

Safeguarding & Child Protection Policy

November 2023



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Part 1: Safeguarding Policy

1.0 Introduction

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 are growing up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes;
- Our Safeguarding and Child Protection Policy will be updated as needed, so that everyone in our organisation is kept up-to-date with safeguarding issues as they emerge and evolve.

Children includes everyone under the age of 18.

We recognise that safeguarding also extends to adults, parents and wider family members, students, volunteers and trainees, including apprentices, especially those who might be vulnerable adults.

The Lilycroft and St Edmund's Nursery Schools' Federation is committed to safeguarding and promoting the welfare of all its pupils.

We believe that:

- *Our children have the right to be protected from harm, abuse and neglect*
- *Our children have the right to experience their optimum mental and physical health*
- *That every child has the right to an education and children need to be safe and to feel safe in school*
- *Children need support that matches their individual needs, including those who may have experienced abuse or been the perpetrator of abuse*
- *Our children have the right to express their views, feelings and wishes and voice their own values and beliefs*
- *Our children should be encouraged to respect each other's values and support each other*
- *Our children have the right to be supported to meet their emotional, social and mental health needs as well as their educational needs. Our schools will ensure clear systems and processes are in place to enable identification of these needs. Including consideration of when mental health needs may become a safeguarding need.*
- *Our schools will contribute to the prevention of abuse, risk/involvement in serious violent crime, victimisation, bullying (including homophobic, biphobic, transphobic and cyber bullying), exploitation, extreme behaviours, discriminatory views and risk-taking behaviours*

All staff and visitors have an important role to play in safeguarding children and protecting them from abuse and considering when mental health may become a safeguarding issue.

We will fulfil our local and national responsibilities as laid out in the following documents:

- *The most recent version of **Working Together to Safeguard Children** (DfE 2018)*
- *The most recent version of **Keeping Children Safe in Education**: Statutory guidance for schools and colleges (DfE Sept 2023)*

In our schools the following people will take the lead in these areas:

*Our Data Protection officer is:
Richard Lewis-Ogden*

*Our lead for Mental Health is:
Sian Hudson*

*Our Safeguarding governor is:
Frances Elizabeth Evans*

- **What to do if you're worried a child is being abused**
(DfE March 2015)
- **West Yorkshire Safeguarding Children Procedures**
- **The Education Act 2002 s175**
- **Education for a Connected World (2020)**
- **General Data Protection Legislation (2018)**
- [**Mental Health & Behaviour in Schools**](#)
- Safer Bradford **Continuum of Need and Risk Identification Tool**
- **Multi-agency Statutory Guidance on Female Genital Mutilation, July 2020, HM Government**
- [**Protecting Children from Radicalisation: Prevent Duty Guidance England and Wales, 2023**](#)
- **Relationships and sex education (RSE) and health education 2021**
- **Voyeurism offences act 2019**
- **Children missing education Sept 2016**

2.0 Overall aims

This policy will contribute to the protection and safeguarding of our children and promote their welfare by:

- Clarifying standards of behaviour for staff, (including employed staff, apprentices, trainees and students, and volunteers), 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;
- Developing staff awareness that children are at risk both in and out of school, at home, within the community and online.
- 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.

With regard to all of the above and this policy overall: 'staff' should be understood to mean employed staff, apprentices, trainees and students, and volunteers.

This means that in our schools 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.

3.0 Guiding Principles

The seven guiding principles of safeguarding in our organisation are:

- 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.

All staff will be enabled to listen and understand the lived experience of children and their families by facilitating solution focused conversations appropriate to the child/family's preferred communication style.

4.0 Expectations, and our shared expected commitment

All staff and visitors will:

- Be familiar with this Safeguarding & Child Protection 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, and;
- 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.

This means that in our schools:

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 and at induction we will ensure that all Governors are Safeguarding trained.

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

5.0 The Designated Safeguarding Lead (DSL)

- The DSL will be a member of the Senior Leadership Team whose role carries a significant level of responsibility. See Annex C KCSIE 23. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes the schools have in place). 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. The schools will not keep family files. 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.

The DSL team in our schools is:

Lead: Sian Hudson

Deputies: Ermina Kesedzic

Adam Bagherian

Kimberley Middleton

Amanda Nicholson

Juraj Tancos

Andrea Layzell

Maryum Nazir

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.

