



Heaton St. Barnabas' CE (VA) Primary School

Child Protection & Safeguarding Policy

This policy was approved by Staffing & Finance Committee

On: 30th January 2026

Signed.....

Position: Chair of Staffing & Finance Committee

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Important contacts

ROLE	NAME	CONTACT DETAILS
Designated Safeguarding Lead (DSL)	Paula Fernandez	01274 545019 paula.fernandez@hstb.co.uk
Deputy DSL	Rehana Ibrahim	01274 545019 rehana.ibrahim@hstb.co.uk
Designated member of Safeguarding Team if DSL (and DDSL) cannot be on site	Diane Smith (Headteacher) Jasmin Arif (Prevent Lead & Pastoral Manager)	diane.smith@hstb.co.uk jasmin.arif@hstb.co.uk
E-Safety Lead	Zeshan Jamil	zeshan.jamil@hstb.co.uk
Headteacher	Diane Smith	01274 545019 diane.smith@hstb.co.uk
Attendance Lead	Amjid Khan	01274 545019 amjid.khan@hstb.co.uk
Local Authority Designated Officer (LADO)	Dawn Holt	01274 435600
Chair of Governors	Ian Grant	ian.grant@hstb.co.uk
Governor responsible for Safeguarding	Mohammed Ali	mohammed.ali@hstb.co.uk

1. Rationale and definitions

At Heaton St. Barnabas' CE Primary School, there is nothing more important to us than the physical, emotional and spiritual welfare of our pupils. For this reason, we regard the need for safeguarding children from all harm as vitally important. The school recognises its legal and moral duty to promote the well-being of children, protect them from harm, and respond to concerns regarding child abuse, by following the Department for Education's (DfE's) statutory guidance for schools and colleges, 'Keeping Children Safe in Education' (September 2025) and 'Working Together to Safeguard Children' (December 2023).

We believe that every child regardless of age has, at all times and in all situations, a right to feel safe and protected from any situation or practice that results in a child being physically, psychologically or spiritually damaged. The 2010 Equality Act requires that discriminations (direct and indirect), harassment and victimisation are challenged to ensure equality. This policy is written and reviewed in light of this Act to ensure the school is fulfilling its statutory duty.

We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extra-curricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers and governors) in this school, in whatever capacity, will at all times act proactively in child welfare matters especially where there is a possibility that a child may be at risk of harm. Staff will consider at all times what is in the best interests of the child.

The school seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care as stated in our Vision Statement. The school hopes that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.

Children's worries and fears will be taken seriously if they seek help from a member of staff, however, staff must not promise secrecy. If concerns arise a referral must be made to the designated safeguarding lead in addition to appropriate agencies in order to safeguard the child's welfare.

Definition of safeguarding and promoting the welfare of the child:

In Keeping Children Safe in Education (September 2025), safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Keeping Children Safe in Education (September 2025) additionally states that, "Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child."

The information within Keeping Children Safe in Education (September 2025), including the above definition and statement, are at the forefront of everything we do to safeguard children at Heaton St. Barnabas' CE Primary School.

2. Core safeguarding principles

We will follow the statutory safeguarding guidance, [Keeping Children Safe in Education](#) (September 2025)

We will always have regard for these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It is essential that unsuitable people do not enter the school workforce or gain access to children
- Children should continue to be protected when they are online

3. Reporting concerns

Although all staff have a responsibility of care, the Designated Safeguarding Lead has specific responsibility for reporting and acting upon all issues of child protection. Set procedures are in place for reporting and dealing with individual concerns. All staff have a duty to report their concerns as soon as possible to a member of the Safeguarding

Team. The school's safeguarding team is: **Paula Fernandez** (Designated Safeguarding Lead, DHT), **Rehana Ibrahim** (Deputy DSL, SENDCo), **Jasmin Arif** (Prevent Lead, Pastoral Care Manager), **Zeshan Jamil** (E-Safety Lead) or to the Headteacher, **Diane Smith**. The designated governors are **Mohammed Ali** and **Ian Grant**.

