

Safeguarding Policy

School Commitment

This policy applies to all adults, including volunteers, working in or on behalf of the school.

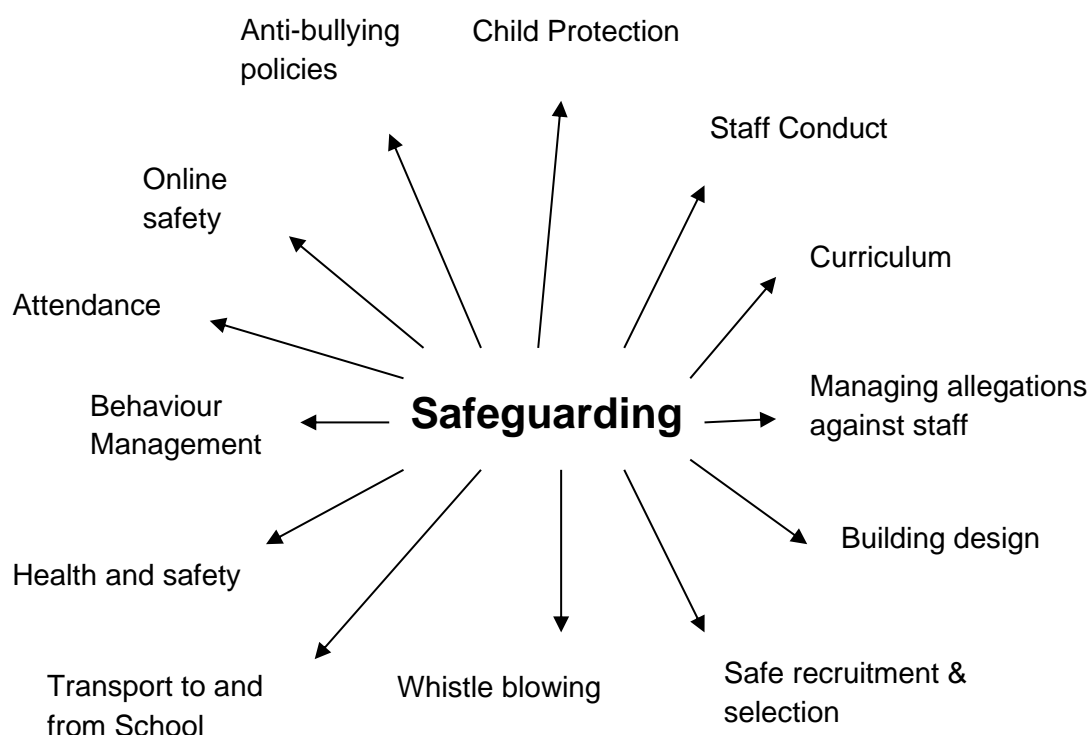
We aim to work in partnership and have an important role in multi-agency safeguarding arrangements as set out by Working Together to Safeguard Children 2023. Everyone working in or for our school service shares an objective to help keep children and young people safe by contributing to:

Providing a safe environment for children and young people to learn and develop in our school setting, and

Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting'

Crystal Gardens Primary School is committed to safeguarding and promoting the well-being of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, behaviour may be challenging.

We recognise that they may exhibit concerning behaviours and at times this may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order that we can support all of our pupils.



Providing a Safe and Supportive Environment

Safer Recruitment and Selection

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' (September 2023)

We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the candidates DBS status, the Children's List, Criminal Records Bureau checks and right to work in England checks.

As part of the shortlisting process we will consider conducting an online search as part of our due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which we might want to explore with the applicant at interview.

In line with statutory changes, underpinned by regulations, the school/college will maintain a Single Central Record (SCR). This document will cover the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school: and
- for independent schools, including academies and free schools, all members of the proprietor body

The information that must be recorded in respect of all staff members mentioned above is whether the following checks have been carried out or certificates obtained, **and** the date on which each check was completed/certificate obtained apply:

- an identity check;
- a barred list check;
- an enhanced Disclosure and Barring Service (DBS) check
- a prohibition from teaching check;
- a section 128 check (for management positions as set out in paragraph 255 for independent schools, including free schools and academies);
- further checks on people who have lived or worked outside the UK: this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions;
- a check of professional qualifications; and

- a check to establish the person's right to work in the United Kingdom.

For supply staff, the school will include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff and the date that confirmation was received.

Where checks are carried out on volunteers, the school will record this on the single central record.

Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity with a child.

Rashta Bibi (Head Teacher)

Samina Ahmed (Deputy Head)

M Abdur Raqeeb (Proprietor)

The above named have undertaken Safer Recruitment in Education Training. One of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

Safe Working Practice

Our school will comply with the current Safe Practice guidance to be found in Bradford Safeguarding Procedures at www.saferbradford.co.uk.

Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations open to question
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender, sexuality or disability
- comply and are aware of the confidentiality policy
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

School staff having concerns about another member of staff:

- Staff members having concerns about another member of staff will report these to the head teacher/principal. Any such concerns need to be recorded on the Low Level Concern Recording Form.
- Where staff members have concerns about the head teacher/principal, these will be reported to the proprietor/s. Where the head teacher/principal is the proprietor then the concern should be reported to the Local Authority Designated Officer (LADO) on 01274 435600.

School staff having concerns about safeguarding practices:

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and that such concerns will be taken seriously by the senior leadership team.
- Appropriate whistleblowing procedures, are in place within the school and can be read in further detail by accessing the separate school whistleblowing policy.
- Where a staff member feels unable to raise an issue with their senior leadership or feel that their genuine concerns are not being addressed, other whistleblowing channels may be open to them by accessing; www.gov.uk/whistleblowing or alternatively www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline.

Risk Assessments

Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the school's work. Where relevant, risk assessments are carried out for individual pupils, and supported by action plans identifying how potential risks would be managed.

Individual risk assessments are also used when deciding a response to a child demonstrating potentially harmful behaviour such as sexually harmful behaviour or when identifying whether a child who may be particularly vulnerable, such as a child at risk of Child Sexual Exploitation.

Safeguarding Information for pupils

All pupils in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff (DSL) with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. PSHCE and online safety awareness materials we use to help pupils learn how to keep safe are ChildLine, NSPCC, Police, Stranger Danger, and Anti-Bullying.

