



**Harden Primary School**  
**Child Protection and Safeguarding**  
**Policy**  
**March 2017**

**Designated Safeguarding Lead: Kirsty Hutchinson (Headteacher)**  
**Named Person: Julie Topham (Well Being Manager)**  
**Named Person: Barbara Merriman (SENCo)**  
**Named Governor: Sue Bottomley (Chair of Governors)**

**Useful Numbers:**

Initial Contact Point: 01274 437500  
Emergency Duty Team: 01274 431010  
Children's Social Care: 01274 437500  
Lead Officer for Child Protection: 01274 385726  
Keighley Social Care: 01535 618123  
Police: Javelin House, Child Protection Unit: 01274 376061

**Introduction**

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004; the Education Act 2002, and the following publications, all of which have been shared with practitioners working with our children:

- 'Working Together to Safeguard Children' 2015
- 'What to do if You are Worried a Child is Being Abused' 2015
- 'Information sharing guidance for safeguarding practitioners' 2015
- 'The PREVENT Duty' June 2015
- 'Guidance for safer working practice for those working with children and young people in education settings' October 2015
- 'Keeping Children Safe in Education' 2016
- Bradford Safeguarding Children Board (BSCB) Child Protection Procedures.

The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

**The aims of this policy are:**

- 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 in difficulties, 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. (Reference Appendices and section 1 of 'Keeping children safe in education' 2016) to develop a structured procedure within the

school which will be followed by all members of the school community in cases of suspected abuse.

- to develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- to ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance), and a single central record is kept for audit.

## **Safe School, Safe Staff, Safe Children**

### **Roles and Responsibilities**

*All adults working with or on behalf of children have a responsibility to protect them.*

### **The Governing Body will ensure that:**

- The Designated Safeguarding Lead (DSL) is a member of the Senior Leadership Team and a suitable supporting persons are appointed. Job description will reflect these roles. On appointment, the DSLs must then undertake 'New to Role' training and the 'Update' Course every year.
- The DSL is also appointed as the strategic leads for the implementation of the government's PREVENT strategy and therefore hold the role of SPoC (Single Point of Contact for PREVENT concerns raised by pupils, staff, or students) The SPoCs have access to WRAP training on appointment and 'Update' courses, when available.
- The DSL and named persons are properly supported to carry out their tasks and that they are given time to fulfil the duties that their roles demand.
- The school operates Safer Recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.
- The effectiveness of systems to safeguard children are monitored.
- Child Protection concerns or allegations against adults working in the school are referred to the LADO for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- PREVENT concerns are referred to the relevant body within the council for support in undertaking a risk assessment
- Our Lettings Policy will seek to ensure the suitability of adults working with children on school sites at any time.
- Community users organising activities for children are aware of the school's Child Protection and Safeguarding (including PREVENT) guidelines and procedures.
- School has a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.
- Children are taught about safeguarding issues. This may be part of a broad and balanced curriculum covering relevant issues through personal social health

and economic education (PSHE) and/or for maintained schools through sex and relationship education (SRE).

- The named governor for safeguarding is appropriately trained and supported.
- The named governor liaises with the LA on Child Protection and PREVENT issues and also in the event of an allegation of abuse made against the Headteacher
- The named governor evaluates the effectiveness of this policy with the DSL annually.

*Note: Governors will not be given details relating to individual child protection cases or situations, to ensure confidentiality is not breached.*

**The Headteacher and DSL will ensure that:**

- All other staff and the nominated governors are offered an appropriate level of training and undergo refresher training regularly. During their training, staff will be made aware of the Prevent agenda and the risks posed to children through radicalisation (See Appendix 3 for detailed information about the school's Prevent Policy) Training will ensure that all staff members have read and understood Section 1 and Annex A and C of Keeping Children Safe in Education 2016. An additional key aspect of the training is to raise staff awareness of some of the different types of abuse which children face which may not be known to them; this includes (but is not limited to) information on how to identify signs that a girl may either be about to, or has already suffered from Female Genital Mutilation (FGM) or Breast Ironing, Children Missing in Education and the signs and symptoms of a child at risk of, or suffering from Child Sexual Exploitation. (CSE)
- all members of staff and volunteers are provided with Child Protection awareness information at induction and the school safeguarding procedures so that they know who to discuss a concern with.
- risks are appropriately assessed and minimised.
- robust arrangements are in place to ensure Health and Safety.
- Safer Recruitment practices are implemented.
- a Single Central Record of all staff and regular volunteers is maintained in accordance with government guidance.
- Children are not removed from roll until a receiving school has been confirmed.
- Termly meetings of the Safeguarding team take place.
- the impact of this policy is evaluated and reported to Governors.
- Child Protection procedures (including PREVENT referrals) are followed within the school.
- timely referrals to Children's Social Care / Bradford PREVENT team are made in accordance with the locally agreed procedures.
- keep accurate written records of concerns about children, or their families even where there is no need to refer the matter immediately.

