Manningham Community Nursery Schools Federation

SAFEGUARDING AND CHILD PROTECTION POLICY

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the 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 and
- Taking action to enable all children to have the best outcomes

Reviewed September 2026

Approved by governors September 2026

IMPORTANT CONTACTS

Designated Safeguarding Lead (DSL)

Abbey Green and Midland Road Nursery Schools

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

Deputy Designated Safeguarding Leads (DDSL)

Abbey Green Nursery School

Sally Butterworth – Deputy Headteacher

Hannah Clark – SENDCO

Hannah Stowe – Teacher

Sara Earnshaw – Business Manager

Stacey Thompson – Early Years Practitioner

Rebecca Ramsden – Senior Early Years Practitioner

Midland Road Nursery School

Sally Butterworth – Deputy Headteacher

Hannah Clark – SENDCO

Rayhana Jannath – Teacher

Vicky Jones – Teacher

Sara Earnshaw – Business Manager

Jahanara Begum – Senior Early Years Practitioner

Designated Teacher for Looked After and Previously Looked After Children

Abbey Green and Midland Road Nursery Schools

Virginia Robinson

Named Governor for Safeguarding, Looked after children and vulnerable groups

Abbey Green and Midland Road Nursery Schools

Shazia Nisar

Chair of Governors

Abbey Green and Midland Road Nursery Schools

Gretl Young

Mental Health First Aider

Abbey Green and Midland Road

Sally Butterworth

Operation Encompass Key Adult

Abbey Green and Midland Road

Virginia Robinson

Local Authority Designated Officer (LADO)

01274 435600 - LADO@bradford.gov.uk

Bradford Children's Services

Practitioner Advice and Referral Switchboard

01274 433999

Designated Safeguarding Leads

Abbey Green
Nursery School

Ginny Robinson - DSL

Sally Butterworth - DDSL

Hannah Clark – DDSL

Designated Safeguarding Leads

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Nursery School

Hannah Stowe - DDSL

Sara Earnshaw - DDSL

Stacey Thompson – DDSL

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Midland Road
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Rayhana Jannath - DDSL

Sara Earnshaw - DDSL

Jahanara Begum – DDSL

Designated Safeguarding Leads

Midland Road
Nursery School

Vicky Jones - DDSL

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1. AIMS

1.1 At Manningham Community Nursery Schools Federation we are committed to safeguarding children and young people and we expect everyone who works in our schools to share this commitment.

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

1.3 We recognise that for children, high self- esteem, confidence, supportive friends and opportunities to talk to a trusted adult helps build a preventative safeguarding environment.

1.4 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating.

1.5 All staff should maintain an attitude of **'it could happen here'** where safeguarding is concerned.

1.6 Our key message to all members of staff is:

You are part of a child's first line of defence. It is your job to build connections with children, however brief your involvement.

You are likely to meet children who are not safe. They may tell you or show you through their actions. This could happen suddenly, without warning, or slowly, bit by bit, over time.

It is your job to notice changes in children's behaviour. It is your job to notice low-level, concerning behaviour that makes you feel uneasy. It is your job to observe, listen and take note of things children say or do. These may not always make sense.

It not your job to investigate, or to try and decide the truth. It is not your job to believe or not believe children.

It is your job to notice and respond.

1.7 Our schools will:

- establish a culture of safeguarding vigilance, in which we **identify**, **help** and **protect** children from harm;
- establish and maintain an ethos where children feel secure and are encouraged to express their needs, communicate and are responded and listened to;
- create a safe, resilient and robust ethos in the schools, built on mutual respect and shared values;
- clarify standards of behaviour for staff, children and families;
- ensure that staff are properly trained in recognising and reporting safeguarding issues and concerns;
- develop staff awareness of the risks and vulnerabilities our families and community face;
- ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty;
- include in the curriculum activities and opportunities for PSED which equip children with the skills they need to stay safe from abuse;
- encourage parents and carers to take part in activities that support safeguarding in the home learning environment;
- provide information for children, families and the local community to reduce the potential risks children and families face of being exposed to multiple harms including online safety, violence, extremism, exploitation, discrimination or victimisation;
- 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;
- ensure that wherever possible every effort will be made to establish an effective working relationship with parents and colleagues from other agencies;

- ensure that we always act in the best interests of the child, taking timely action for children that need additional help or who may be suffering, or likely to suffer, from harm.

- ensure we fulfil our statutory responsibilities to keep children safe.

OUR PRINCIPLES WHEN WORKING WITH FAMILIES

1.8 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.

1.9 Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a concern or disclosure. 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.

1.10 Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

1.11 If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team or the police before doing so.

1.12 In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved.

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

RESPONSES FROM PARENTS THAT MAY SUGGEST CAUSE FOR CONCERN

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

- Delay in seeking medical 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
- Violence between adults in the household
- Evidence of coercion and control.

2. EQUALITY STATEMENT

2.1 Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

2.2 We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 12)
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

2.3 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.

2.4 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.

2.5 Children with special educational needs and/or disabilities, (SEND) 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.

2.6 Our schools 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 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 and 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.

2.7 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.

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

2.9 Children may not be ready to talk about their experiences. They are unlikely to know how to tell an adult they are being abused, exploited or neglected and they may not recognise their experiences as harmful. Staff vigilance and professional curiosity is key in noticing changes in children's behaviour that cause concern.

3. RECOGNISING ABUSE AND TAKING ACTION

3.1 Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

3.2 Please note – in this and subsequent sections, you should take any references to the DSL to mean "the DSL (or deputy DSL)".

3.3 A key aim of our federation is to reduce the potential for the abuse or neglect of children. Intervening early is crucial. Staff should not let other considerations, such as the fear of damaging relationships with adults, get in the way of protecting children. A referral to the DSL should be seen as the beginning of a process of inquiry, not as an accusation.

3.4 Remember that children are at risk of harm from adults and their peers.

IF YOU HAVE CONCERNS ABOUT A CHILD OR IF YOU BELIEVE A CHILD IS SUFFERING OR LIKELY TO SUFFER HARM, OR IN IMMEDIATE DANGER

3.5 The following steps should be followed:

Child Protection Procedures Flow Chart

September 2026

KEEPING CHILDREN SAFE IS EVERYONE'S RESPONSIBILITY

Person has a concern about a child's safety or if in doubt

ACT

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STEP 1 – VERBALLY REPORT

Person noting concern should **verbally** inform a Designated Safeguarding Lead.
Concerns should not be discussed with colleagues although advice may be sought from a line manager if it is felt that this is needed.
The designated safeguarding lead or will decide on action to be taken.

Abbey Green Nursery School	Midland Road Nursery School
Ginny Robinson – Headteacher (Designated Safeguarding Lead) **Sally Butterworth – Deputy Headteacher** (Deputy Designated Safeguarding Lead) **Hannah Clark – SENCO** (DDSL) **Sara Earnshaw – Business Manager** (DDSL) **Hannah Stowe – Teacher** (DDSL) **Rebecca Ramsden – Senior Early Years Practitioner** (DDSL) **Stacey Thompson – Early Years Practitioner** (DDSL)	**Ginny Robinson – Headteacher** (Designated Safeguarding Lead) **Sally Butterworth – Deputy Headteacher** (Deputy Designated Safeguarding Lead) **Hannah Clark – SENCO** (DDSL) **Sara Earnshaw – Business Manager** (DDSL) **Rayhana Jannath – Teacher** (DDSL) **Vicky Jones - Teacher** (DDSL) **Jahanara Begum – Senior Early Years Practitioner** (DDSL)

STEP 2 – RECORD

Person noting concern must complete a CPOMS incident online. A back-up paper based CP Form 1 Staff Report is available in the main office where there are technology issues**. This form can be used by visitors and housekeeping staff.** CPOM/CP Form 1 staff reports must be completed and referred to the DSL on the day of concern.

DECIDE NEXT STEPS

The DSL/DDSL will take one or more of the following steps

Contact the police on 999 if a child is at IMMEDIATE RISK OF HARM or in IMMINENT DANGER

Where it is clear that a Child Protection referral is needed contact without delay

Bradford Children's Services Integrated Front Door - Practitioners' Advice and Referral Switchboard

01274 433999

during office hours (8.30am - 5pm Monday to Thursday, 4.30pm on Friday) and speak to a consultant social worker about the case to make joint decisions about next steps.

Otherwise call the **Out of hours Emergency Duty Team 01274 431010**

If the Designated Safeguarding Lead is not sure whether it is a child protection issue they may speak to a consultant social worker and seek advice from the practitioner advice line on **01274 433999** or from **The Education Safeguarding Team** on 01274 437043

Also consult the Continuum of Need and Risk Identification document for help deciding what action should be taken about concerns about a child.

Discuss the concerns with parents/carers and seek consent where appropriate. The DSL will record actions taken using CPOMS.

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FOLLOW UP

If you are asked to monitor the situation, make sure you are clear what you are expected to monitor, for how long and how and to whom you should feedback information to. If the DSL does not inform you of the actions taken, ensure you follow up your concerns with them.

In an emergency, or if you are concerned that appropriate action has not been taken, staff can also follow the procedures themselves.

Contact Bradford Children's Services – Practitioners' Advice and Referral Switchboard on 01274 433999

You can contact the NSPCC Whistleblowing Helpline on 0800 028 0285

To report concerns about the Headteacher please contact the chair of governors – Gretl Young

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Following a referral to Children's social care on the Practitioner Advice and Referral line the consultant social worker dealing with the incident will create a written record of the case, including the decisions that have been made. The referring practitioner will receive a script of the call within 2 hours. The consultant social worker will pass the case through to appropriate services or close the case if no further action is required. The local target for decisions is within 24 hours.

OTHER USEFUL TELEPHONE NUMBERS

Local Authority Designated Officer (LADO) 01274 435600 for concerns about a specific person working with children.

Police Non-Emergency – 101

IF IN DOUBT – ACT

3.6 Anyone can make a referral to children's services initial contact point. We expect that the majority of referrals are passed through the DSL team. However, in the unlikely event of a DSL being unavailable, make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or is in immediate danger.

