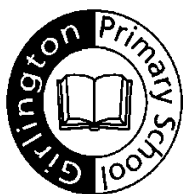


GIRLINGTON PRIMARY SCHOOL

Child Protection, Safeguarding Policy and Procedures

Date Policy Written:	Autumn 2025
Date Policy Ratified:	Autumn 2025
Date Policy to be Reviewed:	Autumn 2026



GIRLINGTON PRIMARY SCHOOL	Reviewed By
<p style="text-align: right;">(Statutory) S10</p> <p>Child Protection, Safeguarding Policy and Procedures</p> <p><i>Appendix 1 - Child Protection Referral Form</i> <i>Appendix 2 Child Protection Procedures Flow Chart</i> <i>Appendix 3 – Actions where there are concerns about a child</i></p>	<p>Safeguarding Team_____</p>

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

“Schools, colleges, early years and childcare settings, and other educational providers (including alternative provision) all have a pivotal role to play in safeguarding children and promoting their welfare. Their insight and co-operation are vital to the successful delivery of multi-agency safeguarding arrangements. People working in education settings play an important role in building relationships, identifying concerns and providing direct support to children” (Working Together to Safeguard Children 2023)

Girlington Primary School fully recognises its responsibilities for child protection and is committed to safeguarding and promoting the welfare of all its pupils.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: ‘Working Together to Safeguard Children’ 2023, Revised Safeguarding Statutory Guidance 2 ‘Framework for the Assessment of Children in Need and their Families’ 2000, ‘What to do if You are Worried a Child is Being Abused’ 2015, Information Sharing 2018 and the Childcare Act 2006 (as amended 2018). The guidance reflects, ‘Keeping Children Safe in Education’ 2025 and our responsibilities with regard to the Prevent Strategy 2011.

All staff have a personal copy of Keeping Children Safe in Education Part 1 and have read Part 5 and Annex B. These should be referred to in conjunction with this policy.

Girlington Primary School recognises that a number of other policies and procedures developed and operated by school form part of the wider agenda of safeguarding, protecting and promoting children’s welfare and this policy should be read in conjunction with the policies listed below:

- **ICT and internet acceptable use policy**
- **Whistle blowing**
- **Supporting children with medical needs**
- **Positive discipline including bullying, racial harassment and use of reasonable force**
- **Positive Handling Policy**
- **Mobile phone and camera policy**
- **Educational visits policy**

- **Health and safety policy**
- **Checking the identity of visitors policy**
- **Personal care continence policy**
- **Disciplinary Policy and Procedure – staff**
- **Whistleblowing Policy**
- **Failure to collect a child policy**
- **Missing child policy**
- **Disqualification by association policy**
- **Code of conduct**
- **Online Safety**
- **PSHCE**
- **Relationships and Health Education**
- **Safer Recruitment**
- **Volunteer Policy and Good Practice Guide**
- **Data Protection - GDPR**

Our policy applies to all staff, governors, volunteers and visitors to the school. There are five main elements to our policy:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work children
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan
- Establishing a safe environment in which children can learn and develop

Overall aims:

- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are at risk or in difficulties and will know how to get help when they need it, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.

Safeguarding roles and Responsibilities in School

All Staff

- All staff are expected to read and understand Part 1, Annex B and Part 5 of Keeping children Safe in Education 2025 (KCSIE). All staff will sign a declaration to say that they have done this.
- All staff will follow the guidance set out in Part 1 of KCSIE
- All staff will know and understand the child protection and safeguarding procedures at Girlington Primary School.
- All staff will make the safeguarding of children a priority.
- All staff will undertake at least annual safeguarding training.
- All staff will adhere to the Code of Conduct Policy.