- all staff employed including temporary staff, volunteers, students and extended service providers within the school are aware of the school's internal procedures and are provided with advice and support as required.
- all Child Protection / PREVENT records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied (where permissible) on to the child's next school or college.
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences, core groups, or other multi-agency planning meetings and contribute to assessments.
- any pupil currently with a Child Protection Plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- if a child is absent from school and there are concerns that there may be a risk of radicalisation, an urgent referral is made to the Bradford PREVENT team.

#### **The Business Manager will:**

- ensure secure visitor control measures are in place and carried out. This includes arrangements for supply staff, students, volunteers, extended service providers and contractors;
- ensure vetting and barring procedures are administered and details recorded in accordance with statutory duties /guidelines;
- ensure a current, accurate Single Central Record is maintained;
- advise staff of vetting arrangements necessary for enhanced curriculum provision.

#### **Overview for staff and volunteers if a child tells you they have been hurt or abused**

- Listen, and do not interrupt the child if he or she is freely recalling significant events.
- Do not lead the child or plant ideas. If questions are needed to clarify understanding, they should be framed in an open manner in order to not lead the child in any way.
- Do not give undertakings of absolute confidentiality. It is your duty to pass concerns on to the designated teacher, not to keep a secret.
- You must record on CPOMs all the information and ensure correct date and time is recorded and although all the safeguarding team are alerted through an email you **must** see one of the DSLs regarding your concerns as soon as possible. Your notes need to include the time, date, place and people who were present as well as what was said. Remember, your note of the discussion might need to be used in any subsequent proceedings. Your notes will need to be scanned and attached to the CPOMs log.
- In discussion with the DSL or named person, decide upon whether the concern is under Section 17 (**child in need**) or Section 47 (**child at risk of harm**) and next steps will be informed by this decision
- If you have concerns about the response you receive from the DSL or named person it is your responsibility to make a referral yourself if you believe the **child is at risk of harm** and adequate action has not been taken to prevent harm to the child.

- Confidentiality is essential. However, 'Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children' (KCSiE, 2016)
- Your responsibility in terms of referring concerns does not end at this point, you have a duty to return to the DSL to clarify the outcome of a concern you have raised, you may also have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans.
- If you would like further advice, please talk to one of the designated members of staff for Child Protection.

### **Confidentiality**

- Confidentiality is essential. However, 'Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children' (KCSiE, 2016)
- The Headteacher/DSL or named person will disclose any information about a child to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. 'No single professional can have a full picture of a child's needs – everyone who come into contact with them has a role to play in identifying concerns, sharing information and taking prompt action' (KCSiE, 2016)
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Education Social Work Service on this point.

### **Care, Guidance and Support**

#### **Staff**

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSLs or named person and to seek further support as appropriate.

#### **Children**

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- the content of the curriculum (core and enhanced);
- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;

- the school Behaviour, Inclusion and SEN policies which aim to supporting vulnerable pupils in the school;
- measures to ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- liaison with other agencies and the well being manager that support the pupil such as social services, child and adult mental health service, education welfare service and educational psychology service

### **Allegations against staff**

All school staff should take care not to place themselves in a vulnerable position with a child, they should adhere to 'Guidance for safer working practice for those working with children and young people in education settings' October 2015 and the school's code of conduct, in the staff handbook.

We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher.

The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO without notifying the Headteacher first.

The school will follow the Bradford HR procedures for managing allegations against staff and contact the LADO for advice and support.

### **Peer on peer abuse**

Occasionally, allegations may be made against children by others either in our school, or another educational setting which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

### **Minimising the risk of safeguarding concerns towards pupils from other students**

On occasion, some students will present a safeguarding risk to other students. The school should be informed that the young person raises safeguarding concerns, for example they have experienced serious abuse themselves.

These students will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

### **What to do**

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed. A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL should contact social services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).

It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

### **Whistle-blowing**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns regarding child protection/ safeguarding. Concerns may include the attitude or actions of colleagues involved in the management of child protection. If this is the case, staff should refer back to the DSL or supporting DSL. If concerns are not addressed by the DSL, or named person, the member of staff must make the child protection referral themselves. In the case of mismanagement of child protection the member of staff must refer to the named governor (where appropriate) or the LADO.



