



Ghyll Royd School and Pre-School  
A foundation for life

# Safeguarding Policy

Policy Leader: Mr David Martin

Policy review completed by the Headteacher on

Autumn 2017

Name of Headteacher

David Martin

Date to be reviewed

Autumn 2018



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Ghyll Royd School and the Pre-School (Early Years Foundation Stage) is committed to safeguarding and promoting the welfare of young children and expects all staff and volunteers to share this commitment. Safeguarding at Ghyll Royd School and in the Pre-School is everyone's responsibility and everybody is able to make a referral to children's social care if needed.

The school operates safeguarding procedures and referrals in with the local integrated procedures of Bradford Safeguarding Board.

In an event a child has, or is, at risk of suffering serious harm the school will inform Bradford Children's Social Care immediately. When a cause for concern occurs, the in-school procedure on Page 13 will be followed.

If you have reason to believe that a child is at immediate risk of harm, contact the police on 999

#### DESIGNATED CHILD PROTECTION LEAD (DSL)

Designated Safeguarding Lead (Headteacher):	David Martin
Deputy Designated Staff (in absence of DSL):	Sue Marshall
Nominated Governor for Child Protection	Sarah Williamson
EYFS Safeguarding Lead Practitioner	Helen Hudson
Deputy Safeguarding Lead Practitioner	Jennifer Johnson

To contact the above staff call 01943 865575 or email [information@ghyllroyschool.co.uk](mailto:information@ghyllroyschool.co.uk) out of school hours.

#### BRADFORD SAFEGUARDING CHILDREN BOARD (BSCB) CHILD PROTECTION CONTACTS

To make a referral contact:  
Bradford Children's Social Care: all queries should go through:  
Contact Point on 01274 437500

Emergency Duty Team 01274 431010  
[emergency.duty.team@bradford.gov.uk](mailto:emergency.duty.team@bradford.gov.uk)

Bradford Safeguarding Children's Board (BSCB)  
(Inter-Agency Safeguarding Procedures)  
[www.bradford-scb.org.uk](http://www.bradford-scb.org.uk)  
01274 434361  
[info@bradford-scb.org.uk](mailto:info@bradford-scb.org.uk) (NB: this is not an emergency email address)

Bradford Safeguarding and Reviewing Unit: Tel: 01274 437915  
LADO Frank Hand, Service Manager, Children's Safeguarding & Reviewing  
Unit Tel: 01274 437915 Email: [frank.hand@bradford.gov.uk](mailto:frank.hand@bradford.gov.uk)

Cafcass 01274 386100 and Leeds Office: 0844 353 2960  
Fax: 01274 735019  
PO Box 92  
Kenburgh House  
28a Manor Row  
Bradford  
BD1 4WR [www.cafcass.gov.uk](http://www.cafcass.gov.uk)

Education Social Work Service  
Education Bradford, Future House, Bolling Road Bradford BD4 7EB  
[www.schools.educationbradford.com](http://www.schools.educationbradford.com)  
Children's Social Care: 01274 437500

Peacemaker: Bradford Women against violence: 01274 737831

Bradford Multi-Agency Assessment Service: 01274 437070

Nurse working on behalf of NHS for Ilkley Schools: 01943 608118  
Keighley School Nursing Team: 01535 338747  
School Health Services: 01535 295661

Police: Javelin House, Child Protection Unit: 01274 376061

School policies are in place to ensure that there is a consistent approach to practices throughout the school and they are adhered to by staff, governors and volunteers. Adults have a tremendous impact on young children and with this in mind, they:

- are good role models for children
- enjoy their work and working with children
- are conscientious and hard-working
- welcome and support visitors to school
- recognise and value strengths in each other and use these to support everyone
- work within the agreed policies of the school
- promote a happy, caring and safe school
- encourage children to think for themselves, ask questions and find answers
- create an environment of trust whereby children are trusted to work seriously
- challenge and support children in their learning.

This safeguarding policy is available to current and prospective parents on the school's website.

There are numerous policies in place to safeguard our children and they include:

**Admissions** – children's attendance at school is monitored daily and notable absences or patterns of absences are followed up by the Headteacher. The school prides itself on its very good attendance figures but in the event where absence meets the threshold for reporting an absence the school will follow the Bradford Children Missing Education Guidance for Schools document which can be viewed at

<https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=50>

**Positive Behaviour Policy** – high standards of behaviour are expected in school. At times bullying can become an issue, when this is the case it is dealt with in accordance with the school policy by an adult. Children are regularly reminded about our school rules and understand we have them for everyone to be safe.

