

## PURPOSE

The purpose of our Child Protection Policy is:

- to give clear guidance to staff and others about the appropriate response to child protection issues;
- to ensure that child protection concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child.

## INTRODUCTION

At Bradford Grammar School we fully recognise the part that we can play in safeguarding and promoting the health, safety and welfare of the young people entrusted to our care. The school will safeguard and promote the welfare of children who are pupils at the school, in compliance with the DCSF Guidance *Safeguarding Children and Safer Recruitment in Education*.

This policy has three main elements:

- *Prevention* - through the promotion of a positive school atmosphere and the provision of careful and vigilant teaching and pastoral support.
- *Protection* - by following agreed procedures and ensuring that all staff are appropriately recruited and then trained and supported to respond sensitively to child protection concerns.
- *Support* - for all those pupils who may have been abused.

This policy applies to all staff and volunteers working in the school as well as the governors.

## PREVENTION

We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult will help to protect our pupils against potential abuse.

We will therefore:

- continue to maintain an ethos in which young people feel secure and know that their concerns will be taken seriously;
- ensure that the pupils know that there are adults in school who can be approached if they are worried or are in any kind of difficulty;
- include within the PSHE programme, sessions that help our pupils gain an awareness of the issues involved; promote their own safety; and help them understand the responsibilities of adult life, particularly with regard to the care of children.

## Roles and responsibilities

Child protection is the responsibility of all adults, especially those who work with young people. We will help to protect the children in our care by working consistently and appropriately with child protection agencies.

At Bradford Grammar School, the Deputy Head (Michael Sharpe) and the Junior School Headmaster (Neil Gabriel) are the named Child Protection Officers. They have special responsibilities which include:

- dealing with reports of child abuse;
- dealing with complaints against staff, volunteers and governors by children;
- making referrals to child protection agencies where appropriate;
- keeping the Headmaster fully informed of any child protection issues that arise;
- ensuring that the designated person(s) undergo training in child protection and inter-agency working every two years;
- ensuring that all staff, volunteers and governors receive basic child protection training every three years;
- ensuring that all new staff, volunteers and governors have child protection induction;
- ensuring that the Headmaster, the Named Governor and the School Nurse receive appropriate training;
- ensuring that any deficiencies or weaknesses in child protection arrangements are remedied without delay.

The Named Governor is Mrs Christine Hamilton-Stewart. She has special responsibility for child protection and, with the Governing Body, participates in the annual review of this policy. Both she and the Chair of Governors (Lady Morrison) have a responsibility to ensure that the school's policy is in place and that the Child Protection Officers are properly supported. The school nurses fulfil the role of independent listener and act as sympathetic adults that children can approach with their concerns. They inform the Child Protection Officers of any child protection issues that are drawn to their attention.

## **PROTECTION**

It is essential that one of the Child Protection Officers is informed immediately once a pupil is identified as being at risk. Staff, volunteers, governors, pupils, parents and others must act to share their concerns if:

- they have a suspicion that a child is being abused;
- there is evidence that a child is being abused;
- a complaint is made by a child against a member of the school.

The Child Protection Officer keeps a full record of the reports and makes referrals to child protection agencies as necessary.

## **Training and support**

The Child Protection Officers, the Headmaster, the Named Governor and School Nurse will receive regular training appropriate to their role. This will include counselling support especially after particularly difficult or distressing cases. In addition, we will ensure that all staff, volunteers and governors are also given regular and appropriate training.

## **Professional confidentiality**

Confidentiality is essential when dealing with child protection issues. Professionals can only work together to safeguard children if there is an exchange of relevant information between them. Normally, personal information should only be disclosed to third parties with the consent of the subject of that information. In some circumstances, obtaining consent may not be

possible nor in the best interests of the child and the law permits the disclosure of confidential information necessary to safeguard children.

### **Records and monitoring**

Well kept records are essential to good child protection practice: we will record our concerns and be ready to share them with other agencies as appropriate. All of our records are kept in a manner which ensures compliance with the Data Protection Act 1998.

### **Recruitment**

When recruiting staff to work at Bradford Grammar School, we will ensure that we operate safe recruitment procedures (including CRB checks and compliance with Independent School Standards Regulations) and as described in our Safer Recruitment Policy.

### **Attendance at child protection conferences**

If Bradford Grammar School is invited to attend a child protection conference, one of the Child Protection Officers will attend and provide information relevant to the case.