***If concerns are not addressed within school, staff have the option of calling the NSPCC whistleblowing helpline for support and advice: 0800 028 0285***

### **Physical Intervention**

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is at risk of:

- harming themselves
- harming other children or adults
- causing significant damage to school property or others,

At all times the minimal force necessary will be used to prevent injury. Such events must be recorded and signed by a witness. Staff who are likely to need to use physical intervention will be appropriately trained in 'Team Teach'. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection procedures. We recognise that touch is appropriate in the context of working with children, and all staff follow 'Guidance for safer working practice for those working with children and young people in education settings' October 2015. See positive Handling Policy.

### **Anti-Bullying**

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

### **Prevention**

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include across the curriculum, including PSHCE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks. (See acceptable user policy)

## **Health & Safety**

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children.

## **Policy Access**

This policy can be viewed on the schools website and paper copies can be requested through the school office.

## **Monitoring and Evaluation**

This Child Protection and Safeguarding Policy and related procedures will be monitored and evaluated by:

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour incidents
- Safeguarding team meetings to include DSL supervision

**This policy will be reviewed annually.**

This Policy was ratified at Full Governing Body meeting on 20<sup>th</sup> March 2017

Signed \_\_\_\_\_ Headteacher

Signed \_\_\_\_\_ Chair of Governors

Next review Date: **March 2018**

# **PREVENT POLICY**

## **March 2017**

### **INTRODUCTION**

The threat to the UK from international terrorism is substantial. The terrorist threats that we now face are more diverse than ever before, dispersed across a wider geographical area and often in countries without effective governance. We therefore face an unpredictable situation!

Dealing with violent extremism is nothing new. Throughout history there have been groups prepared to use violence to achieve their aims. A small minority of these seek to radicalise young people with an ideology which justifies the use of violence through a distorted interpretation of a set of values (often associated with a religion).

In line with guidance from the Department for Education (DfE), Harden Primary School has a zero tolerance acceptance of extremist behaviour and ensures that our care, guidance and curriculum empowers young people to reject violent or extremist behaviour.

Whilst it remains very rare for school age children to become involved in extremist activity, young people can be exposed to extremist influences or prejudiced views, including via the internet, from an early age. Early intervention is a preferable way of tackling extremism.

### **DEFINITION**

Extremism can be defined as “holding of extreme opinions: the holding of extreme political or religious views or the taking of extreme actions on the basis of those views”.

### **STRATEGIES FOR PREVENTING EXTREMISM**

The Office for Security & Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST. This strategy is based on four areas of work:

- **Pursue**

To stop terrorist attacks

- **Prevent**

To stop people becoming terrorists or supporting terrorism

- **Protect**

To strengthen our protection against a terrorist attack

- **Prepare**

To mitigate the impact of a terrorist attack

Our role, as a school, is outlined more specifically in the DCSF document 'Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.'

## AIMS

At Harden Primary School we follow the principles outlined in the DCSF toolkit which seeks to:

- **Raise awareness** within school of the threat from violent extremist groups and the risks for young people.
- Provide **information** about what can cause violent extremism, about preventative actions taking place locally and nationally and where we can get additional information and advice.
- Help schools understand the **positive contribution** they can make to empower young people to create communities that are more resilient to extremism, and **protecting the wellbeing** of particular pupils or groups who may be vulnerable to being drawn into violent extremist activity.
- Provide advice on **managing risks** and responding to incidents locally, nationally or internationally that might have an impact on the school community.

The school will use these principles to guide our work in all areas including building on our work in:

- Promoting Every Child Matters (ECM) outcomes for all pupils
- Promoting pupil wellbeing, equalities and community cohesion
- Building the resilience of the school, working with partners, to prevent pupils becoming the victims or causes of harm
- Working with other agencies and parents to build community networks of support for the school

The toolkit forms the body of this policy and is available to download from:

[www.communitycohesionncc.org.uk/docs/280.pdf](http://www.communitycohesionncc.org.uk/docs/280.pdf)



# Disclosure & Barring Service (DBS) Checks

Harden Primary School work in partnership with Fusion HR & Personnel Checks for all their DBS checking requirements. Personnel Checks are a Registered Umbrella Body for the Disclosure and Barring Service (DBS) and Disclosure Scotland (DS) who act on behalf of Harden Primary School to administer and obtain DBS checks for prospective and current employees and volunteers based on the information supplied by Harden Primary School and the applicant.

It is the responsibility of the School Business Manager to ensure the identity of the applicant and to ensure supporting documents are used to achieve this aim. Details of acceptable supporting documents can be found attached.

Harden Primary School has chosen to process DBS checks online and no longer carries out paper based checks.