<p>6.0 Mental Health</p> <ul style="list-style-type: none"> KCSIE 2023 also writes about the impact of abuse, neglect, or other potentially traumatic adverse childhood experiences on mental health, behaviour and education. 	<p><i>In our schools this means that:</i></p> <ul style="list-style-type: none"> All staff will be made 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; All staff will take immediate action and speak to a DSL if they have a mental health concern about a child or family member that is also a safeguarding concern.
<p>7.0 The Designated Teacher for Children Looked After and Children Previously Looked After</p> <ul style="list-style-type: none"> 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. 	<p><i>In our schools the Designated Teacher is:</i> Ermina Kesedzic</p> <p><i>Our Designated Teacher will:</i></p> <ul style="list-style-type: none"> Work with the Virtual School to provide the most appropriate support utilising Early Years Pupil Premium (EYPP) funding to ensure they meet the needs identified in the child's personal education plan (Individual Plan). Work with the Virtual School's head to promote the educational achievement of previously looked after children. In other schools and colleges, an appropriately trained teacher should take the lead.
<p>8.0 The Governing Body</p> <p>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. As detailed in Part 2 of KCSIE 2023, Governors ensure that:</p> <ul style="list-style-type: none"> The school 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); Those staff who work directly with children read at least Part one KCSIE 23 and those staff who do not work directly with children read either Part 1 or Annex A (a condensed version of Part 1) of this guidance. The Executive 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; All governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated. Temporary staff, volunteers, students and apprentices 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; There is a written policy and procedures for dealing with allegations of abuse against members of staff, visitors, 	<p><i>In our schools this means that:</i></p> <p>All governors must have read parts 1, 2 and 4 of KCSIE 2023</p> <p><i>Our nominated governor for safeguarding and child protection is:</i> Frances-Elizabeth Evans</p> <p><i>This governor will receive safeguarding training relevant to the governance role and this will be updated every 2 years.</i></p> <p><i>The governing body will review the Safeguarding and Child Protection policy annually.</i></p> <p><i>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 Executive Headteacher.</i></p> <p><i>The Nominated Safeguarding Governor will liaise with the Executive 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.</i></p>

<p>volunteers or governors that complies with all Bradford Safeguarding Partnership procedures;</p> <ul style="list-style-type: none"> • The Nominated Safeguarding Governor (NSG) is responsible for liaising with the Executive 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. • Should be doing all that they reasonably can to limit children's exposure to online risks through the schools IT systems. Governing bodies should ensure their school or college has appropriate filtering and monitoring systems in place and regularly review their effectiveness. 	
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<p>9.0 Safer recruitment and selection</p> <p>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.</p> <p>In addition, as part of the shortlisting process schools and colleges should carry out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview. All applicants will be informed that online checks will be taking place.</p> <p>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.</p> <p>All recruitment materials will include reference to the schools' commitment to safeguarding and promoting the wellbeing of pupils.</p>	<p><i>This means that in our schools:</i></p> <p><i>The following school staff have undertaken Safer Recruitment training:</i></p> <p>1 Sian Hudson 2 Amanda Nicholson 3 Ermina Kesedzic 4 Adam Bagherian 5 Christian Bunting 6 Andrea Layzell</p> <p><i>And the following members of the Governing Body have also been trained:</i></p> <p>1 Frances-Elizabeth Evans</p> <p><i>One of these will be involved in all staff recruitment processes and sit on the recruitment panel.</i></p>
<p>9.1 Induction</p> <p>All staff must be aware of systems within their setting which support safeguarding; these should be explained to them as part of staff induction and will include expectations and applicable roles and responsibilities in relation to filtering and monitoring.</p> <p>Staff should be understood to mean employed school staff, volunteers, students trainees and apprentices.</p>	<p><i>Our staff induction process will cover:</i></p> <ul style="list-style-type: none"> • <i>The Safeguarding & Child Protection policy;</i> • <i>The Self-Regulation and Behaviour Guidelines</i> • <i>The Staff A-Z Handbook</i> • <i>The role of the DSL (including the identity of the DSL and any deputies).</i> <p><i>Copies of policies and a copy of part one or Annex A of the KCSIE 23 document are provided to staff at induction.</i></p> <p><i>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 opportunity to talk through all aspects of safeguarding</i></p>

9.2 Staff support

Regular safeguarding supervision will be offered to the DSLs within schools and safeguarding supervision may need to be offered more frequently and extended to other members of staff as deemed appropriate by the schools.

Students, volunteers and trainees, including apprentices will receive safeguarding training as part of their supervision, and training programmes.