## **RESPONDING TO ALLEGATIONS OF ABUSE AGAINST STAFF AND VOLUNTEERS**

Managing allegations of abuse is one of the most difficult tasks that schools have to face. A child may be permanently damaged, and the damage may be compounded, if complaints of abuse are not believed. However, some allegations which are made appear on investigation to be without foundation. Although the Children Act 1989 established that the interests of the child are paramount, the school's procedures must aim to strike a balance between the need to protect children from abuse, and the need to protect staff from false or unfounded allegations. To this end, our procedures must be, and be seen to be, fair and effective.

The Child Protection Officers have responsibility for liaising with social services and other agencies over suspected child abuse. The Chair of Governors is the nominated governor who ensures that the school's procedures are consistent with best practice and that allegations against the Headmaster or Child Protection Officers are properly managed.

### **When an allegation is made**

Concerns may be raised with staff through a direct disclosure by a pupil or indirectly through their work or via friends. A parent may approach the school directly, or may contact social services or the police. An anonymous report will be acted on, but this fact will be kept in mind when considering the context of the allegation.

When an allegation is made, the Deputy Head will establish in writing the general nature of the allegation including what is alleged to have happened, where and when the incident is alleged to have occurred, who was involved and whether there were any others present. At this stage, no attempt will be made to determine the truth or otherwise of the allegation by investigating the incident as this may jeopardise any subsequent investigations by external agencies.

## **Initial assessment**

When making the initial assessment, the context in which the alleged incident occurred may provide important information. This includes: the conduct of the member of staff (e.g. previous concerns, past disciplinary action, exemplary professional behaviour), the conduct of the pupil (e.g. record of behaviour and any previous allegations made), any special circumstances (e.g. family problems or special needs), and the perspective of the person making the allegation. A trivial allegation does not have to result in a child protection referral, but the danger is that what may appear to be trivial to staff may be significant to the pupil and may still constitute an assault.

There are three possible outcomes of the initial assessment: (a) where it is clear that the pupil has suffered, is suffering or is likely to suffer significant harm or has alleged that a criminal offence has been committed, a referral will be made and the police may carry out a criminal investigation; (b) the allegation, whilst not in the first category, represents inappropriate or poor practice by a member of staff that needs to be dealt with by the school's disciplinary procedures; (c) the immediate circumstances show that it is not possible for the allegation to be true.

## **Physical abuse**

The most common type of allegation relates to physical abuse by a member of staff and involves the excessive use of force or assault. Any of the following can be regarded as physical assault: punching, kicking, pushing, smacking, slapping, shaking or throwing an object at a pupil. Teachers do have the right to restrain pupils, but restraint must not be excessive and must not constitute a punishment. All school staff should be aware that any physical contact could be misinterpreted. Tapping on a shoulder to secure attention may not normally be abusive, but if this is done after an earlier disagreement, it could be interpreted as assault.

## **Sexual abuse**

Allegations of sexual abuse include (attempted) sexual assault, the possession and use of pornographic material, inappropriate language or behaviour, and the inappropriate use of text messaging and other ICT media. Activities that could be interpreted as grooming a child for sexual purposes may need special consideration. These include inviting pupils home, seeing pupils socially and offering pupils lifts. Any members of staff who feel that they have been inadvertently compromised in some way are strongly advised to bring this to the attention of the Deputy Head or a senior member of staff as soon as possible.

## **Emotional abuse**

Emotional abuse and neglect refers both to acts of commission (e.g. racist remarks, bullying including sarcasm) and omission (e.g. failing to address homophobic comments or bullying, and failure to protect a child from danger on a school trip).

## **False allegations**

A *false* allegation may still lead to a referral to social services if it is agreed that a child is in need of support. It may be that the pupil has experienced abuse elsewhere or has tried to discredit a member of staff as an act of displacement. A *malicious* allegation implies a deliberate act to deceive. An *unfounded* allegation would mean that an incident was misinterpreted in some way. Some allegations may later be considered *unsubstantiated* (that is

when there is insufficient evidence); this does not imply either guilt or innocence. In all these cases, the Chairman of Governors will receive a written report detailing the allegation and how the matter has been resolved.

### **Referral and subsequent investigations**

In most cases the investigation starts with a multi-agency strategy meeting to determine whether a full child protection investigation is necessary. However, if a criminal act has been identified, or if the matter has been referred to the police independently, the police may embark on their own investigation. This may happen before the school has been notified of the investigation. Police officers will be given assistance in their enquiries and confidentiality about those enquiries will be maintained.

