



## **All saints Landmark Centre Child Protection and Safeguarding policy**

Version Number	Purpose/change	Author	Date
0.3	Reviewed by Directors	Jo Watts	19/12/2022
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**Policy review date:- December 2025**

### **1. Introduction:**

This policy sets out how the Governing Body of All saints Landmark Centre is carrying out its statutory responsibility to “safeguard and promote the welfare of children” in accordance with the Government guidance ‘Working Together to Safeguard Children’ (July 2018), ‘Keeping Children Safe in Education’ (Sept 2019) and Section 175/157 Education Act 2002, The Children Act 1989, The Equality Act 2010 and the United Nations Convention on the Rights of the Child (UNCRC). It may be supplemented by more detailed procedures and policies which are outlined at the end of this document.

This policy applies to all staff, management board and volunteers, temporary and supply/visiting staff working in the organisation. It will be reviewed annually by the Management Board, and is in line with the expectations of Ofsted/ISI which inspects safeguarding arrangements as part of the organisation’s Leadership and Management and the requirements of the (Local) Safeguarding Children Board (LSCB).

For copies of all relevant safeguarding documents, including the Common Referral Assessment Form (for Early Help and social work assessment), please go to the website:

[www.bradford-scb.org.uk](http://www.bradford-scb.org.uk)

## **2. Aims of the policy:**

- To ensure that all necessary internal and inter-agency child protection procedures are in place as required when children may be suffering or are at risk of “significant harm”
- To give guidance to all staff to ensure best practice
- To demonstrate the links with other relevant policies to safeguard the general welfare of children
- To provide a clear statement of the organisation’s responsibilities in the event of a concern about the conduct of a member of staff
- To identify key individuals and their specific roles

## **3. Principles:**

- The All saints Landmark Centre Project recognises its responsibility to protect and safeguard the welfare of the children and young people entrusted to its care by establishing a safe and trusting environment in which children can learn and develop. The policy applies to all children between the ages of 0-18 whose care and education comes within the remit of our projects.
- The Management Board of All saints Landmark Centre are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to. We will ensure that children know that there are adults within the projects who they can approach if they are worried and that the principles of confidentiality are made clear to children and young people. The organisation promotes a positive, supportive and secure ethos, giving children and young people a sense of being valued.
- We recognise that because of the day to day contact with children, staff are well placed to observe the signs of possible abuse and therefore need to be constantly vigilant.
- This organisation recognises its responsibility to discuss with Children’s Social Care or the Police any significant concerns about a child or young person which may indicate:
  - physical abuse,
  - emotional abuse,
  - sexual abuse or
  - neglect,

in accordance with the LSCB procedures. These concerns cannot be kept confidential. For definitions of abuse, please see Appendix.

- Staff will be enabled to contribute to any assessment or meeting about the child held under LSCB procedures as required.
- The organisation also recognises its duty to work with other agencies in protecting children from harm and in responding to concerns about possible abuse, including the Police, Child and Adolescent Mental Health Services, Education Welfare Service, Educational Psychology Service and other agencies/services coming into the organisation to support individual learners/groups of learners/children and young people.
- The organisation will ensure that parents/carers have an understanding of the responsibility placed on staff for child protection. Our child protection policy is made available to parents/carers on request and is published on the organisation website. (*website under redesign*)

The Designated Senior Person/Safeguarding Lead (SL)

- The Safeguarding Lead is a member of the Leadership Team at All saints Landmark Centre is: **Joanne Watts and Deputy Aishah Khan Both hold DSL certificates. Trustee Jenny Williams also serves as a primary school DSL and is well served to support the charity's needs.**
- The SL will co-ordinate action on child protection within the organisation. This includes ensuring that all staff know who the SL is and that they are aware of their individual responsibility to be alert to the signs of abuse and to discuss any concerns with them. Also that they are all aware of what happens once a concern has been raised.
- Where appropriate the SL will liaise with the SL of the organisation(s) attended by other family members of the child causing concern in order to gather information to inform the referral.
- The SL will keep a written record of any actions taken as a result of concerns raised.
- The Safeguarding Lead will ensure that the organisation's child protection policy is put on the agenda of the Management Board once a year for discussion, monitoring, review and renewal. In this way the Management Board authorises the SL to carry out his/her responsibilities as outlined in the statutory Guidance.

#### **4. Responding and Referring:**

- All staff who have concerns about the safety or potential abuse of a child must report their concerns to the Safeguarding Lead without delay.
- In accordance with local inter-agency procedures, the agreement of the child's

parent/carer for an external referral should normally be sought where possible. However, if it is felt that seeking any such agreement would increase the level of risk of harm to the child, the matter will be discussed with Children's Social Care and their advice sought first. This must not contribute to a delay in making a referral.