Our school will ensure that pupils are made aware that information can be found at helplines such as NSPCC, BSCB etc

School's arrangements for consulting with and listening to pupils are through the school pastoral system as well as peer school council.

We make pupils aware of these arrangements by regular assemblies and class time (e.g. PSHCE lessons).

Preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. Our school has a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These are underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. The programme is fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). This program will tackle at age-appropriate stages issues such as:

- 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.

Partnership with Parents

Crystal Gardens Primary School shares a purpose with parents to educate and keep children safe from harm. The school regularly reminds parents on how they can report concerns if they are worried a child is at risk of harm by alerting them to the information for parents at www.saferbradford.co.uk. www.nspcc.org.uk; www.ceop.gov.uk.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

Crystal Gardens Primary School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm (see Action by Designated Safeguarding Lead)

We encourage parents to discuss any concerns they may have with the headteacher Rashta Bibi or one of the proprietors M Abdur Raqeeb.

The school's child protection policy is available by accessing the school website or a written copy will be provided on request to the school office.

Crystal Gardens Primary School is committed to ensuring the welfare and safety of all children in school. All Bradford schools, including Crystal Gardens Primary School, follow the Bradford Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Duty and Advice and/or the Police without parental knowledge (in accordance with Bradford Safeguarding Children Procedures). The school will, of course, always aim to maintain a positive relationship with all parents.

Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in Bradford Safeguarding Children Board.

There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

School Training and Staff Induction

The school's Designated Safeguarding Lead (**DSL**) with responsibility for child protection, undertakes appropriate child safeguarding training and inter-agency working training (provided by the Bradford District Safeguarding Children Partnership)

The DSL and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.

In addition to their formal training, their knowledge and skills will be updated (for example, via e-bulletins, meeting other DSL's, or taking time to read and digest safeguarding developments), at regular intervals, **but at least annually**, to keep up with any developments relevant to their role.

The Head teacher and all other school staff, including non-teaching staff, will receive appropriate safeguarding and child protection training which is regularly updated.

In addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, **but at least annually**, to provide them with relevant skills and knowledge to safeguard children effectively.

The Basic Awareness of Child Abuse and Neglect online training can be accessed at www.saferbradford.co.uk.

All staff (including temporary staff and volunteers) are provided with the school's child safeguarding policy and informed of school's child protection arrangements on induction.

If the DSL is not available onsite then the deputy will be for advice on all safeguarding issues.

All appropriate safeguarding and child protection policies and procedures are distributed, adopted, implemented and monitored on a regular basis at least annually.

All staff are breached on confidentiality with regards to GDPR.

All Proprietors will take part in mandatory safeguarding training. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in our school are effective and support the delivery of a robust whole school approach to safeguarding. Their training will be regularly updated.

Proprietors will familiarise themselves of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and local multi-agency safeguarding arrangements. (KCSIE 23 – Paragraphs 83 – 93).

Support, Advice and Guidance for Staff

Staff will be supported by the school, the Local Authority and professional associations.

The designated Safeguarding Lead for Child Protection will be supported by the Safeguarding advice team.

Advice is available from Bradford District Safeguarding Children's Partnership and the Police Child Safeguarding Unit (See Contacts List Appendix 1) as well as the Safeguarding Duty Co-ordinator or Duty LADO at BDSCP.

Managing Allegations

We recognise the term '**victim**' to refer to those who have been subjected to abuse. But we also understand that not every victim will view themselves a victim or would want to be described in this way. We will be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable. Likewise, the term '**alleged perpetrator(s)**' and where appropriate '**perpetrator(s)**' are also widely used and recognised terms. However, we will think very carefully about terminology, especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well.

Ensure that all staff are able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting **any** form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.

Where a police investigation is in progress, all staff should be aware of the requirement for children to have an Appropriate Adult. Further information can be found in the statutory guidance - [PACE Code C 2019](#)

The DSL acts as a source of support, advice and expertise for all staff and liaising with staff (especially teachers, pastoral support staff, school nurses, IT Technicians and special educational needs coordinator (SENCO), and Senior Mental Health Lead) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;

All staff should be made aware of the attitude '*it could happen here*' and that they should always act in the best interests of the child.

Staff should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care (such as a child in need or a child with a protection plan).

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 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 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.

Alternative Provision

This school is committed to safeguarding our children even if they are placed in alternative provision for a period of time within the school day/week. We therefore seek written reassurance that any alternative provision provider has acceptable safeguarding practices in place including; their response to concerns about a child; safer recruitment processes; attendance and child missing education procedures; and appropriate information sharing procedures. The school will also obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.

Ensuring that Children are Safe at School and at Home

Child Protection Procedures

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions:

(*'Working Together'* 2023 and *'Keeping Children Safe in Education'* 2023)

A child: any person under the age of 18 years.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

Development means physical, intellectual, emotional, social or behavioural development;

Health includes physical and mental health; maltreatment includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by 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 others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which 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 (Fabricated Induced Illness).

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 a 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, although it may occur alone.

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.

Neglect: 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.

Sexting/Sharing Nudes

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones laptops – any device that allows you to share media and messages. Sexting may also be called: trading nudes; dirties; pic for pic.

Sexting can be seen as harmless, but creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they: take an explicit photo or video of themselves or a friend; share an explicit image or video of a child even if it's shared between children of the same age; possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

Sexting between adults is legal. But it's against the law to send a nude or any kind of sexual image or video to someone under 18. Asking for or viewing sexual images of someone who's under 18 is a crime. It's also against the law to send a nude or video of someone who was under 18 at the time, but is an adult now.

Crimes recorded in this way are unlikely to appear on future records or checks, unless the young person has been involved in other similar activities which may indicate that they're a risk.

There are many reasons why a young person may want to send a naked or semi-naked picture, video or message to someone else; joining in because they think that 'everyone is doing it'; boosting their self-esteem; flirting with others and testing their sexual identity; exploring their sexual feelings; to get attention and connect with new people on social media; they may find it difficult to say no if somebody asks them for an explicit image, especially if the person asking is persistent.

