



Peel Park

Primary School
and Nursery

The Path to Success

PEEL PARK PRIMARY SCHOOL AND NURSERY

Child Protection and Safeguarding Policy

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Approved by the Governing Board: 19th September 2025

Review date: 1st September 26

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1.0 Policy statement Peel Park Primary School takes seriously its 'duty to safeguard and promote the welfare of pupils at the school' (Children Act 1989 and Education Act 2004). The welfare of the child is paramount and we adhere to all aspects of Keeping Children Safe in Education (September 2024) and Working

Together to Safeguard Children (2018). Nothing is more important than children's welfare and we will always work in the best interests of the child. All children must have equal rights to protection.

We are committed to having in place procedures that will support informed and sensitive management of child protection issues. Peel Park Primary School recognises that there are several inter-linking components which form an integrated framework to provide a protective / preventative service. These include:

- known operational policies and procedures for dealing with child protection issues
- having in place clear structures to support the child protection function (i.e. designated lead, named governor and a clear policy)
- having a Safer Recruitment Policy and procedures (see policies)
- ensuring that staff understand the expected code of conduct for working with children (see Professional Conduct Policy) and that students are empowered and aware of issues related to their own welfare (particularly through the Personal Development Studies/PSHCE programme and assemblies)

In addition, the senior leadership team and all staff ensure that every precaution is taken to ensure that we minimise the risk of harm to our students in our school environment and on education outside of the classroom (see related policies below).

Peel Park Primary School recognises the importance of being vigilant at all times both with regards to those we know and also those we do not. We recognise that it is possible for staff and volunteers to behave in a way that causes harm to children. We take any allegation seriously and follow local arrangements for dealing with this (see policy on dealing with allegations). All staff understand that any concerns must be reported immediately to the DSL/DDSL.

This policy has been developed in accordance with the principles established by:

- Children Acts (1989) and (2004)
- Education Act (2002), and in line with government publications
- Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' (2000)
- What to do if you are Worried a Child is Being Abused (2015)
- Disqualification under the Childcare Act (2006)
- Children and Social Work Act (2017)
- Keeping Children Safe in Education (2024)
- Working Together to Safeguard Children (2018)

Safeguarding students is a core function of Peel Park Primary and a whole-school approach is maintained. As such, this policy relates to many other policies and in particular the following:

- Anti-Bullying

- Personal hygiene / intimate care
- Curriculum

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- Dealing with Allegations of Abuse against Staff
- Educational Visits
- Health and Safety
- Positive behaviour
- Prevent education
- Staff Code of Conduct
- Spiritual, Moral, Social and Cultural Development
- Safer Recruitment
- Sexual Education and Relationships

All staff in school must read the latest DfE update of the Keeping Children Safe in Education (part 1) Appendix 4 (September 2024). They have a duty to ensure that not only have they read the document, but have signed annually to confirm that they understand their roles and responsibilities in relation to Child Protection. If staff are unclear, they must ask the Designated Safeguarding Lead for clarification. All staff will be trained on this statutory guidance annually and measures will be put in place to ensure staff have read and understood the guidance. All staff understand that any concerns must be referred immediately to the safeguarding team, or if circumstances dictate, directly to Children's Social Care (see page 17).

2.0 Scope and purpose

2.1 To enable all staff to be aware, sensitively, of the need for child protection in appropriate circumstances.

2.2 To ensure all staff understand that safeguarding is everyone's responsibility.

2.3 To enable all staff to understand the 'duty of care' placed on them and their role in safeguarding and promoting the welfare of all pupils.

2.4 To ensure that all staff understand the procedures in place when dealing with potential child protection issues.

2.5 To demonstrate the school's commitment and procedures with regards to child protection.

2.6 To contribute to the wider safeguarding portfolio of policies (see below).

2.7 To ensure all children are provided with a curriculum which addresses issues of being safe as well as ensuring children understand right from wrong whilst having the right climate to express concerns.

3.0 Procedures and training

In order to minimise risk to students, the main elements to our safeguarding practice are as follows:

3.1 We practice safer recruitment in checking the suitability of staff and volunteers in school to work with children (see policy on recruitment and checking).

3.2 We continually review all practices in order to establish a safe environment in which children can learn and develop (see Health and Safety policy).

3.3 We raise awareness of child protection issues with students and aim to equip them with the skills needed to keep them safe. We have a rigorous PSHCE / RSE curriculum covering a wide range of topics.