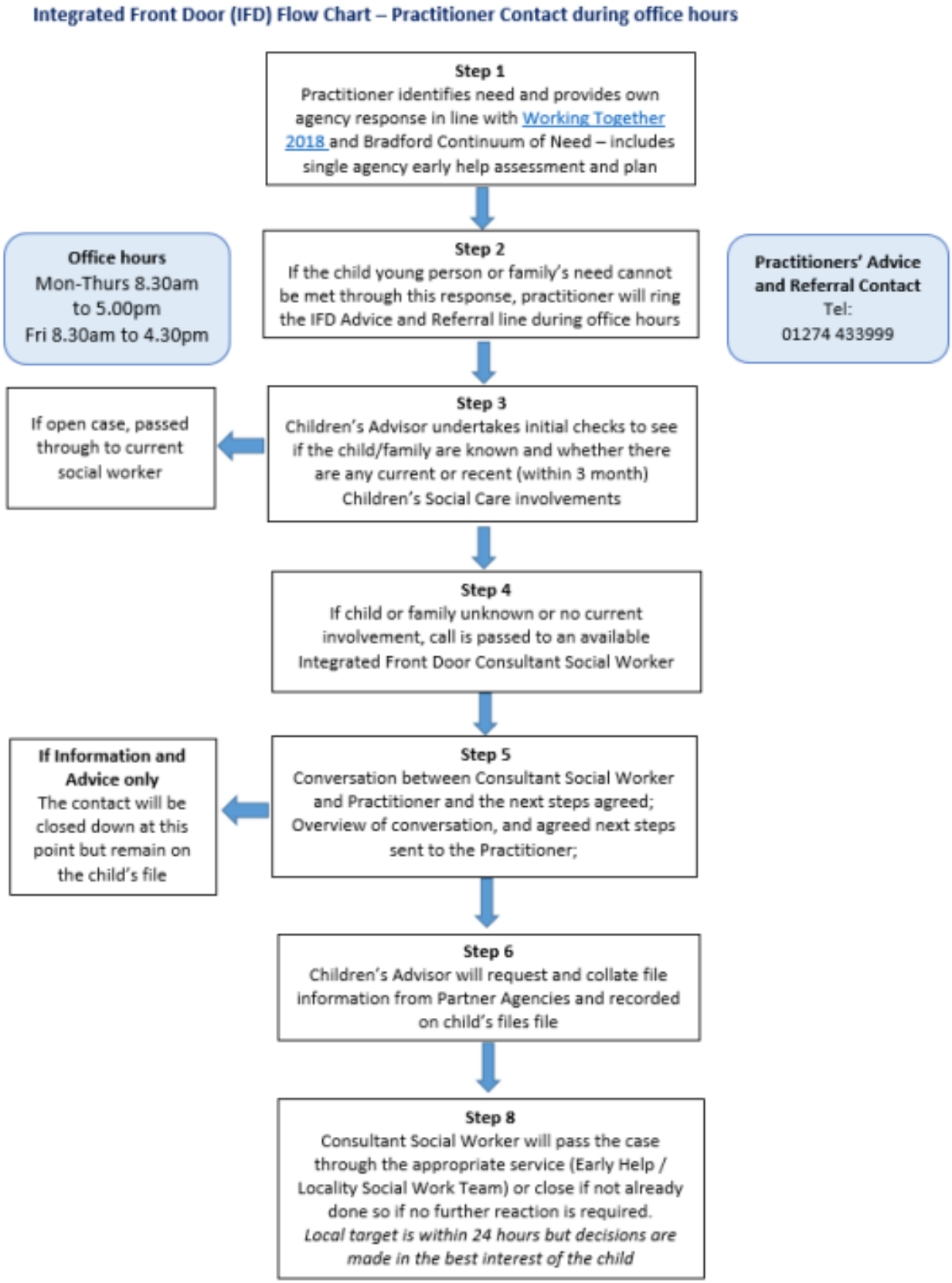
3.7 Tell the DSL as soon as possible if you make a referral directly.

3.8 If you need to report child abuse relating to a child or young person living in an area outside of the Bradford district click on the link to find contact numbers for the appropriate council.

https://www.gov.uk/report-child-abuse-to-local-council

3.9 As soon as practically possible after raising a concern, a written record should be made. Staff should use CPOMS to raise an incident after verbally notifying the DSL of their concerns. The DSL will record all further actions relating to the concern on CPOMS. Housekeeping staff, visitors, students, or any other person that raises a concern and does not have access to CPOMS must record their concern on Staff Report to DSL form 1. These can be found in the main office.

3.10 The flow chart below demonstrates the process that will happen when a DSL, DDSL or practitioner contacts the practitioner advice and referral switchboard:



IF A CHILD MAKES A DISCLOSURE OF ABUSE TO YOU

3.11 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 freely, 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. Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- 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. Stick to the facts, and do not put your own judgement on it.
- 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.

3.12 Following the disclosure, immediately find the DSL and tell them what has happened. Pass your record of the of the disclosure to the DSL. This can be done using CPOMS to raise an incident, or sign and date the write-up on a CP Form 1 and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.

3.13 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

3.14 You should not deal with this yourself. Clear indications or disclosure of abuse must be reported to Bradford Children's Services Practitioner Advice and Referral Switchboard on 01274 433999 immediately by the DSL or in exceptional circumstances by the staff member who has raised the concern.

3.15 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 and outside agencies if appropriate.

3.16 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 child protection flow chart that is located in all rooms near the entrance doors.

REPORTING SYSTEMS FOR OUR PUPILS

3.17 Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

3.18 Risks of harm can be compounded where children who are lesbian, gay, bi or trans (LGBT)lack a trusted adult with whom they can be open.

3.19 We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

3.20 To achieve this, we will:

- Ensure our keyperson system is strong so that children feel confident to talk and report abuse
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

- Create an environment where children make their own choices, becoming gradually more independent, in order to develop their confidence.

3.21 We will ensure children's emotional well-being is given high priority within the curriculum. This is supported by the Behaviour and Personal, Social and Emotional Development policies, which should be read in conjunction with the safeguarding policy.

EARLY HELP RESPONSE

3.22 If concerns about a child are raised that do not constitute a referral to social care an early help response may be appropriate to support the child and their family. We work very closely with the Early Help team in Bradford and have Early Help workers that come into school each week to support families. If staff feel a family would benefit from some additional support around routines, boundaries, healthy diets, benefits or mental health then please speak to the Headteacher or Deputy Headteacher and they will liaise with the in-house Early Help Team to assess the case.

3.23 The DSL will use the Bradford Continuum of Need as a primary assessment document and consult a social worker on the practitioner advice and referral switchboard if there are concerns about a child.

3.24 The DSL will then oversee the agreed intervention from school as part of the multiagency safeguarding response and ongoing schools-focused support. If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

3.25 The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

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

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

3.28 Senior leaders will analyse safeguarding data and practice to inform strategic planning and staff professional development.

REFERRAL TO SOCIAL CARE OR THE POLICE

3.29 If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral by ringing 999 or contacting the practitioner advice and referral switchboard on 01274 433999.

3.30 If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

3.31 The consultant social worker dealing with the enquiry will make a written record of decisions made and next steps. This will be sent to the referring practitioner within 2 hours of the initial phonecall. The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

3.32 If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

3.33 Guidance on Bradford Partnership escalation and multi-agency disagreement can be found here:

https://www.saferbradford.co.uk/resources/childrens/resolving-multi-agency-professional-disagreements-and-escalation/

MULTI-AGENCY WORK

3.34 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 the Practitioner Advice and Referral Switchboard – 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.

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

3.36 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, MARAC meetings, Child in Need, Initial and Review Child Protection Conferences, and Core Group meetings.

3.37 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.

3.38 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.

4.TYPES OF ABUSE

FEMALE GENITAL MUTILATION

4.0 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.

4.1 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

4.2 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 and may even look 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 or menstrual problems.
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Prolonged or repeated absence from school especially with noticeable behaviour changes (for example, withdrawal or depression) on the girl's return
- Noticeable behaviour changes
- Frequent urinary, menstrual or stomach problems
- Reluctance to undergo normal medical examinations.
- Confiding in a professional without being explicit about the problem due to embarrassment or fear.
- Taking about pain or discomfort between the legs
- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour

4.3 The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

4.4 Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

4.5 The above indicators and risk factors are not intended to be exhaustive.

IF YOU DISCOVER THAT FGM HAS TAKEN PLACE OR A PUPIL IS AT RISK OF FGM

4.6 Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

4.7 FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

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

4.9 FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

4.10 Whilst all staff should speak to the designated safeguarding lead with regard to any concerns about female genital mutilation (FGM), **there is a specific legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **MUST** report this to the police.

4.11 Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

4.12 It is recommended that a report is made orally by calling 101, the single non-emergency number for the police. Where there is a risk to life or likelihood of serious immediate harm, teachers should dial 999. Reports to the police should be made as soon as possible after a case is discovered. Ideally, this should be no later than the next working day. The following link sets out the reporting procedure and information required to complete a report.
https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information/mandatory-reporting-of-female-genital-mutilation-procedural-information-accessible-version#reporting

4.13 Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

4.14 **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

4.15 The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

4.16 Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

CHILD ON CHILD ABUSE

4.17 Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school and online. All staff should be aware that children can abuse other children and that it can happen both inside and outside of school and online. It is more likely that girls will be victims of this abuse and that boys will be perpetrators. However, all child-on-child abuse is unacceptable and will be taken seriously.

4.18 We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

4.19 We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

4.20 Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

4.21 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 peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse. Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence – such as rape, assault by penetration and sexual assault. This may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse 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, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos. (also known as sexting or youth produced sexual imagery)

- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

- 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.
- Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

4.22 See appendix 3 for more information about child-on-child abuse.

4.23 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.

4.24 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 on CPOMS.

4.25 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 school's 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.

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

4.27 In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS) Guidance: Sharing nudes and semi-nudes (March 2024); and Child sexual abuse material generated by artificial intelligence (June 2025) (NCA/CEOP/IWF).