- CP procedures are updated regularly by the safeguarding team, who meet every three weeks.
- Class teachers, teaching assistants and administrative staff have a login for the CPOMS system on which to record concerns.
- A set of child protection concern forms for completion by volunteers and other adults or in the event of computer failure are kept in the staff room
- When paper forms are completed they are passed directly to a member of the safeguarding team. Any written documents will be retained as originals and filed accordingly. These will also be scanned into CPOMS.
- Members of staff and volunteers are not required by this school to investigate suspicions. If somebody believes that a child is suffering, or may be at risk of suffering abuse or harm (see Appendix 1 for definitions of abuse), they must always refer such concerns to the DSL or Deputy DSL in person, who may refer the matter to the relevant Children's Social Care service. To this end, volunteers and staff will follow the procedures below:
 - Upon receipt of any information from a child, or if any person suspects that a child may be at risk of harm, or if anyone observes injuries that appear to be non-accidental, or
 - Where a child or young person makes a direct allegation or implies that they have been abused, or
 - Where a child, young person or staff member makes an allegation against a member of staff,
 - Volunteers and staff must record what they have seen, heard or know accurately at the time the event occurs, and share their concerns with the DSL (or Headteacher if the allegation is about a member of staff) and agree actions to take.
- We will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential record of any incidents and with the requirements of the Local Authority's (LA) Safeguarding Children Board.
- Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.
- All members of the Safeguarding team complete Named Person training and respond collaboratively to concerns.
- Copies of the Child Protection & Safeguarding Policy and other relevant policies are provided to staff at induction and made available on the Staff Shared drive on the school's internal computer network.
- Where a member of staff or volunteer believes that a child is at risk and that their concerns have not been addressed, it is their duty to refer their concerns directly to Children's Social Care on 01274 433999.

4. DSL (and Deputy) and Safeguarding Governor arrangements:

DESIGNATED SAFEGUARDING LEAD (Named Person)

The designated safeguarding lead (Named Person) for child protection in this school is: **Paula Fernandez** (DHT)

In their absence, these matters will be dealt with by: **Rehana Ibrahim** (Deputy Designated Safeguarding Lead), **Jasmin Arif** (Prevent Lead), **Diane Smith** (Headteacher) or **Zeshan Jamil** (E-Safety Lead).

The DSL is key to ensuring that proper procedures and policies are in place and are followed with regard to child protection and safeguarding issues. The DSL should ensure the relevant people are informed, including, where appropriate, the class teacher, who may be required to monitor the situation. They will also act as a dedicated resource that other staff, volunteers and governors are asked to consult.

The school recognises that the DSL must have the status and authority within the school management structure to carry out the duties of the post – they must therefore be a member of the senior management team. All members of staff (including volunteers) must be made aware of who this person is and what their role is. The DSL will act as a source of advice and coordinate action within the school over child protection cases. They will need to liaise with other agencies and build good working relationships with colleagues from these agencies. The DSL is the first person to whom members of staff report concerns. The DSL is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the LA.

N.B. The DSL is not responsible for dealing with allegations made against members of staff. This remains the responsibility of the Headteacher. See section 8 of this policy.

To be effective, the DSL will:

- Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals by liaising with Children's Social Care and other relevant agencies over suspicions that a child may be suffering harm.

- Cascade safeguarding advice and guidance issued by the LA.
- Ask Children's Social Care to investigate further where the DSL has concerns that a referral has not been dealt with in accordance with the child protection procedures.
- Ensure each member of staff and volunteers at the school, and regular visitors (such as staff from Council agencies, trainee teachers and supply teachers) are aware of and can access readily this policy.
- Liaise with the headteacher to inform them of any issues and ongoing investigations and ensure there is always cover for the role.
- Ensure that this policy is updated and reviewed annually, and published on the website, and work with the designated governor for safeguarding regarding this.
- Be able to keep detailed, accurate, secure, written and/or electrical records of referrals/concerns, and ensure that these are held in a secure place.
- Ensure parents are aware of the safeguarding & child protection policy in order to alert them to the fact that the school may need to make referrals. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child.
- Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible, separately from the main file, and addressed to the designated person for child protection.
- Where a child leaves and the new school is not known, ensure that the local authority is alerted so that the child's name can be included on the database for missing pupils.

The DSL also has an important role in ensuring all staff and volunteers receive appropriate training. They should:

- Attend training in how to identify abuse and know when it is appropriate to refer a case
- Have a working knowledge of how the LA operates and the conduct of a child protection case conference and be able to attend and contribute to these when required.
- Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and governors.
- Make themselves (and any deputies) known to all staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated teacher immediately.