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- 3.4** We ensure staff are aware of how to conduct themselves with students and give regular training on child protection and safeguarding. All staff in school have read part 1 of Keeping Children Safe in Education (Sept 2024) and re-read it on an annual basis to ensure a common understanding that safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play in safeguarding children.
- 3.5** Regular updates are provided to staff via emails, workshops and staff meetings. We adhere to the recommendation that formal training is delivered at least annually and regular updates keep safeguarding at the forefront of everyone's thinking and practice. Any safeguarding messages are given to staff every Friday morning during briefing.
- 3.6** Early Help ethos ensures that we provide support for our pupils as soon as a problem is identified. This applies to all pupils from early years to Year 6. Staff discuss early help requirements with the designated safeguarding lead and support other agencies undertaking an early help assessment. We use the Signs of Safety approach when working with children and families.
- 3.7** We recognise that some children are more vulnerable than others and therefore may be more at risk from abuse (see SEND / Individual Needs Policy).
- 3.8** We carry out appropriate risk assessments for all school activities (e.g. educational visits) and have pre and post briefings before and after all trips.
- 3.9** We raise awareness with all students of the risks of technologies through teaching about e-safety and our school is 'mobile phone' free as we recognise the risks posed to children from mobile technology including excessive use. (See mobile phone policy and guidance)
- 3.10** We encourage a positive atmosphere of openness and support where students are encouraged to have the confidence to talk to familiar adults with the understanding that they will be listened to. Enough time is dedicated to the pastoral curriculum to allow for teaching of all aspects of safeguarding. The Grove provision is in place to provide Nurture support and guidance for some of our most vulnerable pupils.
- 3.11** We operate a 'zero-tolerance' approach to bullying (see Anti-Bullying policy).
- 3.12** We have a strong emphasis on student voice through our school council.
- 3.13** We have procedures for identifying and reporting cases or suspected cases of abuse and are ever vigilant to all concerns regarding any unhealthy opinions or behaviours a child may display.
- 3.14** We support students who have been abused in accordance with their agreed child protection plan and offer non-prejudicial support for those who make allegations.
- 3.15** We ensure all staff have training in child protection procedures at induction. These procedures follow the guidelines set out by OFSTED, Circular 10/95, Safeguarding Children in Education 2004 and Keeping Children Safe in Education (2024). Staff will be updated annually to ensure everyone is trained in how to respond appropriately and sensitively to child protection concerns. Staff training is tailored to the role of the individual.
- 3.16** We are committed to working with other agencies in order to safeguard children and setting up an interagency assessment as appropriate under the Early Help system (see Working Together 2018). We work closely with our 2 allocated Early Help Co-ordinators.
- 3.17** At Peel Park, we will consider the child's wishes or feelings when determining what action to take and what services to provide to ensure every child is safe and staff do not promise confidentiality at any point.

4.0 Our School Commitment

We recognise that, for students, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult promotes prevention.

Peel Park Primary School will therefore:

- 4.1** Establish and maintain an ethos where students feel secure, are encouraged to talk and are listened to.
- 4.2** Ensure that students know there are adults school who they can approach if they are worried or in difficulty.
- 4.3** Include in the curriculum activities and opportunities for personal and social development which will equip students with the skills they need to recognise and be safe from abuse (See PSHCE / SRE curriculum). Students need to recognise behaviours which are unacceptable from peers and adults. Assemblies are delivered on safe / unsafe touch and consent runs through our RSE curriculum from Early Years to Year 6.
- 4.4** Ensure that wherever possible every effort will be made to establish effective working relationships with parents whilst always putting the needs of the child first. We offer a range of classes and workshops for our parents.
- 4.5** Ensure that our approach to managing behaviour is positive and that staff understand how to behave when working with children.
- 4.6** Recognise its obligation to work with and co-operate with colleagues from other agencies (Education Act 2004 and Working Together 2018).
- 4.7** Ensure all staff are aware of the school guidance for their use of mobile technology and have discussed issues around the use of mobile technologies and their associate risks. (See mobile phone policy and guidance)
- 4.8** Ensure that staff are fully aware of the different types of child abuse and signs of abuse (see appendix).
- 4.9** Recognise that staff build up expertise in dealing with concerns and safeguarding issues over time. Therefore, the school will provide opportunities for staff to contribute to shaping the safeguarding arrangements and child protection policies.
- 4.10** Incorporate the Relationships and Sex Education framework into our PHSCE scheme of work at Peel Park – liaising with staff and parents to secure a bespoke curriculum which is right for our school.
- 4.11** Re-assure victims of abuse that they are being taken seriously and are listened to in school. Emphasising the fact that they should not feel ashamed, nor should they think they are causing a problem. KCSIE 2024

5.0 Roles and responsibilities

Peel Park Primary School has a 'Designated Safeguarding Lead' (DSL) and a Deputy Designated Safeguarding Lead (DDSL) both the DSL and DDSL have the responsibility to liaise with the appropriate external agencies on child protection issues. Peel Park Primary also has a named governor for child protection who is also trained on a regular basis and who has the responsibility to ensure that the school has an effective policy and structures in place to support the safeguarding of children.