### **Suspension**

Suspension is not an automatic response to an allegation. In some circumstances suspension could impede a police investigation and its effects may subject an innocent person to a serious ordeal. The joint NEOST guidelines identify the following grounds for suspension: a child or children would be at serious risk; the allegation is so serious that summary dismissal for gross misconduct is possible; the investigation would in some way be impeded. Suspension is a neutral act, not a disciplinary sanction, and will be on full pay.

Alternatives to suspension will be considered. These include: leave of absence; providing someone else to be present during contact time; and undertaking non-contact duties. It will be important for the member of staff to have a friend or trade union representative present with them at any interview informing them of the allegation or the suspension. Written confirmation will follow within one working day and the Chairman of Governors will be informed.

### **Confidentiality**

Confidentiality will be maintained as far as is possible and sensitive information will only be disclosed on a need to know basis. The member of staff will be informed of any decisions that are made before and during the process. Records will be kept of any agreed action including arrangements for supporting the member of staff and the pupil. Documents relating to the investigation will be retained in a secure place and information relating to any disciplinary action will be kept on the member of staff's file. If there are related criminal or civil proceedings, records may be subject to disclosure. Therefore, no assurances can be given of total confidentiality.

### **Disciplinary action**

The internal process is separate from the child protection investigation. If a police or child protection investigation takes place, it has priority over the internal investigation. The internal process can often be more fully informed once any external investigations have been completed. The NEOST guidelines suggest ways in which evidence can be used which formed part of a different investigation.

If a member of staff is dismissed, or resigns before a disciplinary process is completed, the school has a duty to report the case to the DCSF.

The school will also report to the Independent Safeguarding Authority (ISA), within one month of

leaving the school any person (whether, employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. In this context ceasing to use a person's services includes:

- dismissal
- non-renewal of a fixed-term contract
- non-engagement/refusal to engage a supply teacher provided by an employment agency
- terminating the placement of a student teacher or other trainee
- no longer using staff employed by contractors
- no longer using volunteers
- resignation
- voluntary withdrawal from supply teaching, contract working, courses of initial teacher training or volunteering.

## **SUPPORT**

We recognise that children who are abused or who witness abuse may find it difficult to develop a sense of self-worth and a positive view of life. The process of dealing with an allegation against staff can be particularly daunting for the child involved. The school may be the only stable, secure and predictable element in the lives of the children at risk. Such children may exhibit challenging and defiant behaviour. Their circumstances will influence the way in which these behavioural problems are resolved. We also recognise that some children who have experienced abuse may in turn abuse others. Such situations will require considered and sensitive handling.

We will support all our pupils through:

- the development of self-esteem and self-motivation;
- the school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
- the consistent implementation of the school's behaviour policies by all staff so that, whilst poor behaviour is not tolerated, the pupil's sense of self-worth is not damaged;
- regular consultation with other professionals and agencies who support pupils and their families;
- the development of supportive and constructive relationships with parents;
- the development and support of an experienced group of staff trained to respond appropriately to child protection situations.

Allegations against members of staff or volunteers can be traumatic for the accused individual too, particularly when the allegation is false. The school also has a duty of care to its employees and will ensure that appropriate support is offered not least in advising the member of staff to seek the help and guidance of his/her professional association.

## **REVIEW**

This policy will be reviewed annually and the Governors will be given an annual report based on the template provided by the local Area Child Protection Committee.

## RELATED POLICIES AND PROCEDURES

- Anger management
- Anti-Bullying
- Code of Safer Working Practice
- Complaints from parents
- Difficult pupils
- Discipline
- Drugs and drug education
- Exclusions
- Personal, Social, Health and Citizenship Education
- Sex and relationships education
- Criminal records bureau checks
- Procedures related to the recruitment of staff

## FURTHER INFORMATION

### Background

The UK government estimates that there are up to 100 child deaths a year caused by abuse. Independent estimates are almost double this figure.

*...there is evidence that only a small proportion of cases of child maltreatment are reported to the authorities. WHO 2002*

*...Someone may abuse or neglect a child by inflicting harm, or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting: by those known to them, or more rarely, by a stranger. DoH*

A survey by the NSPCC in 2000 revealed that 1 in 14 children suffered serious physical abuse at the hands of parents or carers. This is equivalent to 1 million children.

49% were ill treated by mothers.  
40% were ill treated by fathers.  
8% were ill treated by step-parents.  
6% suffered serious physical neglect.  
6% were emotionally maltreated with girls twice as likely to be emotionally abused.  
10% (mostly girls) had been forced into sex acts by people known to them.  
4% had been sexually abused by a member of their family  
(43% by brothers or step-brothers, 19% by step-fathers, 14% by fathers)  
9% suffered regular bullying and discrimination and 25% experienced it at some point.

