

Safeguarding Policy

This policy and associated documents will be reviewed annually and monitored by the Head teacher, the designated Safeguarding Lead at each school will be responsible for implementation alongside internal monitoring with Governors.

Abbey Green Designated Safeguarding Lead

Virginia Robinson- Head Teacher (Designated Safeguarding Lead /Looked After Children)

Abbey Green Deputy Designated Safeguarding Leads

Sally Butterworth – Acting Assistant Head

Hannah Clark – SENCO

Hannah Stowe – Teacher

Midland Road Designated Safeguarding Lead

Virginia Robinson – Acting Head Teacher (Designated Safeguarding Lead/ Looked After Children)

Midland Road Deputy Designated Safeguarding Leads

Hannah Clark – SENCO

Sally Butterworth – Acting Assistant Head

Rayhana Jannath – Teacher

Designated Teacher for Looked After and Previously Looked After Children

Abbey Green Nursery School – Virginia Robinson

Midland Road Nursery School – Virginia Robinson

Mental Health Champion

Abbey Green Nursery School – Sally Butterworth

Midland Road Nursery School – Sally Butterworth

Named Governors for Safeguarding, Looked after children and vulnerable groups

Abbey Green Nursery School – Kate Welsh

Midland Road Nursery School – Kate Welsh

Context

At the Aire Valley Federation we are committed to safeguarding children and young people and we expect everyone who works in our schools to share this commitment.

Our schools do not operate in isolation, and secure communication and partnerships with other organisations are critical to safeguarding.

‘We recognise that for children, high self- esteem, confidence, supportive friends and opportunities to talk to a trusted adult helps prevention.’

Our schools will therefore:

- a) Establish and maintain an ethos where children feel secure and are encouraged to express their needs, communicate and are responded and listened to;
- b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty;
- c) Include in the curriculum activities and opportunities for PSED which equip children with the skills they need to stay safe from abuse;
- d) Include in our provision activities which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills;
- e) Ensure that wherever possible every effort will be made to establish an effective working relationships with parents and colleagues from other agencies.
- f) Ensure that we always act in the best interests of the child.

Safeguarding and promoting the welfare of children is defined as:

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

Safeguarding children in educational settings includes the focus on protecting children from harm by adults, but also includes;

- Ensuring positive and safe behaviour and eliminating bullying and other forms of harassment
- Providing support for children with emotional and social difficulties
- Providing support through Personal Education Plans for Looked After Children aged 3 and over
- Promoting good attendance at school
- Minimising exclusion from school
- Improving security on school site
- Health and safety for in-school and out of school activities

Our policy is informed and regularly updated in response to current government guidance. The most recent guidance is as follows and can be found on the DFE website

'Keeping children safe in education - Statutory guidance for schools and colleges'

DFE September 2021

RELATED INTERNAL POLICIES AND GUIDANCE

- 2 Steps
- Child protection referral flow chart
- CP Form 1 staff report
- Uncollected and lost children
- Safer working practices
- Whistle Blowing Policy
- Guidance on recognising abuse
- Health and safety policy
- Procedures for assessing risk
- Safer recruitment policies and practice
- Induction and Code of conduct for staff
- Equality Policy
- Behaviour Policy
- Prevent Guidance

INTRODUCTION

This policy applies to all staff and governors within our schools including staff on supply, students work experience students and volunteers. Safeguarding is everyone's responsibility.

There are three main elements to Safeguarding policy:

- a) Prevention;**
By creating a positive school atmosphere, support to children and families, through practicing safe recruitment of staff and volunteers, having a safe environment in which children learn and develop
- b) Protection;**
By following agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to Child Protection concerns, equipping children with skills needed to keep them safe
- c) Support;**
To children, parents and school staff.

Clear guidance and training will be made available for staff. We will contribute towards children's safety and well-being by carrying out the following:

- Clarifying standards of behaviour for staff, children and families.
- Contributing to the establishment of a safe, resilient and robust ethos in the schools, built on mutual respect and shared values;
- Introducing appropriate work within the curriculum;
- Encouraging children and parents to participate;
- Alerting staff to the signs and indicators that all may not be well;

- Developing staff awareness of the causes of abuse;
- Developing staff awareness of the risks and vulnerabilities their children and families face;
- Addressing concerns at the earliest possible stage;
- Reducing the potential risks children and families face of being exposed to multiple harms including violence, extremism, exploitation, discrimination or victimisation;
- Recognising risk and supporting online safety for pupils, including in the home.

We will:

- Identify and protect all children, especially those identified as vulnerable
- Identify individual needs as early as possible; and
- Design plans to address those needs
- Work in partnership with children, parents/carers and other agencies.

Our policy extends to any establishment or individual our schools commissions to deliver education to our children and families on our behalf, including alternative provision settings.

Our Governing Body will ensure that any commissioned agency will reflect the values, philosophy and standards of our schools. Confirmation should be sought from the schools that appropriate risk assessments are completed, and ongoing monitoring is undertaken.

CONFIDENTIALITY

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child.

All staff are aware that they must not promise to keep ‘secrets’ with children and that if children disclose abuse this must be passed on to the Named Persons for Child Protection as soon as possible and the child should be told who their disclosure will be shared with.

Staff will be informed of relevant information in respect of individual cases regarding child protection on a “need to know basis” only.

Guiding Principles

Our approach is to:

- Have conversations and listen to children and their families as early as possible.
- Understand the child’s lived experience.
- Work collaboratively to improve children’s life experience.

- Be open, honest and transparent with families in our approach.
- Empower families by working with them.
- Work in a way that builds on the families' strengths.

Build resilience in families to overcome difficulties.

Expectations

All staff and visitors will:

- Be familiar with this Safeguarding policy
- Understand their role in relation to safeguarding;
- Be alert to signs and indicators of possible abuse (See Appendix 1 for current definitions and indicators);
- Record concerns and give the record to the DSL, or deputy DSL onsite
- Deal with a disclosure of abuse from a child in line with the guidance in Appendix 2 - you must inform the DSL immediately, and provide a written account as soon as possible;
- Be involved, where appropriate, in the implementation of individual schools-focused interventions, Early Help Assessments, Child in Need Plans and inter-agency Child Protection Plans.

All our staff will receive annual safeguarding training and update briefings as appropriate. Key staff will undertake more specialist safeguarding training to support their role within the safeguarding team.

Our Governors will be subjected to an enhanced DBS check and 'Section 128' check.

We will follow Safer Recruitment processes and checks for all staff.