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All staff need to be aware of the signs of child abuse and neglect; staff must inform the DSL in total confidence, and a sensitive, tactful and totally confidential investigation will then take place. If the signs are confirmed, one of the Safeguarding Officers will manage any potential Child Protection issue. All staff understand that child protection information is 'need to know' and confidential information about a child should not be freely shared. The child's interests come first and their dignity must be protected.

The Head Teacher, supported by the Governing Body, has overall responsibility for ensuring all aspects of child protection and safeguarding are paramount in the organisation. This duty cannot be delegated. The Head Teacher should ensure regular supervision meetings with the DSL take place so that they are kept up to date with all matters, and also to formally check their welfare.

5.1 Designated Safeguarding Lead (DSL)

On induction, all staff are advised of the names of their Designated Safeguarding Leads (DSL) and Named Persons. Peel Park Primary ensure that the DSL and Named People have a high profile among staff and students. The DSL is a senior member of staff.

It is the role of the Designated Safeguarding Lead for Child Protection to:

5.2 Manage referrals

- Oversee staff referrals through the on-line platform.
- Seek advice and guidance in line with the local safeguarding board's practice.
- Make referrals to children's social care if there is a concern that the child is suffering significant harm or is likely to do so, understanding that all referrals are child-centred and the needs of the child are paramount.
- Ensure the voice of the child is heard and that the unique characteristics of the child within their family and community context is communicated.
- Make a referral to the National Referral Mechanism if there are any concerns that a child may be a potential victim of slavery or human trafficking.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Refer promptly all cases of suspected child abuse to the local social services department. In the case of a social worker attending Peel Park Primary to see the student following a referral, if the student's parent arrives to collect the student before the social worker it must be remembered that we have no right to prevent the removal of the student. However, if there are clear signs of physical risk or threat, the police should be called.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Ensure written records of concerns about a child are kept even if there is no need to make an immediate referral and ensure these records are stored securely and separate to the student's curriculum file until the child's 25th birthday.
- Work with the Head Teacher in informing the Local Authority Designated Officer (LADO) for child protection concerns (all cases which concern a staff member); Disclosure and Barring Service (cases where a person is dismissed or left due to risk / harm to a child); and / or the police (cases where a crime may have been committed).
- The Head Teacher and DSL should make all referrals to the LADO unless the concern is about the DSL and then the Head Teacher should make the referral. If the concern is about the Head Teacher, the referral will be managed by the Chair of Governors.

- Liaise with the Head Teacher to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Attend all child protection multi-agency conferences and contribute to child protection plans.

5.3 Co-ordinate training

- Co-ordinate annual statutory training as well as regular training and information updates for all staff to keep child protection and the welfare of children paramount.
- Ensure all staff read and understand Appendix 8 of this document at least annually (Keeping Children Safe in Education: Information for all school and college staff).
- Designated Safeguarding Leads (or Named Persons) should undergo the relevant Child Protection training, and ensure training is updated regularly – at least every two years in order to act as a source of support and expertise for our learning community.
- Ensure that new staff (including temporary staff and volunteers) receive safeguarding children induction by their first day of working at Peel Park Primary School.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Obtain access to resources and attend any relevant or refresher training courses.
- Ensure each member of staff has access to and understands the school's Child Protection Policy and procedures.
- Policy and procedures, especially new and part time staff.
- Ensure that all staff know about and have access to child protection guidelines, are clear about the Child Protection Policy and Professional Conduct Policy.
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as Early Help assessments.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Be clear that early help is the most effective way of promoting the welfare of children and understand how to work with other agencies to provide this for children and families in need and be alert to the potential need for early help for children with certain characteristics such as SEN, young carers, children missing regularly from education and those vulnerable to any form of exploitation or radicalisation.
- Ensure that all school staff complete Smartlog training on Safeguarding, Child Protection and Prevent.

5.4 Raising awareness

- Ensure all staff are aware of school processes and the role of the Designated Safeguarding Lead.
- Work with the Head Teacher in reviewing the Child Protection Policy annually and the procedures and implementation are updated and reviewed regularly.
- Work with the governors in reviewing procedures and producing training and updates including an annual written report.

