



MOORFIELD  
SCHOOL

# CHILD PROTECTION & SAFEGUARDING POLICY

Policy updated: October 2016  
This policy is also applicable to the EYFS.



## CONTACT DETAILS FOR BCSB **and beyond** (Bradford Children Safeguarding Board)

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NUMBERS TO RING TO MAKE A REFERRAL OR TO ASK SOME ADVICE:

Children's Social Services, Initial contact point during office hours 01274 437500 / 01274 385500

Out of hours Emergency Duty Team 01274 431010

For all general enquiries contact Children's Specialist Services on 01274 435600

If you have reason to believe that a child is at IMMEDIATE RISK OF HARM, contact the police on 999

The local police force (non-emergency) on 101

The NSPCC Child Protection Helpline is a free 24-hour service that provides counselling, information and advice to anyone concerned about a child at risk of abuse. Telephone: 0800 800 5000

For a LADO referral in the case of an allegation against a member of staff contact Frank Hand or Dawn Holt on 01274 434343

DfE dedicated helpline for non-emergency advice for staff and governors 020 7340 7264

For concerns related to PREVENT use the telephone **helpline above** or email [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)

NSPCC whistle-blowing helpline number 0800 028 0285

# DEFINITION OF SAFEGUARDING

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Safeguarding is a term which is broader than 'child protection' and relates to the action taken to promote the welfare of children and protect them from harm. Safeguarding is everyone's responsibility. Safeguarding is defined in Working Together to Safeguard Children 2013 as:

- protecting children from maltreatment
- preventing impairment of children's health and development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care and
- taking action to enable all children to have the best outcomes

## STATEMENT OF INTENT

The safety and welfare of all our pupils at Moorfield School is a priority. Our business is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. This policy extends throughout the School and includes EYFS, Before and After School Care and Holiday Club. In all matters relating to child protection the school will follow the procedures laid down by our own (or where appropriate the relevant child's) Local Safeguarding Children Board (LSCB) which is in Bradford together with DfE guidance contained in Working Together to Safeguard Children (2015), Keeping Children Safe in Education (Sept 2016) and The Prevent Duty (2015).

All members of staff have a duty to safeguard our pupils' welfare and must therefore familiarize themselves and comply at all times with this policy. All school staff should be aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns.

At Moorfield we recognise that it is the responsibility of all individuals: staff, parents, carers, children and visitors to ensure that the welfare of the child is paramount and that it is everyone's responsibility to safeguard the children within our care.

## TRANSPARENCY

Parents / guardians have an important role in supporting the School in its practice of creating a safe environment for its pupils. Copies of this policy, together with our other policies relating to issues of child protection are on our website and we hope that parents and guardians will always feel able to take up any issues or concerns that they may have with the School. Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with this policy. Open communication is essential.

## PARENTS

In general, we believe that parents should be informed about any concerns regarding their children. It is important that we are honest and open in our dealings with parents. However, concerns of this nature must be referred to the DSL or the Head who will decide on the appropriate response. In a very few cases, it may not be right to inform them of our concerns immediately as that action could prejudice any investigation, or place the child at further risk. In such cases, advice will be sought from the LADO. (Local Authority Designated Officer)

## PROMOTING AWARENESS

The School's ethos and curriculum fosters the spiritual, moral, social and cultural development of all our pupils. All staff members play a vital role in the process, helping to ensure that all pupils relate well to one

another and feel safe and comfortable within the school. We expect all staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and wellbeing. The KCSIE document gives government guidance on this important topic. See <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> which is also available from the school office.

## MANAGEMENT OF SAFEGUARDING AND CHILD PROTECTION

The governing body fully recognizes its responsibilities with regard to child protection and safeguarding and promoting the welfare of children.

Their responsibility is to:

- Nominate a governor for safeguarding and child protection who will monitor the school's compliance with statutory requirements and practice and champion child protection issues.
- Ensure an annual report is made to the full governing body. Any weaknesses will be rectified without delay.
- Ensure that this Safeguarding and Child Protection Policy is annually reviewed and updated and shared with staff.
- Ensure the Safeguarding and Child Protection Policy is available to parents on the website.

The nominated governor for Safeguarding and Child Protection is Dr Fiona Schneider.

The Designated Safeguarding Lead (DSL) is Mrs Tina Herbert.

