It is however best practice to share information written by staff unless there is a valid reason to withhold it. If an application is made to see the whole record, advice should be sought from the local authority safeguarding adviser or school safeguarding officer, and the child's social worker if they have one. All third party information should be removed, or consent sought for its disclosure from source.

Cases of alleged abuse that result in court proceedings may require the school/setting to disclose their records, either through the police or social services. Records (suitably anonymised) may also be requested for use in disciplinary proceedings.

In all court cases, a requesting solicitor or other third party should be advised that a Witness Summons or Subpoena should be obtained. In these situations the advice of your local authority legal department should be sought.

Transfer of Files

When a child leaves the school their child protection file is transferred to their new school as soon as possible and separately from the main pupil file. This is usually done with a face-to face meeting unless the child moves out of area, if this is the case the file is transferred by recorded delivery and signed for, and is clearly marked confidential. A receipt is obtained which states when the file was transferred and who delivered and received the file.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

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The school retains a copy of the child’s chronology and any documents that the school created e.g. risk assessment in an archive until the child reaches the age of 25 years, the receipt of the transferred file is kept alongside this archive. Any archived files are stored securely in the same way as an active file.

Supporting the Child and Partnership with Parents

- School recognises that the child’s welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents;
- In general, we will discuss any child protection concerns with parents / carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding Lead;
- Whilst we may, on occasion, need to make referrals without consultation with parents/Carers, because by contacting them, it may increase the risk of significant harm to the pupil. we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child;
- We will provide a secure, caring, supportive and protective relationship for the child;
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why;
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff “need to know” personal information and what they “need to know” for the purpose of supporting and protecting the child;
- Working Together 2018 states; Children should, wherever possible, be seen alone and local authority children’s social care has a duty to ascertain the child’s wishes and feelings regarding the provision of services to be delivered. It is important to understand the resilience of the individual child when planning appropriate services. The Children Act 1989 promotes the view that all children and their parents should be considered as individuals and that family structures, culture, religion, ethnic origins and other characteristics should be respected;
- Staff must realise the importance of not only listening to the child but also taking action to ensure the child’s safety;
- Parents / carers will be informed about our safeguarding policy through: *school prospectus, website, Essential information for parents.*

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SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION, OR TRAFFICKING

Our school's values, ethos and behaviour policies provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation. Our staff are supported to recognise warning signs and symptoms in relation to specific issues in an age appropriate way in their curriculum. Furthermore our:

- School works with and engages our families and communities to talk about such issues;
- Staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible;
- Designated Safeguarding Lead knows where to seek and get advice as necessary;
- School brings in experts and uses specialist material to support the work we do.

The Prevent Duty

Under section 26 of the Counter-Terrorism and Security Act 2015, Paradise Primary is aware that we must have due regard to the need to prevent people from being drawn into terrorism, and that this is known as the Prevent Duty.

In order to fulfil the Prevent Duty staff have received *information/training (7th September 2020)* to help them to identify children who may be vulnerable to radicalisation, and the school is committed to accessing further training to ensure that all staff are up to date and aware of this duty. If staff do identify children for whom this may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL), Sabiha Musa.

The Designated Safeguarding Lead will contact the Prevent Coordinator should there be concerns about a child or family linked to potential radicalisation or extremism. The Prevent Coordinator will then assist the DSL regarding whether a referral is appropriate and whether this child or family will need to be referred to the Channel Panel.

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Paradise Primary School will also incorporate the promotion of fundamental British Values into the Safeguarding Curriculum and/or PSHE in order to help build pupils' resilience and enable them to challenge extremist views. School will provide a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Radicalisation will also be considered within current Online Safety policies, procedures and curriculum in terms of having suitable filtering and monitoring in place and also raising awareness with staff, parents and children about the increased risk of online radicalisation, through the use of the internet, Social Media and Gaming.

For more information about Prevent in Kirklees, including referral forms and project examples please visit the Kirklees Prevent website www.kirklees.gov.uk/prevent or contact the hub via 01924 483747/ Anycomms "Prevent Referral" or Prevent@kirklees.gov.uk

SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXTREMISM

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Paradise School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued.

Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Paradise School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

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Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in **Appendix 2**.

The school seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements. **Appendix 3**

PREVENT STRATEGY

Prevent is one of strand of the UK's overall counter terrorism strategy, known as CONTEST. Prevent aims to stop people becoming terrorists or supporting terrorism by focusing on the following 3 objectives;

- Challenging **ideologies** that support terrorism and those who promote it;
- Protecting vulnerable **individuals** from being drawn into extremism through appropriate advice and support;
- Supporting sectors and **institutions** where there is a risk of radicalisation. Section 26 of the Counter Terrorism and Security Act 2015 places a statutory duty on specified authorities to have '*due regards to the need to Prevent People from being drawn into terrorism*'. Specified authorities identified as part of this duty apply to bodies which have significant interaction with children, young people and adults who could be vulnerable to radicalisation and extremism. The authorities listed within this duty include early years and out of school settings, schools, colleges and private and voluntary services that exercise functions in relation to children, for example children's homes and private fostering agencies.