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- Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Ensure that the school operates within the legislative framework and recommended guidance.
- Make links with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding. [http:// www.bradford-scb.org.uk/](http://www.bradford-scb.org.uk/).
- Ensure the Designated Safeguarding Lead attend case conferences or nominate an appropriate member of staff to attend on his / her behalf.
- Where children leave school, ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file.
- Develop effective links with relevant statutory and voluntary agencies to support the protection of children.

5.5 The Local Governing Body and Safeguarding Governor

The Local Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment.

In particular, the Governing Body must ensure that:

- the Child Protection Policy and procedures are in place, followed and reviewed annually
- safer recruitment procedures are in place and followed
- there is a Safeguarding Lead who is a member of the school's leadership team
- the school provides relevant safeguarding children training for school staff and volunteers
- Peel Park Primary follows the process and procedure for dealing with allegations
- they work with the Head Teacher and DSL to ensure that deficiencies or weaknesses in safeguarding arrangements are remedied without delay
- they evaluate how children are being taught about safeguarding
- they check that the SCR and DBSs are in place for all governors and staff at least annually
- they dedicate meeting time to consider child protection matters in including referrals (see annual agenda)
- the Chair is responsible in the event of an allegation of abuse being made against the Head Teacher
- this policy is ratified by the Governing Body and made public on the school's website

6.0 Prevention through education

Peel Park Primary School recognises that proactive education coupled with a child-centred ethos is paramount in protecting children. Children may be vulnerable to neglect or abuse or exploitation within the family and from individuals they come across in their day-to-day lives. Threats can take a variety of forms including: physical, emotional, neglect, exploitation by criminal gangs and organised crime, trafficking, online abuse, sexual exploitation and influences of extremism leading to radicalisation. Peel Park Primary ensures they have an open climate where children feel safe and know they will be listened to if they come forward. Additionally, we take every opportunity in our formal and pastoral curriculum to educate children about managing risk as well as building up self-esteem. Children know that adults are vigilant and that they will provide advocacy to assist

- them. Our PHSCE curriculum is up to date and addresses issues topical/relevant to our school and community.

Internet Safety will be addressed at the start of any Computing lesson in school. We will ensure that we follow the recently published DfE publication of Filtering and monitoring standards and guidance.

We will continue to work closely with our ICT providers and Computing Lead to develop an understanding of filtering and monitoring standards to ensure our pupils are safe online. (KCSIE 2024)

7.0 Children looked after and children previously looked after

Governing bodies must ensure that the Head Teacher has appointed a designated teacher to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training. At Peel Park Primary this is the DSL's responsibility.

The most common reason for children becoming looked after is as a result of abuse and / or neglect or increasingly because they are a refugee. Appropriate school staff will have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility; the levels of authority delegated to the carer by the authority looking after him / her; details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

The Designated Safeguarding Lead will ensure that responsible staff are aware of the information they require in relation to the pupil's status, for example, access rights for birth parents or those with parental responsibility. We recognise that in some cases pupils will not be from the geographical local authority and will ensure that liaison takes place with the relevant professionals from the appropriate authority.

8.0 SEND and children with additional vulnerabilities

All staff understand that children with Special Educational Needs and Disabilities may be more vulnerable to exploitation and abuse. They may be more isolated from their peers and may find it difficult to express concern. No concern should be over-looked or passed off as a symptom of SEN or disability. Staff must be hyper-vigilant to the needs and concerns of these children who are among the most vulnerable. Additional barriers can exist in identifying neglect and harm for some groups of pupils or students. Staff will be sensitive to their specific needs, particularly in relation to communication barriers.

9.0 Missing children

A child going missing from an education setting is a potential indicator of abuse and neglect. Appropriate safeguarding responses to children who go missing from education settings are in place, particularly on repeat occasions, to help identify any risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. All schools have staff dedicated to following up on children's absence and a system of early contact.

As stated in the KSCSIE update 2024 we are aware that that being absent, as well as missing, from education can be warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation.

10.0 Contextual safeguarding including serious crime

Designated leads will be particularly mindful of contextual safeguarding (Firmin 2017). Young people's experiences and relationships beyond the family may mean that they are more or less likely to experience significant harm. This is particularly the case for adolescents who may have access to influences beyond the family, for example, on-line, peer-group, criminal subcultures. This influence occurs at a time when they are particularly vulnerable and suggestable to influence. Peer relationships are increasingly influential and may undermine familial relationships. It is for this reason that schools must be safe spaces where staff are hyper-vigilant to negative peer influences including those that challenge school and social norms.