The Designated Safeguarding Lead (DSL)

- The DSL is a member of the Senior Leadership Team whose role carries a significant level of responsibility. See Annex C KCSIE 21. Whilst the activities of the DSL can be delegated to appropriately trained deputies (DDSLs), the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated.
- DSLs should help promote educational outcomes by working closely with their staff about their welfare, safeguarding and child protection concerns.
- Governing bodies and proprietors should ensure that the DSL role is explicit in the role-holder's job description and appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties.
- Safeguarding and child protection information will be dealt with in a confidential manner
- Our schools will be clear as to who has parental responsibility for children on our roll, and report all identified private fostering arrangements to the Local Authority.

- Safeguarding records will be stored securely in a central place separate from academic records. Individual online files will be kept for each child. Files will be kept for at least the period during which the child is attending the school and beyond that in line with current data legislation and guidance.
- If a child moves from our school, child protection and safeguarding records will be forwarded on (via our secure online system wherever possible), to the DSL at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records.

Any steps taken to support a child who has a safeguarding vulnerability must be reported to the lead DSL.

Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to support an individual child and/or family. A written record will be made of what information has been shared, with whom, and when.

We use **CPOMS** and store our records electronically so we do not always hold paper files.

We will not disclose to a parent any information held on a child if this would put the child at risk of significant harm.

We will record where and to whom the records have been passed and the date. This will allow the new setting to continue supporting victims of abuse and have that support in place for when the child arrives.

Raising Awareness

The designated person will:

- a) Ensure the establishments child protection policy is updated and reviewed annually and work with the governing body regarding this.
- b) Ensure parents are aware of the statement in the school brochure as well as statement displayed in the school that informs parents and carers about our school's duties and responsibilities under child protection procedures. Parents can obtain a copy of our Child Protection Policy on request.
- c) Where children leave the school ensure their child protection file is copied for new establishment as soon as possible but transferred separately from main pupil file.
- d) It is not the responsibility of staff in school to investigate suspected abuse. They should not take action beyond that agreed in the procedures established by their local Safeguarding Board.

The roles and responsibilities of the Named Governor responsible for Child Protection are to ensure the following:

- a) ensure all staff employed including temporary staff, students and volunteers within the school are aware of the internal procedures, to advise staff and to offer support to those requiring this;
- b) To liaise with the LEA and/ or partner agencies, as appropriate, in the event of the of allegations of abuse being made against the head teacher;
- c) The role of the Nominated Governor for Child Protection is to ensure that the school has an effective policy that locally agreed procedures are in place, and that the policy and structures supporting Safeguarding children are reviewed annually. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached

- d) To ensure all staff safeguarding training will be updated annually but also be a continual process of support and development.

The Governing Body and Leadership team are responsible for ensuring safe recruitment processes, including:

- a) Ensuring the Head teacher, other staff responsible for recruitment and one member of the Governing Body completes safer recruitment training as required.
- b) Ensuring the upkeep of a Single Central Record of all staff and regular volunteers in accordance with government guidance.

The Virtual Headteacher has responsibility to promote the education of children that have a social worker.

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify the police when they discover that FGM appears to have been carried out on a girl under 18 years old. Teachers must personally report to the police and discuss any such cases with the safeguarding lead and children's social care.

TRAINING

Our schools will ensure that the Named Persons and the nominated governor for Child Protection and all staff attend training relevant to their role and are provided with ongoing professional guidance and training as needed.

Named Persons will have access to any necessary resources and will attend refresher training at least once a year with more formal external training every 2 years.

All other staff and the nominated governors must be offered an appropriate level of training and must undergo refresher training every two years.

Contextual Safeguarding

- Safeguarding must be considered, including behaviours that are associated with factors outside the school which can occur between children outside of these environments i.e. where children are at risk of abuse and exploitation outside of their families.

In our schools our DSLs will consider contextual safeguarding in their early working of safeguarding processes and give due regard to the effectiveness of the school's safeguarding system and the wider system in which the child operates. This will be evidenced in:

- Informal and formal assessments of need/ risk for the child;
- Case discussions in DSL supervision sessions.

SUPPORTING PUPILS AT RISK

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. The school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may be challenging and defiant. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

We also recognise that Looked After Children, or children with a designated social worker, are particularly vulnerable and will therefore ensure all arrangements mitigate against these risks. We will take account of any educational barriers, attendance, behaviour and mental health when setting out any plans for these children.

Children with special educational needs and/or disabilities, or certain health conditions, can face additional safeguarding challenges. These can include assumptions that changes in behaviour or mood are related to the child's need or condition, rather than considering safeguarding. Children with SEND may be more prone to peer isolation or bullying and may be severely impacted by these factors, without outwardly showing any signs. Some children may not be able to communicate their concerns or worries.

This school will endeavour to support pupils through:

- a) The curriculum to encourage self-esteem and self-motivation.
- b) Ensuring that child protection is included in the curriculum to help children recognise when they don't feel safe and to identify who they should tell.
- c) Ensuring that children are taught about how to keep themselves safe online, through various teaching and learning opportunities, as part of the broad and balanced curriculum. Information will also be provided to parents, to support keeping children safe in the home environment when online.
- d) The school ethos which promotes a positive, supportive and secure environment and which gives all children and adults a sense of being respected and valued.
- e) To ensure the well-being of children is supported and monitored and that changes in well-being are investigated.
- f) To ensure that any support for communication is in place for children with SEND.
- g) The implementation of school behaviour management policies (required under the Code of Practice, 1993 Education Act).
- h) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- i) Regular liaison with other professionals and agencies that support the pupils and their families.
- j) A commitment to develop productive, supportive relationships with parents & carers.
- k) To inform the local authority of any children in private fostering arrangements. Any school staff that become aware of private fostering arrangements with any of the children on roll must inform

the designated safeguarding lead. The DSL will speak to the family of the child to check they are aware of the duty to inform the local authority. On admission to school we will take steps to verify the relationships of the adults to the child who is being registered.

- l) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.

Aire Valley Nursery Schools Federation recognises that a number of other policies and procedures developed and operated by school form part of the wider agenda of Safeguarding and Promoting Children's Welfare and this policy should be read and understood in conjunction with the policies listed below:

These are

- 2 Steps
- Child protection referral flow chart
- CP Form 1 staff report
- Personal Education Plans
- Uncollected and lost children
- Safer working practices
- Whistle Blowing Policy
- Guidelines on recognising abuse
- Health and safety policy
- Procedures for assessing risk
- Safer recruitment
- Induction and Code of conduct for staff
- Equality Policy
- Behaviour Policy
- Prevent guidance

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

Online Learning

Children use devices that connect to the internet under the supervision of staff. Many children may have access to the internet via mobile phones, iPads and other devices in the home environment. We provide information to parents about keeping children safe online.

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems.