**Anti Bullying** - In dealing with bullying incidents the school will:

- Not ignore bullying
- Not make premature assumptions
- Listen fairly to accounts of incidents
- Make every effort to adopt a problem-solving approach which encourages pupils to find solutions
- Follow up regularly to check bullying has not resumed
- Keep records of all incidents and the school's response regarding bullying in the child's protection folder
- Support the bully and the victim

**Complaints** – should parents have any complaints the school staff will listen to concerns and will follow up any issues arising. There is a clear 3 stage procedure in place. The Headteacher is happy to meet with parents and help resolve any issues. The school is committed to working closely with parents / carers for the benefit of the children. If parents continue to feel an issue has not been resolved, they can follow the stages of the complaints policy which is on the website to resolve any outstanding concerns

**Curriculum** – we ensure that issues which promote pupil welfare are taught within the PHSCE curriculum for example healthy eating, physical exercise and safety including online safety and emotional wellbeing. This is enhanced by the many visitors to school who talk to the children about issues such as road safety, sources of support (NSPCC) and drugs awareness.

Relevant issues will be addressed through the PSHCE curriculum. For example, self esteem, emotional literacy, assertiveness, power, sex and relationship education and bullying.

Relevant issues will be addressed through other areas of the curriculum: Circle Time, English, History, Drama, RE, Art.

Issues will also be raised through 'Anti Bullying' themed sessions and assemblies. These will be addressed through the children's worry box and possible class/circle time discussions and assemblies.

**Mobile Phone Policy** – It is our intention to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used in turn eliminating the following concerns:

- Staff being distracted from their work with children
- The inappropriate use of mobile phone/devices and cameras around children

Our aim is to have a clear policy on the acceptable use of mobile phones/devices and cameras that is understood and adhered to by all parties concerned without exception. Failure to adhere to the contents of this policy will lead to disciplinary procedures being followed. The Acceptable Use Policy for Mobile Phones, Devices and Camera's can be obtained from the school office.

**Health and Safety** – all staff have a responsibility to ensure children and adults are able to work in a healthy and safe environment both inside school and on educational visits. The school has the appropriate number of staff trained in paediatric and basic first aid and these staff deal with accidents should they occur.

**Security of the Premises** – the main gates are securely locked at night. There are two side entrances, one for deliveries and one for playground access. Both are controlled by a key pad system. The external doors to Pre-School, Reception and the Main School are controlled by a key pad system. Visitors sign in and out of the school office, wear a badge and are supervised when in contact with the children.

**Safer Recruitment** – Governors and the school ensure that all new staff and volunteers who work in school undertake an enhanced DBS and all other relevant checks to their role will be carried out before the person takes up the post. The school's safer recruitment checks follow up to date guidance and are recorded on the single central register.

**Staff Code of Conduct** – the code of conduct outlines how staff are to promote a positive, caring and professional relationship between staff, parents and children. Staff are required to read and sign that they have understood the code of conduct and subsequent amendments prior to taking up/and during their role. Our code of conduct can be viewed on our website at <https://www.ghyllroydschool.co.uk/about-us/policies/>

**Whistle blowing** (allegations against members of staff) – The school has a Whistle Blowing Policy for managing allegations against members of staff. Anyone wanting further advice should contact the NSPCC Whistleblowing advice line, further details can be found at <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

**This Safeguarding Policy** - is available to view on the school website.

## Safeguarding Policy

We believe:

- Schools can contribute to 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.
- Children need to be safe and feel safe in pre-school and school.

Ghyll Royd School and Pre-School will fulfil local and national responsibilities as laid out in the following documents: -

- Working Together to Safeguard Children (DFE 2015)
- Guidance for Safer Working Practice for those working with children and young people in education settings October 2015 Safer Recruitment Consortium
- West Yorkshire Consortium Procedures Manual (May 2016)  
<http://westyorkscb.proceduresonline.com/chapters/contents.html>
- Keeping Children Safe in Education Guidance (DFE 2016)
- Prevent (2015)

## Overall Aims

To contribute to the prevention of abusive experiences in the following ways:

- Clarifying standards of behaviour for staff and pupils
- Introducing appropriate work within the curriculum
- Developing staff awareness of the causes of abuse
- Encouraging pupils and parental participation in practice
- Addressing concerns at the earliest possible stage

To contribute to the protection of our pupils in the following ways:

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

To contribute to supporting our pupils in the following ways:

- Identifying individual needs where possible
- Designing plans to meet needs

[In-school procedures for protecting children](#)  
(see p13 flowchart for in-school procedures)

Governing bodies and proprietors must ensure that they comply with their duties under legislation. They must have regard to KCSiE to ensure that the policies, procedures and training in the school are effective and comply with the law at all times. The school has a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements. Governing bodies and proprietors will ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. This will include:

- an effective child protection policy; and
- a staff behaviour policy (called the code of conduct) which includes - acceptable use of technologies, staff/pupil relationships and communications including the use of social media.

The Headteacher, DSL and Safeguarding Team should ensure that the above policies and procedures, adopted by governing bodies and proprietors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff. Staff will receive a paper/electronic copy of the Safeguarding Policy and [Keeping Children Safe in Education: for school and college staff \(part 1\) \(2016\)](#) to read and sign to say that they have read and understood the policy and procedures. Staff will receive safeguarding training in line with the Bradford Safeguarding Board every two years as well as online safety training, so they are equipped with the knowledge and skills to keep children safe.