Staff must be wary of potentially exploitative peer to peer relationships, particularly where there is an imbalance of power. Staff must never underestimate the weight of peer influence and must report this as a safeguarding concern where they witness it occurring. Peel Park Primary School work with the police in order to train staff and pupils on local threats to young people, for example the dangers of criminal exploitation, particularly drug and associated knife crime, sexual exploitation and increasingly gangs which operate across 'County Lines'. See below for signs and symptoms of child sexual exploitation which may also apply to criminal exploitation. We also work with GANGS to educate Year 6 children on the dangers of GANGS and the impact of being a member. **We are continuing to use** the West Yorkshire's Police's POL –ED educational resources and will using these lessons as part of our RSE scheme of work.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include: *increased absence from school* a change of friendships or relationships with older individuals or groups *significant decline in performance *signs of self-harm or significant change in well-being*signs of assault or unexplained injuries*unexplained gifts or new possessions.

All staff should be aware of the associated risks and understand the measures in place to manage these.

11. Domestic Abuse (DA)

Depending on the age, young people may be witnesses to or subject to domestic violence within their own personal relationships. Staff are trained that DA is an aspect of child protection and must be reported in the same way to the Designated Safeguarding Lead who will refer as advised by Children's Services. The school receives domestic abuse notifications from Operation Encompass, these are responded to promptly and appropriately. Our new PHSCE / RSE curriculum addresses DA sensitively and how it impacts some of our families.

12.0 Whistleblowing (see school policy)

All staff and volunteers should be able to raise concerns should they consider there to be poor or unsafe practice and potential failures in the safeguarding regime and know that concerns are taken seriously by the leadership team. Whistle blowing procedures are in place and are available on request.

The NSPCC whistleblowing helpline is available for staff who feel unable to raise concerns directly on 0800 028 0285 or help@nspcc.org.uk

13.0 Procedures we follow in school

1. Dealing with disclosures of abuse

- Always listen carefully and quietly – do not press for any evidence at all.
- Remain calm and reassuring – do not dismiss the disclosure – do not show distress or concern.
- Do not refute the allegation.
- Show that you care through open and reassuring facial and body language.
- Do not interrogate or ask leading questions (it could later undermine a case).

2. At this point, take the following steps:

- Explain to the student that the disclosure must be reported – emphasise your trust in them.
- Do not promise to keep the allegation secret or that ‘everything will be alright’.
- Reassure the student by telling them that they have done the right thing in telling you. Do not offer physical reassurance.
- Do not admonish in any way e.g. ‘I wish you had told me sooner’.
- Inform the Designated Safeguarding Lead (DSL) immediately and verbally to begin with where possible.
- Under no circumstances discuss the matter with any other person - if the allegations prove to be untrue, any such discussion would be deemed defamatory. Information to staff is on a ‘need to know’ basis at the discretion of the DSL.
- If the child agrees, take them with you to the DSL or named person, although not at the expense of a disclosure continuing.
- Complete a yellow cause for concern form – ensuring the timings are specific.
- Date and sign any written record of events and action taken and keep this confidential and secure. You must keep, in absolute confidence, a copy of the report, as will the DSL. . The DSL keeps Child Protection records centrally and securely; they are not kept in the child’s file.
- All staff are under a duty to report all suspicions of abuse to the DSL.
- The DSL is responsible for passing on these concerns to Social Services.
- Accurate records are essential in the event of further investigations. **If you see or hear something that concerns you:**
 - don’t ignore it
 - make a mental note and seek advice
 - complete a yellow form and hand to the DSL or DDSL
 - don’t feel silly – if it worries you, someone else needs to know
 - see the DSL immediately (or a Named Person if the DSL is unavailable) if a child is deemed to be at risk of harm. No child should go home without external agency involvement if the DSL is concerned about risk. As well as a face to face with the DSL, a cause for concern must be completed by the member of staff reporting (CPOMs or paper).
 - see the DSL, or a Named Person immediately if it is related to the child being at risk and do this before the child goes home that day.
- all staff may raise concerns directly with Children’s Social Care services 01274 433999
- concerns about adults at Peel Park Primary should be made to the Head Teacher.

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Child Protection Procedures – Points of action 1. Discovery or suspicion of child abuse

Inform the DSL in person who will electronically record on CPOMs. The DSL will, in the appropriate manner and according to procedures, assess the situation.

2. The DSL will, if appropriate, take the following steps:

- where it is clear that a Child Protection Referral (significant harm) is needed, contact Social Services without delay 01274 433999 / 01274 431010 out of hours.
- where the DSL is not sure whether it is a child protection issue, or where they need to check the child protection register, they may seek advice from the Early Help or Bradford Children's Social Care.
- follow locally agreed protocols which can be found on the Bradford Safeguarding Children's Board website

3. The DSL will attend a Child Protection Conference

We recognise the importance of multi-agency working and will ensure that staff including the DSL are able to attend all relevant meetings, case conferences, core groups and strategy meetings.