Her responsibilities are to:

- Act as a focal point for staff to discuss concerns.
- Keep written records of concerns about a child even if there is no need to make an immediate referral.
- Ensure that all such records are kept confidentially and securely and are separate from pupil records.
- Liaise with other agencies and professionals. When deciding whether to make a referral, the DSL should not make her own decision over what appears to be borderline cases but rather to express doubts and concerns with the LADO (Local Authority Designated Officer). This can be done tentatively and without giving names in the first instance. What appears trivial at first can later be revealed to be much more serious, and an allegation of child abuse or neglect may lead to a criminal investigation. Thus the school should not do anything that may jeopardise a police investigation or attempt to investigate the allegations of abuse.
- Ensure that they, the form teacher or other delegated member of staff, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which, where appropriate, has been shared with parents.
- Ensure that any pupil currently subject to a child protection plan who is absent without explanation for two days is referred to their key worker's Social Care Team.
- Ensure that any deficiency in procedures is rectified without delay.
- Provide the Board of Governors with an annual report detailing any changes to the policy and

procedures; training undertaken by the DSL, and by members of staff; the number and type of incidents / cases, and number of children currently on the child protection register (anonymized). Governors need to be informed of the efficiency with which related duties have been discharged.

- Inform Ofsted (with regard to any children in Nursery) of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether abuse is committed on the premises or elsewhere, or any other abuse which is alleged to have taken place on the premises) and of the action taken in respect of these allegations. Inform Ofsted (via the ISI office) as soon as is reasonably practicable but at least within 14 days.
- Ensure that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay.
- Provide continuing support to a pupil about whom there have been concerns and when s/he leaves the School by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school and ensuring the School medical records are forwarded as a matter of priority and that the child's social worker is informed.
- Updating the Safeguarding and Child Protection Policy for submission to Governors.

The Deputy Designated Safeguarding Lead and DSL for EYFS is Mrs Sophie Pickles.

- The Deputy DSL has full DSL training. She deputises for the DSL in her absence and works in partnership with the DSL on Safeguarding matters.
- Any deputies should be trained to the same standard as the designated safeguarding lead. Miss Blackwell is also required to update her safeguarding training every two years.
- Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the DSL; this lead responsibility should not be delegated. (KCSIE – Annex B, September 2016).

The Head is responsible for:

- Induction training of all new staff and volunteers which includes making them aware of child protection procedures. Particular regard is given to:
  - The School's safeguarding policy and related policies.
  - The identity of the DSL
  - A copy of Part 1 of KCSIE
  - KCSIE Annex A
  - Staff Code of Conduct
  - Acceptable use of IT
- Organising training where required. General and detailed training is delivered to teaching and non-teaching staff during staff INSET days at least annually. DSL and the Nominated Governor need to retrain every two years, with an update at least annually.
- Ensuring all staff and volunteers remain alert to their responsibilities with regard to child protection through refresher training in staff meetings.
- Updating the Safeguarding and Child Protection Policy for submission to Governors.
- The Head is informed of all safeguarding concerns.

## RESPONSIBILITIES OF SCHOOL STAFF

All school staff members must:

- Be aware of the systems in School to support safeguarding.
- Be aware of the contents of this policy.
- Receive appropriate and regularly updated child protection training.
- Be aware of signs of abuse and neglect so as to be able to identify them in children who may need protection or help.
- Never think that child abuse cases would not happen in a school like this.
- Always act in the best interests of the child.
- Encourage self-esteem and self-awareness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promote a caring, safe and positive environment within the School.
- Avoid asking leading questions, should a child begin to disclose information to a teacher, and write notes a.s.a.p. to record the conversation.
- Never promise confidentiality in a situation when a child is giving evidence.
- Refer concerns (however small) to the DSL without delay. Always keep a written record of concerns. These may include situations of abuse which may involve staff members.
- Note that any staff member can make a referral to social care directly even if the DSL usually makes the referral to social care.
- If there is a risk of immediate serious harm to a child, contact Social Care immediately. Information is displayed which highlights the referral process to Bradford Social Care as any individual can make a referral if they suspect a child is at risk of significant harm or has been harmed.
- Sign a self-declaration form to abide by the 'by association' rule declaring that they are not disqualified from working with children up to 8 years old by living with / sharing a house with a person who is barred from working with children or has other cautions or orders against them in relation to the care of children.

## INDUCTION AND TRAINING

Every new member of staff (including part-timers, temporary, peripatetic and volunteers) receives appropriate induction training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the DSL or the Head and, if required, to Bradford Social Services to which referrals are made. Everyone attends regular refresher training along with updates in line with advice from the school's local authority with the designated persons receiving training every two years. Training in child protection is an important part of the induction process. Training includes a review of the school's Child Protection Policy including the Staff Code of Conduct, the identity and the role of the DSL and a copy of Part 1 of KCSIE. Training also promotes staff awareness of child exploitation, symptoms and indications of such practices and the requirement to take action without delay if such a practice is suspected. Copies of all the listed documents are provided to staff on induction.