The DSL and Deputy DSL's

DSL – Jill Pullen – Assistant Head EYFS Leader

Deputy DSL's –

Kathryn Swales - Headteacher

Daniel Walker – Deputy Headteacher

Kate Brewis – Assistant Head/SENCO

Sarah Arthur – Inclusion Manager

Out of hours contact – Kathryn Swales 07837201065

Jill Pullen 07958489505

- The DSL and Deputy DSL's will all receive training to the same standard. They will undertake training specifically for DSL's at least every two years. They will update their safeguarding knowledge regularly.
- The DSL will ensure that the Child Protection Policy is kept up to date and is communicated with staff. They will ensure that the school complies with the Public Sector Equality duty. They will make sure that all staff adhere to the Positive Discipline Policy and the Staff Code of Conduct.
- The DSL will ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.
- The DSL will provide annual training for all staff and regular safeguarding updates.
- The DSL will ensure all staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the UK GDPR, including understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.
- The DSL will ensure that there is an appropriate preventative curriculum in place throughout school, to include online safety and relationships education (including the following topics taught in an age appropriate way. Healthy and respectful relationships • boundaries and consent • stereotyping, prejudice and equality • body confidence and self-esteem • how to recognise an abusive relationship, including coercive and controlling behaviour • the concepts of, and laws relating to - sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called 'honour'-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and • what constitutes sexual harassment and sexual violence and why these are always unacceptable).

The Governing Body Safeguarding Lead

- The Governing Body will appoint a link governor, Tina Butler, to monitor the effectiveness of this policy in conjunction with the Full Governing Body.
- The link governor will make sure:
 - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
 - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
 - The leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns
 - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors).

- That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognized.
- Regularly check that the Single Central Record is up to date.

The Governing Body

- Members of the Governing body will receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training will be regularly updated.
- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the Headteacher to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements.

Training and Induction for All Staff

- The school will ensure all staff receive induction training to include safeguarding upon appointment.
- All staff will receive updated safeguarding training appropriate to their roles and responsibilities at least annually. Annual staff training will always include changes to KCSIE.
- Training completed will be recorded by the school; a print out of the school's training history can be obtained from the Designated Safeguarding Lead.
- This training will be regularly updated and will:
 - Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
 - Have regard to the Teachers' Standards to support the expectation that all teachers:
 - Manage behaviour effectively to ensure a good and safe environment
 - Have a clear understanding of the needs of all pupils
- All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
- Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails from National Online Safety, SSS Learning and staff meetings).
- Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.
- Volunteers will receive appropriate training, if applicable.

Safeguarding Procedures at Girdlington Primary School

- Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.
- No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
- All staff should read and understand Part 1 and Annex B and Part 5 of KCSIE.
- When a staff member has a concern, no matter how small they must record their concern on a Child Protection Referral Form which can be found in each classroom, in the main office or from one of the DSL's.
- Take the form **in person** and discuss your concerns with a member of the safeguarding team. This should be done at your earliest opportunity and always within the same school day.
- A member of the safeguarding team will discuss the concern with you and give you any instructions of immediate tasks they wish you to carry out e.g. monitoring for a particular behaviour or speaking to a parent/carer.
- A member of the safeguarding team will record the incident on CPOMS and decide on the next appropriate action to take. The class teacher and any other relevant members of staff will be copied into the CPOMS entry.
- The paper copy of the referral form will be filed in a locked cupboard. A flow chart of this process can be found in Appendix 2.
- Possible actions may include, monitoring a particular behaviour, looking out for further concerns, early help (within school), early help referral (outside agencies), a referral to Children's Social Care. This list is not exhaustive.
- The safeguarding team meet weekly to review all monitored students and all actions from the previous meeting.
- The referring member of staff will receive feedback as to how the safeguarding team will deal with the concern and any actions taken on a need to know basis.
- Any member of staff who does not feel that their concern has been dealt with appropriately or satisfactorily, should follow this up with the DSL without delay.
- All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/LADO following the Whistleblowing Policy.
- NSPCC Whistleblowing helpline: 0800 0280285
- If staff have a safeguarding concern or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) harming or posing a risk of harm to children, then this should be referred to the Headteacher.
- Where there is a concern/allegation about the Headteacher, this should be referred to the Chair of Governors.
- If it is appropriate to refer the case to local authority children's social care or the police, the DSL or one of the DDSL's will make the referral or support you to do so. (See Appendix 3 - Actions where there are concerns about a child)
- If you have a concern, no matter how small about an adult in school, this should be reported to the Headteacher. Please see section in this policy about Low Level Concerns.
- All safeguarding concerns or allegations about another member of staff will be dealt with through the Whistleblowing Policy.