Students and trainees, including apprentices will be provided with regular tutorial and mentoring support, to ensure that they are protected and the impact of any abuse they may have experienced is minimised. Trainees have also access to a confidential Education Support Helpline which also provides information on guidance, and further support:

<https://www.educationsupport.org.uk/get-help/help-for-you/helpline/>

DSLs will be supported to access training as appropriate including training in behaviour, emotional wellbeing and mental health.

work within education with the DSL and to seek further support as appropriate.

10.0 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 involve 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 breaking up a fight or where a child needs to be restrained to prevent 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. Departmental advice for 'Use of Reasonable Force in Schools' is available [here](#).

This means in our schools:

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.

Key staff are trained in the 'Team Teach' approach.

11.0 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 and also by raising awareness of families to the potential risks their children face whilst online.

This means that in our schools:

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 including online.

We also recognise the particular vulnerability of children who have a social worker, those with SEND and also children who are LGBTQ+

12.0 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 families, sharing their concerns with the DSL verbally and then in writing on request, by filling in a pink slip.

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

A 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.

13.0 Safeguarding those who are vulnerable to radicalisation

With effect from 1st July 2015, all schools are subject to a duty to have "due regard to the need to prevent people being drawn into terrorism" (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people (including students, trainees and apprentices), to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

Definitions of radicalisation, terrorism and extremism, and indicators of vulnerability to radicalisation are in Appendix 4.

This means that our schools:

Value freedom of speech and the expression of beliefs and ideology as

13.1 Risk reduction

The schools' Governors, Executive 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, the use of schools' premises by external agencies, integration of children by gender and SEND, anti-bullying policy and other issues specific to the schools' profiles, 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. 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).

13.2 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 here:

The Prevent Duty

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.

We are clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children and young people from the risk of radicalisation from any group (including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements) is part of our schools' safeguarding duty.

*The SPOC for our schools is:
Sian Hudson*

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 need help or protection.

We will use specialist online monitoring/filtering software to ensure the safety of the content able to be viewed by children and staff whilst on school premises. This responsibility extends to the safety of students and trainees, including apprentices. Particular regard should be given to student and trainee safeguarding where there may be concerns as to them being vulnerable adults.

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

14.0 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.

15.0 Children absent or missing from education

A child or family 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.

This means that in our schools we will:

Hold two or more emergency contact numbers for each pupil.

Follow up all absences from Nursery. Inform the DSL about any persistent or unexplained absences.

We will adapt our attendance monitoring on an individual basis to ensure the safety of each child.

Our schools will demonstrate that we have made reasonable enquiries to ascertain the whereabouts of children that would be considered ‘missing’ from education. Information of this nature would also be shared with other agencies.

15.01 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.

16.0 Child-on-child abuse

All staff will be aware that child-on-child 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 child-on-child 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 child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

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

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between children.
- 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.

16.1 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

This means that in our schools:

We will not tolerate instances of child on child 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 schools’ policies and procedures regarding child-on-child 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 Child-on-child abuse, including sexting (also known as youth produced sexual imagery) and gang violence.

We will follow the guidance in KCSIE 2023 on managing reports of child-on-child sexual violence and sexual harassment in schools.

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 other children 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.

<p>17.0 Child Sexual Exploitation and Child Criminal Exploitation</p> <p>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</p> <p><u>Child sexual exploitation: guide for practitioners</u></p>	<p><i>This means that in our schools we will:</i></p> <p><i>Notice and listen to children/young people/families 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.</i></p>
<p>18.0 Mobile Phones</p> <p>Certain members of staff are issued with a work mobile phone. Under no circumstances, other than an emergency, should they be used to make personal calls.</p> <p>Personal/work mobile phones must never be used by staff/students to take photographs within the school or whilst on visits to other schools unless permission has been given by the Executive Headteacher.</p> <p>Personal mobile phones should be left in the lockers that staff are provided with or in locked drawers. They should not be used during working time.</p> <p>Students mobile phones must be given to a reception member of staff when signing in to the nursery school, the mobile phone will be kept securely in reception.</p> <p>Mobile phones may be used during lunch breaks, after work etc. but only in the administration areas and the staffroom. If a member of staff/student has an emergency that requires them to access/use their mobile phone, they must request permission from a member of the SLT.</p> <p>Visitors will be made aware of our mobile phone policy when signing in at reception. It will be made clear that mobile phones should NEVER be used in children's areas.</p>	<p><i>Also see:</i></p> <p><i>ICT and Communications Systems Policy</i></p> <p><i>A-Z Staff Handbook</i></p>

19.0 Online Safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

This means that in our schools we will:

Teach children at an appropriate level about being safe online.