- The organisation will ensure that the relevant social worker is notified if there is an unexplained absence of any learner/young person who is currently subject to a child protection plan or a child in need. When discussing concerns in respect of a child who is Looked After by the Local Authority the child's named social worker must be informed.

Contact details for a referral:

### **BRADFORD**

- Bradford District Safeguarding Children Partnership - 01274 434361
- Bradford Children's services Family Support (Early Help): 01274 433999
- Emergency Duty Team (out of hours): 01274 431010
- Health First Response Team: 01274 431010
- Local reporting can also be done through <https://www.saferbradford.co.uk/children/>

## **5. Concerns relating to a member of the organisation staff or other person in a 'Position of Trust':**

- The All saints Landmark Centre Project takes our responsibility for the welfare of children in our care extremely seriously. All organisations and colleges are now required by Government guidance to have a Staff Code of Conduct. This sets out the standards of personal and professional behaviour that are expected of all staff and volunteers, included in this policy. Any concern about staff conduct that may suggest a risk of harm to anyone under 18 should be reported to the DSL, Director, Chair of Governors, Children's Social Care or the Police as appropriate without delay.
- The Sexual Offences Act 2003 established a criminal offence of 'abuse of trust' affecting teachers and others who work with children and young people. A relationship of trust is one where a teacher, member of staff or volunteer is in a position of power or influence over a learner or young person by virtue of the work or nature of the activity being undertaken. Any sexual relationship with a young person under 18 in the same organisation is an offence. This legislation is intended to protect all young people in education/services who are under 18 years of age. 'Grooming' a child with a view to a future sexual relationship may also be an offence in this context, including inappropriate on-line contact.
- The principle of equality embedded in the legislation applies irrespective of gender or sexual orientation: neither homosexual nor heterosexual relationships (or any other of a sexual nature) are acceptable within a position of trust. Any concern raised by a parent, child or young person will be listened to and taken seriously.

- The DSL, Director and Management Board will act in accordance with procedures issued to all organisations by the Local Authority 'Designated Officer' (LADO) and the Department for Education. If the suspicion involves the Director, advice should be sought from the LADO and the Chair of the Board is to be informed immediately. Other organisational staff should assist parents to do this if required and anyone can contact the LADO directly.

The local authority Designated Officer for BRADFORD is contactable on 01274 435600 or [LADO@bradford.gov.uk](mailto:LADO@bradford.gov.uk).

- The management or representative of the management board will attend any inter-agency meetings relating to allegations against staff. This is the forum for deciding what action may be necessary.
- Parents/carers and learners/young people are advised that it is now an offence to publish any details (including on social media) that may identify any staff under investigation for alleged abuse until they are either charged with an offence or subject to formal disciplinary proceedings.

## **6. E-safety**

- Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate, or possibly illegal through social networking sites etc. including 'cyber-bullying'.
- Staff at the organisation have a major responsibility to educate our learners/young people in the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies. It is also important to include parents/carers as much as possible in this process given that children often have access to computers at home.
- It is appropriate to take photographs of children to capture a curriculum activity or a celebration of organisation life using organisation equipment providing we have permission to do so from the parents. Staff must not however use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this organisation.
- Staff should not communicate with learners through private email accounts, social networking sites, even on educational/service matters, but may use official email and networking sites sanctioned by the organisation, where appropriate. Staff should be circumspect in their private use of social networking sites and must not discuss organisation business or organisation issues on their personal social networking site or risk breaching confidentiality about the learners.

## **7. Record keeping:**

- Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make notes as soon as possible (within the hour), writing down as exactly as possible using the child's own words, what was said or seen, putting the scene into context, and giving the time and location. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made. All records must be signed and dated clearly. Children will not be asked to make a written statement themselves or to sign any records.
- All records of a child protection nature (handwritten or typed) will be given to the Safeguarding Lead for safekeeping. This includes child protection conference minutes and written records of any concerns. Access to any records will be on a 'need to know' basis. All records must be held separately from the main learner file, and in a secure place.
- When a child who has had a child protection plan leaves All saints Landmark Centre and/or transfers to another organisation, the SL will inform the child's new organisation immediately and discuss with the child's social worker the transfer of any confidential information the organisation may hold.
- When learners transfer between organisations or move organisation part way through a year, all information about any past or current child protection concerns will, if possible, be sent confidentially to the SL of the receiving organisation/college. Any records that cannot be passed on will be retained confidentially until at least the child's 25th birthday or as required.