Where there is a disclosure or the school becomes aware that a child may have been involved in 'sexting' it will refer to the guidance in the document 'Sexting in Schools and Colleges, Responding to incidents and Safeguarding young people' published by the UK Council for Child Internet Safety (2016). Staff understand that when an incident involving sexting comes to their attention:

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)

- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

Staff should not view or forward illegal images of a child (nude or semi-nude).

We will also refer to:

[The DfE guidance on Searching Screening and Confiscation Advice for Schools \(Jan 2018\)](#)

[UKCIS Sharing Nudes and Semi-Nudes Advice \(Dec 2020\)](#)

Radicalisation

Radicalisation is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by a number of means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations.

Increasingly the internet and social media are being used to share extremism ideologies and views This may take the form of a "grooming" process where the vulnerabilities of a young person are exploited to form an exclusive friendship which draws the young person away from other influences that might challenge the radical ideology.

On-line content in particular social media, may pose a specific risk as it can be seen to normalise radical views and promote content which is shocking and extreme; children can be trusting and may not necessarily appreciate bias, which can lead to being drawn into such groups and to adopt their extremist views.

Exposure to extremist groups increases the risk of a young person being drawn into criminal activity and has the potential to cause significant harm.

The risk of radicalisation can develop over time and may relate to a number of factors in the child's life. Identifying the risks require practitioners to exercise their professional judgement and to seek further advice as necessary. The risk may be combined with other vulnerabilities or may be the only risk identified.

Honour-based violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Forced Marriage

Forcing a person into a 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 any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

Faith Abuse

The term 'belief in spirit possession' is the belief that an evil force has entered a child and is controlling him or her. Sometimes the term 'witch' is used and is the belief that a child is able to use an evil force to harm others. There is also a range of other language that is connected to such abuse. This includes black magic, kindoki, ndoki, the evil eye, djinns, voodoo, obeah, demons, and child sorcerers. In all these cases, genuine beliefs can be held by families, carers, religious leaders, congregations, and the children themselves that evil forces are at work. Families and children can be deeply worried by the evil that they believe is threatening them, and abuse often occurs when an attempt is made to 'exorcise', or 'deliver' the child. Exorcism is the attempt to expel evil spirits from a child.

The belief in 'possession' or 'witchcraft' is widespread. It is not confined to particular countries, cultures or religions, nor is it confined to new immigrant communities in this country.

Any concerns about a child which arise in this context must be taken seriously.

Upskirting

“Upskirting” typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Although this harassment is known as “upskirting”, people of any gender can be victims. Photos can be taken under any item of clothing including shorts and trousers. Content related to this is added to the sub-section of KCSIE on peer-on-peer abuse, but it is worth noting that staff are at risk of harassment in this way as well as pupils.

Serious Violence

While violent crime is not a new issue, figures have shown that prevalence of crimes involving weapons have increased, and there is increased concern that children are getting involved in criminal activity.

Schools, both primary and secondary, and colleges have a duty and a responsibility to protect their pupils and students. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime.

All staff follow the schools Child Protection Procedures which are consistent with ‘Working Together to Safeguard Children 2023’ and the Bradford Safeguarding Children Board guidance.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the designated safeguarding lead with responsibility for child protection (or the deputy DSL in the absence of the designated person) prior to any discussion with parents.

Where a member of staff is recognising signs or indicators that a child may have unmet needs or welfare concerns these will always be passed on to the Designated Safeguarding Lead to ensure that any appropriate interventions and/or referrals can be actioned. The DSL will use the Bradford framework for making safeguarding decisions to determine the threshold of concern and then will determine whether this can be dealt with within school or whether this may require an Early Intervention.

Supporting the child and partnership with parents

School recognises that the child’s welfare is paramount, however good child protection practice and outcomes rely on a positive, open and honest working partnership with parents

Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child

We will provide a secure, caring, supportive and protective relationship for the child

Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff “need to know” personal information and what they “need to know” for the purpose of supporting and protecting the child.

The Prevent Duty

Under section 26 of the Counter-Terrorism and Security Act 2015, Crystal Gardens Primary School is aware that we must have due regard to the need to prevent people from being drawn into terrorism, and that this is known as the Prevent Duty.

In order to fulfil the Prevent Duty staff have received training to help them to identify children who may be vulnerable to radicalisation, and the school is committed to accessing further training to ensure that all staff are up to date and aware of this duty. If staff do identify children for whom this may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL).