Governing bodies and proprietors put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. The Government's 'Missing Children and Adults Strategy' and Bradford Children Missing Education Guidance for Schools document (which can be viewed at <https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=50>) will be used to by the governing bodies and proprietors when considering children who go missing from the school or pre-school.

Governing bodies and proprietors ensure that the schools safeguarding arrangements take into account the procedures and practice of the Bradford Safeguarding Children's Board as part of their inter-agency safeguarding procedures set. This includes understanding and reflecting on local protocols for assessment, the threshold of need document <http://www.bradford-scb.org.uk/PDF/Bradford%20Thresholds%20of%20Need%20Vs%201%20June%202010.pdf> together with supplying information as requested by the Bradford Safeguarding Children's Board.

As part of meeting a child's needs it is important for the governing bodies and proprietors to recognise the importance of information sharing between professionals and local agencies. Further details on information sharing can be found in Chapter one of 'Working together to safeguard children' [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/592101/Working\\_Together\\_to\\_Safeguard\\_Children\\_20170213.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/592101/Working_Together_to_Safeguard_Children_20170213.pdf) and at 'Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers' [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419628/Information\\_sharing\\_advice\\_safeguarding\\_practitioners.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf)

All staff and visitors will:

- Be familiar with the school's safeguarding policy including issues of confidentiality via induction training or visitors will be made aware of whom the designated lead is and that if they have any safeguarding concerns who they should report them to.
- Be alert to signs and indicators of possible abuse. See Appendix 1 for current definitions of abuse and examples of harm referenced against KCSiE September 2016.
- Record concerns on a, "Cause for Concern" form see Appendix 3. Staff have blank copies of the, "Cause for Concern" form, which, once completed, must be handed to the Designated Safeguarding Lead (DSL): David Martin, the Headteacher.
- Deal with a disclosure of abuse from a child in line with the recommendations in Appendix 2. These must be passed to the DSL immediately, followed by a written account.
- Be involved in ongoing monitoring and recording to support the implementation of individual education programmes and interagency child protection and child support plans.
- Will be subject to Safer Recruitment Pre-Employment Check processes see Appendix 4 and checks whether they are new staff, supply staff, contractors, volunteers etc.
- Ensure appropriate filters and appropriate monitoring systems are in place so the children are safeguarded from potentially harmful and inappropriate online material. Additional information is provided in Annex C of KCSiE.

#### The Designated Safeguarding Lead (DSL)

- Our DSL with lead responsibility and management oversight/accountability for child protection and safeguarding is David Martin, the Headteacher.
- Where the school has concerns about a child, the DSL will decide what steps should be taken. See page 13 for flowchart of in-school procedures.
- To ensure supervision of the DSL, Ghyll Royd School has a safeguarding team who meet once a month. The current Safeguarding Team is David Martin the Headteacher, Sue Marshall, Helen Hudson and Jennifer Johnson
- The DSL and Deputy for the School and Pre-School update their qualifications every two years in line with the Bradford Council Safeguarding Children's Board and arrange and make aware training opportunities for all school staff and ensure staff have access to the Safeguarding policy and procedures. In addition to the formal training the DSL and deputy's knowledge and skills are regularly updated by attending the designated safeguarding lead course, multi- agency courses and via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments to keep up with any developments relevant to their role.

- The DSL will provide early help and intervention with processes such as early help assessments and thresholds of need from the West Yorkshire Consortium Procedures Manual.
- The DSL has a working knowledge of how local authorities conduct a child protection case from attending the Child Protection Decision Making Training using the Safeguarding Children Assessment and Analysis Framework.
- The DSL and any deputies liaise with the local authority and work with other agencies in line with Working together to safeguard children.
- During term time the DSL and or a deputy is always available (during school hours) for staff in the school to discuss any safeguarding concerns. For any safeguarding concerns arising out of hours/out of term activities, staff will contact the DSL by emailing [information@ghyllroydschool.co.uk](mailto:information@ghyllroydschool.co.uk)
- The Governors should ensure that the school contributes to inter-agency working, in line with statutory guidance, working together to safeguard children by regularly attending courses. The School works with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. The school allows access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

### Record Keeping

- Child Protection information is dealt with in a confidential manner. A written record is made of what information and action has been shared or taken with whom, and when. Staff are informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to deal with an individual child and /or family.
- Child Protection records are stored securely in the Headteacher's office separate from academic records. Individual files are kept for each child; school will not keep family files. Files are kept and transferred in accordance with Bradford Safeguarding Children Board guidance.

### Confidentiality

- Access to these by staff other than the DSL and Deputy will be restricted, and a written record will be kept of who has had access to them and when.
- If a pupil moves from our school, child protection records will be forwarded onto the named designated child protection person at the new school, with due regard to their confidential nature and a signature will be obtained for transfer of files and information. Transferring schools will forward child protection records to their new

destination in their entirety and will not photocopy any documentation contained in the file. Schools are permitted to keep a copy of the chronology sheet for their own records. Contact between the two schools may be necessary, especially on transfer from primary to high schools. We will record where and to whom the records have been passed and the date.