Appendix 1: Additional Information on categories of abuse Signs of abuse in children:

The following non-specific signs may indicate something is wrong:

- significant change in behaviour
- extreme anger or sadness
- aggressive and attention-seeking behaviour
- suspicious bruises with unsatisfactory explanations
- lack of self-esteem
- self-injury
- depression
- age inappropriate sexual behaviour
- child sexual exploitation
- Withdrawal / becoming non-verbal

Risk indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- must be regarded as indicators of the possibility of significant harm
- justifies the need for careful assessment and discussion with designated/ named/ lead person, manager,(or in the absence of all those individuals, an experienced colleague)
- may require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred. In an abusive relationship, the child may:

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- appear frightened of the parent/s
- act in a way that is inappropriate to her / his age and development (though full account needs to be taken of different patterns of development and different ethnic groups) The parent or carer may:
- persistently avoid child health promotion services and treatment of the child's episodic illnesses
- have unrealistic expectations of the child
- frequently complain about / to the child and may fail to provide attention or praise (high criticism / low warmth environment)
- be absent or misusing substances
- persistently refuse to allow access on home visits
- be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household. Staff should also be aware of the wider threats to children within peer groups, online and the influence of extremist groups.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving the child opportunity to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploring or 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 to frequently feel frightened or in danger, exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse. The following may be indicators of emotional abuse:

- developmental delay
- abnormal attachment between a child and parent / carer e.g. anxious, indiscriminate or not attachment
- indiscriminate attachment or failure to attach
- aggressive behaviour towards others
- scape-goated within the family
- frozen watchfulness, particularly in pre-school children

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- low self-esteem and lack of confidence
- withdrawn or seen as a “loner” – difficulty relating to others

Neglect

Neglect is the persistent failure to meet a child’s basic or 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.

All staff and volunteers should be concerned about a child if he / she presents with indicators of possible significant harm. Training will be provided to all staff on the ‘signs of abuse’.

Recognising neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- a child seen to be listless, apathetic and irresponsive with no apparent medical cause
- failure of child to grow within normal expected pattern, with accompanying weight loss
- child thriving away from home environment
- child being frequently absent from school
- child being left with adults who are intoxicated or violent
- child being abandoned or left alone for excessive period

Physical Abuse

The following are often regarded as indicators of concern:

- an explanation which is inconsistent with an injury
- several different explanations provided for an injury
- unexplained delay in seeking treatment
- the parents / carers are uninterested or undisturbed by an accident or injury
- parents are absent without good reason when their child is presented for treatment
- repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- family use of different doctors and A&E departments
- reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- any bruising to a pre-crawling or pre-walking baby
- bruising in or around the mouth, particularly in small babies which may indicate force feeding
- two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- variation in colour, possibly indicating injuries caused at different times
- the outline of an object used e.g. belt marks, hand prints or a hair brush
- bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- bruising around the face
- grasp marks on small children
- bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g:

- circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- linear burns from hot metal rods or electrical fire elements
- burns of uniform depth over a large area
scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his / her own accord will struggle to get out and cause splash marks)
- old scars indicating previous burns / scalds which did not have appropriate treatment or adequate explanation
- scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures. There are grounds for concern if:

- the history provided is vague, non-existent or inconsistent with the fracture type

-
- there are associated old fractures
- medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- there is an unexplained fracture in the first year of life

Scars

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

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may include 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.

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and / or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child / family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional / behavioural. Some behavioural indicators associated with this form of abuse are:

- inappropriate sexualised conduct
 - sexually explicit behaviour, play or conversation, inappropriate to the child's age
 - continual and inappropriate or excessive masturbation
 - self-harm (including eating disorder), self-mutilation and suicide attempts
 - involvement in prostitution or indiscriminate choice of sexual partners
 - an anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)
- Some physical indicators associated with this form of abuse are:

- pain or itching of genital area
- blood on underclothes
- pregnancy in a younger girl where the identity of the father is not disclosed
- physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviours such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident, the following factors should be given consideration. The presence of exploitation in terms of:

- equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- consent – agreement including all the following:
 - understanding that is proposed based on age, maturity, development level, functioning and experience
 - knowledge of society’s standards for what is being proposed
 - awareness of potential consequences and alternatives
 - assumption that agreements or disagreements will be respected equally
 - voluntary decision
 - mental competence
- coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Child on Child Abuse

Staff should not underestimate the potential for one child or young person to abuse another. There are many different forms peer on peer abuse can take, which may involve all the above four categories. Abuse may involve person to person contact, however abuse involving the use of technology such as online bullying, social media abuse and “sexting” is on the increase and should be dealt with assertively. There should be an understanding of the different gender issues that can be prevalent when dealing with peer on peer abuse and that girls may be more likely (although not exclusively) to be victims.