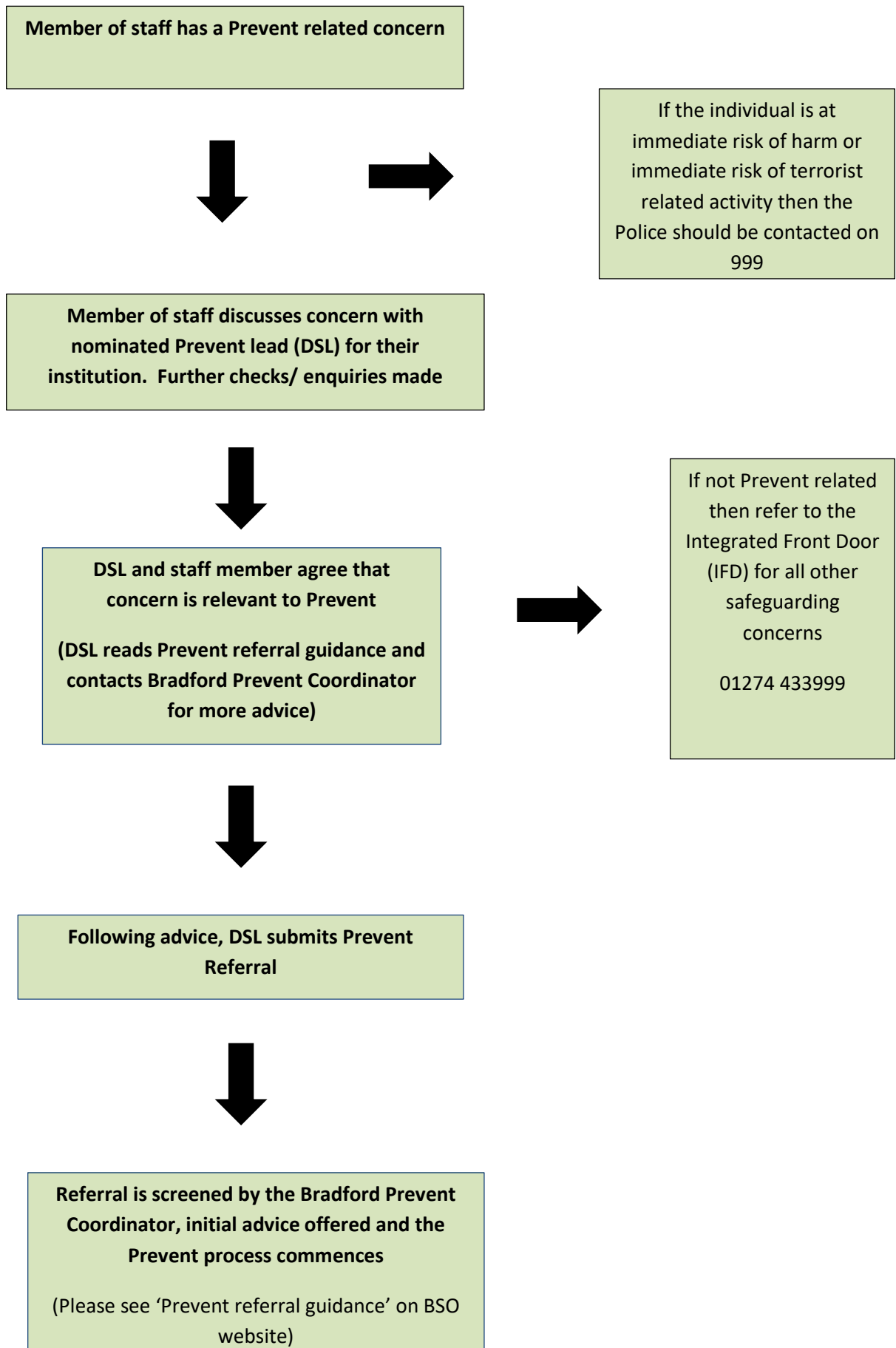
The Designated Safeguarding Lead will contact the Prevent Coordinator should there be concerns about a child or family linked to potential radicalisation or extremism. The Prevent Coordinator will then assist the DSL regarding whether a referral is appropriate and whether this child or family will need to be referred to the Channel Panel.

Crystal Gardens Primary School will also incorporate the promotion of fundamental British Values into the Safeguarding Curriculum and/or PSHE in order to help build pupils' resilience and enable them to challenge extremist views. School will provide a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Radicalisation will also be considered within current Online Safety policies, procedures and curriculum in terms of having suitable filtering and monitoring in place and also raising awareness with staff, parents and children about the increased risk of online radicalisation, through the use of the Internet, Social Media and Gaming.

For more information about Prevent in Bradford, including referral forms and project examples please visit the Bradford Prevent website on bso.bradford.gov.uk or contact the Acting Prevent Co-ordinator, Danielle King on 01274 437770 or via email: danielle.king@bradford.gov.uk

Bradford Prevent Referral pathway



Child Sexual Exploitation

Crystal Gardens Primary School is aware that; Child Sexual Exploitation (CSE) 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. (Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (2017)

Child Sexual Exploitation (CSE) is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities such as involving children the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Staff have been made aware of some of the key indicators of CSE (see below) and by training provided by DSL. In addition Crystal Gardens Primary School appreciates that it has a role to play in the prevention of CSE within its Safeguarding curriculum.

If staff do identify children for whom CSE may be a concern they will apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then refer cases where relevant to BSCB. Crystal Gardens Primary School also appreciates that they have a role to play in sharing intelligence relevant to perpetrators of CSE, and therefore if such information should come to light within school the DSL will share this appropriately with the police.

Child Criminal Exploitation (County Lines)

Child Criminal Exploitation (CCE) can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap or coerce them into debt. They maybe

coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children) and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Indicators of CSE and CCE include:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late;
- regularly miss school or education or do not take part in education including persistent lateness to school.

Children who have been exploited will need additional support to help maintain them in education.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may or may not be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who have older boyfriends or girlfriends and suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Female Genital Mutilation

Crystal Gardens Primary School understands that Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia, and know that FGM is illegal in the UK, is a form of child abuse and has long-lasting harmful consequences. Crystal Gardens Primary School is aware that Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years of age. This mandatory duty commenced in October 2015.

Staff are aware of the indicators of FGM and if they were to directly observe (if involved in intimate care) or indirectly become aware of other potential indicators they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then make appropriate referrals to Duty and Assessment and/or the Police as is their mandatory duty.

Domestic Abuse

Crystal Gardens Primary School understands that the cross-government definition of domestic violence and abuse is:

any incident or 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 harm.

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

If staff do identify children for whom Domestic Abuse may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then refer cases where relevant to BSCB. Where DV Notifications are received from the domestic Drug and Alcohol Action Team, DAAT, this information will be added to a child's chronology and child protection record to ensure that appropriate support can be provided where necessary.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

Child on Child Abuse

Children can abuse other children. This is referred to as child on child abuse and can take many forms. This can include (but is not limited to) bullying (including cyber bullying, prejudice-based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

All staff should be aware that children can abuse other children (child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff should understand that even if there are no reports in school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).

It is essential that **all** staff understand the importance of challenging inappropriate behaviours between children, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Staff should be aware it is more likely that girls will be victims and boys' perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously.

Records need to be kept of all incidents of child on child abuse with details of the incident and what action was taken, refer to child on child abuse reporting form. All cases need to be reported to the designated safeguarding lead in school. Any incidence of sexual violence needs to be reported directly to the police who will decide whether to deal with it as a welfare issue or a criminal issue.

Staff are clear that whilst these may be responded to through Behaviour Management there is also a need for this information to be shared with the DSL in order to address the underlying Safeguarding concerns.

Attendance and Children Missing from Education

Crystal Gardens Primary School understands that poor attendance can be an indicator of concern for children with welfare and safeguarding concerns, and thus ensures that information is shared with relevant agencies. Likewise, school understands that a parent failing to inform the school that a child has an authorised absence could be a cause for concern and thus the school will follow the 'First Day Calling' procedure.