Include online safety specifically in our planned curriculum but also address it incidentally and in context as concerns or questions arise

Inform families about the risks their children face whilst online and support them to reduce those risks

Ensure that the online content our children have access to in school is appropriate by using robust filtering systems on all our school devices and networks, and regularly reviewing their effectiveness.

All staff are aware that no filtering and monitoring system can guarantee complete safety from inappropriate content. Constant vigilance is essential and is the responsibility of all.

Part 2: Key Procedures

CP Safeguarding Concerns

Responding to concerns about a child

The Lilycroft and St Edmund's Nursery Schools' Federation DSL(s) are

Sian Hudson (lead),

**Ermina Kesedzic, Adam Bagherian, Kimberley Middleton, Juraj Tancos,
Maryum Nazir, Amanda Nicholson, Andrea Layzell**

Our safeguarding governor is **Frances-Elizabeth Evans**

CONCERN ABOUT A CHILD:

KEEPING CHILDREN SAFE IS EVERYONE'S RESPONSIBILITY

If you have concern that a child is being harmed you must not keep these concerns to yourself.

- Speak to Designated Safeguarding Lead (DSL) if urgent.
- Record in writing on a pink slip and hand to DSL
- DSL to discuss and advise appropriate course of action
- DSL to add to CPOMS

DSL(s) review concerns and decide next steps

- Consider discussing concerns with parent / carers and seek consent where appropriate.
- Consult DSL colleagues
- Consult the [Continuum of Need and Risk Identification](#) to help make decisions about what to do if you have concerns about a child

At any point, consider seeking advice:

- Bradford Children's Services Practitioners' Advice and Referral contact number 01274 433999
- Out of hours contact the Emergency Duty Team 01274 431010
- If you have reason to believe that a child is at IMMEDIATE RISK OF HARM call the police 999

Follow up:

- If the DSL does not inform you of the actions taken, ensure you follow up your concern with them
- If at any point, a member of staff and/or the DSL feels that a child continues to be at risk of harm then the concern must be escalated following the [Process of Resolving Multiagency Disagreements and Escalation](#)

20.0 Involving parents/carers

- 20.1 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.

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

21.0 Multi-agency work

- 21.1 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 Bradford Children's Services Practitioners' Advice and Referral contact number – 01274 433999 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.
- 21.2 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.
- 21.3 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.
- 21.4 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.
- 21.5 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.

22.0 Our role in supporting children

- 22.1 Our school staff will offer appropriate support to individual children who have experienced abuse, who have abused others (child-on-child abuse) or who act as Young Carers in their home situation.
- 22.2 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.
- 22.3 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 (perpetrator or alleged perpetrator) will be considered separately from the needs of their victims.
- 22.4 We will ensure the schools works in partnership with parents/ carers and other agencies as appropriate.

- 22.5 **Our role in supporting staff, volunteers, students and trainees, including apprentices.**
- 22.6 Our school staff have a duty of care to support the safeguarding of all who work, or train in our organisation.
- 22.7 In the cases of suspected concerns about the welfare and safeguarding of a member of staff referral should be made immediately to the Executive Head Teacher or a DSL who is a member of the senior team if possible. If such a member of staff is not available, then a referral should be made to a DSL.
- 22.8 In the cases of suspected concerns about the welfare and safeguarding of any users of our services and/or our building, referral should be made immediately to the Executive Head Teacher or a DSL who is a member of the senior team if possible. If such a member of staff is not available, then a referral should be made to a DSL.
- 22.9 In the cases of suspected concerns about the welfare and safeguarding of a student, trainee or apprentice referral should be made immediately to the Head of Initial Teacher Training and Apprenticeships in the first instance following that, the Director of Bradford Birth to 19. Failing this a referral should be made to a DSL member of the senior team if possible. If such a member of staff is not available, then a referral should be made to a DSL.

23.0 Responding to an allegation about a member of staff

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

- 23.1 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.
- 23.2 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.
- 23.3 All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.
- 22.3.1 Allegations or concerns about staff, colleagues and visitors (recognising that schools hold the responsibility to fully explore concerns about supply staff and individuals from other external organisations) must be reported directly to the Executive Headteacher who will follow our own safeguarding procedures and liaise with the Bradford Local Authority Designated Officer (LADO) who will decide on any action required.
- 22.3.2 If the concern relates to the Executive 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.