Staff are reminded that peer on peer abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”: abuse is abuse. Victims must be heard and perpetrators both disciplined according to the school policy and educated. Staff must report any incident of peer on peer abuse and staff must be clear that abuse is criminal.

Staff becoming aware of peer on peer abuse will take appropriate action as outlined in the relevant guidance on bullying and cyberbullying.

www.gov.uk/government/publications/preventing-and-tackling-bullying

Sexting

Sexting is the sending of provocative or sexual photos, messages or videos. They are generally sent using a mobile phone but can also include posting this type of material online. The incident may occur when: a person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18; a person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult; a person under the age of 18 is in possession of sexual imagery created by another person under the age of 18. The sharing of sexual imagery of people under 18 by adults is classed as child sexual abuse and should always be reported to the police.

The school will exercise its right to search, screen and where necessary confiscate mobile phones where an incident occurs. All staff are clear that sexting is an offence and is treated as such.

Any incident should be referred to the DSL as soon as possible, who will hold an initial review meeting with appropriate school staff.

Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.

At any point in the process, if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children’s social care and / or the police immediately. Further information is available here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.243_9_KG_NCA_Sexting_in_Schools_WEB_1_.PDF

Refer to the Mobile Phone Policy and Guidance.

Children who identify as LGBT+

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is

perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. (KCSIE 2024)

Appendix 2: Specific concerns to be aware of for all staff

Children missing in education

We recognise that a child missing from education is a potential indicator of abuse and must be taken seriously. The Attendance Officer will follow up all unauthorised absences on a daily basis and will liaise closely with the DSL and Head Teacher. Any child who is deleted from the admission register at parents request because: they are being educated at home; they ceased to attend because of moving location; they were certified as unfit to attend school before ceasing education; they are in custody for more than 4 months; or they have been permanently excluded, should be reported to the Local Authority in compliance with the amendments to the Pupil Registration Regulations (1 September 2016). Additionally, any student who fails to attend school regularly, or is absent without the school's permission for a continuous period of 10 school days should be reported to the authority.

Forced marriage (FM)

We recognize at Peel Park that this may have a negative impact on younger siblings at our school should this happen within a family.

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Evidence from West Yorkshire Police shows that the issue of forced marriage affects certain sectors of communities, typically girls in the age range of 14 – 16 years old originating from Pakistan, India & Bangladesh (approx. 60% of the cases) together with a percentage of cases of children originating from the Middle-East and African countries.

A signal of FM is the removal of the students from school and lengthy absence which is often unexplained. Other indicators may be detected by changes in adolescent behaviours. Whistleblowing may come from younger siblings.

Any member of staff with any concerns should report this immediately to the DSL who should raise the concern with the Bradford Police Safeguarding Unit by email at b.dsu@westyorkshire.pnn.police.uk or by phone on 01274 433999. Never attempt to intervene directly as a school or through a third party. Whilst the onus of the investigation for criminal offences will remain with the police, the DSL should co-operate and liaise with the relevant agencies in line with current child protection responsibilities. The current West Yorkshire Safeguarding Board procedures also requires schools to make a referral to Children's Social Care on 01274 437500.

Female genital mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. Section 5C of the FGM Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the government powers to issue statutory guidance on FGM to relevant persons including schools.

What is FGM?

It involves procedures that intentionally alter / injure the female genital organs for non- medical reasons.

Four types of procedure:

Type 1: Clitoridectomy – partial / total removal of clitoris

Type 2: Excision – partial / total removal of clitoris and labia minora

Type 3: Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4: all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area Why is it carried out?