Crystal Gardens Primary School appreciates that the Local Authority has a Statutory Duty to ensure that all children and young people of compulsory school age receive suitable and appropriate education. Crystal Gardens Primary School will support the Authority in ensuring that this duty is carried out effectively. There are specific duties in respect of Children Missing Education (CME) and there are strict guidelines in respect of both the definition of CME and the legalities of deleting a pupil from a school roll.

Crystal Gardens Primary School understands that it is essential that Crystal Gardens Primary School will contact the Local Authority Education Safeguarding Team on 01274 437043 to inform them where any pupil has been absent for 10 consecutive days without a reason being provided for the absence

Contextual Safeguarding/ Extra-Familial Harms

Crystal Gardens Primary School recognises that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. The school will provide as much information as possible to children's social care as part of any referral undertaken.

All staff should understand that children can be at risk of harm inside and outside of the school, inside and outside of home and online. Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. 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 staff, but especially the DSL (and deputies) will consider whether children are at risk of abuse or exploitation in situations outside their home and families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

Children with Family Members in Prison

Crystal Gardens Primary School understands that children who have members of their family in prison are more likely to underachieve and fail to reach their potential than their peers and may require specific services and support. Families and children of people in prison will be seen as families first and school will work to ensure their needs are appropriately met. This will include providing support to ensure the voice of the child is considered when seeking contact with a family member in prison.

Children and the Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#).

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has

launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Sexual Violence and Sexual Harassment between children

Sexual violence and sexual harassment involving children at the school is a form of child on child abuse. Sexual violence involves the criminal sexual offences defined in the Sexual Offences Act 2003. Sexual Harassment is defined as unwanted conduct of a sexual nature and can include online behaviour. Neither is acceptable and will not be tolerated by the school. School takes all such reports seriously and they will receive the same high standard of care that any other safeguarding concern receives. A multi-agency approach will be undertaken when responding to all such complaints; however, the school will always take immediate action to protect children despite the actions of any other agency. These actions may include an immediate risk assessment in respect of the needs of the child victim and will address any risks identified to any child in respect of an alleged perpetrator of sexual violence or sexual harassment to ensure children are protected from harm. Any risk assessment will be fluid and may change to reflect any developments during the management of the case. All such reports will be managed by the Designated Safeguarding Lead. There are a number of options the school may consider in respect of the management of a report of sexual violence or sexual harassment between children and each case will receive an appropriate bespoke response once all the facts are known. Irrespective of any potential criminal outcome, the school have a duty to safeguarding all children and may deal with any such report on a balance of probability basis when considering the outcomes for children involved. Should an outcome involve a move to an alternative school for any child then full information sharing of the case will be undertaken with the Designated Safeguarding Lead professional at that school.

Carrying Knives/offensive weapons and gang culture

Bringing and carrying a knife/offensive weapon onto school/college premises is a criminal Offence and immediate action will be taken by calling the police and informing the informed. The guidance on Searching, Screening and Confiscation for Head teachers, schools and Governors, January 2018 will be consulted and the school/college will consider and may apply the disciplinary procedure. If a member of staff suspects a pupil/student being involved in gang culture, this is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. The pupil/student may be an exploited child and victim to which the school/college will offer support.

Children who may require Early Help

All Staff (Proprietors and Volunteers) working within the Crystal Gardens Primary School should be alert to the potential need for early help for children, for a child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education and Health Care Plan);

- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/ goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.

These children are therefore more vulnerable; Crystal Gardens will identify who their vulnerable children are, ensuring all staff and volunteers know the processes to secure advice, help and support where needed.

When using reasonable force this is in line with national guidelines and takes into account individual pupil needs and risk management /care plans and in particular with regard to SEND.

Continuum of Need and Risk Identification Tool

The Continuum of need and risk identification tool document is aimed at every agency, and professional who works directly or indirectly with children, young people and families. This guidance is to help agencies identify a child's level of need and vulnerability, and respond appropriately, "getting the right help, at the right time."

The framework describes need in 4 levels - these are not rigid, as a child's needs are unique. The description of each level 1 to 4, gives examples of how need might present itself and may help you understand better how a child's needs will be met. It can be stepped up and down depending on factors along the way.

Level 1 – Universal: no additional needs. Needs are met by universal services e.g. GP, dentist, health visitor, school, childcare setting.

Level 2 – Universal Plus: additional support needed which may or may not require multiagency work with other professionals and/or services i.e. food bank, debt service.

Level 3 – Targeted Support / Partnership Plus: help and support from a range of professionals for families with complex needs.

Level 4 – Statutory / Specialist and Child Protection: high priority needs including other specialist services – children who are experiencing significant harm.

Bradford's Referral Process

If concerns are at level 1 or 2 in the continuum of need document, the setting will complete an Early Help Assessment with parent/carer consent.

If concerns are at level 3 or 4 in the continuum of need document, the setting will phone Bradford Children's Services Integrated Front Door (IFD) to make a referral. After phoning Bradford Children's Services Integrated Front Door (IFD) and discussing concerns, the IFD will advise what steps to take next. The setting may be asked to submit documentation relating to a child or young person following a conversation with one of the Consultant Social Workers. This would be submitted via the Children's portal - portal for professionals.

Free telephone line 0800 9530966, this number can be advertised to parents and carers. They also have a section on the Children's Portal to share information as well as to access lots of useful information.

Looked After Children

All staff recognise that looked After Children and care leavers are more vulnerable than other children, often having poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential which includes the looked after child who is moving on. The school/college will also ensure that care leavers are supported with pathways including liaison with the local authority.

Online Safety

We will ensure online safety is a running and interrelated theme whilst devising and implementing a whole school approach to safeguarding and related policies and procedures, including how online safety is reflected in other relevant policies. We consider online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead (and deputies) and engaging with parents to raise an awareness in order to support their children.

All staff are aware that abuse can take place solely online. Staff understand the unique risks associated with online safety and have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

We have a clear policy on the use of mobile and smart technology in our school. We understand the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content.

We manage this risk by:

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems which are regularly reviewed for their effectiveness

We also recognise our responsibility to educate our pupils, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies.