- If sending by post pupil records will be sent, “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 child’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 onto the relevant organisation.
- When a designated member of staff resigns their post/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, it is the responsibility of the head teacher to ensure that the new post holder is fully conversant with all procedures and case files.
- In the event a child goes missing from education or will be home schooled records will be transferred to the relevant person named in the Local Authority procedure.

### Governors

- The Nominated Governor for child protection at the school is Sarah Williamson
- They are responsible for liaising with the DSL and deputies over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils.
- The nominated governor should liaise with the DSL to produce an annual report (at the end of the school year) for the governors.

The governing body ensures that the school: -

- Has a Safeguarding Policy and procedures which are in accordance with the latest government and national guidance and refer to locally agreed inter-agency procedures put in place by the Bradford Safeguarding Children’s Board, be updated annually (as a minimum), and be available publicly on the school website.
- Operates, “safer recruitment” procedures and ensures appropriate checks are carried out on all new staff and relevant volunteers (See Appendix 4)
- Has at least one DSL who is a senior member of the school’s leadership team and takes the lead on Child Protection issues and

that there are Deputy Designated staff all of whom have sufficient time and resources to carry out their roles.

- That the DSL and Deputy Designated Staff have appropriate refresher inter-agency training in line with BSCB guidance at least every two years.
- The Head teacher (where they are not the DSL) and all other staff who work with children undertake training at regular intervals. Also that temporary staff and volunteers are made aware of the school's arrangements for Child Protection and their responsibilities.
- The governing body remedies any deficiencies or weaknesses brought to its attention without delay
- The governing body reviews its Safeguarding policies/procedures and the efficiency with which the related duties have been discharged, including the swift remediation of any deficiencies, annually.
- Has procedures for dealing with allegations of abuse against staff/volunteers
- A member of the governing body (usually the Chair) is nominated to be responsible for liaising with the LA/partner agencies in the event of allegations of abuse being made against the Head teacher

#### Honour Based Violence (HBV)

Female Genital Mutilation (FGM), forced marriages and practices such as breast ironing are all forms of HBV. HBV is abuse (regardless of motivation). Staff have a duty to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police. If there are suspicions that a girl under the age of 18 years may have undergone FGM or is at risk of FGM, staff must still report the issue by following the school and pre-schools safeguarding procedures. Staff must share the information about their concerns, potential risk and/or the actions which are to be taken with the DSL and if necessary a social care referral made. Teachers are legally required to report cases of female genital mutilation (FGM) to the police. Failure to do so will result in disciplinary measures and could ultimately lead to being barred from working.

If in any doubt staff should speak to the DSL. The DSL will then decide if of professionals in all agencies, and individuals and groups in relevant communities need to be alerted to the possibility of a child being at risk of HBV or already having suffered HBV.

If staff have a concern regarding children that may be of risk of HBV, they should activate local safeguarding procedures, using external national and local protocols for multi-agency liaison with police and children's social care. For more detail, please refer to the government guidance at <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

And <https://www.gov.uk/female-genital-mutilation-help-advice>

## Preventing Radicalisation

Protecting children from the risk of radicalisation is seen as part of the schools wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. The school encourages all employees to report any racist or extremist views displayed by the children; come forward, in line with the School's Whistleblowing Policy; report any employee who displays racist or extremist behaviour and report any racist behaviour to the DSL who will then decide what, if any, action should be taken. The School will discuss any concerns in relation to possible radicalisation with a child's parents in line with the school's safeguarding policies and procedures unless we have specific reason to believe that to do so would put the child at risk. As a minimum the DSL and staff will undertake Prevent awareness training.

## Missing Child

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. Staff should follow the procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance

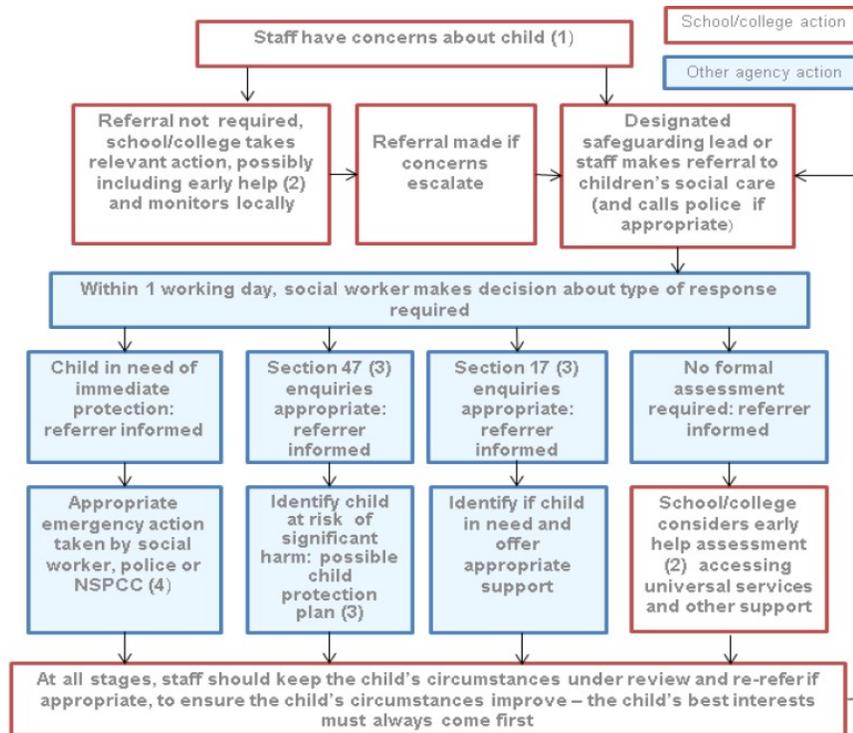
The school has appropriate safeguarding policies and admission procedures and responses for children who go missing from education, particularly on repeat occasions. Further information is available in our admissions policy on the school website.

## Online Safety

The school puts measures in place to protect children from harmful online activities including cyber bullying, pornography and the risk of radicalisation. These measures include appropriate filters and monitoring systems, so that no child can access harmful content via the school's IT systems and also to ensure that the children are taught about safeguarding, including online safety via CEOP. The lessons ensure the children know how to use the internet

responsibly and that parents and teachers have the right measures in place to keep children safe from exploitation or radicalisation.

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



For further guidance or informal advice please see contact Bradford Children's Social care on 01274 437500

Working with others to protect children

Involving parents / carers

- In general, we will discuss concerns with parents/carers before approaching other agencies and will seek their consent to making a referral to another agency. The DSL will approach parents / carers. However, there may be occasions when school will contact another agency before informing parents / carers, if the school decides that contacting them may increase the risk of significant harm to the child.

Multi-agency work

- We work in partnership with other agencies in the best interests of the children. Therefore, school will, where necessary, liaise with the school nurse and doctor, and make referrals to Social Care. Referrals should be made by telephone, by the DSL or Safeguarding Governor to the Children's Social Care Offices. The telephone referral must be followed up within 48 hours using the Common Referral Form

available online on the Bradford SCB website. Where a child already has a social worker, the referral should indicate that fact and the social worker should also be informed.

- We will co-operate with Children and Young People's Social Care where they are conducting child protection enquiries. Furthermore, school will endeavour to attend appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- We will provide reports as required for these meetings. If 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 child in school is subject to an inter-agency child protection plan or a Multi-agency Risk Assessment Conference (MARAC) meeting, school will contribute to the preparation, implementation and review of the plan as appropriate.
- Where there is possible abuse by one or more children against another or peer on peer abuse the DSL will then refer such abuse to the Bradford Safeguarding Children's Board.

#### Our role in the prevention of abuse

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

#### Our role in supporting children

- We will identify children who would benefit from early help and intervention,
- We will offer appropriate support to individual children who have experienced abuse or who have abused others.
- An individual support plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child's wishes and feelings. A written outline of the individual support plan will be kept in the child's child protection record.
- Where children and young people have exhibited sexually inappropriate/harmful behaviour and/or abused others, there will be a co-ordinated multi-agency approach to respond to their needs, which will include youth justice (where appropriate), children's social care and health.
- We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- Children and young people that 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 the school works in partnership with parents / carers and other agencies as appropriate.

### A Safer school culture

#### Safer Recruitment and Selection:

- The school pays full regard to Safer Recruitment in Education' (KCSiE September 2016). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. See Appendix 4 for detailed information on pre-employment checks.
- All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.
- Induction of new staff includes the identity of the DSL, a copy of Part 1 of the KCSiE and Annex A, the Safeguarding Policy and Staff Code of Conduct to read and sign that they have read and understand all safeguarding situations relevant to the school.
- Restrictions are placed on the use of personal mobile phones, tablets and cameras in the school and Pre-School in accordance with the Acceptable use of mobile, phones, devices and cameras policy
- A member of the school's leadership team who has undergone Safer Recruitment training will play an active role in any recruitment process

### Staff support

- We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from Ghyll Royd's DSL. The Children's Services Education - Child Protection team are also available for advice and support (Tel: 01274 434343).
- The DSL is responsible for ensuring that all designated staff have access to regular safeguarding case supervision.
- The supervision of the DSL is provided by the deputies and Safeguarding Governor.

### Staff training

- Records of staff training are kept in the School Secretary's office.
- Staff are given regular update training on safeguarding matters through internal and external courses, weekly staff briefings and email bulletins/updates.
- All new staff members undertake an induction course which includes training on the school's Safeguarding procedures and related policies and procedures. Staff are also required to read or refresh themselves on the information contained in Part 1 of the KCSiE and Annex A.
- All staff sign a copy of the Staff Code of Conduct document and any other subsequent amendments.