## **8. Supporting the Young person:**

- All saints Landmark Centre will support learners/young people in accordance with his/her agreed child protection plan as required where they have knowledge of the Plan. The organisation will notify any concerns about a child who has a child protection plan or is known to have an allocated social worker to the child's social worker or in her/his absence the manager or a duty officer in the team
- We recognise that children who are abused or who witness violence may experience difficulties which impact on their sense of self worth. They may feel helplessness, humiliation and some sense of blame. The organisation may be the only stable, secure and predictable element in the lives of children at risk. When at All saints Landmark Centre their behaviour may be challenging and defiant or they may be withdrawn. All saints Landmark Centre will endeavour to support the learner/young person through the content of the curriculum and the organisation ethos of valuing the young person.

## **9. The Curriculum:**

- Through the curriculum, staff will raise learners' /young people's awareness and build their confidence and resilience so that they have a range of contacts and strategies to

ensure their own protection and that of others, recognising that learners/young people need opportunities to develop the skills they need to stay safe from harm.

## **10. Training:**

- The management board will ensure that all staff will receive appropriate induction and regular training to equip them to carry out their responsibilities for child protection effectively, as prescribed in government Guidance and in accordance with the expectations of the LSCB.
- The management board will ensure that the Safeguarding Lead attends appropriate training, organised through the Local Safeguarding Children Board at least every 2 years, or as required under local procedures.
- All staff will receive Part 1 of 'Keeping children safe in education' (Sept 2018) to enable them to identify and understand the guiding principles of child protection so they can effectively carry out their statutory responsibilities.

## **11. Safer Recruitment of staff and volunteers and maintaining appropriate background checks:**

- The relevant current Guidance will always be followed in respect of creating a safer working environment in All Saints Landmark Centre. (It is a requirement to have at least one person specifically trained in Safer Recruitment on every appointment panel). This is intended to deter and identify anyone who may be unsuitable or pose a risk of harm.
- These procedures may now allow for different levels of background checks according to whether or not the individual is primarily in an unsupervised setting or has only occasional contact with children. Evidence of all these checks (the Single Central Record or Register) will be maintained as required by the current Guidance.

## **12. Specific safeguarding issues**

For expert and up to date advice on wider safeguarding matters the organisation will access GOV.UK website and the NSPCC website and training opportunities to ensure the whole community have access to relevant information on:

Children missing from education

Children missing from home or care

Child sexual exploitation

Bullying, including cyberbullying

Domestic violence

Drugs and alcohol issues

Fabricated or induced illness

Faith abuse

Female genital mutilation (FGM)

Forced marriage

Gangs and youth violence

Gender based violence/violence against women and girls (VAWG)

Mental health

Private fostering

Preventing radicalisation

Sexting

Teenage relationship abuse

Trafficking

Children who have experience significant trauma or loss

APPENDIX 1 – Child Protection Policy

APPENDIX 2 – Child Protection Practice Guidance



## **Appendix 1**

### **CHILD PROTECTION POLICY**

#### **OVERVIEW**

This policy applies to all staff, members at All Saints Landmark Centre. The policy takes into account children with Special Education Needs (SEN) with particular vigilance in recognising abuse and neglect in this group of children.

We are committed to inter agency working, outlined in 'Working Together to Safeguard Children 2018, and as such will work with children's social care, the police and health services to promote the welfare of children to protect them from harm. Our safeguarding arrangements reflect local protocols set up and agreed by Bradford's Local Safeguarding Children Board (LSCB) and whilst the Data Protection Act 1998 placed duties on organisations to process personal information fairly and lawfully, it is not a barrier to information sharing where the failure to do so would result in a child being placed at risk or harm.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Staff are well placed to identify concerns and provide help for children, to prevent concerns escalating, and, more importantly, becoming a child protection matter that may well cause harm to any child we have here at All Saints Landmark Centre.

Where a child is suffering significant harm, or is likely to do so, action should be taken to help that child (Sec 47 and Sec 44 of the Children Act 1989). Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk (Sec 17 Children Act 1989). These statements are fundamental to the Policy and practise All Saints Landmark Centre

We are committed to safeguarding and promoting the well-being of all our learners so that they feel 'safe, secure and successful'. To achieve this, we will safeguard against all forms of abuse and exploitation, including sexual exploitation, children who may be subject to forced marriage, internet safety (e-safety) and safeguard the organisation community from extremism and the vulnerability to radicalisation.

We are fully committed to prevent all forms of maltreatment that results in emotional or physical harm to any child and will take steps to report it immediately if it is known to have taken place or if it is believed to have taken place or if it is suspected, based on all circumstances, that it is likely to take place in the future.