In order to fulfil their statutory duty authorities within these areas, action taken should address the following key points;

1. **Risk assessments**

- Assess the risk of children and young people being drawn into extremist ideologies within their institution;
- Demonstrate an understanding of risks affecting children in their area;
- Have clear safeguarding procedures in place via their Designated Safeguarding Lead (DSL) – including appropriate recording keeping;

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- Respond in an appropriate manner in issues of concern, making appropriate referrals to Channel;
- Prohibit extremist speakers within their institutions.

2. Staff training

- Assess the individual training needs of staff within their institution (including governors);
- Ensure key staff have an awareness of Prevent and are trained using the Workshop to Raise Awareness of Prevent (WRAP) via the Kirklees Prevent Coordinator;
- Ensure that all or associate members of staff complete the home office or National College of Policing e-learning packages.
<https://www.elearning.prevent.homeoffice.gov.uk/>
http://course.ncalt.com/Channel_General_Awareness/01/index.html
- Ensure that key staff such as safeguarding and curriculum leads attend any enhanced Prevent training offered via the Kirklees Prevent Hub;
- Ensure that the Designated Safeguarding Lead within institutions cascades appropriate Prevent related information and guidance to staff.

3. Working in Partnership

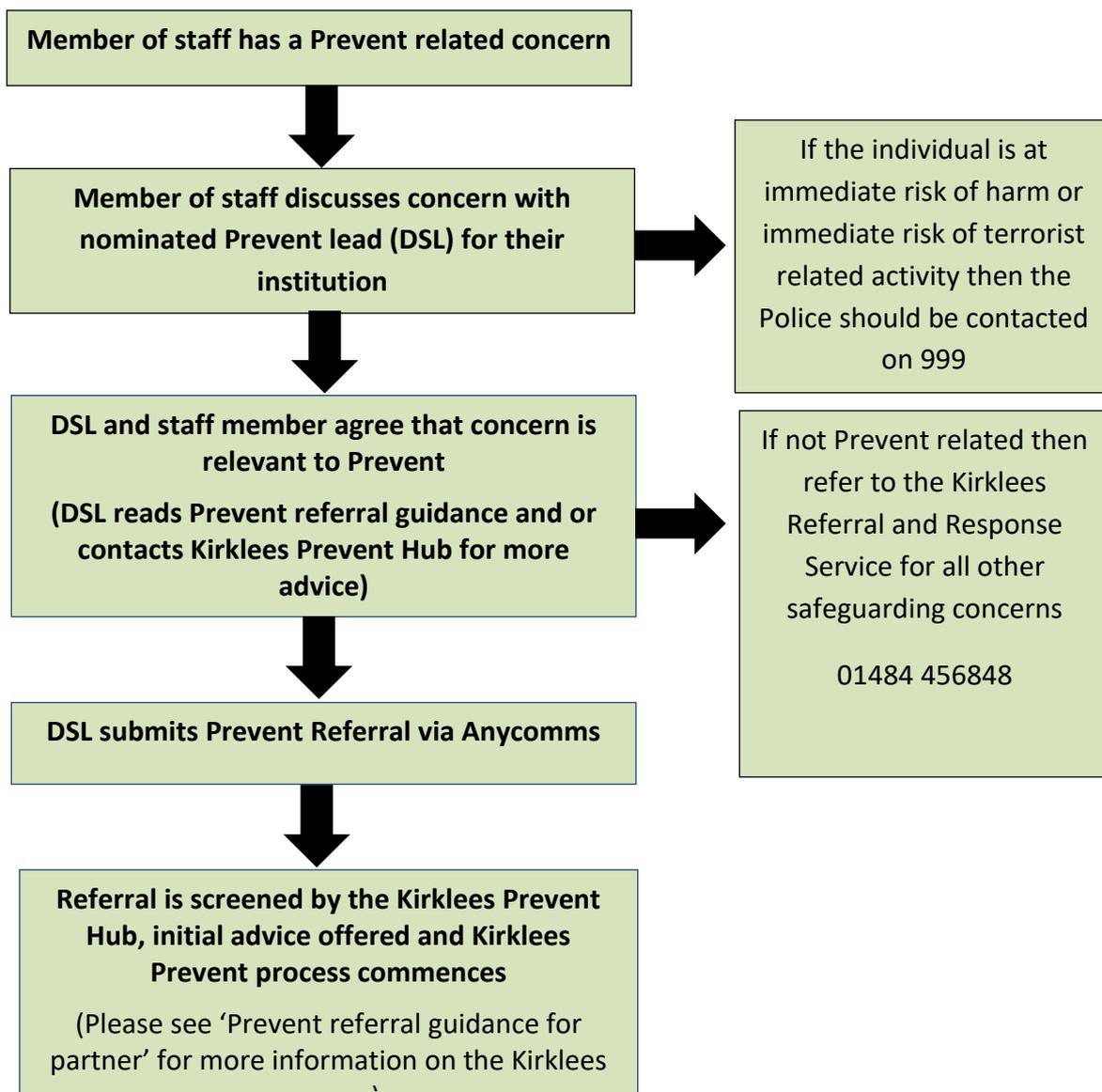
- Use the Kirklees Prevent Hub to and or the Kirklees Safeguarding Children Partnership to raise Prevent issues and concerns;
- Engage with parents and families, providing assistance and advice to these individuals and families where necessary.