24.0 Children with additional needs

- 24.1 Our Schools recognise that all children have a right to be safe. Some children may be more vulnerable to abuse. For example, those with a disability or special educational need, those who are LGBTQ+, those with a social worker, those living with domestic violence or drug/alcohol abusing parents etc.

- 24.2 When the schools are considering excluding, either for a fixed term or permanently, a vulnerable pupil or one who is the subject of a Child Protection Plan, or where there is an existing child protection file, we will conduct an holistic multi-agency risk-assessment prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment should be completed prior to convening a meeting of the governing body.

25.0 Children in specific circumstances

25.1 Private Fostering

- 24.1.1 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.
- 25.1.2 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.
- 25.1.3 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.
- 25.1.4 There is a mandatory duty on the school 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](#)

26.0 Links to additional information about safeguarding issues and forms of abuse

- 26.1 Staff who work directly with children/young people and their leadership team should refer to this information
- 26.2 Guidance on children in specific circumstances can be found in Annex B of KCSIE 23, 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

Issue	Guidance	Source
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/ https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-exploitation/ https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/	West Yorkshire Safeguarding Children Procedures Bradford Council NSPCC Child Sexual and Criminal Exploitation
Homelessness	https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets https://www.bradford.gov.uk/housing/help-with-housing-and-homelessness/how-to-get-help-if-you-are-homeless/	HCLG Bradford Council
Health & Wellbeing	https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/ https://www.bradford.gov.uk/your-community/welcome-to-bradford/health/	NSPCC Children's Mental Health Bradford Council CAMHS Bradford

Issue	Guidance	Source
	https://www.bdct.nhs.uk/services/child-adolescent-mental-health-camhs/	
Online	https://www.internetmatters.org/advice/0-5/ https://www.childnet.com/resources/keeping-under-fives-safe-online Teaching online safety in schools	Internet Matters Childnet DfE
Private Fostering	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.	Bradford Council
Radicalisation	https://westyorkscb.proceduresonline.com/p_violent_extreme.html?zoom_highlight=radicalisation https://www.gov.uk/government/publications/prevent-duty-guidance	West Yorkshire Safeguarding Children Procedures GOV.UK
Violence	https://westyorkscb.proceduresonline.com/p_honour_based_violence.html?zoom_highlight=honor+based+violence https://westyorkscb.proceduresonline.com/p_sg_child_affect_gang_act.html?zoom_highlight=gangs+violence https://www.gov.uk/government/policies/violence-against-women-and-girls https://www.childline.org.uk/info-advice/bullying-abuse-safety/abuse-safety/physical-abuse/	West Yorkshire Safeguarding Children Procedures GOV.UK Childline
Trainee and Student Welfare	https://www.educationsupport.org.uk/get-help/help-for-you/helpline/	Education Support

Appendices

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 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 school
- 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 school
- 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)

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.

Appendix 2

Dealing with a disclosure of abuse

Staff must be aware that children may not be ready to make a disclosure or may not understand that what they are experiencing is 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 Bradford Children's Services Practitioners' Advice and Referral contact number 01274 433999 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.

Appendix 3

Allegations about a member of staff, governor or volunteer

1. 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.
2. If there is an allegation made about a member of staff, governor, visitor or volunteer the Executive Headteacher must be informed immediately. The Executive Headteacher must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Executive Headteacher should not carry out the investigation him/herself or interview pupils. However, they should ensure that all investigations including for supply staff and individuals from outside agencies are completed appropriately.
3. The Executive 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/volunteer, and the consequences of the actions, raise credible child protection concerns the Executive Headteacher will notify Bradford Local Authority Designated Officer (LADO) (Tel: 01274 435600). The LADO will liaise with the Executive 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/volunteers, 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/volunteer, 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 internal procedures.
 - If the Executive 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.
4. Where an allegation has been made against the Executive 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

1. Radicalisation is defined in KCSIE 2023 as:
The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
2. 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.
3. 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.
4. KCSIE 2023 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.

5. 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.
6. 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.

7. 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.
8. 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 **The Lilycroft and St Edmund's Nursery Schools' Federation** is **Sian Hudson**, 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 children / staff / families 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 Lilycroft and St Edmund's Nursery Schools' Federation** in relation to protecting children / staff / families 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 children / staff / families from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the schools for case discussions relating to children / staff / families who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable children / staff / families 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.

¹ 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.

Appendix 6 –Teaching and Learning Online: Keeping Children Safe

Teaching and Learning Online: keeping children safe - 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) and should be followed. This policy should 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.

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.