We will ensure that appropriate filters and monitoring systems are in place to limit children's exposure to risks from the school's IT system. We will ensure these are regularly reviewed for their effectiveness. The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. We will consider the age range of our children, the number of children, how often they access the IT system and the proportionality of costs verses safeguarding risks.

We will monitor the use of the school network and internet to ensure that any pupil or staff member attempting to access inappropriate, abusive or harmful material is appropriately advised and/or supported.

In order to educate parents, information on online safety will be provided to all parents of new students. We will also provide updates via workshops/newsletters. These communications will be used to reinforce the importance of children being safe online.

If the school is operating online, we will ensure we take all measures to keep children safe when they are accessing 'online learning' whilst out-of-school. Please see separate '*Online Safety Policy*' & '*Remote Learning Policy*'. We will ensure parents and carers understand what systems our school uses to filter and monitor online use. Parents and carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.

Children who are lesbian, gay, bi, or trans (LGBT)

The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances. Further information (including on absolute and qualified rights) can be

found at ***Human Rights / Equality and Human Rights Commission (equalityhumanrights.com)***.

Guidance to help schools understand how the Equality Act affects them and how to fulfil their duties under the act can be found at Equality Act 2010: advice for schools - GOV.UK (www.gov.uk). For further information please see ***Equality Act guidance | Equality and Human Rights Commission (equalityhumanrights.com)***.

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. We endeavour to reduce the additional barriers faced, by providing a safe space for them to speak out / share their concerns with any members of staff they feel comfortable with.

Mental Health and Wellbeing

‘Schools have an important role to play in supporting the mental health and wellbeing of their pupils, by developing approaches tailored to the particular needs of their pupils. All schools are under a statutory duty to promote the welfare of their pupils, which includes: preventing impairment of children’s health or development, and taking action to enable all children to have the best outcomes’. (Mental Health and Behaviour in Schools – November 2018)

If staff have a mental health concern about a child that may also be a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

Early intervention to identify issues and provide effective support is crucial. Crystal Garden’s role in supporting and promoting mental health and wellbeing can be summarised in the following four key points:

- **Prevention:** creating a safe and calm environment where mental health problems are less likely (school day, routines, rules, behaviour policy), improving the mental health and wellbeing of the whole school population and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos; This will be achieved at Crystal Garden’s through staff training, assemblies, PSHCE curriculum, morning Halaqa sessions etc.
- **Identification:** recognising emerging issues as early and accurately as possible; all staff at Crystal Gardens are trained to report any issues with students straight to the behaviour co-ordinator and or the DSL.
- **Early support:** helping pupils to access evidence based early support and interventions; and
- **Access to specialist support:** working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

Record Keeping

Where children leave our school, the DSL will ensure their child protection file is transferred to the new school as soon as possible, and **within 5 days** for an in-year transfer or within the **first 5 days** of the start of a new term to allow the new school or college to have support in place for when the child arrives. The DSL will ensure secure transit, and confirmation of receipt will be obtained, this will be transferred separately from the main pupil file. The receiving school should ensure key staff such as DSLs and SENCOs are aware as required.

Allegations regarding Person(s) Working in or on behalf of School (including Volunteers)

Allegations that meet the harm threshold

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child; 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. This is known as transferable risk and includes any behaviour that may have occurred outside of school.

When an allegation is made there is a need to consider the welfare of the child/ren concerned as well as investigating and supporting the member of staff subject to the allegation. If a child has been harmed or is at an immediate risk of harm children's social care/police need to be informed immediately.

Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely in school.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

When dealing with allegations the DSL/Headteacher will apply common sense and judgement, deal with the allegations quickly, fairly and consistently and provide effective protection for the child and support for the member of staff subject to the allegation.

Initial action to be taken:

- The person who has received an allegation or witnessed an event will immediately inform the head teacher and make a record
- In the event that an allegation is made against the head teacher the matter will be reported to the Proprietors who will proceed as the 'head teacher'

- The head teacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The head teacher may need to clarify any information regarding the allegation; however, no person will be interviewed at this stage. Information that will be needed is: was the individual in school at the time of the allegation?; did the individual or could they have come into contact with the child?; are there any witnesses?; was there any CCTV footage?
- The head teacher (or Proprietor if the allegation is about the Head Teacher) will consult with the Local Authority Designated Office for Child Protection immediately, in order to determine if it is appropriate for the allegation to be dealt with by school or whether there needs to be a multi-agency response to the matter.
- The needs of the child or children will remain at the centre of all action taken. With this in mind, any referral to the Local Authority Designated Officer should also be accompanied by consultation with BSCB. This is to establish from the outset whether the concerns identified meet the threshold for a Section 47 child protection investigation and/or the police in respect of any criminal investigation
- Consideration will be given throughout to the support and information needs of pupils, parents, staff and the employee who is subject to the allegation.
- The head teacher will inform the Proprietors of any allegation against a member of school staff.
- If consideration needs to be given to the individual's employment and immediate management of risk, advice will be sought from Bradford Council HR.

Staff will be made aware that if they feel unable to raise concerns regarding child protection failures internally, they can contact any of the NSPCC whistleblowing advice lines:

Call: 0800 800 5000 (Report Child Abuse)

0800 028 0285 (Whistleblowing Advice Line)

0800 136 663 (Report Abuse in Education)

Email: help@nspcc.org.uk

Post: National Society for the Prevention of Cruelty to Children (NSPCC),
Weston House, 42 Curtain Road, London EC2A 3NH

Allegations that do not meet the harm threshold (Low Level Concerns)

These are not low level because they are insignificant, they are low level because they do not meet the criteria for referral to the LADO, Children's Social Care etc.
(please refer to Low Level Concern Policy)

Examples of low level concern would be:

- being over friendly with children
- having favourites
- taking photographs of children on personal phones
- engaging with a child on a one to one basis in a secluded area or behind a closed door

- using inappropriate, sexualised, intimidating or offensive language

All Low Level Concerns need to be recorded by the DSL or deputy in writing. The record should include the following information:

- details of the concern
- context in which the concern arose
- action taken
- name of individual sharing the concern (if they wish to remain anonymous this will be respected as far as is reasonably possible)

All records will be held securely and kept confident. Records will be reviewed by the headteacher/DSL/Proprietors routinely to identify any patterns of concerning, problematic or inappropriate behaviour. All records need to be retained whilst the member of staff remains in employment.