4. IT Policies

- Ensure they have suitable filtering policies in place (including the use of Wi-Fi)
- Conduct regular e-safety awareness sessions raising awareness of the online risks of harm (to parents, children and staff)

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Kirkles Prevent referral pathway



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Training and Support

The Kirklees Prevent Hub offer training to organisations, community groups, education establishments and front line staff who engage with children, young people and individuals or groups who may be susceptible to being radicalised or drawn into extremist narratives.

This includes projects and resources that can be delivered as part of alternative curriculum days or embedded within the curriculum for students and young people across a number of key stages.

For more information about Prevent in Kirklees, including referral forms and project examples please visit the Kirklees Prevent website www.kirklees.gov.uk/prevent or contact the hub via 01924 483747/ Anycomms "Prevent Referral" or Prevent@kirklees.gov.uk

Online safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. An effective approach to online safety empowers the school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify intervene and escalate into three areas of risk:

- Content: Being exposed to illegal, inappropriate or harmful material;
- Contact: Being subjected to harmful online interaction with others;
- Conduct: Personal online behaviour that increases the likelihood of, or causes, harm.

Filters and Monitoring

The governing body will be doing all that they reasonably can to limit children's exposure to the above risks from the school /college IT system. As part of this process, the governing body will ensure the school has appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them a safe

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environment in which to learn, governing bodies and will consider the age range of the pupils, how often they access the schools IT system and the proportionality of costs V's risks.

The appropriateness of the filtering and monitoring systems in place will be informed in part by the risk assessment required by the Prevent duty.

Whilst it is essential that governing bodies should ensure that appropriate filters and monitoring systems are in place; they should be careful that "over-blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding

The following link provides further guidance on what "appropriate" might look like:

www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/appropriate-filtering-and-monitoring

Further detailed information on the school response to online safety can be found in the separate school online safety policy and associated acceptable use policies in respect of information technology in use by staff and pupils/students.

Useful links and resources

Kirklees Council -

<https://www.kirklees.gov.uk/community/yourneighbourhood/crimeSafety/counterTerrorism.aspx>

Prevent duty guidance

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Channel General Awareness

http://course.ncalt.com/Channel_General_Awareness/01/index.html

UK Safer internet Centre

<http://www.saferinternet.org.uk/>

Department for Education guidance

<http://www.foundationyears.org.uk/files/2015/06/prevent-duty-departmental-advice.pdf>

Prevent for Schools

<http://www.preventforschools.org/>

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UK Safer internet Centre

<http://www.saferinternet.org.uk/>

Working Together to Safeguard Children

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Keeping Children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

ROLES and RESPONSIBILITIES

Governing Body

The Governing Body are the accountable body for ensuring the safety of the school.

Our Governing Body will ensure that:

- The school has a Safeguarding (Child Protection) policy and procedures in place that are in accordance with the LA guidance and locally agreed inter-agency procedures, and the policy is made available to parents on our website and a copy can be requested from the school office. The policy will be reviewed and updated on an annual basis.
- The school operates 'safer recruitment' procedures and makes sure that all appropriate checks are carried out on all staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken Safer Recruitment Training;
- The school has a staff behaviour policy or code of conduct and that this is provided to all staff and volunteers on induction. The policy includes acceptable use of technology, staff/pupil relationships and communications including the use of social media
- At least one senior member of the school's leadership team is designated to take lead responsibility for child protection (and deputy); providing advice and support to other staff, liaising with the local authority and working with other agencies. This role will be specified in their job description and carry the title Designated Safeguarding Lead. This lead role will not be delegated; however the Designated Safeguarding Lead professional will be assisted by a deputy who will be trained to the same standard.
- The Designated Safeguarding Lead attends appropriate refresher training every two years;

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- Staff including Head undertake appropriate child protection training; which is updated regularly;
- Temporary staff and volunteers are made aware of the school’s arrangements for child protection and their responsibilities;
- Will ensure that the school has in place appropriate electronic filtering and monitoring systems in place to ensure that children are safeguarded from potentially harmful and inappropriate online material; whilst recognising that “over blocking” should not lead to unreasonable restrictions as to what children can be taught.
- Where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- The school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- Online safety policy and procedures are in place and training and support is provided for staff and pupils to ensure that there is a good understanding of child protection issues related to electronic media;
- The Nominated Governor for child protection at the school is **Yasir Patel**. The Nominated Governor is responsible for liaising with the Head Teacher and Designated Safeguarding Lead over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils;
- Governors (Safeguarding Governors) to attend safeguarding training;
- The Nominated Governor will liaise with the Head Teacher and the Designated Safeguarding Lead to produce reports for Trustees;
- The Chair of Governors is responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Head Teacher.
- The Governors remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- The Governors review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged.
- The Governors will ensure that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum;

will ensure the appointment of an appropriately trained designated teacher with responsibility for “promoting the educational achievement of children who have left care through adoption, special

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guardianship or child arrangement orders or who were adopted from state care outside England and Wales” in addition to Children who are Looked After (LAC).