DESIGNATED GOVERNOR

The Designated Governor for safeguarding at this school is: **Mohammed Ali**

Where appropriate, the Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.

The Governors will ensure that the DSL is given sufficient time to carry out their duties, including accessing training.

The Governors will review safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:

- The school is carrying out its duties to safeguard the welfare of children at the school
- Members of staff and volunteers are aware of current practices in this matter and that staff receive training where appropriate
- Child protection is integrated with induction procedures for all new members of staff and volunteers
- The school follows the procedures agreed by the LA's Safeguarding Children Board, and any supplementary guidance issued by the LA
- Only persons suitable to work with children shall be employed in the school, or work here in a voluntary capacity
- Where safeguarding concerns about a member of staff are substantiated, take appropriate disciplinary action and to make a referral to the Disclosure and Barring Service where necessary

5. Working with other agencies

Working in partnership with other agencies is integral to safeguarding our children. In line with the statutory guidance, 'Working Together to Safeguard Children' (2023), we will work with Children's Social Care, with Virtual School Heads for looked-after and previously looked-after children, and with any other relevant safeguarding and welfare partners to help keep children safe.

The following three safeguarding partners are identified in Keeping Children Safe in Education (September 2025) (and defined in the Children Act 2004, as amended by Chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- The integrated care board for an area within the LA
- The chief officer of police for a police area in the LA area

Within Bradford, these partners make up the Bradford District Safeguarding Children Partnership. Heaton St Barnabas' CE Primary School will work as a relevant agency to provide information to enable these services to fulfill their statutory duties.

6. Monitoring attendance

Children's attendance at school is important to both their education and their well-being.

Amjid Khan is our Attendance Officer and he (with the support of the school office staff, BCL Consultancy team and school's pastoral team) monitors the attendance of children within school.

Where any child we expect to attend school does not attend, or stops attending, we will:

- Follow up on their absence with their parents or carers, by making phone calls on the 1st day of absence
- Notify their social worker, where they have one
- Do a home visit on the second day of absence if we have not been notified of a reason for the child absence
- Work with the PCSOs to carry out well-being visits if the child has not presented and parents/carers are not able to be contacted
- Liaise with BCL consultancy to follow up on a home visit, speak to parents, or run attendance meetings in collaboration with Headteacher and Attendance Officer
- Fill in a CME form where a child has not attended in school for 20 days and the date of return has not been pre-arranged with the school

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible. This includes having details of additional family members to contact when necessary and also by collecting email addresses for parents/carers.

The Attendance Officer will work with families who are persistently absent to improve their attendance and reports to Governors about whole school attendance and anonymised case studies for specific families.

7. Child-on-child abuse, Radicalisation, Child Sexual Exploitation, and Child Criminal Exploitation

Child-on-child abuse

Keeping Children Safe in Education, paragraph 33 (September 2025) states that child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation / hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

In the event of child-on-child abuse being suspected, staff will follow the procedures as outlined in Section 3 of this policy, recording concerns and passing them via CPOMs or paper copy to the Designated Safeguarding Lead or Deputy DSL who will follow referral procedures to the local authority if required.

We recognise that we have a duty of care to all pupils and, in the case of child-on-child abuse, will support both the abuser and the victim, working effectively in partnership with other professionals in order to ensure that all children have the best outcomes.

Radicalisation

All schools and colleges are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from becoming terrorists or supporting terrorism”. This duty is known as the Prevent duty.

Keeping Children Safe in Education, Annex B (September 2025) contains the following definitions:

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

School staff should use their professional judgement in identifying children who might be at risk of radicalisation, and general safeguarding principles apply to keeping children safe.

It is the responsibility of the **Prevent Lead, Jasmin Arif** - Pastoral Care Manager, together with the Headteacher, to make an informed decision as to whether to make a Prevent or Channel referral.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

School staff are aware of the possible indicators of CSE and CCE from Keeping Children Safe in Education (September 2025) and will follow the procedures set out in Section 3 of this document to report any concerns that they have for children within school. The school’s safeguarding team will discuss any concerns that are brought to them and ask for advice from the Education Safeguarding Team (Bradford) if unsure whether to make a referral.

School staff are also aware of **Contextual Safeguarding** and understand that they must focus on the lived experience of the children. Training is also given to support staff’s understanding of **Female Genital Mutilation (FGM)** and **County Lines**, and common indicators thereof.