The policy should be used in conjunction with the organisations Safeguarding Policy, ICT

Acceptable Use Policy including E-Safety Policy, Anti Bullying Policy, Code of Conduct Policy, Health & Safety Policy, Raising Concerns Policy (Whistle Blowing), Attendance Policy, Safer Recruitment & Selection Policy, Medicines Policy and Fire and Emergency Evacuation Policy.

To ensure we implement the policy fully, the management board will

- Act reasonably in making decisions about the suitability of prospective employees based on checks and evidence including; enhanced criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information in line with Safer Recruitment Guidance and advice.
- Ensure children in All saints Landmark Centre are taught about safeguarding, including internet safety, through teaching and learning opportunities as part of their curriculum.
- Put into place policies and procedures, including the appointment of Designated Safeguarding Lead, so that All saints Landmark Centre has sufficient expertise to support other staff on child welfare and child protection matters and have in place clear and robust systems for reporting suspected cases of abuse, at any point, by any person so that a timely referral to children's social care is made.
- Ensure All saints Landmark Centre has a Designated Lead (Joanne Watts) for those children who have become looked after as a result of abuse and/or neglect ensuring they have the necessary skills and information they need in relation to their legal status and contact arrangements.
- Ensure procedures are in place to handle allegations against members of staff and volunteers. This includes referrals to the Local Authority Designated Officer (LADO) and informing the Disclosure and Barring Service (DBS) if a person has been dismissed or removed due to safeguarding concerns.
- Ensure that staff in All saints Landmark Centre are clear about what constitutes safe relationships between adults and children. Additional guidance on this can be found in the All saints Landmark Centre Code of Conduct. Any breach of 'position of trust' as outlined in the Sexual Offences Act 2003 will constitute a referral to relevant agencies, including, where relevant, Disclosure and Barring Service.

**Child protection is the responsibility of all All saints Landmark Centre staff and as such all will actively:**

- Establish and maintain an environment where learners/young people feel safe and secure, where everyone is encouraged to talk and are listened to.
- Ensure learners know what steps to take if they are worried and who to go to in case of need to share or disclose matters they are worried about and understand they will be listened to and their fears acted upon.
- Include opportunities in the curriculum for learners to develop the skills they need to stay safe from all forms of abuse, including abuse on the internet and other forms of social media communication, sexual exploitation and risks of radicalisation.
- Press for re-consideration of any referral that does not appear to have made a child's

situation improve following an initial cause for concern or referral to the Designated Safeguarding Lead (DSL).

- All saints Landmark Centre will employ Bradford Safeguarding Children Board's Resolving Multi Agency Professional Disagreements and Escalation Policy, if it believes that the response from an external agency is not meeting the needs of a learner and All Saints Landmark Centre has been unable to secure an appropriate response to the learner's needs, through the usual channels of professional communication and working relationships. The policy can be found at:

[http://westyorkscb.procedureonline.com/chapters/p\\_res\\_profdisag.html?zoom\\_highlight=professional+disagreement](http://westyorkscb.procedureonline.com/chapters/p_res_profdisag.html?zoom_highlight=professional+disagreement)

All saints Landmark Centre will contact the Head of Social Care in should there be a similar situation.

## **ROLES and RESPONSIBILITIES**

All adults working with, or on behalf of children, have a responsibility to protect children

and make a referral as soon as a problem emerges. There are, however, key people who have specific responsibilities under Child Protection procedures.

It is the role of the Designated Safeguarding Lead (DSL) to ensure that the child protection procedures are followed, and to make appropriate timely referrals to Children's Social Care, in accordance with the locally agreed procedures. It is the role of the Designated Safeguarding Lead(s) to ensure all staff employed, including temporary staff and volunteers, are aware of the organisation's reporting procedures, to advise staff and to offer support to those requiring this in all matters pertaining to child protection.

The child protection flowchart is displayed in the staff room, central office and all learning areas as an immediate reference point for staff.

## **DISCLOSURES**

Concerns relating to learners must be reported immediately to the Designated Safeguarding Lead.

Allegations against staff must be dealt with in accordance with the Bradford Safeguarding Children Board (BSCB) Allegation Management procedures or the equivalent in , which can be found on the Council's SCB website. The organisation's Whistleblowing Policy sets out clear expectations in relation to staff wishing to raise concern about colleagues.