Personnel Checks & Harden Primary School are obliged to adhere to and comply with the DBS Code of Practice.

It is the responsibility of the School Business Manager to verify the DBS clearance and to record the details of all checks on the Single Central Record.

Harden Primary School carries out Annual Disclosure & Barring Service Self Declaration Forms for Existing Employees and Staff & Volunteer Disqualification Declarations in support of DBS checks. Harden Primary School reserves the right to recheck existing employees and volunteers at anytime.

Appendix A – Personnel Checks Online DBS Process

Appendix B – DBS Supporting Documentation Evidence

## Personnel Checks Online DBS Process

### Step 1

- School notifies Fusion HR of applicant/employee's name and job title requiring a DBS check via the enquiry ticket system
- School also ask the applicant/employee to bring in at least 3 pieces of Identity to the school ready for verification



### Step 2

- Personnel Checks emails applicant with online Username and Password
- Personnel Checks email School's 'ID Verifier' with online Username and Password which they will need to keep



### Step 3

- Applicant/Employee completes online application form and submits to Personnel Checks
- Personnel Checks email designated 'ID verifier' at the School asking them to log into the website to verify the applicants' ID with the log in details that were previously sent to them



### Step 4

- When ID verification is complete, Personnel Checks then confirm receipt of application form, and submit application electronically to the DBS for processing



### Step 5

#### If the result is clear

- Personnel Checks email School to confirm that the check is complete and clear
- Personnel Checks send School (via ticket system) a confirmation of the applicants' name, disclosure number and issue date
- DBS issue a copy of the completed DBS certificate to applicant/employee's home address

#### If the result is not clear

- Personnel Checks email School to confirm that the check is complete and that it is not clear
- Personnel Checks contact Fusion HR to make them aware that the result is not clear
- DBS Send certificate to applicants' home address
- Fusion HR contact the School

Milnshaw House 161, Whalley Road, Accrington, Lancashire, BB5 1BX

T: 01254 355 688 | F: 01254 390 199 | E: [crb@personnelchecks.co.uk](mailto:crb@personnelchecks.co.uk)

[www.personnelchecks.co.uk](http://www.personnelchecks.co.uk)

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# Disclosure & Barring Service (DBS)



## Acceptable Identity Documents

<b>Group 1- Primary Trusted Identity Credentials</b>
<ul style="list-style-type: none"> <li>• Current Valid Passport – UK or EEA (Non-EEA in combination with a Biometric Residence Permit or current Work Permit/Visa)</li> </ul>
<ul style="list-style-type: none"> <li>• Current Driving Licence (UK) (full or provisional); Photo card only</li> </ul>
<ul style="list-style-type: none"> <li>• UK Birth Certificate (UK and Channel Islands) – issued within 12 months of date of birth; (full or short form acceptable including those issued by UK authorities overseas, such as Embassies, High Commissions and HM forces)</li> </ul>
<ul style="list-style-type: none"> <li>• Biometric Residence Permit (UK)</li> </ul>
<b>Group 2a – Trusted Government/State Issued Documents</b>
<ul style="list-style-type: none"> <li>• Current Valid Passport – (UK or EEA or Non-EEA)</li> </ul>
<ul style="list-style-type: none"> <li>• Current UK Driving Licence (UK) (Photo card or old style paper version)</li> </ul>
<ul style="list-style-type: none"> <li>• Biometric Residence Permit (UK)</li> </ul>
<ul style="list-style-type: none"> <li>• UK Birth Certificate (UK and Channel Islands) – issued within 12 months of date of birth</li> </ul>
<ul style="list-style-type: none"> <li>• Certified copy of Birth Certificate (UK and Channel Islands) – issued after 12 months of date of birth</li> </ul>
<ul style="list-style-type: none"> <li>• Marriage/Civil Partnership Certificate (UK)</li> </ul>
<ul style="list-style-type: none"> <li>• Adoption Certificate (UK)</li> </ul>
<ul style="list-style-type: none"> <li>• HM Forces ID Card (UK)</li> </ul>
<ul style="list-style-type: none"> <li>• Fire Arms Licence (UK)</li> </ul>
<b>Group 2b – Financial/Social History Documents</b>
<ul style="list-style-type: none"> <li>• Mortgage Statement**</li> </ul>
<ul style="list-style-type: none"> <li>• Bank/Building Society Statement*</li> </ul>
<ul style="list-style-type: none"> <li>• Credit Card Statement*</li> </ul>
<ul style="list-style-type: none"> <li>• Financial Statement** e.g. pension, endowment, ISA (UK)</li> </ul>
<ul style="list-style-type: none"> <li>• P45/P60 Statement (UK)**</li> </ul>
<ul style="list-style-type: none"> <li>• Council Tax Statement (UK) **</li> </ul>
<ul style="list-style-type: none"> <li>• Work Permit/Visa (UK)**</li> </ul>
<ul style="list-style-type: none"> <li>• Utility Bill (UK)* - Not mobile telephone</li> </ul>
<ul style="list-style-type: none"> <li>• Benefit Statement* e.g. Child Allowance, Pension</li> </ul>
<ul style="list-style-type: none"> <li>• A document from Central/Local Government/Government Agency/Local Authority giving entitlement (UK &amp; Channel Islands)* - e.g. from the Department for Work &amp; Pensions, the Employment Service, Customs &amp; Revenue, Job Centre, Job Centre Plus, Social Security</li> </ul>
<ul style="list-style-type: none"> <li>• EU National ID Card</li> </ul>
<ul style="list-style-type: none"> <li>• Cards carrying the PASS accreditation logo (UK)</li> </ul>

