

Introduction

What is Child Abuse?

“...a form of maltreatment of a child. Somebody may abuse or neglect a child by infliction 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 2015)

Neglect

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.

Physical abuse

The deliberate physical harming of a child.

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

Sexual abuse

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.

About our school...

- We are larger than the average-sized secondary school (1700+ students).
- We have a Sixth Form (300 students).
- There are more boys than girls.
- The proportion of disadvantaged students supported through the Pupil Premium is above average.
- The proportion of students from minority ethnic groups is above average
- The proportion of disabled pupils and those who have special educational needs is above average.
- There are five alternative off-site providers of education used by the school. They are Bradford Bulls, Leeds City College, JAMES, Training and Skills Centre and The Lighthouse Group.
- Students are in pastoral year teams and receive Personal, Social, Health, Citizenship and Wellbeing Education in this time.

Our school vision statement is:

DREAM
BELIEVE
ACHIEVE

Child Protection



A quick guide to
Child protection and
the systems to
ensure our students are
safe.

The staff of Hanson School have a primary responsibility for the care, welfare and safety of the pupils in our charge. We aim to provide a caring, supportive and safe environment in which all our children can learn and develop to their full potential. One way in which we seek to protect our children is helping them to recognise inappropriate behaviour in others and to acquire the confidence and skills they need to keep themselves safe.

CP Responsibility

All members of staff are responsible for the monitoring of the children in their care. If a member of staff becomes concerned about a child's welfare or safety, the procedures outlined below will be followed:

- **All concerns will be reported to a member of the Child Protection Core Team.**
- The reported concern will be written on the school's *Cause For Concern* form .
- *Cause for Concern* forms must be handed directly to a member of the Core Team.
- The Core Team will then decide the most appropriate person to deal with the concern
- Where appropriate, they will seek advice from others and may ask appropriate staff to support.
- If appropriate, the Lead will contact the authority for advice or clarification - the names of students are not disclosed at this stage.
- The school will explain its concerns to the authority and follow its recommendations. There are occasions when we may be able to deal with the situation ourselves; but we always have to follow the authority recommendation to make a formal referral if that is required. We will usually inform parents of this. However, depending on the nature of the complaint, this is not always the case.

Our first priority is the welfare and safety of the child or young person.

CP Core Team



Mrs Carol Julian
Wellbeing
Manager



Mr Dean Watkin
Deputy Principal



Miss Teresa Butler
Assistant Vice
Principal



Mr Scott Holmes
SENDCO



Mrs Julie Topham
Post 16 Student



Mrs Hannah Birch
ARC Lead



Additional Support

What we do if a child starts disclose abuse:

- Reassure the child that s/he is right to tell and is not to blame.
- We will not promise not to tell anyone else; we will explain that we have to make sure they are safe and that you may need to ask other adults to help you to do this
- We will not question the child but will let her/him tell us what s/he wants and no more.
- When the child is finished, we will make sure s/he feels secure; and explain what we are going to do next.