- Following a referral to Children's Social Care, the referring DSL or Deputy DSL should record decisions, next steps to support the family and to keep children safe on CPOMS.
- Please consult the new Continuum of Need and Risk Identification document for help deciding what action should be taken about concerns about a child. If you make a referral directly, you must tell the DSL as soon as possible. The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome.
- The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded. If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

Safer Recruitment and Selection

- Girlington Primary School is committed to safer recruitment and selection and has a separate policy, which outlines procedures in place in school. The **Safer Recruitment and Selection Policy** is implemented in conjunction with this policy.

Filtering and Monitoring Systems

Suitable filtering and monitoring systems are in place to ensure that children are safe (including from terrorist and extremist material) when accessing the internet in school.

The school has a Netsweeper web filtering and reporting software, which is provided by Schools Broadband who are a member of the Internet Watch Foundation (IWF). The Netsweeper filtering software prevents unauthorised access to illegal and inappropriate websites. The school has the ability to blacklist and whitelist websites. There is a system for requesting access to websites.

The school also uses Securus software, which monitors the pupils' computer activity. If a pupil is in breach of their acceptable use agreement whilst on the computer then an email is sent to the designated people with a screen shot of the incident showing what was displayed at that time and who was involved.

The school employs a full-time technician, to take responsibility with the general maintenance of the school network, which includes laptops, computers, printers, web filtering, software installation, servers and the network. The school has a contract with Sims.Net support, and an additional contract with an IT support engineer to come onsite and assist the technician.

Recognising Abuse

All staff should be aware of indicators of abuse and neglect, understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection. All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.

All staff should know how different forms of abuse can present as they are set out in Part 1 and Annex B of KCSIE.

Child on child sexual violence and sexual harassment

- All staff will read Part 5 of KCSIE which outlines statutory requirements for how schools and colleges should respond to all signs, reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of the school or college premises, and/or online.
- We take an “it could happen here” approach to child on child sexual violence and sexual harassment.
- At Girlington Primary School we make it clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”. Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.
- We will challenge physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts.
- All incidents are recorded on CPOMS and dealt with through our Positive Discipline Policy.

Vulnerable Children

Girlington Primary school recognises that some children *may* be more vulnerable to abuse and neglect. Children with SEND are a particularly vulnerable group. SEND Factors that can increase vulnerability include communication barriers, assumptions that changes in behaviour/mood and injury are due to the child’s disability. Girlington Primary has a large number of children with significant and complex SEND needs. As well as other children with communication needs, deaf children are at particular risk due to communication barriers. At Girlington Primary School we have a resourced provision for Deaf and hearing impaired pupils and staff must be aware of the vulnerabilities of all of our SEND children including this group.

We also give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member’s mental health needs
- Are looked after or previously looked after
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated.
- Children whose parents are in prison.

Children Missing in Education (CME)

As soon as a child is believed to be missing education, enquiries in preparation for a Joint Enquiries/ CME referral are made by the Access and Inclusion Manager and include:

- Contacting family, relatives, neighbours and where appropriate landlords and other significant adults
- Making enquiries within school with class teachers, friends (if appropriate)
- Liaising with schools attended by siblings
- Conducting home visits (home visits must be recent within 5 days before referral, and be completed within the period in which the child is believed to missing education)
- Sending letters and/or emails
- Checking with previous schools (if appropriate)
- Checking with other agencies known to be working with the family
- If school have been provided with a forwarding address in the UK, make enquiries with that Local Authority

If enquiries by the school do not lead to identifying the whereabouts of a child, a Joint Enquiries/ CME referral is completed, no longer than 5 school days after a child has last attended school or their whereabouts were last known and sent through Galaxkey to CME@bradford.gov.uk. If child missing in education, pupil removed from roll and details are uploaded to lost pupil database via the School To School (S2S) system.

Operation Encompass

Girlington Primary School is an Operation Encompass school. Operation Encompass aims to provide information from the police to school following an incident of domestic abuse. The information should be provided before the start of the next school day, enabling staff to respond appropriately. All staff will receive domestic abuse awareness training through their annual safeguarding training and/or on induction.