## **REFERRALS**

Staff must not hesitate in sharing concerns with the Designated Safeguarding Lead, no matter how small they may be. The Designated Safeguarding Lead will always treat

such concerns seriously and respond accordingly. When a referral needs to be made, the referral will be made by the Designated Safeguarding Lead to the Child Protection Unit: telephone: BRADFORD: **-01274 434343/**: **-01422 288000**

It is not the responsibility of the staff to decide whether abuse has taken place or not. However, should any concerns be raised, they will be passed to the appropriate authority without delay by the Designated Safeguarding Lead. Of paramount concern is the safety and physical/emotional well-being of the learner.

### **Training and support**

The Designated Safeguarding Lead(s) for Child Protection will attend training, relevant to their role.

The Designated Safeguarding Leads are required to maintain continued professional development in child protection including refresher training course every two years. Staff at All saints Landmark Centre will be expected to attend basic and broad based training in child protection, covering a variety of topics, so they are updated with developments and guidance to deepen their knowledge and understanding of child protection issues. Records of all staff training are retained.

All new staff members, including volunteers and contractors, where appropriate, must receive information on child protection procedures as part of their induction.

### **PROFESSIONAL CONFIDENTIALITY**

We will endeavour to ensure that parents/carers, Management board members and every adult working in, or associated with All Saints Landmark Centre, understands the need for confidentiality as detailed in the All saints Landmark Centre Project Confidentiality Policy. We understand that confidentiality can never be guaranteed to the young person because any disclosure must be shared if it is in the young person's best interest.

### **RECORDS and MONITORING**

At All saints Landmark Centre we recognise that well kept records are essential to good child protection practice. We are clear about the need to record any concerns held about a learner(s) within our organisation, the status of such records and when these records may be shared with other agencies.

If a child transfers or leaves, the child protection file will be transferred to the learner's receiving Designated Safeguarding Lead, Headteacher or responsible receiving officer.

### **ATTENDANCE at CHILD PROTECTION CONFERENCES/MEETINGS**

All child protection conferences will be attended as required. Usually the person attending will be the Designated Safeguarding Lead for child protection..

All members of staff are made aware of this policy on entry to employment at All Saints Landmark Centre.

## **APPENDIX 2**

### **Child Protection Practice Guidance**

#### **Understanding Child Abuse**

‘Child abuse is a form of maltreatment of a child. Somebody 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 (e.g. via the internet). They may be abused by an adult or adults, or another child or children’.

#### **Working Together to Safeguard Children 2018 Contextual Safeguarding**

All saints Landmark Centre recognises that child maltreatment takes place in different contexts, beyond those which informed the early development of child protection legislation, policy and guidance. For example, intra-familial maltreatment is a familiar context for safeguarding and has received significant attention from multiagency child protection systems for many years. In adopting a “contextual safeguarding” approach, All saints Landmark Centre is extending its understanding of maltreatment and abuse to include children’s experiences of significant harm beyond their families. This includes peer on peer abuse in any of its forms. For example, this may be physical, sexual, emotional and financial abuse, coercive control exercised between children and within children’s relationships (both intimate and non-intimate) Peer on peer abuse can take various forms, including: serious bullying (including cyber bullying), relationship abuse, domestic violence, child sexual exploitation, serious youth violence, harmful sexual behaviour and/or gender-based violence.

Contextual safeguarding also recognises that children form different relationships in their neighbourhoods, organisations and online which can feature violence and abuse. Parents and carers often have little influence over these contexts and children’s experiences of extra familial abuse can undermine parent-child relationships.

The definitions below seek to reflect recognised forms of child maltreatment and abuse, within a contextual safeguarding framework.

## **Definitions**

### **Physical abuse**

Physical abuse 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 is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional 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 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Neglect 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. 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.

### **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 involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually

inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.

## **Sexual Exploitation**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

**So-called honour based violence** (HBV) encompasses crimes that have been committed to so call protect or defend the honour of the family and includes:

**Female Genital Mutilation (FGM)** comprises partial or total removal of the female external genitalia or other injury to female genital organs. It is a requirement that all staff at All saints Landmark Centre complete the Home Office training module to gain deeper understanding of the indicators of this crime and it is a legal requirement to report any suspicions that a child may be subject to FGM. All matters of FGM will be reported to the police. The reporting of all cases of female genital mutilation (FGM) is mandatory in accordance with Section 5B of the Female Genital Mutilation Act 2003.

**Forced marriage** is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or other forms of coercion is used to cause a person to enter into marriage. Further information can be obtained from The Forced Marriage Unit on 02070080151 or [fmufco.gov.uk](mailto:fmufco.gov.uk)

**Breast Ironing**, also known as breast flattening, is the pounding and massaging of a pubescent girl's breasts using hard or heated objects to try to stop them developing, or to make them disappear entirely. Breast ironing is typically carried out by the girl's mother with the belief that she is:

- protecting her daughter from sexual harassment and / or rape;
- preventing the risk of early pregnancy, which would tarnish the family name;
- preventing her daughter from being forced into marriage, so she will have the opportunity to continue with her education.