## DEFINITION OF CHILD ABUSE

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult / adults or another child or children.

## THE VITAL ROLE OF SCHOOL FOR VULNERABLE CHILDREN

At Moorfield, we recognize that children with SEN and disabilities are particularly vulnerable and are more likely to be abused or neglected. It is the duty of all staff to be fully aware of a child's particular needs and how this may impact on health, well-being and academic achievement. In the case of disability, particular care should be taken when monitoring as it could mask potential abuse. All records, including medical, attendance, IEPs and/or care plans, should be checked and reviewed regularly. Staff should keep up to date with any changes in medical interventions, treatments and care plans for SEN and disabled children.

It is recognized that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves and may find it difficult to develop and maintain a sense of self-worth.

We recognize that abuse or witnessing violence may have an adverse impact on children, which may last into adulthood without appropriate intervention and support.

The School may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school, their behavior may be challenging and defiant or they may show other signs and symptoms.

## PEER-TO-PEER ABUSE

We recognize that some vulnerable children may develop abusive behaviours and that these children need to be referred on for appropriate support and intervention. There is an established ethos of respect, friendship, courtesy and kindness with clear policies which set out the school's expectations and consequences for unacceptable behaviour together with visible staff presence. The school has effective systems in place where children can raise concerns and provides safeguarding through the curriculum via PSHEE and other curriculum opportunities. This may include targeted work with children identified as vulnerable or being at risk and developing risk assessment and targeted work with those identified as being a potential risk to others.

The School seeks to educate all pupils on healthy relationships through the curriculum, however we recognize despite this we need to be alert to peer-to-peer abuse, including issues such as sexting or the sharing of offensive images. It is important to understand that peer-to-peer abuse should never be dismissed as 'banter' or part of growing up.

Whenever there is an allegation of abuse made against a child, the Designated Safeguarding Lead (DSL) and other appropriate staff will draw together separate risk assessments and action plans to support the victim and the perpetrator.

Any peer-to-peer allegation must be referred to the DSL immediately, using the School's child protection procedures. A factual record must be kept (as normal safeguarding child protection procedures) and updated with all actions and outcomes. Where a concern regarding peer-to-peer abuse has been disclosed to the DSL, advice and guidance will be sought from Children Social Services. Where there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm', then the response will be to make a referral.

## TYPES OF ABUSE

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be

caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

**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.

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

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

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

**Extremism and Radicalisation:** extremism is 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance for different faiths and beliefs. The definition of extremism also includes calls for the death of members of our armed forces, whether in this country or overseas'. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. (See section The Prevent Duty in this policy for information about identifying children at risk of radicalisation).

All staff should be aware of and be alert to wider types of abuse as listed in KCSIE Part 1 and Annex A. These include:-

Domestic violence  
Gang related abuse  
Honour based violence (HBV)  
FGM  
Forced Marriage

## RISK INDICATORS / SIGNS AND SYMPTOMS OF ABUSE

Some of the following indicators may not necessarily be a cause for concern if taken in isolation. Staff will know the children and families and this knowledge and evidence of previous concerns may cause concern. Other indicators may be serious enough to prompt immediate action even if there are no other concerns. It must be remembered that many of these have nothing to do with abuse, but are worth consideration in trying to understand a pupil's behaviour.

### Signs and Symptoms of Possible Physical Abuse:

- Unusual bruising, e.g. bruising around the eyes, bruising in the shape of an implement.
- Any bruising or other injury to a very young, immobile baby.
- Burns or scald marks
- Bite marks.
- Any injuries or swellings which do not have a satisfactory explanation.
- Flinching away from sudden movement.
- Over-rehearsed answers to explain how an injury occurred.
- An accumulation of a number of minor injuries and / or concerns.
- Frequent unexplained absences.
- Self-destructive behaviour.
- Fear of returning home.
- Arms and legs kept covered in hot weather.
- Reluctance or refusal to change clothes / undress e.g. for PE.
- Absconding / running away from home.
- Disclosure of something that may indicate abuse.

### Signs and Symptoms of Possible Emotional Abuse:

- Failure to thrive.
- Slow development.
- Speech disorders.
- Eating disorders.
- Over-reaction to mistakes, fear of 'getting it wrong'.
- Fear of parents or carers.
- Excessive punishment by parents or carers.
- Unrealistic expectations of child's attainment by parents.
- Low self-esteem.
- Fear of new situations.
- Nervous behaviour.

- Absconding / running away from home.
- Alcohol, drug or substance abuse.
- Bed wetting / soiling.
- Self-destructive behaviour.
- Withdrawn, unwilling to mix with others.
- Excessive attachment to people outside the family.