Mental Health

All staff at the Aire Valley Federation are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

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

The Designated Teacher for Children Looked After and Children Previously Looked After

The governing body must appoint a designated teacher (in non-maintained schools and colleges an appropriately trained teacher should take the lead) and should work with local authorities to promote the educational achievement of registered pupils who are looked after. On commencement of sections 4-6 of the Children and Social Work Act 2017, our designated teacher will have responsibility for promoting the educational achievement of children/ young people who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

In our schools the Designated Teacher is: **Virginia Robinson**

Our Designated Teacher will:

- Work with the Virtual schools to provide the most appropriate support utilising the early year's pupil premium to ensure they meet the needs identified in the child's personal education plan.
- Work with the virtual schools head to promote the educational achievement of previously looked after children. In other schools and colleges, an appropriately trained teacher should take the lead.

MOBILE PHONES AND CAMERAS

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their lockers during contact time with pupils. Staff will not take pictures or recordings of pupils on their personal phones or cameras. Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when pupils are present. Personal mobile devices will not be used to take images or videos of pupils in any circumstances. The sending of inappropriate messages or images from mobile devices is strictly prohibited. Staff who do not adhere to this policy will face disciplinary action.

We use an electronic assessment system Learning Journals, that captures images and videos that we can share with parents and carers via a secure password. School tablets are used by staff to record observations and capture images and videos.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school. Further guidance is outlined in our Acceptable Use Policy.

The Governing Body

Governing bodies and proprietors should ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare:

- The schools operates "Safer Recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers (including members of the governing body);
- The Headteacher and all other staff who work with children undertake safeguarding training on an annual basis with additional updates as necessary within a 2-year framework and a training record maintained;
- Temporary staff, volunteers and students are made aware of the schools' arrangements for safeguarding & child protection and their responsibilities;
- The school remedies any deficiencies or weaknesses brought to its attention without delay;
- The governing body has a written policy and procedures for dealing with allegations of abuse against members of staff, visitors, volunteers or governors that complies with all Bradford Safeguarding Partnership procedures;
- The Nominated Governor is responsible for liaising with the Headteacher and DSL over all matters regarding safeguarding and child protection. The role is strategic rather than operational – they will not be involved in concerns about individual children.

All governors must have read parts 1, 2 and 4 of "KCSIE-21"

Our nominated governor for safeguarding and child protection is:

Kate Welsh

The named safeguarding governor will receive safeguarding training relevant to the governance role and this will be updated every 2 years.

The governing body will review all policies/procedures that relate to safeguarding and child protection annually.

A member of our governing body (usually the Chair) is nominated to be responsible for liaising with Bradford Local Authority Designated Officer in the event of allegations of abuse being made against the Headteacher.

The Nominated Governor will liaise with the Headteacher, and the DSL to report at least annually to governors and ensure the annual Section 175 safeguarding self-assessment is completed and submitted on time.

Safer recruitment and selection

The schools should pay full regard to 'Safer Recruitment' practice including scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character 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 appropriate checks including disclosure & barring check, barred list checks and prohibition checks. Evidence of these checks must be recorded on our Single Central Record.

All recruitment materials will include reference to the schools' commitment to safeguarding and promoting the wellbeing of pupils.

The following school staff have undertaken Safer Recruitment training:

1 Virginia Robinson

2 Sally Butterworth

3 Sara Earnshaw

And the following members of the Governing Body have also been trained:

1 Cath Webber

One of these will be involved in all staff recruitment processes and sit on the recruitment panel.

SAFE SCHOOL, SAFE STAFF

Recruitment

- a) We practice safer recruitment by ensuring adverts carry messages advising potential recruits that posts involve enhanced DBS checks as well as checking the suitability of staff and volunteers to work with children through undertaking DBS checks of new staff and other pre appointment checks.

b) DBS checks will not be renewed unless there are grounds for concerns or if there is a break in service of 3 months or more. Staff will be asked to complete the disqualification by association declaration form annually. Staff members are fully aware of the circumstances whereby they must inform the leadership of any police action against them.

Induction

Post Appointment Induction

There is an induction programme for all staff / Governors and volunteers newly appointed to the school, regardless of previous experience.

The purpose of induction is to:

- a) Provide training and information about the establishment's policies and procedures;
- b) Support individuals in a way that is appropriate for the role for which they have been engaged;
- c) Confirm the conduct expected of staff within the school; and,
- d) Provide opportunities for a new member of staff or volunteer to discuss any issues or concerns about their role or responsibilities; and,
- e) Enable the person's line manager or mentor to recognise any concerns or issues about the person's ability or suitability at the outset and address them immediately.

The content and nature of the induction process will vary according to the role and previous experience of the new member of staff or volunteer, but as far as safeguarding and promoting the welfare of children is concerned the induction programme will include information about, and written statements of:

- a) Policies and procedures in relation to safeguarding and promoting welfare e.g. child protection, anti-bullying, anti-racism, physical intervention/restraint, intimate care, internet safety and safeguarding procedures;
- b) Safe practice and the standards of conduct and behaviour expected of staff and pupils in the school;
- c) How and with whom any concerns about those issues should be raised; and,
- d) Other relevant personnel procedures e.g. disciplinary, capability and whistle-blowing.

The programme should also include attendance at child protection training appropriate to the person's role.

Post Appointment Induction

There is an induction programme for all staff / Governors and volunteers newly appointed to the school, regardless of previous experience.

The purpose of induction is to:

- f) Provide training and information about the establishment's policies and procedures;
- g) Support individuals in a way that is appropriate for the role for which they have been engaged;
- h) Confirm the conduct expected of staff within the school; and,
- i) Provide opportunities for a new member of staff or volunteer to discuss any issues or concerns about their role or responsibilities; and,
- j) Enable the person's line manager or mentor to recognise any concerns or issues about the person's ability or suitability at the outset and address them immediately.

The content and nature of the induction process will vary according to the role and previous experience of the new member of staff or volunteer, but as far as safeguarding and promoting the welfare of children is concerned the induction programme will include information about, and written statements of:

- e) Policies and procedures in relation to safeguarding and promoting welfare e.g. child protection, anti-bullying, anti-racism, physical intervention/restraint, intimate care, internet safety and safeguarding procedures;
- f) The role of the DSL
- g) Safe practice and the standards of conduct and behaviour expected of staff and pupils in the school;
- h) How and with whom any concerns about those issues should be raised; and,
- i) Other relevant personnel procedures e.g. disciplinary, capability and whistle-blowing.
- j) Staff will receive copies of the KCSIE document at induction.

We recognise the importance of practice oversight and multiple perspectives in safeguarding and child protection work. We will support staff by providing opportunities for reflective practice including the opportunity to talk through all aspects of safeguarding work within education with the DSL and to seek further support as appropriate.

The programme should also include attendance at child protection training appropriate to the person's role.