*All matters of so-called honour-based violence (HBV) must and will be reported.*

**Preventing Radicalisation** is the process by which a person comes to support terrorism and forms of extremism or extremist ideology. It may be difficult to detect this and who is vulnerable to it but being alert to changes in a child's presentation and behaviour may indicate they need help or protection. The organisation will refer to Channel all those who are at risk of being exploited by radicalism as per outlined in Section 36 of the Counter Terrorism and Security Act (CTSA) 2015 guidance. Further

information about the Prevent Duty can be found at [www.gov.uk/government/publications/channel-guidance](https://www.gov.uk/government/publications/channel-guidance). All saints Landmark Centre will make referrals to Bradford/Calderdale Channel Teams if there is a belief any learner is at risk of radicalisation by contacting any of the following:

### **BRADFORD CONTACTS**

Danielle King– BMDC Prevent Co-ordinator  
[danielle.king@bradford.gov.uk](mailto:danielle.king@bradford.gov.uk)  
07788 264621

**If the enquiry is URGENT then contact the police on 999**

**Child criminal exploitation:** “county lines” Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of “county lines” criminal activity. This includes drug networks or gangs grooming and exploiting children and young people to carry drugs and money from urban areas to suburban and rural areas, markets and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. A referral to the National Referral Mechanism should be considered. Details of how to do this are contained in the link below: <https://www.gov.uk/government/publications/national-referral-mechanism-guidance-for-child-first-responders>  
Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) and the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females and young people or adults;
- is typified by some form of power imbalance in favour of those perpetrating exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status and access to economic or other resources.

**Domestic abuse:** the cross-government definition of domestic violence and abuse is:

any incidental pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or



family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial;
- emotional

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

The Adoption and Children Act 2002 section 120 amended the definition of 'harm' in Section 31(9) of the Children Act 1989 to include 'impairment suffered from seeing or hearing the ill-treatment of another'. This makes witnessing domestic abuse a reason to take action to protect a child from harm. In some cases, a child may blame themselves for

the abuse or may have had to leave the family home as a result. Domestic abuse affecting

young people can also occur within their personal relationships as well as in the context of their home life.

**Sexual violence and sexual harassment between children** in organisation: sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and off-line (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk.

Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such

behaviours risks normalising them.

It is important that organisation staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence reference is made to sexual offences under the Sexual Offences Act 2003 as described below:

**Rape:** a person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents. Assault by penetration: a person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents. Sexual assault: a person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

## **What is consent?**

Consent is about having the freedom and the capacity to choose.

Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

When referring to sexual harassment it means “unwanted conduct of a sexual nature” that can occur online and off-line. When referencing sexual harassment, it is done so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualized names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (staff should be considering when any of this crosses the line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;
- Online sexual harassment. This may be stand-alone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - o non-consensual sharing sexual images and videos;
  - o sexualised online bullying;
  - o unwanted sexual comments and messages, including, on social media;
  - o sexual exploitation; coercion and threats

## **Signs and symptoms of child abuse**

The following lists of signs and symptoms of possible child abuse are offered as an aid to understanding and are not diagnostic.

It is important to remember that very few signs and symptoms are in themselves conclusive evidence that a child has been, or is being abused. Most of the signs given could have acceptable explanations i.e. there are lots of reasons why children have nightmares or why they suddenly start wetting themselves at organisation. Most teachers/staff already have a range of possible explanations for concerns they have about individual children; explanations gathered through the experience of working with children and their families. What we ask is that child abuse be included in the range of possibilities when concerns are raised about individual children. Be alert to explanations, which do not seem to fit the circumstances and behaviour that is unusual for that particular child. Signs are more significant in clusters i.e. a child may have repeated urinary tract infections, but may also produce sexualised drawings, use sexual language and be disruptive in the classroom.

It is equally important to remember that where one sign/symptom is picked up at organisation in an individual child, a health visitor or another organisation may be concerned about a younger or older sibling.

**The following lists should not then be viewed as checklists but should help to act as a reminder that where we see these signs or symptoms in children, child abuse should be within our range of possible causes.**

Remember: If you have any concerns about a child/young person you must speak to your Named Person for Child Protection.