#### Signs and Symptoms of Possible Sexual Abuse:

- Emotional distress.
- Behaviour that is out of character, or unusual e.g. child becomes very withdrawn or aggressive.
- Play or language that indicates a sexual knowledge beyond that expected for age of child.
- Bed wetting.
- Eating disorders.
- Fear of men or of a specific adult.
- Mental illness or depression.
- Alcohol, drug or substance abuse.
- Unexplained amounts of money.
- Absconding / running away from home.
- Bruise marks on inner thighs or upper arms.
- Bruising, soreness or any other injury to genital areas.
- Chronic throat infections, herpes.
- Contact with known Schedule 1 offenders.
- Fear of dark / nightmares.
- Self-destructive behaviour.
- Disclosure of something that may indicate abuse.

#### Signs and Symptoms of Possible Neglect:

- Failure to thrive.
- Weight loss.
- Slow development, poor speech development.
- Constant tiredness.

- Constant hunger.
- Poor personal hygiene.
- Poor state of clothing or inappropriate for weather.
- Emaciated, malnourished.
- Untreated medical problems.
- Stealing.
- Scavenging for food.
- Poor attendance at school.
- Poor social relationships.
- Poor sense of identity, low self-esteem.

#### Signs and Symptoms of Possible Fabricated Illness (Munchausen by proxy):

- When a parent or carer reports signs and symptoms that are not explained by any known medical condition.
- Physical examination and diagnostic tests do not explain the reported signs and symptoms.
- The affected child has an inexplicably poor response to medication or other treatment.
- The only person claiming to see noticeable symptoms is the parents or carer.
- If a particular health problem is resolved, the parents or carer suddenly begins reporting a new set of symptoms.
- The child's daily activities are being limited far beyond what you would usually expect as a result of having a certain condition, for example, they never go to school or have to wear leg braces even though they can walk properly.
- The parent or carer seeks medical opinions from a range of different healthcare professionals.
- The parent or carer often has a good medical knowledge or a medical background.
- Although the parent or carer is very attentive to the child and stays with them constantly in hospital, they do not seem too worried about the child's health.
- The parent or carer often tries to maintain a close and friendly relationship with medical staff but can quickly become abusive or argumentative if their own views on what is wrong with the child are challenged.
- The other parent has little or no involvement in the care of the child.
- The parent or carer encourages medical staff to perform often painful tests and procedures on the child (tests that most parents would only agree to if they were persuaded that it was absolutely necessary).

- The parent or carer has a history of frequently changing GPs or visiting different hospitals for treatment, particularly if their views about the child's treatment are challenged by medical staff.
- There is direct evidence that the child's symptoms are being fabricated, for example, if testing finds that the blood in a baby's nappy is menstrual blood.

GUIDANCE FOR OTHER PARTICULAR SAFEGUARDING CONCERNS IS LISTED BELOW:

- *Poor or irregular attendance and persistent lateness at school.*  
<http://www.safeguardingchildren.co.uk/section-9c-procedures.html> - school
- Where there is a concern about a child's attendance and persistent lateness, staff adhere to the Attendance and Register Policy.
- *Children Missing from Home and / or Education.*  
<http://www.safeguardingchildren.co.uk/section-9c-procedures.html> - missing  
<http://www.safeguardingchildren.co.uk/missing-from-home-care.html>  
<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

As from 1 Sept 2016, the school must inform the LA whenever:

- a child starts at the school (child's address and previous school must be provided to LA)
- a child leaves the school either before Year 6 or at the end of Year 6 (name of next school must be provided to LA). (*see Admissions Policy*)
- DSL to request any child protection records from a child's previous school.
- All staff adhere to the procedures in the school's Missing Child Policy.

- *Female Genital Mutilation*

It is mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss the case with the DSL and involve social care as appropriate.

<http://www.safeguardingchildren.co.uk/section-9b-procedures.html#female>  
<https://www.gov.uk/government/publications/female-genital-mutilation-multi-agency-practice-guidelines>

- *Forced Marriage*

<http://www.safeguardingchildren.co.uk/section-9b-procedures.html#marriage>

- *Children Who Self-Harm*

<http://www.safeguardingchildren.co.uk/section-9d-procedures.html#behaviour>

- *Child Sexual Exploitation*

<https://www.gov.uk/government/publications/what-to-do-if-you-expect-a-child-is-being-sexually-exploited>

- *Children with Risk Taking Behaviours*

<http://www.safeguardingchildren.co.uk/section-9d-procedures.html> - behaviourbehaviours

- *Children Who Sexually Harm*  
<http://www.safeguardingchildren.co.uk/section-9d-procedures.html#abuse>  
<http://www.safeguardingchildren.co.uk/behaviours.html>
- *Children Living Away From Home / Privately Fostered*  
<http://www.safeguardingchildren.co.uk/section-9c-procedures.html#fostering>
- *Radicalisation to Extremist Behaviour*  
<https://www.gov.uk/government/publications/channel-guidance>

DfE The Prevent Duty (Departmental advice for schools and childcare providers)

Every teacher and employee has a duty to PREVENT the growth of extremism through the radicalisation of young people. By promoting British values (*see British Values statement*), children must be guided to make the right choices for their personal safety and wellbeing.