The full responsibilities of the governing body are set out in Part Two of KCSiE – The management of safeguarding. All governing bodies should read Part Two of KCSiE in order to ensure that the school is fully compliant with their statutory safeguarding responsibilities

Designated Safeguarding Lead

Our DSL will ensure that:

- The policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children;
- there are arrangements in place for Safeguarding Supervision for the Designated Safeguarding Lead and the deputy Designated Safeguarding Lead(s)
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies;
- the Designated Safeguarding Lead is supported in providing a contact for the school to provide a report and attend Initial Child Protection Case Conferences, Reviews and Children Looked After Reviews out of school term time when needed
- Allegations regarding staff or any other adults in the school are referred to the Local Authority Designated Officer (LADO), as set out in the Managing Allegations procedure.
- Individuals are referred to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child). This is a legal duty placed upon the school.
- A full working relationship is maintained with the Kirklees Virtual School head teacher Janet Tolley in respect of all pupils at the school who are subject of ‘looked after’ status. (01484 221000).

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- Our DSL is **Sabiha Musa** The DSL takes lead responsibility for child protection and wider safeguarding
- During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns
- Out of school hours she can be contacted via email on smusa2@paradiseschool.org.uk
- When the DSL is absent, the deputy– **Nasima Mohmed** – will act as cover
- If the DSL and deputy are not available, **Hafsa Patel, Exec Head** will act as cover.

The Designated Safeguarding Lead will lead regular case monitoring reviews of vulnerable pupils. These reviews must be evidenced by minutes and recorded in case files.

When the school has concerns about a pupil, the Designated Safeguarding Lead will decide what steps should be taken and should advise the Head Teacher.

Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual pupil and / or family. A written record will be made of what information has been shared with whom, and when.

Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each pupil. Files will be kept for at least the period during which the pupil is attending the school, and beyond that in line with current data legislation and guidance.

Access to these records by staff other than by the Designated Safeguarding Lead will be restricted and only authorised personnel will have access to them and when. Parents will be aware of information held on their child and kept up to date regarding any concerns or developments by the appropriate members of staff.

Any information held on a pupil will not be disclosed to Parent if this would put the pupil at risk of significant harm.

When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder. In exceptional circumstances when a face to face handover is unfeasible, the Headteacher will ensure that the new post holder is fully conversant with all procedures and case files.

[Designated Safeguarding Lead with Responsibility for Child Protection will:](#)

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Manage Referrals

- Refer cases of suspected abuse or allegations to Kirklees Referral and Response Service as required
- Act as a source of support , advice and expertise within the educational establishment;
- Support staff that make referrals to Kirklees Referral and Response service;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- Refer cases where a crime may have been committed to the Police as requested.

Whilst the school may choose to have a deputy designated safeguarding lead, the deputy will be trained to the same standard as the Designated Safeguarding Lead.

Whilst activities of the Designated Safeguarding Lead may be delegated, the ultimate lead responsibility for child safeguarding remains with the Designated Safeguarding Lead.

Work with others

- Liaise with the head teacher to inform him/her of any issues and ongoing enquiries under Section 47 of the Children Act 1989 and all police investigations;
- Ensure there is always cover for this role;
- As required, liaise with the “case manager” and the Local Area Designated Officer (LADO) for child protection concerns (all cases which concern a member of staff);
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Undertake Training

- The Designated Safeguarding Lead (and deputy) will undergo training to provide them with the knowledge and skills required to carry out their role which will include recognising how to identify signs of abuse and when it is appropriate to make a referral to the relevant investigating agencies. This training will be updated every two years;
- The Designated Safeguarding Lead will undertake Prevent awareness training;

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- In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so that they:
 - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as the single assessment process;
- Have a working knowledge of how Kirklees Safeguarding Children Partnership operate, the conduct of a child protection case conference *and* be able to attend and contribute to these and ongoing child protection plans;
- Ensure that all staff have access to and understand the school's child protection policy and procedures; especially new and part-time staff;
- Ensure that all staff have safeguarding and online safety training as part of induction training;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Keep detailed accurate secure written records of referrals; discussions with other agencies and/or concerns;
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raising Awareness

- The Designated Safeguarding Lead will ensure the school child safeguarding policy is known, understood and used appropriately
- Ensure the child protection policy is updated and reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Governing body regarding this;
- Ensure parents are made aware of the child protection policy which alerts them to the fact that referrals about suspected abuse or neglect may be made and the role of the establishment in this to avoid conflict later;

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- Link in with Kirklees Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest policies on safeguarding.