8. Concerns about a staff member, supply teacher or volunteer

We will follow the principles set out in Part four of Keeping Children Safe in Education (September 2025).

If anyone alleges that any member of staff (including any volunteer or governor) may have:

- Committed an offence against a child
- Placed a child at risk of significant harm
- Behaved in a way that calls into question their suitability to work with children

Such allegations will be dealt with in accordance with national guidance and agreements, as implemented locally by Bradford District Safeguarding Children Partnership.

The headteacher, rather than the DSL, will handle such allegations, unless the allegation is against the headteacher, when the chair of governors will handle the school’s response. The headteacher (or chair of governors) will gather information about the allegation and report these without delay to the Local Authority.

The LADO should be contacted through the Duty LADO number on 01274 435600 or LADO@bradford.gov.uk. Following LADO direction, the school will proceed in accordance with LA guidance.

We will refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will refer potential cases of teacher misconduct to the Teaching Regulation Agency (through the School Business Manager). We will do this using the email address misconduct.teacher@education.gov.uk, in line with government guidance.

9. Children deemed at risk & children who are looked after

The DSL (or another member of the Safeguarding Team in their absence) may refer concerns to Bradford Children's Social Care (CSC) if they feel that the concerns meet the threshold after consulting the Continuum of Need and Risk Identification Tool. This referral is done by contacting the Integrated Front Door – Tel: 01274 433999 and reporting concerns to the Duty Social Worker.

CSC will then decide on the necessary action, which may include completing a Section 47 Assessment, calling a Strategy Meeting and/or calling an Initial Child Protection Case Conference, which may result in a Child in Need or a Child Protection Plan.

- In instances where a Child in Need or Child Protection Plan is put in place for a child attending Heaton St Barnabas' CE Primary School, the school will make every effort to enable staff to attend meetings relating to individual child protection cases and to provide written reports when asked to do so.
- The DSL will inform staff working with children on the Child Protection Register on a 'needs-to-know' basis.
- It is the responsibility of the DSL, together with the headteacher, to notify Children's Social Care if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- It is the responsibility of the DSL, together with the headteacher, to ensure that when a pupil on the child protection register leaves the school, their information is transferred to the new school immediately and the child's social worker is informed.

Paula Fernandez, Deputy Headteacher, is the designated specifically-trained teacher whose role it is to promote the educational achievement of **children who are looked after** or who have been previously looked after. She works in liaison with the LA Virtual School Headteacher and Children's Social Care professionals in this role.

Sensitivity and Responsibility

Although it is important to be sensitive when dealing with child protection issues, staff should remember that these procedures have been established to protect the individual child, not to keep a comfortable relationship with individual families. As it states in Keeping Children Safe in Education (September 2025) paragraph 2, "all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interests of the child.**"

10. Young carers

We believe all children have a right to an education, regardless of their situation at home. At Heaton St. Barnabas' CE Primary School, we recognise that when a child has a caring responsibility, they may need extra support to help them get the most out of school. We define a Young Carer as a child who has caring responsibilities for a family member with a disability, health condition or substance misuse issue. Young carers may provide physical care, personal care, help with medication or practical tasks, or provide emotional support.

Our staff will work proactively to identify children in school who have caring responsibilities, by developing relationships with children in school and their families, and by liaising closely with other professionals in social care, health, education and SEND services. We will make families of young carers aware of the support available to them through Early Help and Carers' Resource (Bradford). The **DSL** or **DDSL** will refer families and young carers, where they give consent, to Early Help support or specifically to the provision for Young Carers within Carers' Resource (Bradford). Our staff respect the rights of families and young carers to privacy and will only share information about them with the people who need to know in order to help them.

11. Safeguarding all children

At Heaton St Barnabas' CE Primary School, children's well-being is integral to everything that we do. Through our school vision, values, PSHE curriculum and Restorative Practices, we actively encourage children to talk about their emotions and speak up when there is a problem.

Our staff understand the importance of being alert to, and reporting, signs of abuse or concerns for pupils' mental health for any child within the school.

Our aim is to be able to work with families wherever possible to support children, which may include making referrals to **Early Help**, with the family's consent, or signposting them to other services which may be able to offer advice and support in difficult times.

As well as ensuring that we address child protection concerns, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge.