Action must be taken if behaviour is observed which causes any concern by reporting the incident/concern to the DSL.

The DSL may contact Social Care or the local police force (<tel:101>) to get advice and support in confidence. Moorfield staff has received Prevent Duty training. (Sept 2016).

**For concerns about extremism, see the contact email and phone number on the front page of this policy.**

## THE PREVENT DUTY

Tina Herbert is the 'Prevent' lead and Dr Fiona Schneider is the named governor.

It is essential that staff are able to identify children who may be vulnerable to radicalization and what to do when they are identified. Children need to be protected from such harms as part of our safeguarding duties. Any visiting speakers are always supervised for the full duration of their visit to the School. All staff undertake Prevent Duty training. (Refer to *E-Safety Policy and PSHEE Policy*)

Moorfield School follows government advice given in The counter terrorism and security act (February 2015) which highlights the duty of education establishments and other children's service providers to have due regard to the need to prevent people from being drawn into terrorism ('the Prevent duty'). The school is aware of local authority Channel panels which assess vulnerable individuals at risk of being drawn into terrorism and put support in place. Schools are listed in the act as partners of the panel.

We recognise that we are considered a 'low risk' in terms of radicalisation but we are well placed to be able to identify safeguarding issues. To this end, our objectives are that:

All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school. All governors, teachers, teaching assistants and non-teaching staff will know what the school procedures are on tackling extremism and radicalisation and will follow the guidance swiftly when issues arise. All pupils will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them. All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

The main aim is to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to make sure pupils are offered a balanced presentation of opposing views and ensure that our pupils are safe from harm.

## INDICATORS

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include;

Spending increasing time in the company of other suspected extremists.

Changing their style of dress or personal appearance to accord with the group.

Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.

Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.

Possession of materials or symbols associated with an extremist cause.

Attempts to recruit others to the group/cause.

Communications with others that suggests identification with a group, cause or ideology.

Using insulting to derogatory names for another group. Increase in prejudice-related incidents committed by that person – these may include;

- physical or verbal assault
- provocative behaviour
- damage to property
- derogatory name calling
- possession of prejudice-related materials
- prejudice related ridicule or name calling
- inappropriate forms of address
- refusal to co-operate
- attempts to recruit to prejudice-related organisations
- condoning or supporting violence towards others.

## ACTIONS

- All incidents of prejudicial behaviour will be reported directly to the SMT or the Head.
- All incidents will be fully investigated and recorded in line with the Behaviour Policy. Records will be kept in line with procedures for any other safeguarding incident.
- Parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral in the safeguarding file.
- The DSL follow-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be held if there is not a significant positive change in behaviour. If deemed necessary, serious incidents will be discussed and referred to Bradford Children's Services and also the Police who will refer to the counter terrorism unit.

## SAFER RECRUITMENT PRACTICES

Moorfield School follows the Government's recommendations for the safer recruitment and employment of staff members who work with children and acts at all times in compliance with the Independent School Standards Regulations. In addition to carrying out safe recruitment procedures as set out in the DfE's guidance 'Keeping Children Safe in Education', members of the teaching and non-teaching staff at the school including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject

to the necessary statutory child protection checks before their position is confirmed. Safer recruitment training is undertaken by the Head, Senior Management Team and Director of Music.

All Moorfield staff have signed and all prospective staff must sign a self-declaration form to abide by the 'by association' rule. They must declare that they are not disqualified from working with children up to 8 years old by living with / sharing a house with a person who is barred from working with children or has any other cautions or orders against them in relation to the care of children. The disqualification by association rule and advice applies to employees only, not to volunteers and governors.