- Temporary staff and voluntary staff who work with children are made aware of the school's child protection arrangements by information provided at the signing in desk and on the reverse of visitor passes.
- Sarah Williamson (Governor) has undertaken NSPCC Safer Recruitment training.
- Governors, including the Nominated Governor, attend specific training on their role, updated at least every three years.

Procedures in the event of an allegation against a member of staff, visitor/volunteer and Headteacher

When handling an allegation against a member of staff the school will refer to the most up to date procedures from <http://westyorkscb.proceduresonline.com>

Inappropriate behaviour by a member of staff, visitor/volunteer and Headteacher could take the following forms:

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

If a child makes an allegation against a member of staff, visitor/ volunteer the Head teacher should be informed immediately. An urgent initial assessment should be carried out in order to establish whether there is substance to the allegation. The Headteacher should not carry out the investigation itself or interview pupils. As part of this initial consideration, the Headteacher should also consult with the Chair of Governors who will then contact the Local Authority Designated Officer (LADO) – LADO, Bradford: 01274 434343 or in the more serious cases the Police. If the Designated Safeguarding Lead is not the Headteacher, it is usual practice for the Designated Safeguarding Lead to liaise on matters such as this.

The consultation between school, personnel and Local Authority will determine the need for further investigation. Only if the allegation is demonstrably false or trivial would further investigation not be warranted. A Strategy Meeting is usually held to determine the mechanics of the investigation, and to address such issues as who will interview the child/ren, informing the staff member, informing parents, the need or not for suspension, and to what extent disciplinary or criminal procedures need to be invoked alongside any child protection procedures (where more than one set of procedures is invoked, child protection procedures take precedence, to ensure the best interests of the child are catered for).

Consideration will be given to making a referral to the National College of Teaching and Leadership (NCTL) where a teacher is dismissed (or would have been dismissed had they not resigned) and a prohibition order may be appropriate, because of unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence.

If an allegation of serious harm or abuse by any living person, working or looking after children at the premises or elsewhere or any other abuse on the premises a report must be made to Ofsted within 14 days of the allegation

If a child makes an allegation against the Headteacher/DSL, then the Chair of Governors should be informed immediately **without informing** the Headteacher/DSL. An urgent initial assessment should be carried out in order to establish whether there is substance to the allegation.

Where the allegation has been made against the Headteacher/DSL, then the Chair of the Governors will take on the role of liaising with the Local Authority Designated Officer in determining the appropriate way forward.

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

We will follow the procedures laid out in KCSiE September 2016. The allegation MUST be reported to the Local Authority Designated Officer within 1 working day of the allegation being made.

The school will report to the Disclosure and Barring Service (DBS) within 1 month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because she/he is considered unsuitable to work with children

#### Allegation of abuse from one or more child to another

There is no definitive checklist or prescription for practice under these circumstances - every scenario will be different and there will be a range of variables involved. However, any pupil against whom an allegation of abuse has been made may be suspended from school during the subsequent investigation.

- If a pupil makes an allegation of abuse against one or more pupil(s) the member of staff concerned should take this information immediately to the Designated Safeguarding Lead.
- The person relaying this information should make a written record of any 'disclosure' as soon as possible, and certainly within 24 hours. This record is passed to the Designated Safeguarding Lead, who will maintain a chronology of events and include the record in it.

- When information is brought to the DSL 'what is known' will be considered and the DSL will make judgments regarding:
  - a) the seriousness of the allegation
  - b) whether it needs to be investigated, and if so by whom. The DSL will then refer such abuse to Children's Social Care.

### Children with additional needs

Ghyll Royd School and Pre-School recognises that while all children have a right to be safe, some children *may* be more vulnerable to abuse e.g. those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

When the school is considering excluding, fixed term or permanently, a vulnerable pupil and/or a pupil who is either subject to a S47 or S17 Child Protection plan or there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment must be completed prior to convening a meeting of the Governing body.

### Specific safeguarding issues check links

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, NSPCC offers information for schools and colleges on the TES website and also on its own website [www.nspcc.org.uk](http://www.nspcc.org.uk). Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- child sexual exploitation (CSE) – see also below  
<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>
- bullying including cyberbullying  
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- domestic violence  
<https://www.gov.uk/domestic-violence-and-abuse>
- drugs  
<https://www.gov.uk/government/publications/drugs-advice-for-schools>
- fabricated or induced illness  
<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>
- faith abuse  
<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>
- female genital mutilation (FGM) – see also below  
<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>
- forced marriage  
<https://www.gov.uk/forced-marriage>
- gangs and youth violence

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/226293/Advice\\_to\\_Schools\\_and\\_Colleges\\_on\\_Gangs.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice_to_Schools_and_Colleges_on_Gangs.pdf)

- gender-based violence/violence against women and girls (VAWG)

<https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk>

- mental health

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

- private fostering

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

- radicalisation

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

- sexting

<http://ceop.police.uk/>

- teenage relationship abuse

<https://www.gov.uk/government/collections/this-is-abuse-campaign>

- trafficking

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

## Appendix 1: Types of abuse and neglect (KCSiE September 2016)

**All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.**

**Abuse:** 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

**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 or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Specific safeguarding issues**

All staff should have an awareness of safeguarding issues- some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- bullying including cyber-bullying
- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults strategy
- private fostering
- preventing radicalisation – and Annex A
- relationship abuse
- sexting
- trafficking

For additional information Annex A of KCSiE September 2016 contains important information about specific forms of abuse and safeguarding issues.