4.28 All staff should closely monitor children's behaviours and interactions with their peers. Staff have an important role in preventing it and responding to child-on-child abuse where they believe a child may be at risk from it. If staff have any concerns about child-on-child abuse, or a child or parent makes a report to them, they will discuss their concerns with the DSL.

4.29 Further information can be found at the UK Council for Internet Safety (UKCIS) Guidance: Sharing nudes and semi-nudes (March 2024); and see also: Child sexual abuse material generated by artificial intelligence (June 2025) (NCA/CEOP/IWF).

4.30 Staff will follow procedures as laid out in the staff code of conduct when working alongside children. This will help to reduce the risk of child-on-child abuse through effective supervision and clear routines and boundaries.

4.31 If children make disclosures about child-on-child abuse these must be immediately shared with the DSL.

4.32 Any allegations of child-on-child abuse will be recorded on CPOMS in the usual way. This will include recording the time and location of the incident.

4.33 We will support victims, perpetrators and any other children affected by child-on-child abuse through the keyperson system, effective teaching and learning, especially in the PSED curriculum and by working with parents and external agencies to provide individualised plans for progress.

4.34 Where there are reports of sexual violence or sexual harassment the report will include the time and location of the incident. A risk assessment will be completed to analyse whether any remedial actions are required to make the area safer.

4.35 Where there have been any incidents of sexual violence or sexual harassment, we will also review the impact of this on any siblings. We will identify any necessary support and work with families to put this into place.

4.36 Although there may be no reported cases of child-on-child abuse, staff must not be complacent. It is possible that this may still be taking place and staff must be vigilant.

PROCEDURES FOR DEALING WITH ALLEGATIONS OF CHILD-ON-CHILD ABUSE

4.37 If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed.
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.

4.38 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.

4.39 **Creating a supportive environment in school and minimising the risk of child-on-child abuse**

4.40 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.

4.41 All staff will be clear as to the school's policy 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.

4.42 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.

4.43 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.

4.44 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.

4.45 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 child on child abuse will be investigated by the designated safeguarding lead.

4.46 Signs of child on child 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

4.47 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.

4.48 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.

4.49 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'

4.50 We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

4.51 To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously

4.52 Staff should be aware and consider the following:

- Children can show signs or act in ways they hope adults will notice and react to
- A friend may make a report
- A member of staff may overhear a conversation
- A child's behaviour might indicate that something is wrong
- Recognise that certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- Recognise that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

4.53 Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

4.54 Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

PHYSICAL ABUSE

4.55 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.

Physical Abuse Indicators	
Physical Indicators	Behavioural Indicators
➢ 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 ➢ Withdrawn behaviour ➢ Uncomfortable with physical contact ➢ Complains of soreness or moves uncomfortably ➢ Wears inappropriate clothing for the weather, in order to hide a mark. ➢ Unusual interactions between the child and the parent/carer.

4.56 Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

4.57 Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

4.58 Some level of emotional abuse is involved in all types of maltreatment.

Emotional Abuse Indicators	
Physical Indicators	Behavioural Indicators
➢ Delayed physical development ➢ Sudden speech or sensory disorders ➢ Self-harming, drug or solvent abuse ➢ Appetite disorders - anorexia nervosa, bulimia; or ➢ Soiling, smearing faeces, enuresis. ➢ Poor attachment relationship to parent/carer ➢ Unresponsive/neglectful behaviour/reactions to a child's emotional needs	➢ The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly ➢ Over-reaction to mistakes ➢ Delayed mental or emotional development ➢ Inappropriate emotional responses, fantasies ➢ Neurotic behaviour: rocking, banging head, regression, tics and twitches ➢ Fear of parents being contacted ➢ Running away ➢ Compulsive stealing ➢ Parent/Carer makes persistent negative comments about the child ➢ Parent/Carer holds inappropriate/inconsistent expectations

	of the child ➢ Low self-esteem ➢ Unhappiness/anxiety ➢ Withdrawn/insecure ➢ Attention seeking ➢ Passive or aggressive behavioural extremes

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

SEXUAL ABUSE

4.59 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:

4.60 Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing

4.61 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)

4.62 Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Sexual Abuse Indicators	
Physical Indicators	Behavioural Indicators
➢ Anal or vaginal discharge, soreness or scratching ➢ 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 ➢ Regressive behaviour, enuresis, soiling ➢ Frequent or openly masturbating, touching others inappropriately ➢ Bruises, scratches or bites in the genital area, inner thigh/external genitalia ➢ Signs of blood/discharge on the child's undergarments ➢ Awkwardness, pain or discomfort in walking/sitting ➢ Sudden weight loss or gain ➢ Suicide attempts	➢ Sexually explicit play or behaviour or age-inappropriate knowledge ➢ Reluctance to go home ➢ Inability to concentrate, tiredness ➢ Refusal to communicate ➢ Unusual compliance ➢ Depression, withdrawal, isolation from peer group ➢ Reluctance to undress for PE or swimming ➢ Drawings or written work that is sexually explicit ➢ Running away ➢ Significant devaluing of self ➢ Loss of concentration

NEGLECT

4.63 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.

4.64 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)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Neglect Indicators	
Physical Indicators	Behavioural Indicators
➢ Constant hunger ➢ Stealing, scavenging and/or hoarding food ➢ Illnesses or injuries that are left untreated ➢ Failure to achieve developmental milestones, for example growth, weight ➢ Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings ➢ Underweight or obese ➢ Recurrent infections ➢ Smelly ➢ Unwashed clothes ➢ Lack of supervision ➢ Frequently missing from education ➢ Frequently late to be collected or dropped off	➢ Frequent tiredness or listlessness ➢ Frequently dirty or unkempt ➢ Often poorly or inappropriately clad for the weather ➢ Poor schools attendance or often late for schools ➢ Poor concentration ➢ Affection or attention seeking behaviour ➢ Failure to develop intellectually or socially ➢ The child is regularly not collected or received from schools ➢ The child is left at home alone or with inappropriate carers

SEXUAL EXPLOITATION

4.65 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.

4.66 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

4.67 Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur online. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

4.68 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.

4.69 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.

4.70 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.

4.71 The Brook Traffic Light Tool is a useful document for Early Years that staff can refer to for guidance if they are worried about sexual violence or sexual harassment. It is available on CPOMS.

4.72 Where incidents of sexual violence or harassment have taken place in our schools, we will carefully risk assess the incident and seek to make the location of the incident safer, so that potential repeat incidents do not occur. Risk assessments will include the time, location of the incident and any action required to make the location safer. We will also consider if any support is needed for siblings or peers of affected children.

CHILD SEXUAL EXPLOITATION

4.73 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

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

4.75 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

(a) in exchange for something the victim needs or wants, and/or

(b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual.

Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. 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.

4.76 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
- Inappropriate sexualised behaviour for age/sexually transmitted infections;

4.77 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, (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- 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

CHILD CRIMINAL EXPLOITATION

4.78 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.

4.79 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. CCE can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

4.80 Children may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

4.81 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

SERIOUS VIOLENCE

4.82 Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))
- Risk factors which increase the likelihood of involvement in serious violence include:
- Being male

- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

4.83 Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

COUNTY LINES

4.84 County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], 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 (including sexual violence) and weapons to ensure compliance of victims. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

SHARING OF NUDES AND SEMI-NUDES ('SEXTING')

4.85 Your responsibilities when responding to an incident

4.86 If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

4.87 You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

4.88 You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

4.89 **Initial review meeting**

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

4.90 The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs or the young age of children attending our schools)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

4.91 If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

4.92 **Further review by the DSL**

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

4.93 They will hold interviews with the pupils involved (if appropriate).

4.94 If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

4.95 **Informing parents/carers**

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

4.96 **Referring to the police**

The DSL will make a referral to the police if necessary.

4.97 **Recording incidents**

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded using CPOMS.

4.98 **Curriculum coverage**

Children are taught about the issues surrounding the sharing of nudes and semi-nudes in an age appropriate way as part of our curriculum linked to Personal, Social and Emotional Development and Understanding the World. This will include themes such as kindness and taking account of other people's feelings.

4.99 We will provide information for parents on the safe use of devices such as mobile phones and ipads, in order to keep children safe.

4.100 We will teach children how to keep themselves safe online and ensure we promote self-confidence so that children learn the strategies and skills needed to manage pressure or specific requests from other people to provide inappropriate images of themselves.

4.101 We will teach the children about the danger of strangers in an age appropriate context.

CONTEXTUAL SAFEGUARDING – EXTRA-FAMILIAL HARMS

4.102 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. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families.

4.103 Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including sexual abuse (including harassment and exploitation),domestic abuse, criminal exploitation, serious youth violence, county lines and radicalisation.

4.104 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.

4.105 This will be evidenced in:

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

5. DOMESTIC ABUSE

5.1 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 (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services)
- Psychological, emotional or other abuse

5.2 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, (whether or not the agreement has been terminated). 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.

5.3 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. It does not matter whether the behaviour consists of a single incident or a course of conduct, it is still domestic abuse.

(The definition can be found here:
https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted

5.4 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, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside the home.

5.5 Economic abuse means any behaviour that has a substantial adverse effect on a person's ability to:

- Acquire, use or maintain money or other property, AND/OR
- Obtain goods or services

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

The infographic below is taken from the 'Duluth model'. It details the techniques a person committing domestic abuse might use to gain power and control in a relationship.