Child Safeguarding File

- Where a child leaves the school/setting, ensure the child protection file is copied and forwarded onto the Safeguarding Lead at the new establishment ASAP ensuring secure transit. With due regard to their confidential nature and in line with current government guidance on the transfer of such records, a confirmation of receipt will be obtained. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date. It will be transferred separately from the main school file.
- If sending by post pupil records will be sent by “Special/Recorded Delivery”. For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the pupil’s name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- If a pupil is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.
- If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Attendance & Pupil Support Service.

Where the parents inform school that they wish to 'home educate' their child, the school will contact the Attendance & Pupil Support Office (APSO) Service

Availability

During term time the Designated Safeguarding Lead (or a deputy) will always be available (during normal school) for staff in school to discuss any safeguarding concerns. Whilst generally speaking the Designated Safeguarding Lead (or deputy) would be expected to be available in person. In exceptional circumstances availability via phone and or Skype or other such mediums is acceptable. There will also be a DSL or deputy available to be contacted out of hours/out of term for urgent enquiries such as an Initial Child Protection Case Conference.

The Head Teacher

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

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- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the designated safeguarding lead has appropriate time, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person.

Risk Reduction

The school Governors, the Head Teacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's curriculum, SEND policy, visitors policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

All staff, volunteers and visitors will:

- Read and sign to say that they understand and will fully comply with the school's policies and procedures;
- Read and sign to say that they understand Part 1 of ' Keeping children Safe in Education' 2020
- Provide a safe environment in which children can learn
- Inform the designated safeguarding lead of any concerns as soon as possible and will back up any verbally related concerns in writing;
- Identify children who would benefit from early help intervention in addressing needs/concerns from the outset at a lower level in order to prevent crisis situations arising in the future. Where such children are identified staff should bring these to the attention of

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- the designated safeguarding lead;
- Ensure that all written concern forms are appropriately delivered to the designated safeguarding lead;
 - Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
 - Be alert to signs and indicators of possible abuse;
 - Be involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
 - Be aware that they may be asked to support a Social Worker to take decisions about individual children;
 - inform the head of any concerns regarding an adult within school at the earliest opportunity
 - inform the Chair of Governors of any concerns regarding the head at the earliest opportunity
 - Act on the concern and make the referral themselves if they feel the concern is not being taken seriously.
 - attend annual whole school training and other appropriate training identified;
 - Complete refresher training regularly.

All staff must sign a confirmation of receipt form to declare they have been made aware of this policy and they fully understood their safeguarding duties.

Appendix 1 – DEFINITIONS AND INDICATORS OF ABUSE

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Indicators in the Pupil - Bruising

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth;
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive);

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- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas;
- Variation in colour possibly indicating injuries caused at different times;
- The outline of an object used e.g. belt marks, hand prints or a hair brush;
- Linear bruising at any site, particularly on the buttocks, back or face;
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting;
- Bruising around the face;
- Grasp marks to the upper arms, forearms or leg;
- Petechae haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and squeezing.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress.

If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Mouth Injuries

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Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

Fabricated or Induced Illness

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits;
 - Attendance at various hospitals, in different geographical areas;
 - Development of feeding / eating disorders, as a result of unpleasant feeding interactions;
 - The child developing abnormal attitudes to their own health;
 - Non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause;
 - Speech, language or motor developmental delays;
 - Dislike of close physical contact;
 - Attachment disorders;
 - Low self-esteem;
-
- Poor quality or no relationships with peers because social interactions are restricted;
 - Poor attendance at school and under-achievement.

Bite Marks

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

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Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his/her feet.
- A child getting into too hot water of his/her own accord will struggle to get out and there will be splash marks

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

Emotional/ Behavioural Presentation

- Refusal to discuss injuries;
- Admission of punishment which appears excessive;
- Fear of parents being contacted and fear of returning home;
- Withdrawal from physical contact;
- Arms and legs kept covered in hot weather;
- Fear of medical help;
- Aggression towards others;
- Frequently absent from school;
- An explanation which is inconsistent with an injury;

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- Several different explanations provided for an injury.

Indicators in the parent

- May have injuries themselves that suggest domestic violence;
- Not seeking medical help/unexplained delay in seeking treatment;
- Reluctant to give information or mention previous injuries;
- Absent without good reason when their child is presented for treatment;
- Disinterested or undisturbed by accident or injury;
- Aggressive towards child or others;
- Unauthorised attempts to administer medication;
- Tries to draw the child into their own illness;
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault;
- Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids;
- Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care;
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child;
- Wider parenting difficulties may (or may not) be associated with this form of abuse;
- Parent/carer has convictions for violent crimes.