Responding to a direct disclosure

If a child alleges that a person living, working, or looking after them either at the setting or elsewhere has harmed them or put them at risk of harm, this is known as a direct disclosure. If a child makes a direct disclosure it must be acted upon and referred to Bradford's Children's Services Integrated Front Door and/or the Police. Before deciding what to do next, the practitioner whom the child has made the disclosure to, needs to find out more information from the child by asking open ended questions ready to share with the IFD practitioner advice and referral helpline, and for the setting records. Depending on the answers the child provides and the information already held, the setting needs to consider if speaking to the parent/carer would put the child in more danger by doing so. If after speaking to the parent/carer a plausible explanation is provided, or the child changes their story the setting must still refer. It is not the role of the setting to decide if the allegation is true or not.

Bradford Children's Services Integrated Front Door (IFD) dedicated practitioner's advice and referral contact number – 01274 433999

Responding to an allegation made against a member of staff; volunteer/student; or household members in a childminding setting.

- Listen to and record the allegation
- Refer to the setting's allegation management policy and procedure
- Contact the Duty Local Authority Designated Officer (LADO) immediately for advice and guidance by phone 01274 435600 Alternatively an email can be sent to LADO@bradford.gov.uk asking for the LADO to phone back. Include in the email, name and role of person emailing, name of the setting, and a contact number.

Please note if the LADO is not available when ringing 01274 435600, an email will have to be sent instead, as detailed above.

Factors to consider due to Covid 19

Increased frequency of handwashing

Children will be encouraged with more rigour to wash hands upon entering their classrooms and before and after eating and using the bathroom.

Face Masks

If children wish to or parents want their children to wear face masks then this will be facilitated within school.

Remote Learning

If a child does need to isolate then remote learning on Teams will be administered or printed packs given where this cannot be accessed, in order to minimise disruption to the child/ren's learning.

Mental Well-being

Children's emotional well-being needs to be assessed and the child supported. Well-being could suffer due to bereavement in this period (due to virus or otherwise) – refer to Bereavement Policy.

Children may be anxious about the virus. Through discussion in school and PSHCE curriculum children need to learn the skills to become resilient in dealing with such situations.

Changes in behaviour (refer to behaviour policy and child protection policy) may be indicative of a child having suffered abuse over the time of lockdown.

Annex A

Useful Contacts within the local authority

Introduction

The policy is in line with:

- West Yorkshire Consortium Inter Agency Safeguarding and Children Protection Procedures (see link from Bradford Safeguarding Children Board website at www.bsccb.org.uk or go direct to the manual at: <http://www.proceduresonline.com/westyorksccb/>)
- Working Together to Safeguard Children (2023)

Keeping Children Safe in Education (2023)
- Information Sharing (2018)
- What to do if a child is being abused (2015)
- Children Act 1989 and Children Act 2004
- Education Act 2002
- Teaching Standards (March 2013)
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (SWP Consortium Oct 2015)
- Sexting in Schools and Colleges, Responding to incidents and Safeguarding young people (UK Council for Child Internet Safety – UKCCIS 2016)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges (May 2018)

Safeguarding is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes

(Working Together to Safeguard Children, 2023)

The term "Child" or "Children" refers to anyone under the age of 18 years

We believe that:

- Schools play a key role in the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support which matches their individual needs, including those who may have experienced abuse

Appendix 1

Contact Details

Local Authority Designated Officer (LADO) 01274 435600 (LADO@bradford.gov.uk)

Practitioners' advice and referral line - 01274 433999

Duty Social Workers BSCB 01274 435600

Out of Hours Emergency Duty Service 01274 431010 or 999

Elective Home Education (EHE) 01274 439340 ElectiveHEducation@bradford.gov.uk

Children Missing Education - Referral form can be found on <https://bso.bradford.gov.uk/schools/CMSPage.aspx?mid=50> and needs to be emailed to CME@bradford.gov.uk once filled in