All governors, volunteers, contractors working regularly during term-time are also subject to the relevant statutory checks. Confirmation is obtained that appropriate child protection checks and procedures apply to any staff employed by another organization and working with the school's pupils at school or on another site. Our policies are reviewed annually. *Refer to Safer Recruitment Policy.*

## PROCEDURES FOR DEALING WITH ALLEGATIONS OR CONCERNS ABOUT A CHILD

The school treats the safeguarding of the pupils in its care as the highest priority and recognizes the important role it has to play in the recognition and referral of children who may be at risk. All our staff members are made aware of their duty to safeguard and promote the welfare of children in the school's care. Staff members are alerted to the particular potential vulnerabilities of looked after children. If a member of staff has a concern about a child's behaviour but a disclosure about abuse *has not* been made by the child, then the concern should be:-

- recorded by staff member
- logged by DSL
- discussed with DSL
- checked against concerns from other members of staff
- monitored by member of staff and DSL

Every member of staff, including part-timers, temporary, visiting, contract and volunteer staff working in school is required to report instances of actual or suspected child abuse or neglect to the DSL. This includes alleged abuse by one or more pupils against another pupil. Where the allegation(s) concern the DSL the staff member should report the matter to the Head, or where they concern the Head to the Chairman of Governors and/or direct to the school's local authority (see contact details on front page).

The DSL will report safeguarding concerns to the Head. Where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, a referral to the Bradford Safeguarding Board will be made within 24 hours of the safeguarding issue being raised. For children in need of additional support from one or more agencies, the school will ensure effective communication with the agencies and supply relevant information using the School's records. The school will offer pastoral care and support to the child.

## CONFIDENTIALITY

The School recognizes that all matters relating to child protection are confidential.

The Head or other DSL will disclose any information about a pupil to other members of staff on a need to know basis only. Staff members who have concerns share them only with the DSL rather than the whole staff body. Staff members are made aware that they have professional responsibility to share information with other agencies in order to safeguard children.

Staff members should never give absolute guarantees of confidentiality to pupils or adults wishing to tell them about something serious. They should guarantee only that they will pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort out the problem and that they will not tell anyone who does not have a clear need to know. They will also take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure has been made.

The School will always undertake to share their intention to refer a child to Social Care with their parents or carers, unless to do so could put the child at greater risk or harm, or impede a criminal investigation.

## REFERRALS TO SOCIAL CARE – CONCERNS AND RISK OF SIGNIFICANT HARM

Children who have suffered or are at risk of suffering serious harm should be reported to Social Care immediately. Should there be abuse of one pupil against another and there is *reasonable cause to suspect that a child is suffering or likely to suffer significant harm*, the local agency must be referred to. In such cases both perpetrator and victim will be treated as being ‘at risk’.

Children not at risk from serious harm but still in need of support from one or more agencies should be led to assessment using local process via the CAF (Common Assessment Framework). The Common Assessment Framework (CAF) is a standardized approach for the assessment of children and families, to facilitate the early identification of additional needs and to promote a coordinated response. CAF is underpinned by an integrated approach to support and has been designed for use by all professionals and children and families with additional needs, but do not meet the threshold for more intensive interventions such as those associated with children’s social care or safeguarding. Cases where children are in need can also be referred to children’s social care, although not necessarily within 24 hours. As set out in the safeguarding training, any member of staff can make a referral.

## EDUCATING PUPILS IN KEEPING SAFE

Time is allocated in PSHE to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama and RE and PSHE lessons are used to promote tolerance and mutual respect and understanding.

All pupils know that there are adults to whom they can turn to if they are worried. How to stay safe is built into the daily ethos of the school through circle time, PSHE lessons, drama lessons, discussions arising from the books read in class and through watching television news programs appropriate for children, such as Newsround. This gives the children the opportunity to ask questions, discuss how they might handle particular situations and agree on strategies for keeping safe. In addition, children learn how to keep safe through practical reminders, for example, the school has a drill for understanding what to do if they are called in from the playground by staff if there is a known risk from an adult entering the playground or school building.

Within the computing curriculum, we provide regular lessons to all pupils on e-safety and ensure that all pupils understand the importance of how to use the internet safely (including social media) and how to minimize the risks. Teaching children how to keep safe on the internet is reinforced at the beginning of the academic year through dedicated lessons.

If the school has concerns about a child there is always a recognized requirement for sensitive communication and designated staff members are aware of the need to avoid asking leading questions. Annual training for staff ensures that all staff know how to react sensitively and appropriately to a disclosure and then how to record correctly.

## POSITION OF TRUST (Sexual Offence Act 2003)

As a result of their knowledge, position and / or authority invested in their role, all adults working with children and young people in education are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential. *Refer to Staff Code of Conduct*

## PARTNERSHIPS WITH OTHER AGENCIES

Moorfield is committed to Early Help where the needs of children are identified and an assessment made to

determine appropriate support either within school or alongside local authority agencies.