Power and control

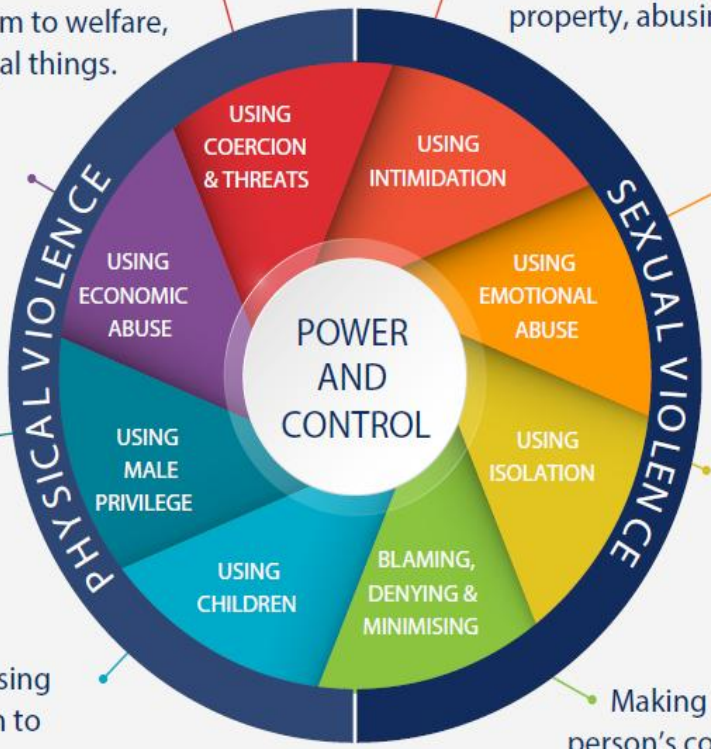
OPERATION ENCOMPASS

Making and/or carrying out threats to do something to hurt them, threatening to leave, to commit suicide, to report them to welfare, making them drop charges, making them do illegal things.

Making person afraid by using looks, actions, gestures, smashing things, destroying property, abusing pets, displaying weapons.

Preventing person from getting or keeping a job, making them ask for money, giving them an allowance, taking their money, not letting them know or have access to family income.

Putting person down, making them feel bad about themselves, calling them names, making them think they are crazy, playing mind games, humiliation, making them feel guilty.



Treating her like a servant, making the big decisions, acting like the "master of the castle", being the one to define men's and women's roles.

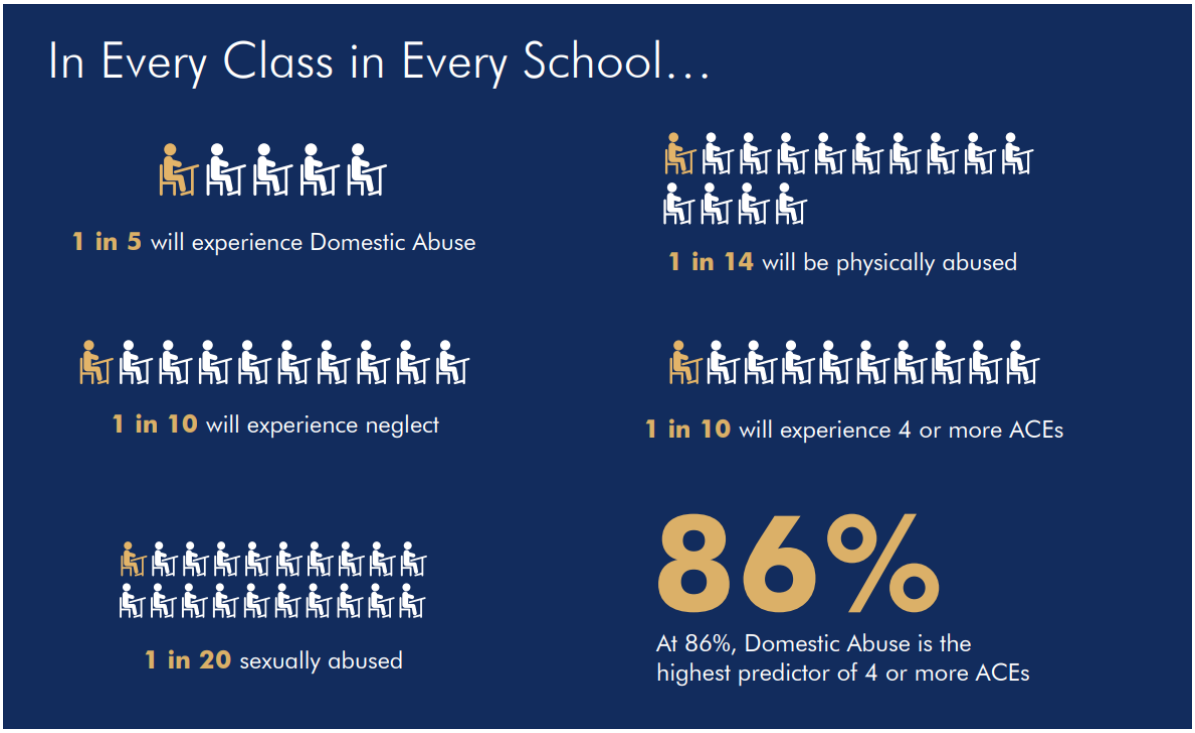
Controlling what person does, who they see and talk to, what they reads, where they go, limiting outside involvement, using jealousy to justify actions.

Making person feel guilty about the children, using the children to relay messages, using visitation to harass them, threatening to take the children away.

Making light of the abuse and not taking person's concerns about it seriously, saying the abuse didn't happen, shifting responsibility for abusive behaviour, saying person has caused it.

DOMESTIC ABUSE – LOCAL AREA FACTORS

5.7 Our federation recognises the effect that ACES (Adverse Childhood experiences) can have on the long term health and well-being of children. One type of adverse childhood experience is Domestic Abuse. Domestic abuse is the highest predictor of children having 4 or more ACES.



5.8 Within our local community, violence and sexual offences consistently remain the highest reported crimes to the police.

5.9 We know that pregnancy increases the risk factor of domestic abuse occurring. 30% of domestic abuse starts in pregnancy. Domestic abuse in pregnancy is harmful to birth outcomes. The foetal brain is vulnerable to the acute maternal emotional state and the stress hormone cortisol. This can harm the baby. Effects of the harm can include preterm delivery, low birth weight, placental abruption, uterine rupture, haemorrhaging, miscarriage, stillbirth or death of the mother. Domestic abuse also has negative impacts on cognitive development, regulation and it impedes optimal brain growth.

5.10 On average, **35** incidents of domestic abuse happen before the police receive a report. This means that by the time abuse is reported a child may have been exposed to a significant level of abuse.

5.11 Police receive a call about domestic abuse every 30 seconds.

5.12 The list below details some of the long term impacts of domestic abuse on babies and young children.

- Disruption to neurodevelopment

- Delayed cognitive functioning and emotional regulation
- Behavioural problems
- Children can appear hyper aroused or numb
- Children's stress response can be much stronger than in other children that have not been impacted by domestic abuse
- Memory problems
- Difficulty in special processing
- Attention difficulties
- Language delay
- Motor function delay
- Problems in executive functioning – bringing the stages of thinking together and processing ideas and thoughts

5.13 Staff should be alert to the potential signs that a child is experiencing domestic abuse. Children experiencing and responding to domestic abuse may demonstrate some of the following:

- Underweight
- Poor feeding
- Poor sleep
- Hard to settle after stress
- Cries either a great deal or very little
- Fear of being alone
- May freeze when perpetrator enters the room
- Startled response to loud or sudden noises
- High number and frequency of injuries
- Delayed speech
- Delayed toilet training, bed wetting
- Difficulty playing and being creative
- Difficulty playing and making friends with other children
- Difficulty concentrating
- Regressions – appearing to lose a skill they already had
- Difficulty controlling their emotions
- Difficulty coping with changes in routine

5.14 Children experiencing domestic abuse may show signs of traumatic stress as pictured in the images below.

Traumatic stress

OPERATION ENCOMPASS

The traumatic stress of Domestic Abuse will affect every aspect of school life, and can underlie physical and mental illness. Some pupils will experience symptoms of post-traumatic stress, including:

- Bed wetting, soiling, poor sleep
- Displaying anti-social behaviour
- Joyless play
- Aggression
- A feeling of 'going mad', self-abuse
- Repetitive dreams and nightmares
- Over activity and irritability, impaired concentration and memory
- Suffering from depression or anxiety
- Flashbacks, repetitive intrusive memories
- Underperforming at school due to difficulties at home or disruption moving to and from refuges

5.15 Children living with domestic abuse in the home environment may also experience a life filled with tension as they 'wait' for another episode to happen. They may be degraded by the perpetrator or witness this happening. They may be exposed to drug/alcohol misuse and they may witness the destruction of property or belongings. They may overhear violent incidents and may be forced to participate in the degradation and abuse of a parent.

5.16 Children that have witnessed domestic abuse may come to school the following day in a high state of anxiety and this will affect their ability to learn.

OPERATION ENCOMPASS

5.17 Operation Encompass is a national early intervention safeguarding partnership which is based on strong communication and information sharing between the police and schools. Every police force in England and Wales is part of the program. It helps police and schools work together to provide emotional and practical help to children. Manningham Community Nursery Schools federation is part of the Operation Encompass program. This means that our schools will receive alerts from Operation Encompass if the police have been involved in a domestic abuse incident the previous evening/weekend. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools will make a referral to local authority children's social care if we are concerned about a child's welfare.

See Operation Encompass website:

https://www.operationencompass.org/

Operation Encompass will contact the federation **Key Adult**. The key adult receives training in order to carry out the role. In our federation the key adult is:

Virginia Robinson - DSL.

5.18 When the key adult receives a notification from Operation Encompass they will speak to the child's keyperson and room leader to inform them of the incident. They will ensure staff are prepared to manage the child's emotional response to the incident. They will assess the information about the incident and decide on the amount of support required to help the child. They will follow the federation safeguarding procedures and decide on next steps. This may include a referral to children's social care.

5.19 The key adult will not contact the adults involved in the domestic abuse incident as this could cause further harm. The perpetrator of the violence may not be aware that there is a police report, so contacting the family could alert the perpetrator and cause more violence. The key adult will avoid asking potential victims of violence to stay behind and talk when dropping and collecting children. This could delay the adult's return home, causing suspicion on the part of the perpetrator and potentially worsening the situation.

5.20 The key adult will be available before the start of the school day to take calls from Operation Encompass. All information received from Operation Encompass will be logged under individual child protection records on CPOMS.

5.21 Operation Encompass will contact the key adult and inform them of ALL domestic abuse incidents that take place where police have attended. This includes, but is not limited to, incidents where an offense has been identified.