### Physical Abuse

- Unexplained injuries or burns, particularly if they are recurrent.
- Improbable excuses given to explain injuries.
- Refusal to discuss injuries.
- Untreated injuries.
- Admission of punishment which appears excessive.
- Fear of parent(s)/carer(s) being contacted.
- Bald patches.
- Withdrawal from physical contact.
- Arms and legs kept covered in hot weather.

- Fear of returning home.
- Fear of medical help.
- Self-destructive tendencies.
- Aggression towards others.
- Running away.

#### Emotional Abuse

- Physical, mental and emotional development lags.
- Admission to punishment which appears excessive.
- Over-reaction to mistakes.
- Continual self-deprecation.
- Sudden speech disorders.
- Fear of new situations.
- Inappropriate emotional responses to painful situations.
- Neurotic behaviour (eg rocking, hair twisting, thumb sucking).
- Self-mutilation /self-harm
- Fear of parent(s)/carer(s) being contacted.
- Extremes of passivity or aggression.
- Drug or solvent abuse.
- Running away.
- Compulsive stealing or scavenging.

#### Neglect

- Constant hunger.
- Poor personal hygiene.
- Constant tiredness.

- Poor state of clothing.
- Emaciation.
- Frequent lateness or non-attendance at organisation.
- Untreated medical problems.
- Destructive tendencies.
- Low self-esteem.
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking).
- Limitation/absence of social relationships.
- Running away.
- Compulsive stealing or scavenging.

#### Sexual Abuse

- Sudden changes in behaviour or organisation performance.
- Displays of affection, in a sexual way, inappropriate to age.
- Tendency to cling or need constant reassurance.
- Tendency to cry easily.
- Regression to younger behaviour, (e.g. thumb sucking, acting like a baby, playing with discarded toys).
- Complaints of genital itching or pain.
- Distrust of a familiar adult, or anxiety about being left with a relative, baby-sitter or lodger.
- Unexplained gifts or money.
- Depression and withdrawal.
- Apparent secrecy.
- Wetting, day or night.
- Sleep disturbances or nightmares.

- Chronic illnesses, especially throat infections and venereal disease.
- Anorexia or bulimia.
- Self-mutilation, attempted suicide, frequently running away.
- Unexplained pregnancy.
- Fear of undressing for gym.
- Phobias or panic attacks.

## **Children Missing from Education**

Children who miss education repeatedly will be referred to the Education Social Work Service so the necessary steps can be taken to secure improved attendance. No child will be removed off the organisation roll unless the organisation is clear about the reason for removal and that it is compliant with Local Authority guidance. Staff at All saints Landmark Centre will be vigilant about safeguarding concerns relating to attendance, such as travelling to conflict zones, risk of FGM or forced marriage. All absences will be followed up rigorously by the organisation.

Remember: Some children who are abused do not give out any recognisable signs and the risk for them, when they start talking about abuse, is that people will not be able to believe because they have no other indicators to back-up what the child is saying. Children who talk about being abused must always be taken seriously and procedures must always be activated. Research repeatedly shows that children rarely lie about abuse.

## **Listening to children and young people**

All staff have an important role in hearing what children have to say. They spend more time with children than any other person besides the parent(s)/carer(s) and organisation may provide a neutral place where the child feels safe to talk.

Teaching and non-teaching staff are skilled communicators with children.

Communicating

with children where abuse is suspected is more to do with sensitivity to the child's needs and awareness of your own responses, than learning specific new skills.

The first principle is to listen carefully to what a child is saying and treat it seriously. Children may fear that they will not be believed or that they will be punished for talking about abuse. You will need therefore, to tell the child that whatever has happened you are ready to hear about it and that you will not be cross with them for telling you.

**Fear of the consequences of 'telling'** is another common theme. It can be very tempting to offer a promise of confidentiality to a child. This is not realistic and a child needs to hear the truth about what will happen, together with a sincere offer of support through what may come.

Some of the following suggestions may help you feel more prepared when faced with a child talking about abuse.

Non-Verbal Cues:

If the child is speaking freely about what has happened to her/him then you can show the child that you are listening and understanding what s/he is telling you by:

- Occasional head nods;



- Giving appropriate eye contact (remember some children will find direct eye contact uncomfortable);
- Positioning yourself slightly to one side of the child, rather than directly opposite (it's less threatening);
- Do not cuddle the child if they are talking about the abuse. This can give mixed messages to the child and may stop the child from talking. For many children they want to tell about abuse at the same time as not wanting to tell and may quickly shut up if they sense the adult listening is finding the information difficult or shocking;
- Some children find reassurance in the adult holding their hand but be aware that in doing so, you may be responding to your own needs, rather than the child's.