The School recognizes that it is essential to establish positive and effective working relationships with other agencies:

- Bradford Social Care
- Childline
- NSPCC
- Other settings – private, independent and state
- Police
- Health Professionals

## STAFF BEHAVIOUR AND CODE OF CONDUCT

Staff members need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. Guidelines are set out in the *Staff Code of Conduct*. Examples include the necessity to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental music lesson, learning support 1:1, it is good practice to ensure that others are within earshot. Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instructions or restraint.

### Communication with Pupils and Parents

Staff should not give their personal mobile phone numbers or email addresses to pupils or parents nor should they communicate with them by text message or personal email. If they need to speak to a pupil or parent by telephone, they should use one of the school's telephones and email using the school system. The group leader on all trips and visits involving an overnight stay should take a school mobile phone with him / her.

### Taking Photographs

Photographs will only be taken of children with their parents' permission (provided in writing via consent form). They can only be taken on school cameras or by the School photographer.

Staff do not use their personal mobile phones for taking photographs.

Parents agree annually never to upload photographs of other Moorfield children onto their social media forums.

The school's policy on use of mobile phones and cameras applies to the EYFS setting. All parents agree annually to refrain from using mobile phones when entering the school premises, including the EYFS. Parents will be asked to put mobiles away if they are being used.

### Physical Contact with Pupils

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. Staff should, therefore, use their professional judgment at all times. Staff should not have unnecessary physical contact with pupils and should be alert to the fact that minor forms of friendly physical contact can be misconstrued by pupils or onlookers.

A member of staff can never take the place of a parent in providing physical comfort and should be cautious of any demonstration of affection.

Physical contact should never be secretive, or of the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible, the DSP informed and, if appropriate, a copy placed on the pupil's file.

### Physical Restraint

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself / herself or on another, and then only as a last resort when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the DSL / Head who will decide what to do next. Where this relates to the school's EYFS setting, parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practicable.

Physical education and other activities requiring physical contact:

Where exercises or procedures need to be demonstrated, extreme caution should be used if the demonstration involves contact with pupils and, wherever possible, contact should be avoided. It is acknowledged that some staff, for example, those who teach PE and games, or who offer music tuition, will, on occasions, have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment / instrument or assist them with an exercise. This should be done with the pupil's agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

### Transporting Pupils

It is inadvisable for a teacher to give a lift in a car to a pupil alone. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. If there are exceptional circumstances that make unaccompanied transportation of pupils unavoidable, the journey should be made known to a senior member of staff and agreed with the parent.

## ALLEGATIONS AGAINST STAFF

Please read this section in conjunction with the guidance policy on 'On Procedures When A Member of Staff, Volunteer, Senior Designated Lead or Head Faces Allegations of Abuse'

Allegations of abuse may be made against a member of staff, a volunteer, a governor, a pupil, parent or other person connected to the school.

Allegations of abuse against teachers and other staff will be dealt with according to the statutory guidance set out in part four of KCSIE.

If a member of staff is made aware of any allegations of abuse, or if knowledge of possible abuse comes to his/her attention it is his / her duty to listen to the child, to provide reassurance and to record the child's statements, but not to probe or put words into the child's mouth.

On hearing an allegation of abuse or complaint about abuse directly from a child, a member of staff should limit questioning to the minimum necessary for clarification. Leading questions should be avoided. No inappropriate guarantees of confidentiality should be given; rather the child should be told that the matter will be referred in confidence to the appropriate people in positions of responsibility.

The member of staff should make and submit an accurate written record and inform the Head and DSP immediately so that appropriate agencies can be informed within 24 hours and the matter resolved without delay.

The Head / DSL will refer all allegations or suspicions of abuse or cases where there is reasonable cause to suspect a child is suffering, or is likely to suffer significant harm, to the local authority designated officer (LADO) within 24 hours.

In relation to the EYFS setting, the school will inform Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere) or any other abuse which is alleged to have taken

place on the premises, and of the action taken in respect of these allegations.

Should the allegation of abuse concern the DSL the member of staff should inform the Head who will act in the place of the DSL. Should the allegations be against the Head, the DSP will immediately inform the Chair of Governors without the head being informed first.

Borderline cases will be discussed with the LADO without identifying individuals in the first instance and following discussions the LADO will judge whether or not an allegation or concern meet the relevant threshold.

The LADO and the head / DSL will decide in the circumstances what further steps should be taken. This could involve informing parents and calling the police.

If the allegation concerns a member of staff, a volunteer or another pupil he / she would normally be informed as soon as possible after the result of any initial investigation authorized or conducted by the LADO is known. Advice will always be sought from the LADO first, however. The school will normally appoint a member of staff to keep the person informed of the likely course of action and the progress of the case.