Belief that FGM:

- brings status / respect to the girl – social acceptance for marriage
- preserves a girl's virginity
- is part of being a woman / rite of passage
- upholds family honour
- cleanses and purifies the girl
- gives a sense of belonging to the community
- fulfils a religious requirement
- perpetuates a custom / tradition
- helps girls be clean / hygienic
- is cosmetically desirable . mistakenly believed to make childbirth easier Is FGM legal? FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK. Circumstances and occurrences that may point to FGM happening:
 - child talking about getting ready for a special ceremony
 - family taking a long trip abroad
 - child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan).
 - knowledge that the child's sibling has undergone FGM
- child talks about going abroad to be 'cut' or to prepare for marriage Signs that may indicate a child has undergone FGM include:
 - prolonged absence from school and other activities
 - behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
 - bladder or menstrual problems
 - finding it difficult to sit still and looking uncomfortable
 - complaining about pain between the legs
 - mentioning something somebody did to them that they are not allowed to talk about
 - secretive behaviour, including isolating themselves from the group
 - reluctance to take part in physical activity
 - repeated urinal tract infection

- disclosure

Mandatory reporting of FGM - duty on schools:

Section 74 of the Serious Crime Act 2015 places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover that FGM has been carried out on a girl under 18 years. Those failing to report such issues will face disciplinary sanctions. Further detail can be found at www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information. All staff at peel Park Primary have completed online FGM awareness training.

Child sexual exploitation (CSE)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- being seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in / out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involvement in abusive relationships, being intimidated and fearful of certain people or situations

- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual) . mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involvement in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault

Vulnerability to radicalisation or extreme viewpoints (see also Social Moral Spiritual Cultural Policy)

Peel Park Primary recognises its duty under Section 26 of the Counter Terrorism and Security Act 2015 to protect our students from indoctrination into any form of extreme ideology which may lead to the harm of self or others. Extremism is defined as ‘vocal or active opposition to fundamental British values including: the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Extremism goes beyond terrorism and includes people who target the vulnerable, including the young by seeking to sow division between communities based on race or faith, discriminate against women and girls and persuade others that minorities are inferior. Additionally, any calls for the death of members of the armed forces would be defined as extremism. This duty is of paramount importance because of the open access to electronic information through the internet. IT safety and information handling are taught within the formal curriculum. The DSL understands and educates staff on the due regard to the need to prevent people from being drawn into terrorism and a referral to a Channel Panel will be made if vulnerability is suspected.

Peel Park Primary vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to infiltrate or influence members of our community, either physically or electronically. Staff are trained to be vigilant at spotting signs of extremist views and behaviours and to always report anything which may suggest a student is expressing opinions which may cause concern. In these cases, we would assess risk and work with other agencies, including the police through the Safer Schools Partnership and, if necessary, the Channel Programme.

At Peel Park, our core mission of diversity permeates all we do. We place a strong emphasis on the common values that all communities share such as self- respect, tolerance and the sanctity of life. We work hard to broaden our students’ experiences, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions. See our SMSC policy for more detail on this. All our staff are Prevent trained on a 3-yearly basis. Our internal safeguarding and child protection training includes training on Prevent for all new staff.

Honour based violence

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

(regardless of the motivation) and should be handled and escalated as such. If in any doubt, school / college staff will speak with the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

If staff have a concern regarding a child that might be at risk of HBV they should refer to the DSL who will activate local safeguarding procedures (as set out in section 4 of this policy), using existing national and local protocols for multi-agency liaison with police and children's social care.

Educational Neglect

What is educational neglect?

Educational neglect refers to a parent's or carer's failure to ensure their child's educational needs are being met. Children have a legal right to an education and so failing to send the child to school regularly is an example of educational neglect. It isn't illegal to take the child out of school if the parents/carers are providing an alternative educational provision, such as home-schooling.

What are the warning signs of educational neglect?

- Being absent from school regularly or for long periods of time
- Failing to be provided with education out of the school environment such as home-schooling
- Falling behind age-related expectations

We ensure that we follow our Attendance Policy and procedures and will notify the Attendance Lead, Head Teacher and DSL if we have any concerns.

Medical Neglect

What is medical neglect?

Medical neglect is when a child's health needs are not met, or they are not provided with the appropriate treatment needed as a result of illness or accidents. Dental care is also included.

If staff have a concern about medical neglect this must be reported to the DSL / Deputy DSL or a Named Person in school.

Appendix 3:

Name of school	Peel Park Primary School
Address	Peel Park Primary School, Peel Park Drive, Bradford, BD2 4PR
Telephone	01274 639377

Fax	01274 648412
Email office	office@peelpark.bradford.sch.uk

Role	Name	email
Headteacher	Mrs Andrea Grist	agrist@peelpark.bradford.sch.uk
Designated Safeguarding Lead	Mrs K Noble	knoble@peelpark.bradford.sch.uk
Deputy Designated Safeguarding Lead	Mrs H Hutchinson	hhutchinson@peelpark.bradford.sch.uk
Chair of Governors	Mrs S Bowe	sbowe@peelpark.bradford.sch.uk
Safeguarding Governor	Mrs S Bowe	sbowe@peelpark.bradford.sch.uk

Appendix 4:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014057/KCSIE_2023_September.pdf