*Child abuse occurs in all communities regardless of factors such as the gender of the child or perpetrator, their wealth, religion, culture or ethnicity. NSPCC 2000*

From the above figures it would seem likely that there are pupils at BGS who are the victims of child abuse. We must be able to recognise the possible signs of abuse and have all the

necessary policies and procedures in place.

*All those who come into contact with children and families in their everyday work, including practitioners who do not have a specific role in relation to child protection, have a duty to safeguard and promote the welfare of children. DoH 2003*

## **Understanding the basics**

Children trust and depend on adults to protect and safeguard them from harm. It is our responsibility as adults who come into contact with children on a daily basis, to report any suspicions or evidence of abuse which may have occurred or is occurring to a young person, whether it is outside or inside the school and whether we are a paid employee or volunteer.

## **Definition of child abuse**

The term child abuse is used to describe a range of ways in which people (usually adults) harm children. This harm can be in the form of physical injury, sexual or emotional abuse or neglect (failing to take steps to protect a child).

Points to note:

- Children can suffer from one or a combination of these forms of abuse.
- Abuse can take place at home, at school or anywhere where children spend time.
- It can happen to children and young people of any age, sex, ethnicity, sexual orientation or disability.
- In almost all cases, the abuser is someone known to (and often trusted by) the child such as a parent, carer, teacher, relative or friend.

## **Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health in a child in their care. This situation is commonly described using terms such as factitious illness by proxy or Munchausen Syndrome by proxy.

Signs of physical abuse:

- injuries that cannot be explained or cannot be explained convincingly;
- injuries that have not been treated or have been inadequately treated;
- injuries on parts of the body where accidental injury is unlikely such as the chest, cheeks or thighs, or bruising which reflects hand marks;
- cigarette burns, bite marks or scalds, especially those with upward splash marks where water has been thrown, or rings on the child's body where they may have been made to sit or stand in very hot water.

## **Sexual abuse**

11% of adults say they were sexually abused as children. This abuse occurs when an adult exploits their power, authority or position and uses a child sexually to gratify their own needs. Both boys and girls are sexually abused and it can begin with babies who are only a few months old.

Sexual abuse includes:

- enticing or forcing a dependent, developmentally immature child to take part in any sexual activity whatsoever that is inappropriate to his/her age, that he/she does not truly comprehend, and to which he/she is unable to give their informed consent;
- making a child observe inappropriate sexual behaviour, showing them pornographic materials or engaging them in discussion about sexual relations.

Signs of sexual abuse:

- stomach pains or discomfort when the child is walking or sitting down;
- bruising or other injuries on areas of the body not normally seen and which may only be noticed during activities such as swimming;
- overtly sexual behaviour (often using language inappropriate to their age).

### **Emotional abuse**

This abuse is the persistent or severe emotional ill treatment or rejection of a child that has serious and adverse effects upon the child's emotional development. Some level of emotional abuse is involved in all types of abuse, though it may occur in isolation.

Emotional abuse includes:

- persistently withholding the love and affection that are essential to a child's emotional development;
- conveying to children that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person;
- constantly shouting at, threatening, demeaning or frightening a child;
- being over-protective to the extent that a child is not allowed to mix with others;
- racial and other forms of harassment that undermine a child's self-esteem and prevent the child developing a positive self-image.

Signs of emotional abuse:

- delayed physical or emotional development, sudden speech disorders;
- compulsive nervous behaviour, reluctance to allow contact with parents, excessive deference, lack of confidence, or need for approval, attention or affection.

### **Neglect**

This is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development (failure to thrive).

Neglect includes:

- not meeting a child's basic needs such as an adequate diet, being denied proper health care or being inadequately dressed;
- leaving children unsupervised in situations which could be dangerous whether inside or outside the home;
- failing to provide children with the natural love and affection that should come from the adults closest to them.

Signs of neglect:

- being constantly hungry and sometimes stealing food, loss of weight or being constantly underweight, being tired all the time;
- being dressed inappropriately for the weather or in an unkempt state (dirty or smelly);
- untreated medical conditions.

### **Recognising possible abuse**

The most important thing to remember is that our task is not to identify abuse. The correct identification of abuse is a highly complex task and is the remit of other professional agencies.