Indicators in the Family/Environment

- Marginalised or isolated by the community;
- History of mental health, alcohol or drug misuse or domestic violence;
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family;
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

Emotional Abuse

- Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve

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conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;

- It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate;
- It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction;
- It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children;
- Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Indicators in the Pupil

- Developmental delay;
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment;
- Aggressive behaviour towards others;
- Child scapegoated within the family;
- Frozen watchfulness, particularly in pre-school children;
- Low self-esteem and lack of confidence;
- Withdrawn or seen as a 'loner' - difficulty relating to others;
- Over-reaction to mistakes;
- Fear of new situations;
- Inappropriate emotional responses to painful situations;
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking);
- Self-harm;
- Fear of parents being contacted;
- Extremes of passivity or aggression;
- Drug/solvent abuse;
- Chronic running away;
- Compulsive stealing;
- Low self-esteem;
- Air of detachment – 'don't care' attitude;

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- Social isolation – does not join in and has few friends;
- Depression, withdrawal
- Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention;
- Low self-esteem, lack of confidence, fearful, distressed, anxious;
- Poor peer relationships including withdrawn or isolated behaviour.

Indicators in the Parent

- Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse;
- Abnormal attachment to child e.g. overly anxious or disinterest in the child;
- Scapegoats one child in the family;
- Imposes inappropriate expectations on the child e.g. prevents the child's developmental exploration or learning, or normal social interaction through overprotection;
- Wider parenting difficulties may (or may not) be associated with this form of abuse.

Indicators of in the family/environment

- Lack of support from family or social network;
- Marginalised or isolated by the community;
- History of mental health, alcohol or drug misuse or domestic violence;
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family;
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

NEGLECT

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

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;

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- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.

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

Indicators in the pupil

Physical presentation

- Failure to thrive or, in older children, short stature;
- Underweight;
- Frequent hunger;
- Dirty, unkempt condition;
- Inadequately clothed, clothing in a poor state of repair;
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold;
- Swollen limbs with sores that are slow to heal, usually associated with cold injury;
- Abnormal voracious appetite;
- Dry, sparse hair;
- Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice / scabies/ diarrhoea;
- Unmanaged / untreated health / medical conditions including poor dental health;
- Frequent accidents or injuries.

Development

- General delay, especially speech and language delay
- Inadequate social skills and poor socialization

Emotional/ Behavioural Presentation

- Attachment disorders;
- Absence of normal social responsiveness;
- Indiscriminate behaviour in relationships with adults;
- Emotionally needy;
- Compulsive stealing;
- Constant tiredness;
- Frequently absent or late at school;
- Poor self-esteem;

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- Destructive tendencies;
- Thrives away from home environment;
- Aggressive and impulsive behaviour;
- Disturbed peer relationships;
- Self-harming behaviour.

Indicators in the Parent

- Dirty, unkempt presentation;
- Inadequately clothed;
- Inadequate social skills and poor socialisation;
- Abnormal attachment to the child .e.g. anxious;
- Low self-esteem and lack of confidence;
- Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene;
- Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy;
- Child left with adults who are intoxicated or violent;
- Child abandoned or left alone for excessive periods;
- Wider parenting difficulties may (or may not) be associated with this form of abuse.

Indicators in the Family / Environment

- History of neglect in the family;
- Family marginalised or isolated by the community;
- Family has history of mental health, alcohol or drug misuse or domestic violence;
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family;
- Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement;
- Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals;
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating;

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- Lack of opportunities for child to play and learn.

SEXUAL ABUSE

- Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening;
- The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing;
- They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet);
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators in the Pupil

Physical Presentation

- Urinary infections, bleeding or soreness in the genital or anal areas;
- Recurrent pain on passing urine or faeces;
- Blood on underclothes;
- Sexually transmitted infections;
- Vaginal soreness or bleeding;
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father;
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Emotional / Behavioural Presentation

- Makes a disclosure;
- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit;
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn;
- Self-harm - eating disorders, self-mutilation and suicide attempts;

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- Poor self-image, self-harm, self-hatred;
- Reluctant to undress for PE;
- Running away from home;
- Poor attention / concentration (world of their own);
- Sudden changes in school work habits, become truant;
- Withdrawal, isolation or excessive worrying;
- Inappropriate sexualised conduct;
- Sexually exploited or indiscriminate choice of sexual partners;
- Wetting or other regressive behaviours e.g. thumb sucking;
- Draws sexually explicit pictures;
- Depression.

Indicators in the Parents

- Comments made by the parent/carer about the child;
- Lack of sexual boundaries;
- Wider parenting difficulties or vulnerabilities;
- Grooming behaviour;
- Parent is a sex offender.

Indicators in the Family / Environment

- Marginalised or isolated by the community;
- History of mental health, alcohol or drug misuse or domestic violence;
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family;
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement. Family member is a sex offender.