The outcome of investigation of an allegation will record whether it is substantiated (sufficient evidence either to prove or disprove it), unsubstantiated (insufficient evidence either to disprove it and that there has been a deliberate act to deceive). If it is established that the allegation is malicious, no details of the allegation will be retained on the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice for a period of 10 years.

If the LADO or any of the statutory child protection authorities decide to take the case further, any staff member concerned may be suspended if this is felt appropriate. The reasons and justification for suspension will be recorded and the staff member informed of them. In the case of staff the matter will be dealt with in accordance with the *Disciplinary Procedure*. In the case of a pupil the matter will be dealt with under the *Behaviour Policy*.

During the course of the investigation the school in consultation with the LADO will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the provisions in the Education Act 2011 relating to reporting restrictions identifying teachers who are the subject of allegations from pupils. Every effort will be made to maintain confidentiality.

Any pupils who are involved will receive appropriate care. If an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff, the school will consider making a referral to the National College for Teaching and Leadership (NCTL) and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence). The school will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

We follow Disclosure and Barring Services (DBS) guidance and procedures regarding referrals and barring decisions and the Safeguarding Vulnerable Groups Act 2006 and the Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009. The school will report to the DBS, within one month of leaving the school any person (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children. This includes dismissal, non-renewal of a fixed term contract, no longer using a supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above. Compromise agreements may not be used.

A review of procedures will take place after any allegations are made to help prevent similar events.

## WHISTLEBLOWING

If a teacher or member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the Head and to the DSL (or to the Chair of Governors where the concern

relates to the Head). Any concern will be thoroughly investigated under the school's whistle-blowing procedures. Where there are allegations of criminal activity, the statutory authorities will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution. The School's *Whistleblowing Policy (also covered in the Staff Code of Conduct)* gives more details.

OFSTED Safeguarding Children – 0300 123 1231 (Monday to Friday from 8am to 6pm)

[www.whistleblowing@ofsted.gov.uk](mailto:www.whistleblowing@ofsted.gov.uk)

NSPCC whistle-blowing helpline number 0800 028 0285

# RELATED CHILD PROTECTION / SAFEGUARDING POLICIES

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Child protection and safeguarding is far-reaching and many policies at Moorfield are written to safeguard children's wellbeing in all areas of school life.

*Keeping Children Safe in Education (KCSIE) September 2016* is a core document which has been read by all Moorfield staff.

## *Moorfield Core Aims and Values*

Our core aims and values express our value of the individual, our care and respect for each other and the importance of being happy as a community.

## *Admissions Policy*

*Outlines the requirement to report to the local authority whenever pupils start at or leave the School.*

*Anti-Bullying Policy* promotes positive relationships and guidance for what to do if bullied.

*Arrivals and Departures Policy* gives procedures to ensure children's safe handover at the beginning and end of the school day.

*Behaviour Policy* outlines our high expectations of behaviour which ensures a happy and ordered school environment including rewards and sanctions.

*Staff Code of Conduct* includes guidelines for staff when interacting with pupils to keep them protected from false allegations.

*Data Protection Policy* protects personal data of pupils, parents, staff and others used by the School.

*Equal Opportunities Policy* shows our commitment to equal treatment for all pupils regardless of sex, race, disability, religion or belief. By creating a friendly, caring and perceptive environment, every individual is valued.

*Safety Policy* outlines the restrictions in place at school to keep children safe from unsuitable exposure on the internet. It also specifies restrictions on staff and parents on the use of mobile phones and the distribution of photographs on social media.

*Health and Safety Policy* (includes Educational Visits) and other H&S related policies outlines the physical security of the building and grounds which safeguard the pupils when they are at school and on school trips.

*Induction of New Staff Policy* (including NQTs) outlines the policies and procedures which new staff adopt in practice once they start at Moorfield.

*Missing Child Policy* outlines procedures to follow in the case of a child going missing either at school or on a school trip.

*Safer Recruitment Policy* ensures that all staff and governors as well as relevant volunteers and contractors have undergone comprehensive checks to vet their suitability to work with children.

*Whistleblowing Policy* provides guidance on what a staff member should do if they suspect malpractice of any sort by another member of staff.

Drafted By: The Head  
Date: May 2010  
Reviewed by SMT: May 2010, May 2015  
Approved by Governors: 15 June 2010  
September 2011 minor changes following inspectors advice September 2012 (marked in red ISI guidelines Sep 2012), 2013, July 2014 (major changes to comply with KCSIE) Feb 2015 (minor changes following ISI regulatory changes Jan'15),

Policy rewritten May 2015

Reviewed: August 2016  
The review to be initiated by: The DSL July 2017  
Signed by the Chair of Governors: October 2016