School leaders and those staff that work directly with children should read the Annex A.

Appendix 1: Possible Indicators of Abuse

NEGLECT	PHYSICAL ABUSE
<ul style="list-style-type: none"> <li>• Hunger</li> <li>• Tiredness</li> <li>• Child dirty or unkempt</li> <li>• Poorly or inappropriately clad for the weather</li> <li>• Poor school attendance or often late for school</li> <li>• Affection or attention- seeking behaviour</li> <li>• Untreated illness/injuries</li> <li>• Pallid complexion</li> <li>• Stealing or scavenging compulsively</li> <li>• Failure to achieve developmental milestones, for example, growth, weight</li> <li>• Failure to develop intellectually or socially</li> <li>• Neurotic behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns of bruising inconsistent account of how bruising or injuries occurred</li> <li>• Finger, hand or nail marks, black eyes</li> <li>• Round burn marks, burns and scalds</li> <li>• Lacerations, wealds</li> <li>• Fractures</li> <li>• Bruises on soft tissue areas of the body</li> <li>• Bald patches</li> <li>• Symptoms of drug or alcohol intoxication or poisoning</li> <li>• Unaccountable covering of limbs, even in hot weather</li> <li>• Fear of going home or parents being contacted</li> <li>• Fear of medical help</li> <li>• Fear of changing for PE</li> <li>• Inexplicable fear of adults or over-compliance</li> <li>• Violence or aggression towards others including bullying</li> <li>• Isolation from peers</li> </ul>
SEXUAL ABUSE	EMOTIONAL ABUSE
<ul style="list-style-type: none"> <li>• Sexually explicit play or behaviour or age-inappropriate knowledge</li> <li>• Anal or vaginal discharge, soreness or scratching</li> <li>• Reluctance to go home</li> <li>• Inability to concentrate, tiredness</li> <li>• Refusal to communicate, selective mutism</li> <li>• Thrush, persistent complaints of stomach pains</li> <li>• Eating disorders, for example, anorexia nervosa, bulimia</li> <li>• Attention seeking behaviour including sexual harassment or molestation</li> <li>• Unusually compliant</li> <li>• Regressive behaviour, Enuresis, soiling</li> <li>• Frequent or open masturbation, touching others inappropriately</li> <li>• Depression, withdrawal, isolation from peer group</li> <li>• Reluctance to undress for PE</li> <li>• Bruises, scratches in genital area</li> </ul>	<ul style="list-style-type: none"> <li>• Over-reaction to mistakes, continual self depreciation</li> <li>• Delayed physical, mental, emotional development</li> <li>• Sudden speech or sensory disorders</li> <li>• Inappropriate emotional responses, fantasies</li> <li>• Neurotic behaviour: rocking, banging head</li> <li>• regression, tics and twitches</li> <li>• Self-harming, drug or solvent abuse</li> <li>• Fear of parents being contacted</li> <li>• Running away</li> <li>• Compulsive stealing</li> <li>• Masturbation, Appetite disorders – anorexia nervosa, bulimia</li> <li>• Soiling, smearing faeces, enuresis</li> </ul>

The following responses from parents may suggest a cause for concern across four categories.

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

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

## Appendix 2: Dealing with a disclosure of abuse

When a child tells me about abuse she/he has suffered, what must I remember?

- Stay calm
- Assess whether there are any immediate medical needs and address them.
- Do not transmit shock, anger or embarrassment.
- Reassure the child.
- Never enter into a pact of secrecy with the child.
- Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Align with her/him. Children very rarely lie about abuse; but she/he may have tried to tell others and not been heard or believed.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that she/he has a right to be safe and protected.
- Do not tell the child that what she/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what she/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- Make sure the child is taken to a place of safety
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to social services without delay, by the DSL using the correct procedures as stated in the guidelines.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young

person who has been abused can be traumatic for the adults involved.  
Support for you will be available from your DSL

Appendix 3: Confidential Cause for Concern Form (page 1 of 3)

Confidential Cause for Concern Form

For: All Staff

Note: Please do not interpret what is seen or heard; simply record the facts.  
After completing the form, pass it immediately to the Designated Safeguarding Lead.

Name of child..... Form .....

Name of staff member completing form.....

Day..... Date..... Time..... Place.....

...  
(of observed behavior / discussion / disclosure)

Nature of incident / concern including relevant background (Record child's word verbatim)

Signed: .....