To this end, this policy must be read in conjunction with the Staff Handbook and school's policies on:

- Personal, Social and Health Education, and Sex and Relationships Education;
- Anti-bullying

- Recruitment and Selection
- Acceptable Use of ICT
- E-Safety
- A Restorative School: Behaviour Policy
- Pupil Restraint
- Health & Safety
- Fire Safety Risk Assessment
- Educational Visits
- Attendance
- Inclusion and SEN
- First Aid and Administration of Medicines
- Whistle Blowing

12. Online safety

Our E-Safety Lead is Zeshan Jamil and he is responsible for online safety within school. This includes coordinating with providers of our IT systems to ensure that the filtering and monitoring systems used on the devices in school are effective and robust. We follow a Computing curriculum which embeds online safety objectives for each year group and we invite external agencies to enrich this curriculum where appropriate.

We log online safety concerns on CPOMs and these are followed up by our E-Safety Lead if they arise within school and by the Headteacher if they occur outside of school.

We also aim to offer advice and support to parents and carers around online safety. This includes sessions delivered by the E-Safety Lead and PCSOs.

13. Mental health

As stated in Keeping Children Safe in Education (September 2025), paragraph 43, 'All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.'

All staff working directly with children will have training around children's mental health as part of their safeguarding training. Concerns around children's mental health and well-being (identified as early as possible) are passed on to our Mental Health First Aiders, who are the Deputy DSL and members of the Pastoral team. These members of staff are in the best position to give individual pastoral support and to signpost families to further support if necessary. Where concerns about a child's mental health is believed to be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation, this will be logged on CPOMs and the normal school procedures followed.

14. Serious Violence

All staff should be aware of the indicators that signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or sign of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and that these children may be at risk of criminal exploitation.

15. Staff and volunteer recruitment

Staff:

In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

We accept that it is our responsibility to follow the guidance set out in "Safeguarding Children and Safer Recruitment in Education" (updated April 2012) and ensure we meet requirements to have governors who are experienced and trained governors in Safer Recruitment.

In particular:

- Before appointing someone, we will follow up each reference with a telephone call or personal contact during which we will discuss the applicant's suitability to work with children
- We will check that all adults with substantial access to children at this school have an enhanced DBS and barred list check before starting work, and prior to confirmation of appointment

In addition, we will ensure that the following checks are completed satisfactorily before a person takes up a position in the school:

- Identity checks to establish that applicants are who they claim to be
- Academic qualifications to ensure that qualifications are genuine
- Professional and character references prior to offering employment
- Conditions as to health and physical capacity are satisfied
- Previous employment history is examined and any gaps accounted for

All staff and volunteers

- Will complete an Annual Self-Declaration form
- Staff and volunteer DBS Certificates will be re-checked every 5 years.

Volunteers:

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be given the same safeguarding consideration as paid staff.

Where a parent or other volunteer helps on a one-off basis, they will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in school regularly or over a longer period, they will be checked to ensure their suitability to work with children.

The outcomes of the checks carried out on all adults working in school (staff and volunteers) are held in the Single Central Record, maintained by the School Business Manager and monitored by the DSL and Headteacher.

16. Safeguarding induction and training

New staff and volunteers receive a safeguarding induction. New staff will have a meeting with the DSL or Deputy DSL where the Child Protection & Safeguarding Policy is read through, the procedures explained and the current Keeping Children Safe in Education guidance discussed. For volunteers, they will have a meeting with **Paula Fernandez**, the DSL and Volunteers' Co-ordinator, who will give them a copy of the school's Volunteers' Code of Practice. This document gives important child protection and safeguarding information such as the members of the Safeguarding Team and how to deal with a concern that a child has raised.

All members of staff at school receive child protection training annually in September where any changes to procedures will be addressed. All staff must sign to say that they have read the latest Keeping Children Safe in Education guidance in September or as soon as is possible after their start date.

The DSL and Deputy DSL will receive specific training around their responsibilities in leading Safeguarding in school at least every two years. Information from this training will be cascaded to other members of staff where appropriate.

All named people on the Safeguarding Team will renew their training at least every 2 years.

17. Photographing Children

We will not allow others to photograph or film pupils during a school activity without parental permission. Parents may take photographs of their own children at the end of an assembly/presentation/performance etc. without other children in shot.

We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.

The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.