You must provide a document from Group 1 and 2 other documents from either Group 1 or 2a/b. A minimum of 3 items must be provided, one must show the current address and all must be originals.

If you do not have something from Group 1 then you must produce 3 documents from Group 2 comprising of 1 document from Group 2a; and a further 2 documents from Group 2a or 2b; one of which must verify your current address

**Please note:**

**If a document in the List of Valid Identity Documents is:**

**Denoted with \* - it should be less than three months old**

**Denoted with \*\* - it should be issued within the past 12 months**

**Not denoted – it can be more than 12 months old**



## COMMON REFERRAL FORM BRADFORD CHILDREN'S SOCIAL CARE

To make a referral to Children's Social Care in Bradford, you need to call 01274 437500.

This form will help you to collect the information that is needed to process your referral. All referrals to Children's Social Care need to be followed up with this form within 48 hours of the call. Please complete all sections as far as possible with any knowledge that you have.

### 1. Child Information

Surname	Forename	Any other names used
DOB	Gender	Ethnicity
Is English their first language? Child      Parent	If no specify preferred language	
Present School	Preschool	Children's Centre

Present address	Previous address (if from outside Bradford, or at present address less than 1 year)
Home telephone: Mobile telephone:	

### 2. Details of request (please attach findings from your CAF)

Please detail why you are requesting a service, clearly specifying areas of concern, and the evidence you have to support this.

e.g. parenting capacity, child's behaviour, environment

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### 3. Referrers details

Name	Agency
Address	
Email address	Contact number 01274 569447
Signature	Date of referral
Please confirm the referral has been discussed with your child Protection Lead Officer or line manager	Please give their name and title. Katie Savage, Head Teacher Emma Petts, Deputy Head Teacher

#### 4. Additional Information about the child or young person

Household members	Relationship to child	DOB	School/preschool	Does this person hold parental responsibility?
Other significant adults	Relationship to child	DOB	Address	Does this person hold parental responsibility?

GP Name: Bingley Health Centre	
Health Visitor name (if child 0-5):	Health Visitor address:
Does the child have a disability?	If yes, please provide details:

Are you aware of any previous social care involvement?

Practitioner name	Job Title	Phone number/contact details
Was this in Bradford? Yes / No	If no, where was it?	

Please note the details of any workers that you know are currently involved with the family

Practitioner name	Job Title	Agency	Telephone/contact details
		Social Care	
		Education	
		Youth Offending Service	
		Probation	
		Police	
		Voluntary Sector	
		Health Professional	

#### 5. Consent

Have you informed the parent/carer and/or young person that you are making this referral?
Do you have consent for this referral?
If no, please tell us why not - information on this can be found via this hyperlink <a href="http://www.bradford.gov.uk/bmdc/health_well-being_and_care/child_care/Integrated_Working/Information+Sharing+Guidance++Bradford+Practitioners+Toolkit.htm">http://www.bradford.gov.uk/bmdc/health_well-being_and_care/child_care/Integrated_Working/Information+Sharing+Guidance++Bradford+Practitioners+Toolkit.htm</a>
If consent has been given please say who it was from (i.e. Parent/carer or young person) and whether this was: Verbal consent? Yes/No ..... Written consent? Yes/No .....

#### 6. Have you initiated or completed a CAF?

If yes please submit CAF with this form	If no:
CAF number:	Please identify reasons why not undertaken
Name and contact details of Lead Professional:	

If you have additional information to further support the referral, please provide on an additional sheet.

**Agreed Actions From This Referral:**

Appendix 4 What to do if you are worried a child is being abused. Please find a link to the document below

[What to do if you are worried a child is being abused](#)