5.22 The key adult will remain alert to the fact that a child may have witnessed domestic abuse around 34 times before the first Operation Encompass call is received and this should be carefully considered as part of any response.

5.23 When a call is received from Operation Encompass key staff involved in the child's care and education will make sure they let the child know what will be happening that day. They will talk to the child about any changes to routines to help them feel in control and safe.

5.24 Staff will remain alert to children's sensory processing after an incident of domestic abuse and they will act in a sensitive manner to support children. This could include supporting children to go to sleep, eat a meal, play outdoors, regulate their breathing or share stories in a quiet area of the school. Staff will be led by the child and follow their interests. The key person will remain present and close by for children to talk to throughout the school day.

5.25 The graphic below sets out the pathway that will be followed when the police attend an incident of domestic abuse.

5.26 Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8am to 1pm, Monday to Friday on 0204 513 9990.

FORCED MARRIAGE

5.27 Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

5.28 The age of consent to marriage in England is 18 years-old. It is an offence to cause a child under the age of 18 to enter a marriage in any circumstances, without the need to prove that a form of coercion was used. This includes non-legally binding, 'traditional' ceremonies, which would still be viewed as marriages by the parties and their families.

5.29 Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

5.30 If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

5.31 The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk
- Refer the child to external support agencies as appropriate.

HONOUR BASED ABUSE

5.32 So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Where staff are concerned that a child is at risk of honour based abuse they must speak to the designated safeguarding lead immediately.

5.33 Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

5.34 All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it.

5.35 Since February 2023, the age of consent for marriage in England is 18. The Marriage and Civil Partnership (Minimum Age) Act 2022 means that 16 and 17 year olds may not marry or enter a civil partnership, even if they have parental consent. It is an offence, under the Marriage and Civil Partnership (Minimum Age) Act to cause a child under the age of 18 to enter a marriage in any circumstances, without the need to prove that a form of coercion was used. This includes non-legally binding 'traditional' ceremonies which would still be viewed as marriages by the parties and their families. Staff should raise any concerns about children under the age of 18 getting married with the DSL.

6. RADICALISATION AND THE PREVENT DUTY

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

6.1 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.

6.2 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.

6.3 KCSIE 2022 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.

6.4 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.

6.5 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.

6.6 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

- **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.

6.7 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.

6.8 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.

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

6.10 Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

6.11 Terrorism is 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

6.12 The use or threat of terrorism 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.

6.13 Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

6.14 We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

6.15 We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

6.16 There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

6.17 Staff will be alert to changes in pupils' behaviour.

6.18 The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Secretive behaviour

- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Attempts to impose extremist views on others
- Verbalising anti-Western or anti-British views
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online on social platforms, including on Facebook/Twitter/Instagram/TicToc
- Possessing illegal or extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations
- Glorifying or advocating violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies
- Advocating messages similar to illegal organisations or other extremist groups
- Intolerance of differences, including faith, culture, gender, race or sexuality
- Drawing or writing graffiti, artwork or writing that displays extremist views

6.19 Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

6.20 If staff are concerned about a child, they will discuss their concerns with the DSL.

6.21 Staff should **always** take action if they are worried.

IF YOU HAVE CONCERNS ABOUT EXTREMISM – CHANNEL AND THE PREVENT DUTY

6.22 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.

6.23 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.

6.24 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.

6.25 Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

6.26 The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

6.27 In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

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

6.29 The Government's Prevent Strategy is made up of three key objectives:

- Ideologies – to challenge the ideology that supports terrorism and those who promote it. This includes individuals or groups whose public speaking or published material condones, justifies or glorifies terrorist violence or fosters hatred between communities in the UK

- Individuals – there is evidence from a number of cases tried in the UK and elsewhere that vulnerable individuals can become radicalised towards terrorism. Prevent should equip agencies and communities to recognise and support these individuals
- Institutions – There are several sectors which are more vulnerable to extremism. These include education, health, criminal justice, charities and faith. To this extent Prevent must be a multi-agency initiative with local authorities playing a key role in co-ordinating delivery

6.30 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

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

6.32 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.

6.33 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.

6.34 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.

6.35 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.

6.36 The table below demonstrates how we promote British Values within the school curriculum**.**

Prevent Guidelines

Prevent Guidelines on behaviours that support British Values (Note reflect staff and parental behaviours as well as children)

These guidelines should be read in conjunction with the Equalities Policy

FUNDAMENTAL BRITISH VALUES	EARLY LEARNING GOALS
DEMOCRACY • Promoting turn-taking, sharing and co-operation • Encouraging children to give opinions, sharing their view, thoughts and feelings and listen to the views of others • Allowing collaborative thinking and joint decision-making e.g. about activities in the setting and the physical environment, such as the role-play area. **INDIVIDUAL LIBERTY** • Ensuring children have the space they need to be themselves, to express their individuality • Ensuring children have opportunities to develop their self-knowledge, self-esteem and increase their confidence • Ensuring children reflect on their differences and understand that everyone is free to have their own opinion • Recognising that children have a right to make decisions about and be involved in their own learning and development	**SPEAKING - CLL** Children express themselves effectively, showing awareness of listeners' needs **MANAGING SELF - PSED** Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activity. They say when they do or don't need help.

RULE OF LAW

- Encouraging children to follow established routines
- Helping children distinguish right from wrong
- Helping children set appropriate behaviour boundaries and rules

MUTUAL RESECT AND TOLERANCE

- Ensuring a culture of inclusivity
- Recognising and celebrating different faiths , beliefs, customs and celebrations
- Celebrating differences and similarities
- Teaching children to think of others; to be thoughtful and empathetic
- Helping children to manage frustration and resolve conflict
- Encouraging kindness
- Engaging in a wider community where all views, faiths, cultures and races are valued
- Challenging negative attitudes and stereotypes
- Actively using resources that reflect a multi-faith and multi-cultural Britain

SELF-REGULATION – PSED

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

BUILDING RELATIONSHIPS - PSED

Children play cooperatively, taking turns with others. They take account one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and children.

PEOPLE, CULTURE AND COMMUNITIES – UTW

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and amongst families, communities and traditions.

7. MENTAL HEALTH CONCERNS

7.0 All staff at the Manningham Community Nursery Schools 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.

7.1 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 DSL.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

7.2 **The mental health first aider for the federation is Sally Butterworth**. DSLs and the mental health first aider will consult with each other as necessary in relation to cases where children may be demonstrating a mental health problem.

8. CHILDREN ABSENT FROM EDUCATION

8.0 Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children. A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

8.1 We monitor attendance carefully and address poor or irregular attendance without delay.

8.2 We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

8.3 The school has:

- Staff who understand what to do when children do not attend regularly
- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
- Procedures to inform the local authority when we plan to take pupils off-roll when they:

1. leave school to be home educated
2. move away from the school's location
3. remain medically unfit beyond compulsory school age
4. are in custody for four months or more (and will not return to school afterwards); or
5. are permanently excluded

8.4 We will ensure that pupils of statutory school age who are expected to attend the school, but fail to take up the place will be referred to the local authority.

8.5 When a pupil leaves the school, we will record the name of the pupil's new school or setting and their expected start date.

8.6 Work around attendance and children that are absent or missing from education will be coordinated with safeguarding interventions.

8.7 There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

8.8 We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

8.9 This includes informing the local authority and/or police if a child leaves the school unexpectedly, without a new school being named or their whereabouts being unknown.

8.10 The school will 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.

8.11 The schools (regardless of designation) will 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

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

8.13 We will adhere to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

8.14 Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

8.15 If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make

an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

8.16 Please also refer to the attendance policy for further information.

9. HOMELESSNESS

9.0 Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

9.1 The DSL and Deputy DSLs will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

9.2 Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

10. PUPILS WITH SPECIAL EDUCATIONAL NEEDS, DISABILITIES OR HEALTH ISSUES

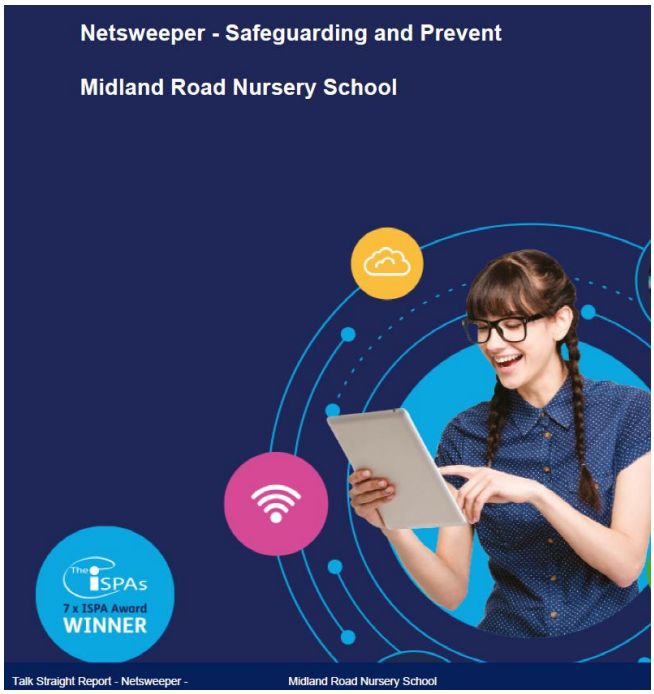
10.0 We recognise that pupils with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

10.1 We offer extra support for these pupils. This includes:

- The use Makaton, picture exchange and objects of reference as aids to communication.
- Lower staff-child ratios through our enhanced provision, which supports and strengthens the keyperson system.
- Working with outside agencies, such as health visitors, portage teams, educational phsychologists and paediatricians.

10.2 We will ensure filtering and monitoring systems are used on any software and equipment used by vulnerable children.



CHILDREN WITH DISABILITIES

10.3 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
- Inappropriate invasive procedures.

11. CHILDREN WITH A SOCIAL WORKER

11.1 Children may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health. We recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.

11.2 The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

11.3 Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks.
- The provision of pastoral and/or academic support.

11.4 We will endeavour to liaise closely with the allocated social worker and contact them swiftly should any new concerns about the child arise. We will provide reports for meetings swiftly and in good time. We will support ongoing relations between parents/carers and social care through a close working partnership.