Members of staff may take photographs of children who are engaged in school activities for teaching and learning purposes; for assessment purposes or as means of celebrating successes in school. In these cases, the school's Acceptable Use of ICT policy will apply to staff.

18. Confidentiality

The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for child protection.

19. Conduct of staff

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries. At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- working alone with a child
- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- the giving and receiving of gifts between staff and pupils/parents
- contacting children through private telephones (including texting), email, or social media
- disclosing personal details inappropriately
- meeting with pupils outside school hours or school duties.

If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and LA Safeguarding procedures, we will view this as misconduct, and take appropriate action

20. Physical intervention and restraint

Members of staff may have to make physical interventions with children. Members of staff should only do this where:

- it is necessary to protect the child, or another person, from immediate danger,
- the child is in danger of seriously damaging property, or
- the member of staff has received suitable training.

21. Security, Child Safety and Abscondment

The Headteacher (Deputy Headteacher in their absence) has overall responsibility for the safety of children both on and off school premises. The school has installed a secure door entry system in addition to installing security fencing around certain key parts of the school premises.

Procedures have also been established to ensure that all external doors are locked at the start of each school day. For fire safety reasons, these doors are fitted with push bars or unlock to allow easy exit from within the school building and this does therefore present opportunities for children to leave the school building unaccompanied. If such an incident should occur:

- The disappearance of any child should be brought to the immediate attention of the headteacher.
- Witnesses to the incident should be brought to the head teacher.
- Evidence from children should be taken according to set protocol
- Try to ascertain from witnesses whether the child has left the school grounds.
- If unsure, the headteacher will organise a search party of the building, with staff being detailed to check different areas of the building and grounds.
- If the child is not found, then the police and parents will be contacted immediately and a search will begin of the local area.
- The incident must be kept confidential by staff; the chair of governors informed immediately and the Local Authority contacted.

22. Before and after school activities

Where the Governing Body transfers control of use of school premises to bodies (such as sports clubs) to provide out of school hours activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

23. Contracted Services

Where the Governing Body contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

24. Monitoring arrangements

This policy will be reviewed annually by the Safeguarding Team and, at every review, it will be approved by the full governing body.

25. Links with other policies

This policy should be read in conjunction with the following policies and procedures:

- Staff Handbook/Code of Conduct
- Personal, Social and Health Education, and Sex and Relationships Education
- Anti-bullying
- Recruitment and Selection
- Acceptable Use of ICT
- Online Safety
- A Restorative School: Behaviour Policy
- Pupil Restraint
- Health & Safety
- Fire Safety Risk Assessment
- Educational Visits
- Attendance
- Inclusion and SEN
- First Aid and Administration of Medicines
- Whistle Blowing

Appendix 1

Indicators of abuse and neglect – Keeping Children Safe in Education, Part 1 (September 2025)

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by 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 from 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 violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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, for example, 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2

Heaton St. Barnabas' CE Primary School Statement regarding child protection and the taking and use of photographic images

SCHOOL

Heaton St. Barnabas' CE Primary School takes and uses photographic images of children to:

- Promote the life of the school for both current and future parents,
- Ensure a positive and effective learning environment,
- Provide evidence of our activities and achievements, supporting both our assessment procedures and our accountability as a public organization.

In some situations, this material might be made accessible to the wider community via the school prospectus, school calendar, website or newspaper articles.

In such situations the school will endeavour to:

- Take photographs of groups rather than of individual pupils.
- Take distant, rather than close up images.
- Not include the names, personal details or addresses of pupils
- Meet the wishes of individual parents as far as they are practically possible.
- Regularly update staff with the names of pupils who have photographic restrictions placed on them

PARENTS

When taking photos or video images of assemblies, productions, etc parents must:

- Respect any school request to refrain from taking any photographs or video images until the end of the activity.
- Refrain from taking photographs or video images of any *individual* child, other than their own.
- Only take photographs or video images for their own family use.
- Not include images that identify individuals or the school on Social Networking sites.

Parents must also:

- Inform the school if they are unhappy with any images that may have been taken of their child
- Gain written approval from the school before any photographic or video image is shared in the public domain.

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Parental approval

I give permission for my child's picture or video image to be taken and used as identified above.

Signed.....Parent of.....

or

I would like the following restrictions to be placed on photographic images of my child

.....

Signed.....Parent of.....

I agree to abide by the restrictions for the taking of photographic images.

Signed.....Parent of.....