The use of reasonable force

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as preventing violence or injury.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

By planning positive and proactive behaviour support, the occurrence of challenging behaviour and the need to use reasonable force will reduce.

We will write individual self-regulation plans for our more vulnerable children and agree them with parents and carers.

We will not have a 'no contact' policy as this could leave our staff unable to fully support and protect children and themselves.

When using reasonable force in response to risks presented by incidents involving children including any with SEN or disabilities, or with medical conditions, our staff will consider the risks carefully.

The school's role in the prevention of abuse

This Safeguarding & Child Protection Policy cannot be separated from the general ethos of the schools, which should ensure that all children are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and be listened to.

Safeguarding issues, including online safety will be addressed through all areas of the curriculum including extra familial harm (multiple harms).

All staff will be made aware of our schools' unauthorised absence and children missing from education procedures.

We will provide opportunities for children to begin to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

All our policies which address issues of power and potential harm, for example Anti-Bullying, Discrimination, Equal Opportunities, Handling, Positive Behaviour, will be inter-linked to ensure a whole schools approach.

We also recognise the particular vulnerability of children who have a social worker.

What we will do when we are concerned – Early Help response

Where unmet needs have been identified for a child utilising the Early Help model but there is no evidence of a significant risk, the DSL will oversee the referral to an appropriate Parenting Programme.

The child/young person's voice must remain paramount within a solution focused practice framework.

The primary assessment document is the [MARF \(Multi Agency Referral Form\) which should be completed if there are concerns about a child](#)

The DSL will then oversee the agreed intervention from school as part of the multiagency safeguarding response and ongoing schools-focused support.

All Staff will notice and listen to children and young people, sharing their concerns with the DSL in writing.

Senior leaders will analyse safeguarding data and practice to inform strategic planning and staff CDP.

The DSL will generally lead on liaising with other agencies and setting up the Early Help Plan. This multi-agency plan will then be reviewed regularly, and progress updated towards the goals until the unmet safeguarding needs have been addressed.

In our schools although any member of staff can refer a situation to the Children's Services Initial contact Point, it is expected that the majority are passed through the DSL team.

From 1 June 2015 all schools, registered early years' childcare providers and registered later years' childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent Duty outlines how schools can build pupils' resilience to radicalisation by promoting fundamental British values. We believe British values are embedded in our practice through our curriculum for 'Personal, Social and Emotional' development and supporting children's 'Knowledge and Understanding'. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that prepares them for life in modern Britain. Our Safeguarding policy and guidelines is also crucial to our work in promoting the Prevent Duty.

We will value freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Children, families and staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Where staff are concerned that children are developing extremist views or show signs of becoming radicalised, they should discuss this with the designated safeguarding lead.

Risk reduction

The schools governors, Headteacher and the DSL will assess the level of risk within the schools and put actions in place to reduce that risk. Risk assessment may include consideration of the schools' curriculum, SEND policy, assembly policy, the use of schools premises by external agencies, integration of children by gender and SEND, anti-bullying policy and other issues specific to the school's profile, community and philosophy. To this end, open source due diligence checks will be undertaken on all external speakers invited to our schools.

The setting is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL – **Virginia Robinson**. The responsibilities of the SPOC are described in Appendix 5

The schools will monitor online activity within the schools to ensure that inappropriate sites are not accessed by children, volunteers, students or staff.

The schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

Channel

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Yorkshire Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on **The Prevent Duty**.

The SPOC for our schools is:

Virginia Robinson

All staff within our schools will be alert to changes in a child or young person's behaviour or attitude which could indicate that they are in need of help or protection.

We will use specialist online filtering software to ensure the safety of the content able to be viewed by children and staff whilst on school premises.

Our schools will make referrals to Channel if we are concerned that an individual might be vulnerable to radicalisation.

**Pupils/students who are vulnerable to exploitation, trafficking, or so-called 'honour-based' abuse
(including female genital mutilation and forced marriage)**

With effect from October 2015, all schools are subject to a mandatory reporting requirement in respect of female genital mutilation (FGM). When a teacher or those engaged in teaching work suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the Police.

Failure to report such cases will result in disciplinary sanctions.

The teacher will also discuss the situation with the DSL who will consult Bradford Children's Trust before a decision is made as to whether the mandatory reporting duty applies

This means that in our schools we ensure:

Our staff are supported to talk to families and local communities about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

All staff are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation around;

- Forced marriage
- FGM
- Honour based abuse
- Trafficking
- Criminal exploitation and gang affiliation
- County Lines

Our staff will be supported to recognise warning signs and symptoms in relation to each specific issue and if ever appropriate, address them at an age appropriate level with children. It may be more appropriate/relevant to discuss such issues with families.

Children missing from education

A child going missing and or patterns of unauthorised absence, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risks and to help prevent the risk of them going missing in future.

Work around attendance and children missing from education will be coordinated with safeguarding interventions.

The school must notify the Local Authority of any pupil/student who has been absent without the school's permission for a continuous period of 5 days or more after making reasonable enquiries

The schools (regardless of designation) must also notify the Local Authority of any pupil/student who is to be deleted from the admission register under any of the prescribed regulations outlined in the Education (Pupil Registration) (England) Regulations 2016 amendments

We monitor attendance carefully and address poor or irregular attendance without delay. See attendance policy. We will always follow up with parents/carers when pupils are not at school. This means we must have at least two up to date contact numbers for parents/carers.

Staff follow the attendance policy procedures when children do not attend regularly and must report any concerns to the designated safeguarding lead.

Home-educated children

Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them.

Where a parent has expressed their intention to remove a pupil from school for EHE, the school, in collaboration with the LA and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the pupil has SEND, is vulnerable, and/or has a social worker.

Nursery education is non-statutory, but should a parent/carer choose to take their child out of Nursery, we understand the importance of continuing to support the child and family. This is especially important if we have safeguarding concerns. Staff will always inform the DSL if a child is no longer to attend Nursery, who will advise on next steps including informing other professionals.

Peer-on-peer abuse

All staff will be aware that peer-on-peer abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of peer-on-peer abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that peer-on-peer abuse is not occurring. All staff will speak to the DSL if they have any concerns about peer-on-peer abuse.

All staff will understand the importance of challenging inappropriate behaviour between peers, and will not tolerate abuse as “banter” or “part of growing up”.

Peer-on-peer abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

Pupils will be made aware of how to raise concerns. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

We will not tolerate instances of peer on peer abuse and will not pass it off as “banter”, “just having a laugh” or “part of growing up”. We will recognise that “child on child abuse” can occur between and across different age ranges.

All staff will be clear as to the school’s policy and procedures regarding peer-on-peer abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it. All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.

All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. The school’s response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

We will follow both national and local guidance and policies to support any child subject to peer on peer abuse, including sexting (also known as youth produced sexual imagery) and gang violence.