Our task is to report any suspicions that we might have. Many of the children we come into contact with may exhibit one or more of the indicators outlined above at some stage in their school career and it is extremely important that whilst being vigilant we assume nothing and do not jump to conclusions. If you have any concerns or are in any doubt then you must inform the Child Protection Officer immediately.

- Be alert to any injury which a child cannot explain. If a child has an injury, ask yourself whether it appears appropriate in relation to the child's age and sporting activities.
- Be wary of bruising or other injuries inflicted on areas of the body not usually seen.
- An abuser may threaten a child and/or tell a child that they must keep what has happened secret. For this reason a child may hide injuries and avoid activities that might involve revealing them.
- In the case of sexual abuse, inappropriate language or a preoccupation with sexual matters may arouse your suspicion. A child may know more than is natural for their age.
- Parents' and carers' attitudes towards a child may indicate emotional abuse – persistent insults, putting a child down, absence of affection. Also excessive or inappropriate discipline or rejection may be noticed. A parent or carer may seem excessively defensive, uninterested or hostile.
- Neglect may become apparent through the child being insufficiently dressed for the time of year, repeatedly not being collected from activities, constantly seeming hungry or unwell or having untreated medical conditions.
- The following might indicate abuse: anti-social behaviour, low self-esteem, an over-eager desire to please, self-deprecation, over-activity, clumsiness, unusual bruising or bleeding, self-mutilation, recurring nightmares, possession of unexplained sums of money, depression and passive or lethargic behaviour.

### **The effects of child abuse**

The effects of cruelty to children can be wide ranging and profound, spilling over into adulthood. The general effects include:

- behavioural problems;
- educational problems;
- mental health problems;
- relationship difficulties;
- drug and alcohol problems;
- suicide or other self-harm;
- death following abuse.

## Managing disclosure

As staff we have a vital role in both the prevention and detection of abuse. We may well be the first to observe that a child has started to behave atypically. We may be the ones the abused child turns to for help. It is essential that we are all aware of the procedures adopted by the school and who should be informed when disclosures are made.

**It can take a great deal of courage for a child to talk to an adult about their abuse because the child is 'telling' on someone more powerful than they are. The child may have to betray a person who is not only close to them but also loved by them and they are risking a great deal in the hope that you will believe what they say.**

Helpful responses:

- Remain calm, approachable and receptive and **do not** pre-judge.
- Listen carefully, without interrupting.
- Take the situation seriously.
- Acknowledge the courage and good sense being shown.
- Reassure him/her that he/she is right to tell you and that he/she should not feel guilty.
- Make it clear that you are sorry that this has happened.
- Let them know that you are going to do everything you can to help.
- Explain what may happen as a result of the disclosure.

What to avoid if a disclosure is made to you:

- **do not** allow your shock or distaste to show;
- **do not** probe for more information than is offered;
- **do not** question the child or attempt to counsel the child;
- **do not** speculate or make assumptions;
- **do not** make negative comments about the alleged abuser;
- **do not** make promises that cannot be kept, e.g. by saying "everything will be all right";
- **do not agree to keep the information a secret. Make sure that the child knows that the information will be passed on to the Child Protection Officer.**

What to do next:

- You must make an **immediate, careful record** of what has been said, using the child's actual words wherever possible (not your interpretation of them). If you record opinions then ensure that these cannot be confused with facts.
- **Immediately** contact one of the Child Protection Officers. He/she will make a decision based on your report, judging whether or not the issue should be referred to outside agencies. In the absence of the Child Protection Officers, the Headmaster should be informed.
- For your own protection, make a written record of the fact that you have reported the situation to the Child Protection Officer.
- Remain caring and supportive to the child.

Note:

- In exceptional circumstances, where you fear for the immediate safety of a child, contact the police or social services department stating that you are making a child protection referral. When you have done this, follow the normal procedures as laid down in the school's child protection policy.

- If you have any doubts about making a report consider the possible consequences of not reporting for both the child and yourself. Not to report may be construed as neglect of care and therefore itself may constitute abuse.

If you become worried about a child's behaviour or injuries, but the child says nothing to suggest that he/she is being abused:

- be available and be prepared to listen;
- discuss your concerns with the Child Protection Officer;
- do not rely on someone else to take action.

Your role is to:

- be vigilant and responsible;
- report accurately and carefully to the Child Protection Officer;
- support the child by being caring.

### **Gaining Consent**

Named Teachers (Child Protection Officers) are requested to consider in each individual case whether it is possible to ask the consent of the parent before making a referral to social services. In many child protection cases the Named Teacher may decide that it is not appropriate to ask the parents' consent before making a referral. Listed below is a set of circumstances where it has been agreed by the local Area Child Protection Committee (ACPC) that a professional may dispense with parental consent.

- If seeking consent places the child at risk of "Significant Harm".
- When the referring agency has made a professional judgement that a child is at risk of "Significant Harm" and seeking consent or the refusal of consent is likely to increase the risks to the child, or potentially compromise a child protection investigation.
- To prevent or aid detection of a crime.
- When an authorised worker from a child protection agency wishes to check the "Child Protection Register" where there are child protection concerns.
- Where professional judgement indicates the need to share information to build up a picture, to indicate that a child is at risk of "Significant Harm".
- Where the child is deemed to be "Frazer Competent" (see below) and is refusing consent (contrary to the wishes of the parent) and such refusal places the child at risk of "Significant Harm".

### **Frazer competent**

*The parental right to determine whether or not a child below the age of 16 will or will not have medical treatment terminates if and when the child achieves sufficient understanding and intelligence to enable him/her to understand fully what is proposed. Note that "Frazer competent" relates to the particular child and the particular treatment, and there have been cases where a 17 year old has been found insufficiently competent to refuse medical treatment, while in other cases much younger children have been deemed sufficiently competent. In addition, where a child is 16 or 17 either parent or child can consent to treatment independently (though neither can override the other or exercise a veto). The court can, however, override the wishes of both where treatment is vital to the child's welfare.*

*The Access to Health Records Act 1990 further complicates the picture in allowing a child under 16, deemed “Frazer competent” by a doctor, to veto the parents’ access to medical information held by that doctor, even though the parents can consent to treatment which the child cannot veto.*

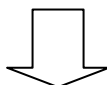
*It is for the doctor to decide whether or not an individual child is “Frazer competent”. The courts are generally reluctant to do so.*

Where a Named Person makes a referral without gaining consent of the parent the reason for not doing so should be recorded on the EB19 Child Protection Referral Form.

If a Named Teacher **decides not to ask the consent of the parent** for one of the above reasons, the Named Teacher must consider whether it is **safe and appropriate to tell the parent** that a referral will be made. It is the general view across all ACPC agencies that professionals should tell the parent. However, an exception to this rule is where a child has disclosed child sexual abuse. In this case, the Named Teacher should seek advice from the child protection unit before speaking to parents.

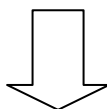
## CHILD PROTECTION ACTION FLOW CHART

**On discovery or suspicion of child abuse  
INFORM  
one of the School's Child Protection Officers who will  
then decide what action to take**



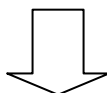
If it is clear that a Child Protection referral should be made then Social Services will be contacted without delay on 01274 437500 or out of hours via the Emergency Duty Team on 01274 530434.

If there is doubt about whether a referral should be made or if there is a need to check the Child Protection Register then the Child Protection Unit will be contacted for advice on 01274 434343.



If the Child Protection Officer is asked to monitor the situation then he/she will expect to be told exactly what is to be monitored, for how long and to whom feedback is to be given.

Secure and confidential records will be kept of all events and actions with each entry signed and dated.



The completed CP Referral form EB19 will be distributed as follows:-

**White copy:** to Social Services Team at which referral was made  
**Blue copy:** to Coordinator, Child Protection Unit, Olicana House, Chapel Street, BD1 5RE  
**Yellow copy:** to Principal Education Social Worker, Future House, Bolling Road, BD4 7EB  
**Pink copy:** to be retained in School

## USEFUL TELEPHONE NUMBERS

|                        |                               |              |
|------------------------|-------------------------------|--------------|
| Child Protection Unit: |                               | 01274 434343 |
| Social Services:       |                               | 01274 437500 |
| Emergency Duty Team:   |                               | 01274 530434 |
| Education Bradford:    | Principal Social Worker       | 01274 385789 |
|                        | Child Protection Co-ordinator | 01274 385726 |
| Police:                | Child Protection Unit         | 01274 376061 |

**Child Protection Checklist for completion by named Teacher**

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**Date and time of incident**

**Name, address and DoB of child(ren)**

**Factual account of the incident**

**(who? What? Where? When?)**

**(continue on separate sheet)**

**Opinion (substantiated), if appropriate**

**(continue on separate sheet)**

**Names and job titles of any other staff involved**

**With whom has the information been shared?**

**What action has been taken, and by whom?**

**Where is the information to be filed?**

**Any cross-references?**

**Name and job title:**

**Signature:.....**

**Date and time of**

**log:.....**