Action/passed to .....

Appendix 3 (page 2 of 3)

For: Designated Safeguarding Lead Use Only

Name: ..... Date: ..... Time.....

Action Taken	By whom	Outcome
Discuss with child  <i>Ensure the child's wishes and feelings are ascertained where appropriate.</i>		
Monitoring sheet		
Check behavior database		
Contact parents Please tick  Telephone Call ____ Meeting: ____		
Check SEN Register		
Refer to Social Care		
Other (Please specify)		




Appendix 4: Pre-Employment Checks – KCiSE September 2016

The level of DBS certificate required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in the school as outlined in this guidance in KCSI E. An offer of an appointment to a successful candidate MUST be conditional upon satisfactory completion of the following pre-employment checks:

- verify a candidate’s identity. Identification checking guidelines can be found on the GOV.UK website; preferably from a current photographic ID and proof of address except where, for exceptional reasons, none is available.
- obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity);
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service;
- verify the candidate’s mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;
- verify the person’s right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then prospective employers, or volunteer managers, should follow advice on the GOV.UK website;
- if the person has lived or worked outside the UK, make any further checks the school consider appropriate; and verify professional qualifications, as appropriate.
- Independent schools, including academies and free schools, check that a person taking up a management position as described at paragraph 99 is not subject to a section 128 direction made by the Secretary of State.

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. This would

include contractors that would have the opportunity for contact with children and who work under a temporary or occasional contract.

In a school, a supervised volunteer who regularly teaches or looks after children is not in regulated activity. The Department for Education (DfE) has published separate statutory guidance on supervision and regulated activity which schools should have regard to when considering which checks should be undertaken on volunteers. This is set out in Annex F of KCSiE.

In addition to obtaining the DBS certificate described, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. For those engaged in management roles an additional check is required to ensure they are not prohibited under section 128 provisions.

A DBS certificate must be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the school or college may undertake an online update check through the DBS Update Service. Individuals can join the DBS Update Service when applying for a new DBS check; this will allow them to re-use this check when applying for similar jobs. With the individual's consent, their employer can go online and carry out a free, instant check to see if a new certificate is required: [www.gov.uk/dbs-update-service](http://www.gov.uk/dbs-update-service).

There is no requirement to obtain an enhanced DBS check if, in the three months prior to beginning work in their new appointment, the applicant has worked:

in a school in England in a post which brought them into regular contact with children or in any post in a school since 12 May 2006; or

in a college in England in a position which involved the provision of education and regularly caring for, training, supervising or being in sole charge of children or young people under the age of 18. but a school or college may request an enhanced DBS check with barred list information should there be concerns and bearing in mind the duty schools and colleges are under not to allow a barred person to work in regulated activity. A school or college may not request an enhanced DBS check with barred list check for anyone working in the school or college who is not in regulated activity but may request an enhanced DBS check without a barred list check.

Appendix 5: Ghyll Royd Child Protection Annual Report to the Governing Board

From .....to.....

Designated Child Protection Staff

Designated Members of Staff

Name of Senior Designated Person who has lead responsibility for child protection and providing safeguarding supervision. Name of Lead Practitioner for Early Years.	
Has the lead named child protection officer undertaken training?	
Name of other Designated Person/s.	
Name of contact Designated Person out of school hours in case of emergency: Contact number / e-mail.	
Names of any designated staff who are no longer in post, or no longer have child protection responsibility since September 2013. i.e. in another role / left the school/retiring.	
Has the head teacher completed safer recruitment training?	

Governing Body

Name of Designated Governor for Child Protection/Safeguarding.	
Has the governing body/ designated governor completed child protection training.	
Name of Governor(s) who have completed Safer Recruitment Training (and dates).	

Child Protection Policy

Child protection policy review and ratification date.	
Checklist: Is the updated CP policy based upon the Local Authority model policy	

Please note any errors/omissions in the space provided.

Comments:

Please complete child protection training requirements for academic year

2 yearly Designated Staff refresher: Yes  No   
 If yes: no of staff requiring refresher training \_\_\_\_\_

3 yearly whole school staff training: Yes  No   
 If yes: please indicate if training still to be arranged?  
 Yes  No

Head teacher 1 day training: Yes  No

Governor training: Yes  No   
 If yes: please indicate if training still to be arranged:  
 Yes  No

Any other training requirements:

Preventative Curriculum: Please refer to the list below and identify whether the following safeguarding areas have been addressed with pupils/staff throughout the academic year.

	Pupil Awareness through the curriculum/assemblies	Please List Year Groups trained	Staff Training
E-safety	Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>
Child Sexual Exploitation	Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>
Domestic Violence	Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>
Sexually Harmful Behaviours	Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>

CHILD PROTECTION CASES WITHIN SCHOOL FOR ACADEMIC YEAR .....

Children subject to a Child Protection Plan

Children with CAF/Multi Agency Meetings

Looked After Children

Targeted Support for Children (e.g. CAMHs, Social Care, Family Support)