Child Employment 01274 437607 cee@bradford.gov.uk

Prevent Co-ordinator (Acting) Danielle King 01274 437770

West Yorkshire Police 01274 376214

Early Help Access Team 01274 432121

The Female Genital Mutilation Helpline fgmhelp@nspcc.org.uk 0800 028 3550

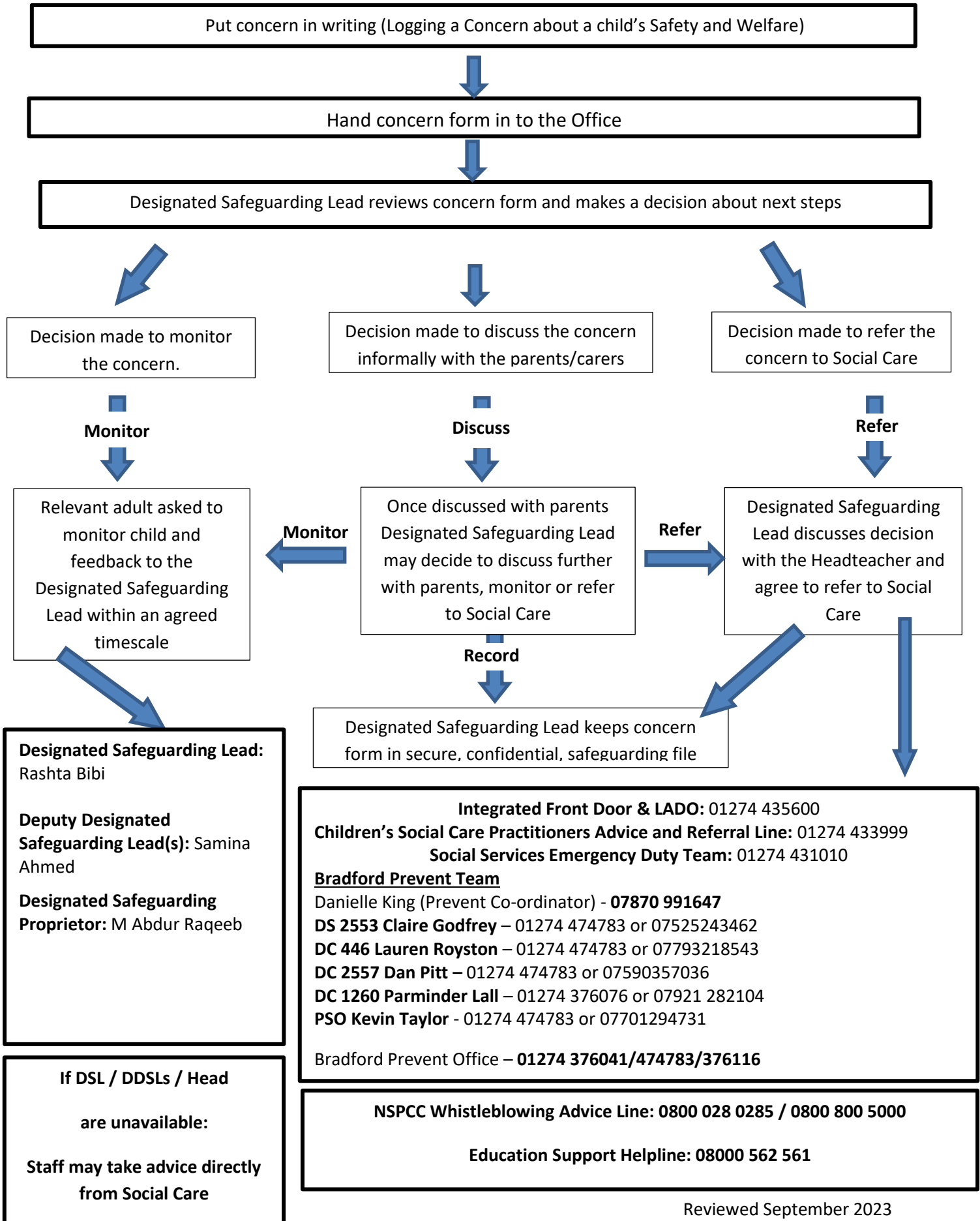
Whole School Basic Awareness in Child Safeguarding and

Designated Safeguarding Lead – Full Course and Refresher training

Safeguarding Officer for Schools: 01274 437043

Prevent Training - Educare

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



Child Protection Procedures Flow Chart September 2023

On discovery or suspicion of child abuse

If in doubt – ACT



Inform your Named Person for Child Protection

DSL: Rashta Bibi

DDSL: Samina Ahmed,

Who should then take following steps



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

- During office hours (8.30am – 5pm Monday to Thursday, 4.30pm on Friday) call the Integrated Front Door (IFD) on **01274 433999**
- At all other times, Social Services Emergency Duty Team on **01274 431010**
- If you have reason to believe that a child is at **IMMINENT SIGNIFICANT RISK OF HARM/IMMEDIATE DANGER**, contact the police on **999**
- For all general enquiries, please contact Children’s Specialist Services on **01274 435600**

You need to ensure that you speak to the appropriate organisations who can listen to and record your concern, and then take appropriate action.

Contact Bradford East Family Hub on 01274 437523 for all requests for children’s centre support, early help support or social work assessment.



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 to.



Remember: Always make and keep a written record of all events and action taken, date and sign each entry to this record. Keep records confidential and secure and separate from the child’s curriculum file.



Details can be emailed to familyhubeast@bradford.gov.uk

Logging a Concern about a child's Safety and Welfare

Student's Name:		Year Group:	
Date:		Time:	
Name: (Print)		Signature:	
Position:			
Note the reason(s) for recording the incident.			
Details of concern/incident - record the who/what/where/when factually (continue on reverse of sheet if necessary):			
Any other relevant information (witnesses, immediate action taken)			
Action taken			
Reporting staff signature		Date	
DSL – Response/Outcome			
DSL signature		Date	

Check to make sure your report is clear now - and will also be clear to a stranger reading it next year.

PLEASE PASS THIS FORM TO YOUR DESIGNATED SAFEGUARDING LEAD

FRONT SHEET: CHILD PROTECTION / WELFARE CONCERNS RECORD

Date file started:

Name of Student:

Home Address:

.....Postcode:

Contact Number/s:

Family members i.e. parents / carers / siblings:			
Name	Relationship	Address	School details

Contact details of other professionals (e.g. key social worker, GP)		
Name	Agency	Address

Are any other child protection files held in school relating to this student or another student closely connected to him/ her?

YES/NO

Checklist for handling and recording allegations or complaints made against a member of staff or volunteer

1. Name and position of member of staff who is subject of allegation/complaint:

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2. Is the complaint written or verbal?

3. Complaint made by: Relationship to Student:

4. Name of Student:..... Age:

5. Parents'/Carers' name and address:

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.....

6. Date of alleged incident/s:

7. Did the student attend on this/these dates?

8. Nature of the complaint (continue on a separate sheet if necessary):

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9. Other relevant information:

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10. LADO contacted: Yes No Date:

11. If no, reason why not

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12. Further actions advised by LADO:

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Checklist

Yes / No

- Do you have details (either a written account or notes from a verbal account) of the alleged incident, signed and dated?
- Have you checked the incident could actually have taken place (i.e. was the student in the lesson; was the member of staff teaching the lesson that day)?
- Is there evidence of significant harm – e.g. a visible injury?
- Has a criminal offence taken place – e.g. has excessive force been used, that could be classed as an assault?
- Has the incident been reported to anyone else – e.g. the Police?
- Were there any witnesses to the incident – if so have you made a note of names?
- Are parents aware of the allegation?
- Is the member of staff aware of the allegation?
- Have you reported the allegation to the LADO ?

Remember! Do not attempt to investigate the allegation yourself!

Your name and position:

Signature:.....

Date:

CHRONOLOGY – Log of incidents

Name of Student:

Date of Birth:

Date/time	Event – disclosure/observation/meeting etc.	Supporting Documentation	Staff Initials



Log of concerns reported to the Designated Safeguarding Lead

Date concern raised	Name/role of person raising concern	Name/dob of Student / Admin Number	Actions (e.g. discussed with parents, monitor, referred to Social Care)	Outcomes (e.g. no further concern, parents agreed to address, referred to Early Help, file transferred)