SUPPORTING PUPILS AT RISK

11.5 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.

11.6 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.

11.7 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.

11.8 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.

11.9 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.

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

12. SAFEGUARDING IN THE CURRICULUM

12.1 At Manningham Community Nursery Schools Federation we teach children about how they can keep themselves and others safe. This includes being safe online. To be effective we present this information in an age-appropriate way.

12.2 We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities.

12.3 Our long term planning sets out how safeguarding principles are threaded into our teaching throughout the year. This includes healthy relationships, knowing our own bodies and giving consent. We build children's self-regulation and resilience to empower children and help them to become healthy, confident and respectful citizens.

12.4 We aim to build a curriculum that prepares children for their future and adulthood. We do this by creating a culture of zero tolerance for:

- Sexism
- Misogyny/misandry
- Homophobia
- Biphobic and sexual violence/harassment.

We teach these aspects in an age appropriate way, such as through the use of stories.

12.5 We use books and other resources to examine stereotyping, prejudice and equality. We use online resources, such as the NSPCC PANTS video, to teach children about body privacy and sexual harassment. https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/

12.6 We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

KEY PERSON SYSTEM

12.7 We operate a key person system so that each child in school has a member of staff who acts as a close, trusted adult, in the absence of the parent. The key person takes primary responsibility for completing observations and assessments of the child and will meet with parents throughout the year to discuss progress.

SAFER EATING

12.8 We recognise that mealtimes and snack times in particular, can be a risk factor for choking and allergic reactions. A member of staff with a valid first aid certificate should be present in the room when children are eating. Staff should sit facing children when they are eating.

12.9 Please refer to the lunchtime policy and guidelines for further detailed information.

12.10 Any choking incidents requiring intervention will be recorded and parents will be made aware. All incidents will be reviewed to consider learning outcomes or improvements that should be made to prevent further incidents.

TOILETING AND PRIVACY

12.11 We teach children about keeping their body part private and this has to be balanced against the need to support children with toileting and nappy changing.

12.12 While children are learning to use the toilet or they wear a nappy, a member of staff will be present to support them.

12.13 As children become older and more confident, we will encourage children to stand up when their nappy is being changed.

12.14 When children are independent in toileting a member of staff will be aware that children are using the facilities and will supervise from a distance, so that children's privacy can be maintained. However, they will be on-hand if required to support.

13. HOME EDUCATED CHILDREN

13.1 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.

13.2 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.

13.3 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.

14. ONLINE SAFETY AND MOBILE DEVICES

14.1 We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

14.2 To address this, our schools aim to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

14.3 The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism

Contact – being subjected to harmful online interaction with other users, such as 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 – personal online behaviour that increases the likelihood of, or causes, harm, such as 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

14.4 To meet our aims and address the risks above we will:

- Educate pupils about online safety as part of our curriculum. For example:
    - The safe use of social media, the internet and technology
    - How to recognise risk and build resilience appropriate to their age.
    - Keeping personal information private
    - How to recognise unacceptable behaviour online

- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim

- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive safeguarding refresher training at least once each academic year. Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

- Ensure each child has a key person assigned

- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings and through online safety leaflets, parent forum events, newsletters, text messages and one-to-one meetings. We will also share clear procedures with them so they know how to raise concerns about online safety.
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:

  - 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 will not take pictures or recordings of pupils on their personal phones or cameras. See below for further information.

- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.

- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones. We do NOT permit children in our schools to bring in their own devices or use mobile phones or data.

- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation.

- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems. Filtering refers to the technology preventing access to harmful or inappropriate content, whilst monitoring refers to the practical steps staff take to ensure harmful or inappropriate access is not made. Monitoring can include:

  1. Physical monitoring

  2. Live software monitoring

3. Monitoring user logs
4. Monitoring individual devices

- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.
- Carry out an annual review of our filtering and monitoring systems to ensure that they effectively prevent access to harmful or inappropriate content. This will involve the DSL, a governor and out IT department. The annual review will also ensure that the systems we have in place to report any difficulties with the system are understood by all staff and that reports of this nature are effectively managed.
- Ensure that any school devices used away from the school site are also subject to filtering and monitoring procedures.

14.5 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 know that many children have unlimited and unrestricted access to the internet at home via mobile phone networks. This access means some children, whilst at home, could sexually harass other children via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content. We provide information to parents about keeping children safe online and discourage parents from allowing young children to access unrestricted websites and gaming platforms.

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

14.7 Information will be shared with parents about children keeping themselves safe, including online safety, through our online safety leaflets, parent forum events, newsletters, text messages and one-to-one meetings.

14.8 The starting point for online teaching are that the same principles as set out in the schools staff code of conduct should be followed. Due to the age of the children on roll, we require an adult guardian to be present during all online teaching.

14.9 In the unlikely event that children need to use technology for home learning we keep children safe when they are accessing 'online learning' by recording learning on our digital assessment platform, Learning Journals. Parents must login to this platform and we request that they sit with their child to observe musical videos and stories that have been pre-recorded by our staff team. We encourage home learning to be practical, hands-on experiences so that children can begin to make sense of the real world. This is much more effective in supporting their social and personal development and brings about much more rapid results in the development of communication and language.

14.10 Useful information and guidance for staff can be found within the following organisation:

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

14.11 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.
- **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.
- **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.

14.12 The 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.

MOBILE DEVICES, PHONES, WEARABLE DEVICES AND CAMERAS

14.13 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 are permitted to use their mobile phones during PPA (preparation, planning and assessment) time when accessing their e-mails or CPOMS (child protection online monitoring system). Two factor authentication is required in order to access these programs and this is done through the use of a mobile phone.

14.14 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.

14.15 A staff mobile phone will be used as the official contact phone for all trips and visits.

14.16 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.

14.17 We use an electronic assessment system called Learning Journals, that captures images and videos that we can share with parents and carers via a secure password.

14.18 Tablet devices are used by staff in classrooms, to record observations and capture images and videos.

14.19 Parents and visitors are not permitted to use their mobile phones in school. This is communicated through posters around the school and verbally, if necessary, to individuals.

14.20 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.

14.21 Staff are not permitted to wear electronic devices that have cameras or access to the internet. This includes smart watches, glasses and any other mobile devices.

14.22 Visitors will be asked if they are wearing any devices with camera facilities or access to the internet and will be asked to disable them when on site. Anyone wearing glasses with camera facilities will be asked to remove them. All visitors will be accompanied whilst in the presence of children.

15. ROLES AND RESPONSIBILITIES

15.1 Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, including supply staff, students, parents/carers, volunteers, governors and visitors in the school. Our policy and procedures also apply to off-site school activities.

ALL STAFF

15.2 All staff will read and understand part 1 of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

15.3 All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

15.4 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.

15.5 All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, and the safeguarding response to children who go missing from education.
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation.
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.

15.6 The training section of this policy outlines in more detail how staff are supported to do this.

15.7 Staff must inform the DSL immediately if they discover a child transitioning into the school has a social worker assigned to them. They should also inform the DSL if the family receives Early/Family Help support. If parents disclose social care involvement with the family staff should obtain the contact details and name of the assigned social worker.

THE DESIGNATED SAFEGUARDING LEAD (DSL)

15.8 The DSL is a member of the senior leadership team. Our DSL is Virginia Robinson - Headteacher. The DSL takes lead responsibility for child protection and wider safeguarding in the school.

15.9 During term time, the DSL will be available during school opening hours for staff to discuss any safeguarding concerns. If, in exceptional circumstances, a DSL is not available on site in person, the school will ensure the DSL or deputy DSL is available by telephone.

15.10 When the DSL is absent, the deputy DSLs will act as cover.

15.11 The DSL role carries a significant level of responsibility. See Annex C KCSIE. 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 will not be delegated.

15.12 The DSL will help promote educational outcomes by working closely with their staff about their welfare, safeguarding and child protection concerns.

15.13 The governing body will 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.

15.14 The DSL will:

- ensure the establishments child protection policy is updated and reviewed at least annually and work with the governing body regarding this;
- provide advice and support to other staff on child welfare and child protection matters.
- manage referrals from staff or any agencies from outside school
- work with external agencies and professionals on matters of safety and safeguarding
- be aware of children who have a social worker.

- take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- contribute to the assessment of children.
- refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- keep the Headteacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.
- ensure safeguarding and child protection information is dealt with in a confidential manner.
- ensure our schools are clear as to who has parental responsibility for children on our roll, and report all identified private fostering arrangements to the Local Authority.
- ensure safeguarding records are 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.
- Raise awareness of safeguarding and child protection amongst staff and parents
- liaise with our ICT partners – Datacable – to ensure filtering and monitoring systems are working correctly and effectively.
- carry out an annual review of filtering and monitoring systems alongside the safeguarding governor, Business Manager and IT team, ensuring that the systems we have in place to report any difficulties with the system are understood by all staff and that reported problems are effectively managed.
- ensure that 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. Our federation uses **CPOMS** and stores our records electronically so we do not always hold paper files.
- ensure any children investigated by the police have an appropriate adult present.
- undertake training

15.16 The full responsibilities of the DSL and deputies are set out in their job description.

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

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

15.19 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.

THE GOVERNING BOARD

15.20 The governing board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation.
- Appoint named governor to monitor the effectiveness of this policy and ensure locally agreed procedures are in place in conjunction with the full governing board. This is always a different person from the DSL. Our named governor for safeguarding and child protection is:

Shazia Nisar

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

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

15.23 The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see appendix 3). They will liaise with the Bradford Local Authority Designated Officer (LADO).

15.24 All governors will read Keeping Children Safe in Education in its entirety.

15.25 The training section of this policy has information on how governors are supported to fulfil their role.

15.26 The federation 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);

15.27 The federation remedies any deficiencies or weaknesses brought to its attention without delay.

15.28 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.

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

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

15.31 We will follow Safer Recruitment processes and checks for all staff. The governing body will ensure the Head teacher, other staff responsible for recruitment and one member of the Governing Body completes safer recruitment training as required.