DISABLED CHILDREN

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

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;



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- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

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APPENDIX 2 - INDICATORS OF VULNERABILITY TO RADICALISATION

- Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
- Extremism is defined by the Government in the Prevent Strategy as:
 - Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs;
 - We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
- Extremism is defined by the Crown Prosecution Service as:
 - The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
- There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity;
- Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities;
- Indicators of vulnerability include:
 - Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is

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triggered by personal experience of racism or discrimination or aspects of Government policy;

- Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need –pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

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APPENDIX 3 -PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC for the school is Sabiha Musa, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism; Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of MIHSG in relation to protecting pupils from radicalisation and involvement in terrorism; Monitoring the effect in practice of the school’s RSE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism; Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism; Collating relevant information from in relation to referrals of vulnerable pupils into the **Counter Terrorism Unit**
- Attending **GMPCTU** meetings as necessary and carrying out any actions as agreed; Reporting progress on actions to the **GMPCTU** Co-coordinator; and sharing any relevant additional information in a timely manner.

West Yorkshire Police Counter-Terrorism Unit and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability

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APPENDIX 4

What to do if you are

concerned

about a child or young person in

Kirklees



Kirkleessafeguardingchildren.co.uk



If you think a child or young person in Kirklees is experiencing abuse or neglect please contact:

Children's Social Care - Duty and Advice Team

01484 456848

Emergency Duty Service (out of hours)

01484 414933

For more information about safeguarding children visit:

www.kirkleessafeguardingchildren.co.uk

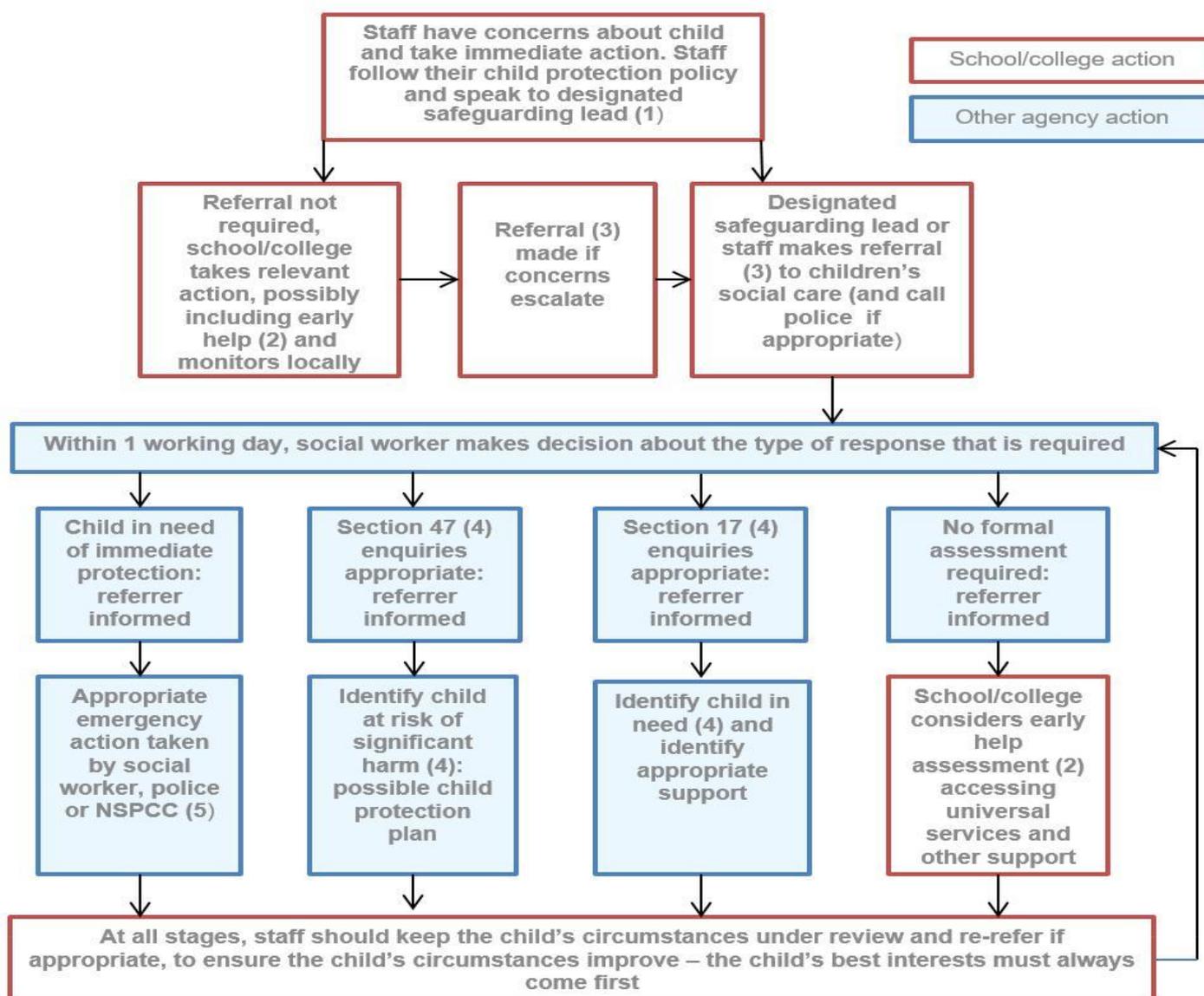
The Safeguarding Lead
for this building is:

Name:

Contact no:

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Actions where there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

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

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APPENDIX 6- Contacts

Useful Contacts within the local authority

Introduction

The policy is in line with:

- West Yorkshire Consortium Safeguarding Children Procedures (see link from Kirklees Safeguarding Children Partnership website at www.kirkleessafeguardingchildren.co.uk or go direct to the manual at: <http://www.proceduresonline.com/westyorksbc/>)
- Working Together to Safeguard Children (2018) ([hyperlink to document](#))
- Keeping Children Safe in Education (2020) ([hyperlink to document](#))
- Information Sharing (2018) ([hyperlink to document](#))
- What to do if a child is being abused (2015) ([hyperlink to document](#))
- Children Act 1989 and Children Act 2004 ([Hyperlink to 1989 Act](#)) ([Hyperlink to 2004 Act](#))
- Education Act 2002 ([Hyperlink to Ed. Act 2002](#))
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (SWP Consortium Oct 2015) ([hyperlink to document](#))
- Sexting in Schools and Colleges, Responding to incidents and Safeguarding young people (UK Council for Child Internet Safety – UKCCIS 2016) ([hyperlink to document](#))
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges (May 2018) ([hyperlink to document](#))

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Safeguarding is defined as:

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

(Working Together to Safeguard Children, 2018)

The term “Child” or “Children” refers to as anyone under the age of 18 years

We believe that:

- Schools play a key role in the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support which matches their individual needs, including those who may have experienced abuse

Contact Details

Local Authority Designated Officer (LADO) Sandra Shaw 01484 221126

LADO email address lado.cases@kirklees.gov.uk

LADO AnyComms address - “child protection” in drop down menu

Duty Social Workers Duty and Advice Team 01484 414960

If you need to contact Kirklees – Duty and Advice Team

In a non-emergency you can request a verbal consultation call back using email

DutyandAdvice@kirklees.gov.uk

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For secure transfer of emails from schools use Anycomms – address – “MASH” in drop down menu

Contact for practice concerns and compliments: FSCPSeniormanagement@kirklees.gov.uk

Out of Hours

Emergency Duty Service 01484 414933

School Safeguarding

Learning Service

Special Schools	Ronnie Hartley	01484 221000
Primary Schools	Bev Richards	01484 221000
Secondary Schools	Helen Metcalfe	01484 221000
Online safety Lead	Fiona Denham	01484 221000
Virtual School head teacher	Janet Tolley	01484 221000

Kirklees Education Safeguarding Team

Service Manager: Maggie Featherstone 01484 221000

Safeguarding Officer (Schools & Learning) Michelle Hodges 01484 221000

Safeguarding Officers email education.safeguardingservice@kirklees.gov.uk

Elective Home Education (EHE) 01484 22191

attendance.pupilsupport@kirklees.gov.uk

Children Missing Education 01484 221919

attendance.pupilsupport@kirklees.gov.uk

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Stronger Families www.kirklees.gov.uk/strongerfamilies

stronger.families@kirklees.gov.uk

Prevent Co-ordinator

Matt Brayford 01484 221000

Channel Co-ordinator

Daniel Dearnley 01484 221000

Kirklees Human Resources - Safeguarding leads

Joanne Hall – 07976 497857

Joanne Parker – 07976 497858

Gary Scargill – 07976 497848

Email: hr@kirklees.gov.uk

Child Protection Conferences

Child Protection & Review Unit 01484 225850

Online Safety incidents

National helpline

www.saferinternet.org.uk/helpline

West Yorkshire Police

Child Safeguarding Unit - Kirklees 01924 431134

Early Support Partnership

earlysupportmultiagencypanel@kirklees.gov.uk 01484 456 823

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FGM

The Female Genital Mutilation Helpline fgmhelp@nspcc.org.uk

0800 028 3550

School Documents

Guidance for Safe Working Practice for Adults who work with Children and Young People in Education settings – May 2019

<http://www.safeguardingschools.co.uk/guidance-for-safer-working-practice-for-adults-who-work-with-children-and-youngople-in-education-settings/>

Training Materials

KSCP Safeguarding Training courses www.kirkleessafeguardingchildren.com

Whole School Basic Awareness in Child Safeguarding

Designated Safeguarding Lead – Full Course and Refresher training:

Safeguarding Officer for Schools: michelle.hodges@kirklees.gov.uk 01484 221000

Safer Recruitment Training course – <https://learning.nspcc.org.uk>

Safeguarding Governor Training

Prevent Training

<https://www.kirklees.gov.uk/beta/community-safety-partners/prevent-training.aspx>

01924 483747