Allegations of Abuse against staff inc low level concerns

Girlington Primary School has processes and procedures in place to manage any safeguarding concern or allegation (no matter how small) about staff members (including supply staff, volunteers, and contractors). This process for reporting a concern can be found in the Whistleblowing Policy. The concern may be dealt with through the Whistleblowing Policy or the Disciplinary Policy and Procedure – Staff.

Concerns or allegations that may meet the harm threshold

A concern or allegation that may meet the harm threshold refers to anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors has:

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the schools whistleblowing policy. This is called a low level concern.

The term 'low-level' concern does not mean that it is insignificant. A low-level

concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating children.

All concerns including low level concerns should be reported to the Headteacher. All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

Information Sharing arrangements

Sharing information is an intrinsic part of any frontline practitioner’s job when working with children and young people. The decisions about how much information to share, with whom and when, can have a profound impact on individuals’ lives. Information sharing helps to ensure that an individual receives the right services at the right time and prevents needs from becoming more acute and difficult to meet.

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff and volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the three safeguarding partners (Bradford LA, West Yorkshire Police and the NHS Bradford District and Craven Clinical Commissioning Group CCG/ Integrated Care Board ICB)
- Staff or volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts
- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share ‘special category personal data’, the DPA 2018 contains ‘safeguarding of children and individuals at risk’ as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk
- If a child confides in a member of staff or volunteer and requests that the information is kept secret, it is important that the member of staff or volunteer tell the child in a manner appropriate to the child’s age and stage of development that they cannot promise confidentiality. Instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe. This may ultimately not be in the best interests of the child

If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:

- Staff taking a report should never promise confidentiality as it is very likely that it will be in the best interest of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies

- If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies
- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children

The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information.

If staff are in any doubt about sharing information, they should speak to the DSL (or a deputy)

Prevent

- Girlington Primary School has "due regard to the need to prevent people from being drawn into terrorism" This duty is known as the Prevent duty.
- The school has a member of the safeguarding team who is trained to deliver Prevent training.
- All staff receive Prevent training and regular updates.

Handling disclosures

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

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

- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- If a child begins to disclose information and you are not able to effectively communicate (e.g. B.S.L user or Slovakian speaker) then an appropriate member of staff should be sought, before continuing explain this to the child.

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

Immediately afterwards:

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to social services without delay, by the Designated Lead or the member of the Safeguarding team, using the correct procedures.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Lead or; alternatively the **Education Bradford Child Protection Team.**

Child Protection Referral Form



Safeguarding Team:

Jill Pullen, Kathryn Swales, Kate Brewis, Dan Walker, Sarah Arthur.

Name of referrer	
Pupil name/s	
Year group/s	
Class	

[illegible]

Any other information:

For safeguarding team use only:	
Recorded on CPOMS (tick)	Actions fed back to relevant staff (tick)
Date:	Date :

Child Protection Procedures Flow Chart

Designated Safeguarding Lead: Jill Pullen,

Deputy Safeguarding Leads: Kathryn Swales, Dan Walker, Kate Brewis and Sarah Arthur

On discovery or suspicion of child abuse If in doubt – ACT Immediately



You **MUST** inform your Designated or Deputy Safeguarding Lead via [\[CPOMS / Cause for Concern Form\]](#)



Where it is clear that a Child Protection Referral is needed contact Integrated Front Door without delay

- ✓ Practitioners' Advice and Referrals **01274 433999**
- ✓ Children's Social Care Emergency Duty Team - **01274 431010**
- ✓ Early Help Gateway - **01274 435600**

Call the Practitioners' Advice and Referrals number if you want to seek support and/or raise a concern about a child or young person. If you are not sure whether a child is at risk, you can call and discuss the circumstances.

IMMEDIATE RISK OF HARM CALL 999

Key documents and guidance can be found at <https://saferbradford.co.uk/children/practitioners-who-work-or-volunteer-with-children-and-young-people/>



If you are asked to monitor the situation, make sure you are clear what you are expected to monitor, for how long and how/and to whom you should feedback information.



Remember always make and keep a written record of all events, discussions, decisions, reasons for decisions and action taken. Keep records confidential and secure.

USEFUL TELEPHONE NUMBERS

LADO 01274 435600

Police Child and Public Protection Unit 01274 376 061

[September 2023](#)

Appendix 3 – Actions where there are concerns about a child