15.32 The governing body will ensure the upkeep of a Single Central Record of all staff and regular volunteers in accordance with government guidance.

15.33 Our governing body will ensure that any commissioned agency will reflect the values, philosophy and standards of our schools.

THE HEADTEACHER

15.34 The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
  - Are informed of our systems which support safeguarding, including this policy, as part of their induction
  - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website

- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

THE SPOC (SINGLE POINT OF CONTACT)

15.35 As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

15.36 Preventing violent extremism - The Single Point of Contact (SPOC)

The SPOC for Manningham Community Nursery Schools Federationis 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 Manningham Community Nursery Schools 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 Channel[1] 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.

THE KEY ADULT FOR OPERATION ENCOMPASS – DOMESTIC ABUSE

15.37 The Key Adult is responsible for:

- Taking calls from the Operation Encompass team and recording the information in individual children's folders on CPOMS;
- Liaising with relevant staff in school to ensure children's well-being is prioritised after notification of a domestic abuse incident;
- Disseminating training to staff and governors so that all stakeholders have an awareness of Operation Encompass and the effects of domestic abuse;
- Informing parents/carers and visitors to the school that we take part in Operation Encompass via the school website, letters and information leaflets, welcome meetings and through this safeguarding and child protection policy.
- Promoting strong relationships with families so that adults and children feel comfortable to disclose information about domestic abuse if it occurs.

The key adult for Operation Encompass in our federation is:

Virginia Robinson

THE DESIGNATED TEACHER FOR LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN

15.38 The governing body must appoint a designated teacher and should work with local authorities to promote the educational achievement of registered pupils who are looked after.

15.39 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.

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

15.41 Our Designated Teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans.
- 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.
- Be responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

15.42 We will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.
- The DSL has details of children's social workers and relevant virtual school heads.

15.43 The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

16. NON-COLLECTED CHILDREN

16.1 If a child is not collected at the end of the session/day, we will follow our procedures as laid out in the uncollected/lost child policy.

16.2 If all attempts to contact children's parents and emergency contacts have failed by 4pm then the social care team will be contacted.

17. PRIVATE FOSTERING

17.1 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.

17.2 The Children Act 1989 defines a close family 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. This also includes half-siblings.

17.3 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.

17.4 Parents and private foster carers have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; **not to do so is a criminal offence.**

17.5 Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

17.6 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. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

17.7 School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA.

17.8 On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

18. USE OF REASONABLE FORCE

18.1 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.

18.2 '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 hand away from danger.

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

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

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

18.6 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.

18.7 For further information please read the Behaviour policy.

19.STAFF TRAINING

19.1 All staff members must read this policy at induction and annually as a minimum as it is updated. Alongside this, all staff members must also read Part 1 of Keeping Children Safe in Education. Leaders and staff that work directly with children should also read Annex B of the document.

19.2 All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

19.3 All staff new to the school will receive induction training. This is mandatory and will include:

- basic safeguarding online
- the child protection and safeguarding policy;
- the behaviour policy;
- the staff code of conduct;
- the safeguarding response to children who go missing from education; and
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
- cyber security training
- prevent duty training
- complaints policy
- 2 steps / Flowchart /SRDSL Form - CPOMS
- Keeping Children Safe in Education Part 1 along with signature form
- confidentiality policy
- equalities policy
- privacy notice
- acceptable use notice
- operation encompass training

19.4 Training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning.
- Have regard to the Teachers' Standards to support the expectation that all teachers:
  - Manage behaviour effectively to ensure a good and safe environment
  - Have a clear understanding of the needs of all children

19.5 All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

19.6 Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).

19.7 Our schools will ensure that the designated safeguarding leads and the nominated governor for Child Protection and vulnerable groups attend training relevant to their role and are provided with ongoing professional guidance and training as needed.

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

19.9 Volunteers will receive basic safeguarding training and they will be invited to attend staff twilight sessions and other training days to update their safeguarding knowledge.

19.10 All governors receive training about safeguarding at induction, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

19.11 Governors will be invited to attend the annual safeguarding update each September alongside the staff team and are required to receive mandatory safeguarding training updates at least annually. This will help governors to assure themselves that the safeguarding policies and procedures in place across the federation are effective.

19.12 The named safeguarding governor and Headteacher will lead the governing body team in this training. Training may take place during governor meetings, during in-house staff training sessions or through external providers.

19.13 All staff will receive annual training in online safety, including cyber security, to understand the risks of poor filtering and monitoring. This will include how to share their concerns.

19.14 All staff taking part in recruitment and selection processes will be required to complete safer recruitment training. Governors will also complete this training if they wish to attend recruitment panels within the school.

SUPPORT FOR STAFF DEALING WITH SAFEGUARDING ISSUES

19.15 Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support staff by:

- taking all suspicions and disclosures seriously
- nominating the DSL or DDSL as a link person who will keep all parties informed and be the central point of contact
- responding sympathetically to any request from staff for time out to deal with distress or anxiety
- offering details of helplines, counselling, or other avenues of external support
- ensuring that DDSL staff have time to talk to the DSL through regular supervisions. This is a time for the DSL and DDSLs to reflect on cases and discuss concerns and anxieties
- providing time for DDSL staff to talk to external counselling partners in a confidential manner. Specific cases and their details will not be discussed, but DDSLs may share information that is worrying them or triggering concerns for their own mental health or well-being
- Ensuring that where a member of staff is the subject of an allegation made by a child, a separate link person will be nominated to avoid any conflict of interest
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- following the procedures laid down in our whistleblowing, complaints, and disciplinary procedures
- cooperating fully with relevant statutory agencies.

20. CONFIDENTIALITY

20.1 Our approach to confidentiality and data protection is explained further within our GDPR policy, which should be read in conjunction with this policy.

20.2 In relation to safeguarding children, it is our policy to share necessary information between colleagues, partner agencies and other professionals for the protection of children.

20.3 Staff will not promise to keep 'secrets' with children that disclose abuse. Disclosure information must be passed on to the designated safeguarding lead for child protection immediately. The child should be told who their disclosure will be shared with.

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

20.5 A written record will be made of what information has been shared, with whom, and when.

20.6 The points below set out our reasoning behind sharing information about children;

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- Data Protection laws do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- The government's information sharing advice for safeguarding practitioners will support staff who have to make decisions about sharing information

20.7 If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)

21. STAFF CONDUCT

21.1 Staff are provided with a code of conduct which supports our safeguarding policy. Staff can also refer to the document Guidance for Safer Working Practice for those working with children and young people in education settings.

22. CONCERNS ABOUT A STAFF MEMBER, SUPPLY TEACHER, VOLUNTEER OR CONTRACTOR

LOW LEVEL CONCERNS ABOUT STAFF

22.1 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.

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

22.3 Concerns may be graded as low-level if the 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.

22.4 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.

22.5 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.

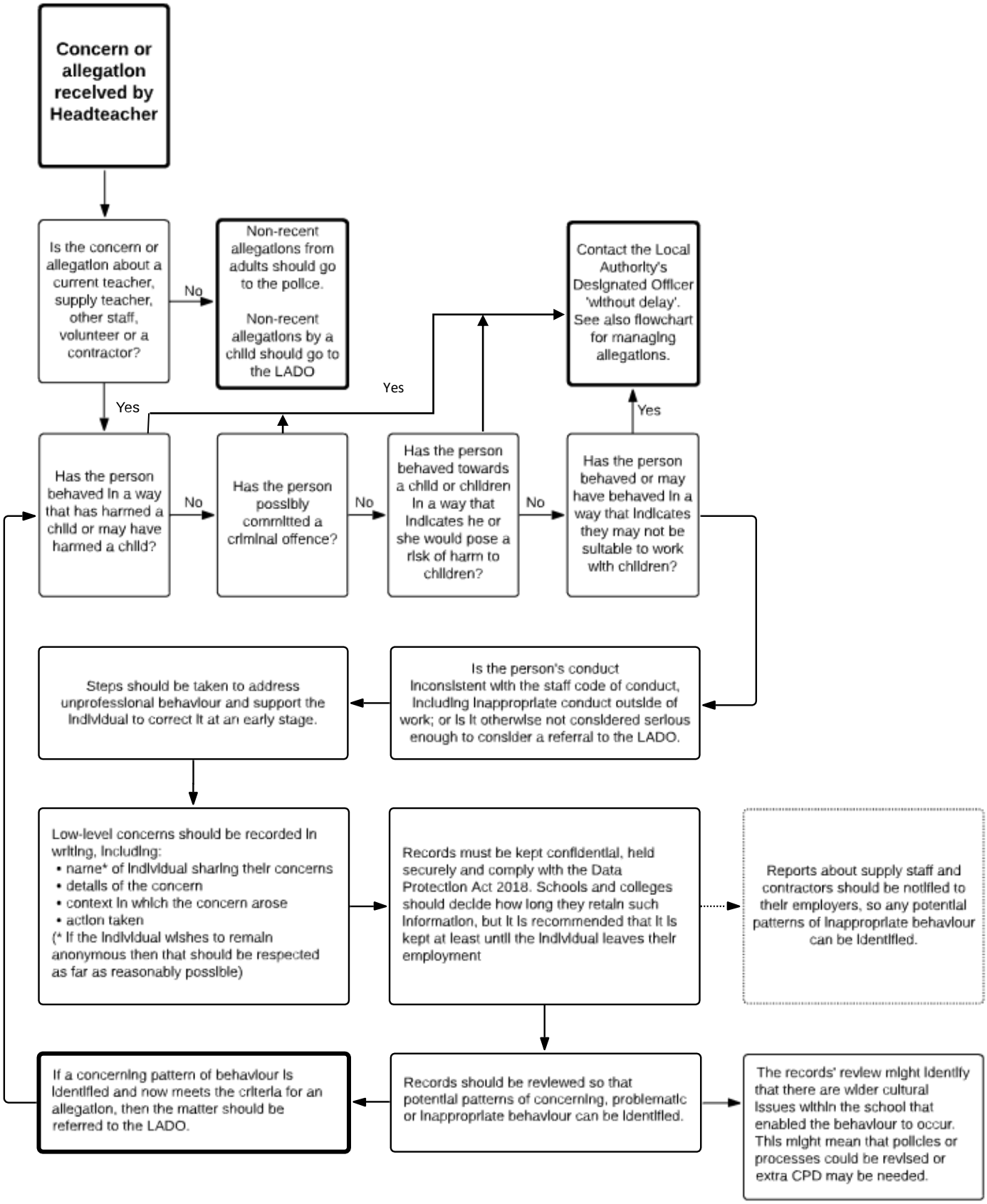
22.6 Concerns about supply staff and contractors will be notified to their employers, so that any potential patterns of behaviour can be identified.