We use our curriculum for PSED to help teach the children about how to keep themselves safe and promote positive relationships with others. Children are closely supervised within the indoor and outdoor areas to ensure their safety. Any disclosures made by children or staff in relation to peer on peer abuse will be investigated by the designated safeguarding lead.

Signs of peer on peer abuse could include:

- Bullying and cyber bullying
- Intimate abuse
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling
- Sexual violence and harassment
- Sharing of nude or semi-nude images

Our children are developing skills in self-regulation and the ability to make relationships and it is important to recognise this when dealing with any incidents between children.

In cases where nudes or semi-nudes have been shared, we follow guidance given to schools by the UK council for Internet Safety – Sharing Nudes and Semi-Nudes – December 2020.

We will follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools.

[Sexual violence and sexual harassment between children in schools and colleges'](#)

DfE Sept 21

Child Sexual Exploitation and Child Criminal Exploitation

Both CSE (Child Sexual Exploitation) and CCE (Child Criminal Exploitation) are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity

[Child sexual exploitation: guide for practitioners](#)

We will notice and listen to children/young people showing signs of being drawn in to anti-social or criminal behaviour.

Be aware of and work with the Police and local organisations to disrupt as much as possible criminal exploitation activity within our schools and communities.

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity in exchange for something the victim needs or wants, and/or 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. The Brook Traffic Light Tool is a useful guide to use when there are concerns about potential child sexual exploitation. This is available for all staff in the library section of CPOMS.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones or other items without plausible explanation
- Gang-association and/or isolation from peers or social networks
- Exclusion or unexplained absences from school
- Leaving home/care without explanation and persistently going missing or returning late
- Excessive receipt of texts/phone calls
- Returning home under the influence of drugs or alcohol
- Inappropriate sexualised behaviour for the child's age
- Sexually transmitted diseases
- Evidence of or suspicions of physical or sexual assault
- Relationships with controlling or significantly older individuals or groups
- Multiple callers (unknown adults or peers)
- Frequenting areas known for sex work
- Concerning use of the internet or social media
- Increasing secretiveness
- Self-harm or significant changes in emotional well-being

Potential vulnerabilities include:

- Having a prior experience of neglect, physical and/or sexual abuse
- Lack of a stable/safe home environment, now or in the past
- Recent bereavement or loss
- Social isolation or social difficulties
- Absence of a safe environment to explore sexuality
- Economic vulnerability
- Homelessness or insecure accommodation status

- Connections with other children and young people who are being sexually exploited
- Family members or other connections involved in adult sex work
- Having a physical or learning disability
- Being in care
- Sexual identity

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that all victims are reassured 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 sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

We recognise the impact of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence this policy is referring to sexual offences under the Sexual Offences Act 2003 as described below:

Involving parents/carers

In general, we will discuss any safeguarding or child protection concerns with parents/carers before approaching other schools or agencies and will seek their consent to making a referral. Appropriate staff will approach parents/carers after consultation with the DSL.

However, there may be occasions when the schools will contact another schools or agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents/carers will be informed about our Safeguarding & Child Protection Policy and procedures through information at admission and via the schools websites.

Multi-agency work

We work in partnership with other agencies to promote the best interests of our children and keep them as a top priority in all decisions and actions that affect them. Our schools will, where necessary, liaise with these agencies to implement or contribute to an Early Help Assessment. Initial enquiries will be made by the DSL to Children's Initial Contact Point – 01274 435600 who will, from the information obtained, ensure they are directed appropriately. Where the child already has a social worker or family support worker, concerns around escalation of risks must be reported immediately to the social/ family support worker, or in their absence, to their team manager.

When invited the DSL will participate in a MASH (Multi Agency Safeguarding Hub) strategy meeting, usually by conference phone, adding schools-held data and intelligence to the discussion so that the best interests of the child are met.

We will co-operate with any child protection enquiries conducted by the Bradford Safeguarding Partnership and the schools will ensure representation at appropriate inter-agency meetings such as Team Around the Family, Child in Need, Initial and Review Child Protection Conferences, and Core Group meetings.

We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent and shared with the lead professional at least 24 hours prior to the meeting.

Where a pupil/student is subject to an inter-agency Child Protection Plan or a multi-agency risk assessment conference (MARAC) meeting, the schools will contribute to the preparation, implementation and review of the plan as appropriate.

Our role in supporting children

Our school staff will offer appropriate support to individual children who have experienced abuse, who have abused others (peer on peer abuse) or who act as Young Carers in their home situation.

An Early Help Plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child's wishes and feelings. A copy of the plan will be kept in the child's safeguarding record.

Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the schools community through a multi-agency risk assessment. Within our schools we will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

We will ensure the schools works in partnership with parents/ carers and other agencies as appropriate.

Responding to an allegation about a member of staff

See also Bradford Safeguarding Partnership procedures on [allegations against persons who work with children](#)

This procedure must be used in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer 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.
- Behaved in a way that indicates s/he may not be suitable to work with children.
- Behaved towards a child or children in a way that indicated s/he may pose a risk of harm to children.

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in schools to abuse children. In our schools we also recognise that concerns may be apparent before an allegation is made.

All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.

If the concern relates to the Headteacher it must be reported immediately to the Chair of Governors, who will liaise with the Bradford Local Authority Designated Officer (LADO) and they will decide on any action required.

Allegations will be reported to the Local Authority Designated officer without delay. Before contacting LADO, the Headteacher will conduct basic enquiries to establish the facts, but being careful not to jeopardise any future police investigation. The LADO will ensure an appropriate investigation is carried out and who will complete the investigation. This could be the police, children's social care, the school, or a combination of these.

Scope

The following procedures apply to situations:

- a) Where there are suspicions or allegations of abuse by a person who works with children in either a paid or unpaid capacity i.e. any employee, foster carer, child minder or volunteer.
- b) When it is discovered that an individual known to have been involved previously in child abuse, is or has been working with children, and
- c) When the allegation or suspicion arises in connection with the individual's work, her/his own children or in relation to other children.

Compliance with these procedures should ensure that where allegations of abuse are made or where there is reasonable suspicion, organisational responses are prompt, thorough, independent and proportionate to the issue of concern.

Required Response within Educational Establishments or against other education staff

All concerns/ allegations of abuse by a member school staff, including temporary staff, should be reported to the head teacher.

If the allegation is against any staff working with children under 3 then Ofsted should be informed

Allegations against Agency Staff

Allegations against agency staff should be dealt with by compliance with the procedures in this section.

Following receipt of legal advice with respect to confidentiality and preservation of integrity of the enquiry, the employing agency must be informed of the allegation and the outcome of the enquiry.