#### Verbal Cues:

- Never stop a child who is freely recalling significant events;
- If the child goes quiet or dries up after having started to tell you something, then feedback to the child what s/he has said using his/her language/words. Feeding back usually gives the child permission to continue;
- Where you feel the need to ask a question, make sure your question is open e.g. "And then what happened....?" "Is there anything else you would like to tell me....?"
- Do not ask leading questions i.e. questions, which direct or lead the child to give a certain answer e.g. don't ask - "Did your mum do that?" "Was it in your bedroom"? etc.

#### Recognise when you have enough information

There is no need for you to question the details of what a child tells you or for you to probe deeper than the child seems able to go. When you have enough information to suggest child protection concerns - activate child protection procedures (remember, where a child is freely recalling events don't stop them, let them come to a natural pause). Give the child reassurance by telling them "It was good that you told" "You are very brave to tell" "You were right to talk about this; it must have been very difficult to tell".

#### **Don't make promises you cannot keep**

You may want to say "This should not be happening to you and I/we need to talk to someone else about this". With older children you may want to take them with you to the Named Person so that they can hear and be part of the passing on of the

information. An older child may even be present when the Named Person rings child protection. Including children in this way helps to empower the child/young person. If you do need to leave the child at any point check how that feels for the child and be clear

about why you need to leave them and when you will return.

Confidentiality - "If I tell you something will you promise not to tell anybody"

Child protection information cannot be kept completely confidential. The welfare of the child (or children) is paramount.

Children should be sensitively told that information must be shared, be reassured that this is to protect their welfare and that the 'need to know' principle will be applied.

Listen to and take seriously the child's views/fears, they may inform how best to proceed.

## **Information Sharing**

Keeping children safe from harm requires professionals and others to share information. Often it is only when information is put together from a number of sources that it becomes clear that a child is in need or at risk of significant harm.

Personal information about children and families held by professionals is subject to a legal duty of confidence, and should not normally be disclosed without the consent of the subject. However, the law allows the disclosure of confidential information to safeguard a child (in the public interest).

The Children Act 1989, the Human Rights Act 1998, General Data Protection Regulation (GDPR) and Data Protection Act 2018 provides the legal context for considering issues of consent and confidentiality.

Clear advice and the 'seven golden rules to sharing information' are included government guidance:

Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018 via this link:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/721581/information\\_sharing\\_advice\\_practitioners\\_safeguarding\\_services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/information_sharing_advice_practitioners_safeguarding_services.pdf)

The first 'golden rule' states:

'Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately'.

Information can be shared without consent to safeguard a child (in the public interest); to prevent or detect a crime/disorder; to apprehend or prosecute offenders; in the interest of public safety; to protect health or morals or to protect the rights or freedom of others

## **Record keeping is essential**

- Child protection records should be separate from the main learner file, kept in a locked cabinet, accessible only by the Safeguarding lead.

Child protection records are exempt from any open access policy.

Information from third parties can only be shared with their consent.

- Make some very brief notes at the time and write them up as soon as possible if

necessary. N.B. Do not destroy original notes.

- Record words child uses; don't translate to 'proper' words!
- Record statements, facts and observable things, not your views, interpretations, assumptions.
- Draw a diagram indicating position, size and colour of any bruising. Or use a body chart. Do not photograph.
- Record non-verbal behaviours.
- Record date and time, sign (staff member not child) including your position in the establishment, and pass to designated person.

## **Monitoring**

Particularly relevant where there has been no direct disclosure, nor physical evidence, or the child has communication difficulties or is too young to give much information. Education staff are accustomed to monitoring, observing behaviour and are likely to know what is 'normal' for a particular child.

You must be clear what is to be monitored

If you are asked to monitor, make sure you are given a clear plan of:

- what are you looking out for
- for how long
- how should you record your monitoring
- and who should you report to

Listening to children: Effect on adults

Be aware of your own needs both throughout the process and afterwards.

Most people cope very well with the immediate effects of trauma, but 'go to pieces' afterwards.

Children talking about being abused can bring up all kinds of unexpected feelings in the adult listener.

Feelings can range from extreme sadness to extreme anger; memories of the adult's own childhood can be triggered through listening to children's traumatic experiences.

Extreme, confused feelings will not be helpful in the group setting. Adults do need some form of recovery time after listening to a traumatised child. In developing our

strategies for child protection we need to recognise the stress encountered by staff who have listened to the child.

**Remember: Listening to children talking about abuse is very upsetting and it is important for staff to address these issues in supervision. Speak to your manager, without delay if you feel upset, or under stress, as a result of listening to a child. Your line manager will also be proactive in supporting your well-being and welfare after dealing with a sensitive safeguarding issue.**