22.7 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.

22.8 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 laws and UK GDPR. The information will 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.

22.9 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.

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



22.10 If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible. If the concerns/allegations are about the headteacher, speak to the chair of governors.

22.11 The headteacher/chair of governors will then follow the procedures set out below.

22.12 Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).

LADO
City of Bradford Metropolitan District Council
Margaret McMillan Tower
Princes Way
BRADFORD
BD1 1NN Tel 01274 435600
LADO@bradford.gov.uk

22.13 See also Bradford Safeguarding Partnership procedures on **allegations against persons who work with children**

22.14 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.

22.15 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.

22.16 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.

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

22.18 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.

22.19 Allegations against a specific member of staff 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. The Headteacher will be guided by the LADO to complete any investigation necessary.

22.20 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".

22.21 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.

22.22 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.

DEFINITIONS FOR OUTCOMES OF ALLEGATION INVESTIGATIONS

22.23 Outcomes will be reported and judged under the following headings:

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded**: to reflect cases where there is no evidence or proper basis which supports the allegation being made

23. SAFER RECRUITMENT

RECRUITMENT AND SELECTION PROCESS

23.1 The federation will 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.

23.2 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.

23.3 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
4 Hannah Clark
5 Hannah Stowe

The following members of the Governing Body have also been trained in safer recruitment:

Kate Welsh
Gretl Young

23.4 One of the above named people will be involved in all staff recruitment processes and sit on the recruitment panel. This will cover, as a minimum, the contents of Keeping Children Safe in Education and will be in line with local safeguarding procedures.

ADVERTISING

23.5 When advertising roles, we will make clear:

- Our school's commitment to safeguarding and promoting the welfare of children
- That safeguarding checks will be undertaken
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children

- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account.

23.6 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.

SHORTLISTING

23.7 Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns

23.8 Once we have shortlisted candidates, we will ask shortlisted candidates to:

- Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage.

  The information we will ask for includes:

  - If they have a criminal history
  - Whether they are included on the barred list
  - Whether they are prohibited from teaching
  - Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
  - Any relevant overseas information
- Sign a declaration confirming the information they have provided is true.

ONLINE SEARCHES ON SHORTLISTED CANDIDATES

23.9 Applicants that are shortlisted for interview will be subject to an online search to check their suitability for employment. We will follow Bradford Local Authority advice when completing the online check.

SEEKING REFERENCES AND CHECKING EMPLOYMENT HISTORY

23.10 We will request references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

23.11 When seeking references we will:

- Not accept open references
- Liaise directly with referees and verify any information contained within references with the referees
- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- Resolve any concerns before any appointment is confirmed.

INTERVIEW AND SELECTION

23.12 When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with children
- Record all information considered and decisions made

REFERENCES

23.13 When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious.
- Include substantiated allegations, provided that the information is factual and does not include opinions.

23.14 We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance.

PRE-APPOINTMENT VETTING CHECKS

23.15 We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files.

AGENCY AND THIRD-PARTY STAFF

23.10 We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

CONTRACTORS

23.11 We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

- We will obtain the DBS check for self-employed contractors.
- We will not keep copies of such checks for longer than 6 months.
- Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
- We will check the identity of all contractors and their staff on arrival at the school.

23.12 For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

VOLUNTEERS

23.13 We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity

GOVERNORS

23.14 All governors will have an enhanced DBS check without barred list information.

23.15 They will have an enhanced DBS check with barred list information if working in regulated activity.

23.16 All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

23.17 We will also check:

- Identity
- Right to work in the UK

23.18 Other checks may be deemed necessary if they have lived or worked outside the UK.

24. POST APPOINTMENT INDUCTION

24.1 All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service.
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. Where available, these will include:
    - For all staff, including teaching positions: criminal records checks for overseas applicants
    - For teaching positions: obtaining a letter of professional standing from the professional regulating authority in the country where the applicant has worked

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

24.3 The purpose of induction is to:

- Provide training and information about the federation's policies and procedures;
- Support individuals in a way that is appropriate for the role for which they have been engaged;
- Confirm the conduct expected of staff within the school; and,
- Provide opportunities for a new member of staff or volunteer to discuss any issues or concerns about their role or responsibilities; and,

- 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.

24.4 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:

- Policies and procedures in relation to safeguarding and promoting welfare e.g. child protection, physical intervention/restraint, intimate care, internet safety and safeguarding procedures;

- Safe practice and the standards of conduct and behaviour expected of staff and pupils in the school;

- How and with whom any concerns about those issues should be raised; and,

- Other relevant personnel procedures e.g. disciplinary, capability and whistle-blowing.

- 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.

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

24.6 We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

24.7 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 complete a declaration each year to confirm there have been no changes to their DBS status.

24.8 All staff who have contact with children and families will have supervisions, which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

24.9 Staff will be asked to complete the disqualification declaration form annually. Staff members are fully aware of the circumstances whereby they must inform the leadership of any police action against them.

25. CHECKING THE IDENTITY AND SUITABILITY OF VISITORS

25.1 All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit. This may be a locker or belongings can be left in the office.

25.2 If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

25.3 Visitors are expected to sign the visitors' book and wear a visitor's badge.

25.4 Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out

25.5 All other visitors, including visiting speakers, will be accompanied by a member of staff at all times.

25.6 We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

25.7 All visitors will be asked to remove or disable wearable devices that have cameras or online access.

25.8 For further information please also see the Visitors to school policy.

26. SAFEGUARDING RECORD-KEEPING

26.1 We will hold records in line with our records retention schedule.

26.2 All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

26.3 Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

26.4 Concerns and referrals will be kept in a separate child protection file for each child.

26.5 Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

26.6 Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school. Our federation uses CPOMS, a digital safeguarding recording program to keep records on children.

26.7 All staff will have a secure password protected login for CPOMS and access to records within the program is restricted. This ensures that information is only shared with individuals as appropriate to their need to know specific information.

26.8 Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

26.9 If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

27. MONITORING ARRANGEMENTS

27.1 This policy will be reviewed **annually,** by the Headteacher and DSL. At every review, it will be approved by the full governing board.

28. RELATED INTERNAL POLICIES AND GUIDANCE

28.1 Manningham Community 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:

- Child protection referral flow chart
- CP Form 1 staff report
- Existing Injury Forms
- Safer Recruitment Policy
- Uncollected and lost children
- Supporting Families with Bereavement
- Safer working practices
- Whistle Blowing Policy
- Health and safety policy
- Procedures for assessing risk
- Induction and Code of conduct for staff
- Equality Policy
- Behaviour Policy
- Attendance Policy
- SEND Policy
- Visitors Policy
- Complaints Policy

Manningham Community
Nursery Schools
Federation

29. COMPLAINTS AND CONCERNS ABOUT SCHOOL SAFEGUARDING POLICIES

Complaints against staff

29.1 Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff. Complaints should be made in writing to the Headteacher or Chair of Governors, if the complaint relates to the Headteacher.

29.2 Complaints will be responded to in writing within 28 days.

30. WHISTLE-BLOWING

30.1 Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy.

30.2 A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

30.3 The NSPCC runs a whistleblowing helpline on behalf of the government. The number is available 8am to 8pm Monday to Friday and 9am to 6pm at the weekends.

0800 028 0285

30.4 A whistleblowing e-mail is available between 11am and 4pm every day. The e-mail service is not monitored outside of these hours so any e-mails sent should be done during the working hours stated otherwise they may not reach the service. The address is help@NSPCC.org.uk

NSPCC

31. LINKS TO FURTHER READING

31.1 Information and support can be obtained via the Safer Bradford website for professionals. https://www.saferbradford.co.uk/

31.2 Additional resources as listed below:

Issue	Guidance
Child Witness and the Courts	https://www.gov.uk/government/publications/young-witnessbooklet-for-5-to-11-year-olds https://www.gov.uk/government/publications/young-witnessbooklet-for-12-to-17-year-olds
Family Members in Prison	https://www.nicco.org.uk/
Drugs	https://www.childline.org.uk/info-advice/you-your-body/drugsalcohol-smoking/drugs/
Domestic Abuse	https://www.bradford.gov.uk/your-community/domesticabuse/domestic-and-sexual-abuse/ https://www.operationencompass.org/
FGM	Mandatory Reporting Female Genital Mutilation
CSE Social Media Parental Controls	https://www.nspcc.org.uk/what-is-child-abuse/types-ofabuse/child-sexual-exploitation/ NSPCC social Media
Online Safety	Teaching online safety in schools

Medical Conditions	Supporting-pupils-at-school-with-medical-conditions
Radicalisation	Prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales
Violence Sexual Violence	https://www.gov.uk/government/policies/violence-againstwomen-and-girls https://www.childline.org.uk/info-advice/bullying-abusesafety/abuse-safety/physical-abuse/ Review-of-sexual-abuse-in-schools-and-colleges
Disqualification	Disqualification-under-the-childcare-act-2006

APPENDIX 1: CP FORM 1

This form is available in the main office in school.

Child Protection Staff Report to Designated Safeguarding Lead

NB ALL SECTIONS MUST BE COMPLETED

1. Name of Staff Reporting
2. Position
3. Full Name of Child
4. Date of Birth
5. Address
6. Nursery Room
7. Information regarding concern (to be completed by member of staff reporting concern)
Signature: **Time and Date:**
8. Action Taken (to be completed by DSL or DDSL receiving concern)
Signature: **Date:**

All completed forms to be passed to the DSL or DDSL on duty
DSL to ensure shared with appropriate staff and added to child chronology on CPOMS