Allegations against Volunteers

Allegations against volunteers should be dealt with in a manner which is consistent with the principles and procedures contained in this section, as far as possible. The organisation using the volunteer should (following receipt of legal advice with respect to confidentiality and preservation of integrity of the enquiry) be informed of the allegation and the outcome of the enquiry.

Allegations against Children

Allegations against children should also be reported, in the Early Years this might include unsafe behaviour and bullying or harassment /peer on peer abuse.

Outcomes

These should be reported and judged under the following headings

- substantiated
- malicious
- false and

- unsubstantiated

A further outcome may be 'unfounded' where there is no proper evidence or basis to support allegation.

Reporting Arrangements

School Staff;
LADO
City of Bradford Metropolitan District Council
Margaret McMillan Tower
Princes Way
BRADFORD
BD1 1NN Tel 01274 435600

Childcare Staff (currently Midland Road only)
Ofsted
Piccadilly Gate
Store Street
Manchester M1 2WD
Tel 0300 123 1231
[Email enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

Where there are concerns about the way safeguarding is carried out in school, staff should refer to the Whistleblowing Policy.

Low Level Concerns about staff behaviour

Any concerns about the conduct of other adults in the school should be taken to the Headteacher. Concerns about the Headteacher should be reported to the chair of governors.

We recognise that adults working in school may harm children. This includes volunteers, governors, supply teachers, and agency staff.

Concerns may be graded as low-level if they do not meet the criteria for an allegation as set out below, and the person has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Examples of this include:

- Being over friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one to one basis in a secluded area or behind a closed door, when not conducting intimate care procedures as part of the routine care of the child.
- Using inappropriate sexualised, intimidating or offensive language.

The Headteacher will decide whether a concern is an allegation or a low-level concern. The term low-level concern does not mean that it is insignificant. It means that the behaviour does not meet the threshold for referral to the Local Authority Designated Officer (LADO). The concern will be considered to be an allegation if the person has:

- Behaved in a way that has harmed a child or may have harmed a child
- Committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- Behaved in a way that indicates they may not be suitable to work with children. This includes behaviour outside the school.

If the concern has been raised by a third party, the Headteacher will collect evidence by speaking directly to the person who raised the concern, unless done so anonymously. They will also speak to the individual involved and any witnesses.

Concerns about supply staff and contractors will be notified to their employers, so that any potential patterns of behaviour can be identified.

We encourage staff to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, or on reflection, they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns will be recorded on an incident form. Details will include the name of the individual sharing concerns, the details of the concern and the context in which the concern arose along with any actions taken. Records will be kept confidential and held securely in line with the Data Protection Act 2018. The information will be kept until such time as the employee leaves the school's employment. Records will be reviewed so that repeating patterns of behaviour are identified. If a concerning pattern is identified and this now meets the criteria for an allegation, then the matter will be referred to the LADO.

The review of records may mean that there are wider cultural issues within the school that enabled the behaviour to occur. This may mean policies are reviewed or revised or extra training provided to minimise the risk of these behaviours happening again.

SUPPORTING PUPILS AT RISK

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. The school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may be challenging and defiant. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

We also recognise that Looked After Children, or children with a designated social worker, are particularly vulnerable and will therefore ensure all arrangements mitigate against these risks. We will take account of any educational barriers, attendance, behaviour and mental health when setting out any plans for these children.

Children with special educational needs and/or disabilities, or certain health conditions, can face additional safeguarding challenges. These can include assumptions that changes in behaviour or mood are related to the child's need or condition, rather than considering safeguarding. Children with SEND may be more prone to peer isolation or bullying and may be severely impacted by these factors, without outwardly showing any signs. Some children may not be able to communicate their concerns or worries.

This school will endeavour to support pupils through:

The curriculum to encourage self-esteem and self-motivation.

Ensuring that child protection is included in the curriculum to help children recognise when they don't feel safe and to identify who they should tell.

Ensuring that children are taught about how to keep themselves safe online, through various teaching and learning opportunities, as part of the broad and balanced curriculum. Information will

also be provided to parents, to support keeping children safe in the home environment when online.

The school ethos which promotes a positive, supportive and secure environment and which gives all children and adults a sense of being respected and valued.

To ensure the well-being of children is supported and monitored and that changes in well-being are investigated.

To ensure that any support for communication is in place for children with SEND.

The implementation of school behaviour management policies (required under the Code of Practice, 1993 Education Act).

A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting. Regular liaison with other professionals and agencies that support the pupils and their families.

A commitment to develop productive, supportive relationships with parents & carers.

To inform the local authority of any children in private fostering arrangements. Any school staff that become aware of private fostering arrangements with any of the children on roll must inform the designated safeguarding lead. The DSL will speak to the family of the child to check they are aware of the duty to inform the local authority. On admission to school we will take steps to verify the relationships of the adults to the child who is being registered.

The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.

Aire Valley Nursery Schools Federation recognises that a number of other policies and procedures developed and operated by school form part of the wider agenda of Safeguarding and Promoting Children's Welfare and this policy should be read and understood in conjunction with the policies listed below:

These are

- 2 Steps
- Child protection referral flow chart
- CP Form 1 staff report
- Personal Education Plans
- Uncollected and lost children
- Safer working practices
- Whistle Blowing Policy
- Guidelines on recognising abuse
- Health and safety policy
- Procedures for assessing risk
- Safer recruitment
- Induction and Code of conduct for staff
- Equality Policy
- Behaviour Policy
- Prevent guidance

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

Children in specific circumstances

Private Fostering

Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of Bradford Children's Services) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children/young people who need alternative care because of parental illness;
- Children/young people whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children/young people sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum seeking and refugee children/young people;
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Children/young people staying with families while attending a school away from their home area.

There is a mandatory duty on the schools to inform Bradford Council's Children's Services of a private fostering arrangement - this is done by contacting Children's Initial Contact Point – 01274 435600. For more information, see [Private Fostering](#)

Links to additional information about safeguarding issues and forms of abuse

Staff who work directly with children/young people and their leadership team should refer to this information

Guidance on children in specific circumstances can be found in Annex B of KCSIE 21, and additional resources as listed below:

Issue	Guidance	Source
Abuse	https://westyorkscb.proceduresonline.com/p_rec_sig_harm.html?zoom_highlight=Abuse#1.-the-definition-of-significant-harm	West Yorkshire Safeguarding Children Procedures
Bullying	https://westyorkscb.proceduresonline.com/p_bullying.html?zoom_highlight=Bullying	West Yorkshire Safeguarding Children Procedures
Children and the Courts	https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds	MoJ advice
Missing from Education, Home or Care	https://westyorkscb.proceduresonline.com/p_child_miss_edu.html?zoom_highlight=children+missing+education	West Yorkshire Safeguarding Children Procedures
Family Members in Prison	https://www.nicco.org.uk/	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS)
Drugs	https://westyorkscb.proceduresonline.com/p_chil_drug_mis_par.html?zoom_highlight=Drugs https://www.bradford.gov.uk/children-young-people-and-families/get-advice-and-support/drugs-and-alcohol/ https://www.childline.org.uk/info-advice/you-your-body/drugs-alcohol-smoking/drugs/	West Yorkshire Safeguarding Children Procedures Bradford Council Child line/Drugs
Domestic Abuse	https://westyorkscb.proceduresonline.com/p_dom_viol.html?zoom_highlight=domestic+abuse https://www.bradford.gov.uk/your-community/domestic-abuse/domestic-and-sexual-abuse/	West Yorkshire Safeguarding Children Procedures Bradford Council
Child Exploitation	https://westyorkscb.proceduresonline.com/p_sg_ch_and_yp.html?zoom_highlight=child+exploitation https://www.bradford.gov.uk/children-young-people-and-families/get-advice-and-support/child-sexual-exploitation/	West Yorkshire Safeguarding Children Procedures Bradford Council NSPCC

Issue	Guidance	Source
	<p>https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-exploitation/</p> <p>https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/</p>	Child Sexual and Criminal Exploitation
Homelessness	<p>https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets</p> <p>https://www.bradford.gov.uk/housing/help-with-housing-and-homelessness/how-to-get-help-if-you-are-homeless/</p>	HCLG Bradford Council
Health & Wellbeing	<p>https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/</p> <p>https://www.bradford.gov.uk/your-community/welcome-to-bradford/health/</p> <p>https://www.bdct.nhs.uk/services/child-adolescent-mental-health-camhs/</p>	NSPCC Children's Mental Health Bradford Council CAMHS Bradford
Online	<p>https://www.internetmatters.org/advice/0-5/</p> <p>https://www.childnet.com/resources/keeping-under-fives-safe-online</p> <p><u>Teaching online safety in schools</u></p>	Internet Matters Childnet DfE
Private Fostering	<p>https://www.bradford.gov.uk/children-young-people-and-families/private-fostering/private-fostering/#:~:text=If%20you%20know%20that%20you,is%20made%20in%20an%20emergency.</p>	Bradford Council
Radicalisation	<p>https://westyorkscb.proceduresonline.com/p_violent_extreme.html?zoom_highlight=radicalisation</p> <p>https://www.gov.uk/government/publications/prevent-duty-guidance</p>	West Yorkshire Safeguarding Children Procedures GOV.UK
Violence	<p>https://westyorkscb.proceduresonline.com/p_honour_based_violence.html?zoom_highlight=honor+based+violence</p> <p>https://westyorkscb.proceduresonline.com/p_sg_child_affect_gang_act.html?zoom_highlight=gangs+violence</p> <p>https://www.gov.uk/government/policies/violence-against-women-and-girls</p> <p>https://www.childline.org.uk/info-advice/bullying-abuse-safety/abuse-safety/physical-abuse/</p>	West Yorkshire Safeguarding Children Procedures GOV.UK Childline

Appendix 1

Definitions and indicators of abuse

1. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger
- Stealing, scavenging and/or hoarding food
- Frequent tiredness or listlessness
- Frequently dirty or unkempt
- Often poorly or inappropriately clad for the weather
- Poor school attendance or often late for schools
- Poor concentration
- Affection or attention seeking behaviour
- Illnesses or injuries that are left untreated
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- The child is regularly not collected or received from schools
- The child is left at home alone or with inappropriate carers

2. Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape
- Bruises that carry an imprint, such as a hand or a belt
- Bite marks
- Round burn marks
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;

- An injury that is not consistent with the account given
- Changing or different accounts of how an injury occurred
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

3. Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by rape and/or penetration 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.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate
- Thrush, persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusual compliance
- Regressive behaviour, enuresis, soiling
- Frequent or openly masturbating, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises or scratches in the genital area

4. Sexual exploitation

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to Bradford Children's Social Care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- Entering and/or leaving vehicles driven by unknown adults
- Possessing unexplained amounts of money, expensive clothes or other items
- Frequenting areas known for risky activities
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.
- Missing for periods of time (CSE and county lines)

Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that all victims are reassured 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 sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

We recognise the impact of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence this policy is referring to sexual offences under the Sexual Offences Act 2003 as described below:

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

The Brook Traffic Light Tool is a useful document that staff can refer to. It is available on CPOMS.

5. Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child/young person such as to cause severe and persistent adverse effects on the child/young person's emotional development. It may involve conveying to children/young people 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/young person opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child/young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child/young person participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children/young people frequently to feel frightened or in danger, or the exploitation or corruption of children/young people. Some level of emotional abuse is involved in all types of maltreatment.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly
- Over-reaction to mistakes
- Delayed physical, mental or emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away
- Compulsive stealing
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B: Some situations where children stop communicating suddenly (known as “traumatic mutism”) can indicate maltreatment.

6. Responses from parents/carers

Research and experience indicate that the following responses from parents may suggest a cause for concern across all five categories:

- Delay in seeking treatment that is obviously needed
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- A persistently negative attitude towards the child
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home; or
- Violence between adults in the household
- Evidence of coercion and control.

7. Disabled children

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that may not be of concern on an ambulant child such as the shin, maybe of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

Child criminal exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator and through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact. It can also occur through the use of technology.

Indicators of child criminal exploitation include:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or do not take part in education

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas using dedicated mobile phone lines or other forms of deal lines. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and store drugs and money. Offenders will often use coercion, intimidation, violence and weapons to ensure compliance of victims. Children can easily become trapped by this type of exploitation. County lines gangs create drug debts and can threaten serious violence and kidnap towards victims if they attempt to leave the county lines network.

The Domestic Abuse Act 2021 defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are personally connected to each other.

- Physical or sexual abuse
- Violent or threatening behaviour
- Controlling or coercive behaviour

- Economic abuse
- Psychological, emotional or other abuse

People are personally connected when they are, or have been married to each other or civil partners, or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of domestic abuse applies to children if they see or hear, or experience the effects of, the abuse and they are related to the abusive person. Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and 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 the home.

The national domestic abuse line can be called free of charge and in confidence 24 hours a day on 0808 2000 247.

Female genital mutilation refers to the procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old. It is believed the majority of cases happen between the ages of 5 and 8 years. Risk factors for FGM include:

- Low level integration into UK society
- Having a mother or sister who has undergone FGM
- Girls being withdrawn from lessons or school
- Visiting female elders from a country of origin
- Being taken on a long holiday
- Discussions around a special procedure to become a woman

Staff should not assume that FGM only happens outside the UK. Indications that FGM may have already taken place include:

- Difficulty walking, sitting or standing
- Appearing uncomfortable
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Spending long periods of time away from the classroom during the day with bladder problems
- Prolonged or repeated absence from school
- Noticeable behaviour changes
- Urine or stomach problems
- Talking about pain or discomfort between the legs

Honour based abuse encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation, forced marriage and breast ironing. Where staff are concerned that a child is at risk of honour based abuse they must speak to the designated safeguarding lead immediately.

Appendix 2

Dealing with a disclosure of abuse

When a pupil tells me about abuse they have suffered, what should I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly, what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record in writing, all you have heard, though not necessarily at the time of disclosure.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- If the disclosure relates to a physical injury, do not photograph the injury but record in writing and on a body map, as much detail as possible.

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

Immediately after a disclosure

You should not deal with this yourself. Clear indications or disclosure of abuse must be reported to the Children's Social Care Initial Contact Point 01274 435600 immediately by the DSL or in exceptional circumstances by the staff member who has raised the concern.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child who has been abused can be traumatic for the adults involved. Support for you will be available from your DSL.

All staff across all services must make a record of child protection issues and events as soon as possible and that these records must be signed and dated. These procedures are highlighted in the "2 steps" guidance.

Appendix 3

Allegations about a member of staff, governor or volunteer

Inappropriate behaviour by staff/volunteers could take the following forms:

- **Physical**
For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
- **Emotional**
For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
- **Sexual**
For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.
- **Neglect**
For example, failing to act to protect children/young people, failing to seek medical attention or failure to carry out an appropriate risk assessment.
- **Spiritual Abuse**
For example, using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.

If there is an allegation made about a member of staff, governor, visitor or volunteer the Headteacher must be informed immediately. The Headteacher must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Headteacher should not carry out the investigation him/herself or interview pupils. However, they should ensure that all investigations including for supply staff are completed appropriately.

The Headteacher should exercise and be accountable for their professional judgement on the action to be taken as follows:

- If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Headteacher will notify Bradford Local Authority Designated Officer (LADO) (Tel: 01274 435600). The LADO will liaise with the Headteacher and advise about any action to be taken and may initiate internal referrals within Bradford Safeguarding Partnership to address the needs of children likely to have been affected.
- When managing allegations against staff, the school will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as "low-level concerns".
- If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff, these should be addressed through the school's own low level concerns procedures.
- If the Headteacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child's safeguarding file. The allegation should be removed from personnel records.

Where an allegation has been made against the Headteacher then the Chair of the Governing Body takes on the role of liaising with the LADO in determining the appropriate way forward. For details of this specific procedure, see the Section on **Allegations Against Persons Who Work with Children** in the West Yorkshire Child protection procedures.

Appendix 4

Indicators of vulnerability to radicalisation

Radicalisation is defined in KCSIE as:

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

Extremism is defined by the government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred, which might lead to inter-community violence in the UK.

KCSIE 2021 describes terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no such thing as a “typical extremist”. Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils/Students/Parents/Staff may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that schools staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- **Identity crisis** - the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society
- **Personal crisis** - the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
- **Personal circumstances** - migration; local community tensions; and events affecting the student/pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- **Unmet aspirations** - the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life

- **Experiences of criminality** - which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration
- **Special educational need** - students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

This list is not exhaustive, nor does it mean that all children/young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters
- Family members convicted of a terrorism act or subject to a Channel intervention
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and/or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Appendix 5

Preventing violent extremism - Roles and responsibilities of the Single Point of Contact (SPOC)

The SPOC for Aire Valley Nursery Schools' Federation is Virginia Robinson, who is responsible for:

- Ensuring that staff of the schools are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of the Aire Valley Federation in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's PSED/K&UW curriculum to ensure that we promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the schools about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the schools for case discussions relating to students/pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable students/pupils into the Channel¹ process;
- Attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel co-ordinator; and sharing any relevant additional information in a timely manner.

Appendix 6 – COVID-19 and safeguarding

Schools must have regard to the statutory safeguarding guidance, **Keeping Children Safe in Education** and should refer to the **Actions for Schools During the Coronavirus Outbreak** **Actions for Early Years and Childcare Providers During the Coronavirus (Covid-19) Outbreak** and update safeguarding procedures in line with DfE updates.

Designated safeguarding leads (and deputies) will be provided with enough time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.

Online safety

Coronavirus (COVID-19): keeping children safe online - All schools and colleges should continue to consider the safety of their children when they are asked to work online. The starting point for online teaching should be that the same principles as set out in the schools staff behaviour policy (sometimes known as a code of conduct) should be followed. This policy should amongst other things include acceptable use of technologies, staff pupil/student relationships and communication including the use of social media. The policy should apply equally to any existing or new online and distance learning arrangements, which are introduced.

Schools should, as much as is reasonably possible, consider if their existing policies adequately reflect that some children (and in some cases staff) continue to work remotely online. As with the child protection policy, in some cases an annex/addendum summarising key coronavirus related changes may be more effective than re-writing/re-issuing the whole policy.

The principles set out in the **Guidance for safer working practice for those working with children and young people in education settings** published by the Safer Recruitment Consortium may help schools and colleges satisfy themselves that their staff behaviour policies are robust and effective. In some areas schools and colleges may be able to seek support from their local authority when planning online lessons/activities and considering online safety.

Schools and colleges should continue to ensure any use of online learning tools and systems is in line with privacy and data protection requirements.

An essential part of the online planning process will be ensuring children and families who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the schools or college this should also signpost children to age appropriate practical support from the likes of:

- **Childline** - for support
- **UK Safer Internet Centre** - to report and remove harmful online content
- **CEOP** - for advice on making a report about online abuse

Schools and colleges are likely to be in regular contact with parents and carers. Those communications should continue to be used to reinforce the importance of children being safe online. It will be especially important for parents and carers to be 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 schools or college (if anyone) their child is going to be interacting with online.

Parents and carers may choose to supplement the schools or college online offer with support from online companies and in some cases individual tutors. In their communications with parents and carers, schools and colleges should emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

Support for parents and carers to keep their children safe online includes:

- **Thinkuknow** provides advice from the National Crime Agency (NCA) on staying safe online.
- **Parent info** is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations.
- **Childnet** offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support.
- **Internet Matters** provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world.
- **London Grid for Learning** has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online.
- **Net-aware** has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games.
- **Let's Talk About It** has advice for parents and carers to keep children safe from online radicalisation.
- **UK Safer Internet Centre** has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services.

Government has also provided:

- **Support for parents and carers to keep children safe from online harms**, includes advice about specific harms such as online child sexual abuse, sexting, and cyberbullying.
- **Support to stay safe online** includes security and privacy settings, blocking unsuitable content, and parental controls.

Managing low level concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors

