



High Park School
Learning for Life

**Child Protection & Safeguarding
Policy**

Approved by Governing Body	Chair of Governor signature: Date:	Principal signature: Date:
Policy Review Date	September 2022	

High Park School

Child Protection and Safeguarding Policy 2021-2022

Last updated: September 2021

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(updated) Statement of intent

High Park School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

(updated) This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance. It will be achieved by:

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- (updated) Identifying and making provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- Ensuring that members of the governing board, the Principal and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse and know to refer concerns to the DSL.
- Ensuring that the Principal and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The DSL is: Sarah Tollemache. In the absence of the DSL, child protection matters will be dealt with by DDSL's: Hannah Copeland, Ann Andrew, Scott Shepherd and Wendy Yates.

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1 [Updated] Definitions

- 1.1 The terms “**children**” and “**child**” refer to anyone under the age of 18.
- 1.2 For the purposes of this policy, “**safeguarding and protecting the welfare of children**” is defined as:
- Protecting pupils from maltreatment.
 - Preventing the impairment of pupils' mental and physical health or development.
 - Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
 - Taking action to enable all pupils to have the best outcomes.
- 1.3 [New] For the purposes of this policy, “consent” is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another, and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity, and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.
- 1.4 (updated) For the purposes of this policy, the term “**sexual violence**” includes, but is not limited to, the following actions:
- Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their 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 they intentionally penetrate the vagina or anus of another person (B) with a part of their 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 they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- (New) **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe

that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

1.5 (updated) For the purposes of this policy, “sexual harassment” refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- (updated) Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual “jokes” and taunting.
- (updated) Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
 - (updated) The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
 - (New) Sharing unwanted explicit content.
 - (New) Upskirting.
 - (New) Sexualised online bullying.
 - (updated) Unwanted sexual comments and messages, including on social media.
 - Sexual exploitation, coercion, and threats.

1.6 (updated) For the purposes of this policy, “**upskirting**” refers to the act, as identified in the Voyeurism (Offences) Act 2019, of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

1.7 (updated) For the purposes of this policy, the “**consensual and non-consensual sharing of nude and semi-nude images and/or videos**”, colloquially known as “**sexting**”, is defined as the sharing between pupils of sexually explicit content, including indecent imagery. For the purposes of this policy, “**indecent imagery**” is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way

- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

2 [Updated] Legal framework

2.1 This policy has been created with due regard to all relevant legislation including, but not limited to, the following:

Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- (New) Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- (New) Equality Act 2012
- (New) Counter-Terrorism and Security 2015
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- (New) Domestic Abuse Act 2021

Statutory and Non Statutory guidance

- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- [Updated] DfE (2021) 'Keeping children safe in education'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- Non-statutory guidance
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- (updated) DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'

- DfE (2017) 'Child sexual exploitation'
- DfE (2021) 'Recruit teachers from overseas'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

Other relevant school policies include:

- (updated) Pupil Attendance Policy – which includes child missing in education
- (updated) Pupil Behaviour Policy
- Allegations of Abuse Against Staff Policy
- (updated) Online Safety
- (updated) Safer Recruitment Policy
- (updated) The PREVENT Duty
- Complaints and Grievance Policy
- (updated) High Park School Expectations of Staff
- Data Protection Policy
- (updated) Anti-Bullying Policy
- ICAT Whistleblowing Policy
- ICAT Complaints Policy
- ICAT Safer Recruitment
- ICAT General Data Protection Regulation

3 (updated) Roles and responsibilities

3.1 All staff have a responsibility to:

- (updated) Consider, at all times, what is in the best interests of the pupil.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Complete a body map for any marks found on a child's person. A white body map is for marks which the member of staff was not present and did not see how the mark would have appeared. The yellow body maps are linked with the pupils accident forms, this is when a child has had an accident in school a member of staff witnessed the incident and how the mark or possible mark happened.
- Follow the body map check list.
- Provide a safe environment in which pupils can learn.
- (updated) Be prepared to identify pupils who may benefit from early help.
- (New) Be aware of the school's systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
- (New) Be aware of the role and identity of the DSL and deputy DSLs.
- (updated) Undertake safeguarding training, including online safety training, during their induction – this will be regularly updated.

- (updated) Receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually.
- Be aware of the local early help process and understand their role in it.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- (updated) Be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- (updated) Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- (New) Speak to the DSL if they are unsure about how to handle safeguarding matters.
- (New) Be aware of safeguarding issues that can put pupils at risk of harm.
- (New) Be aware of behaviours linked to issues such as drug-taking, alcohol misuse, deliberately missing education, and sharing indecent images, and other signs that pupils may be at risk of harm.

ALL staff members have a responsibility to: REPORT ANY EXTRA ORDINARY INCIDENTS TO A MEMBER OF THE SLT: - **“Any incident deemed to be an extra ordinary event will be notified to the ICAT CEO and Chair of Directors via the extra ordinary incident reporting form”**.

3.2 [Updated] Teachers, including the Principal, have a responsibility to:

- [Updated] Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'.
- Complete a body map for any marks found on a child's person. A white body map is for marks which the member of staff was not present and did not see how the mark would have appeared. The yellow body maps are linked with the pupils accident forms, this is when a child has had an accident in school a member of staff witnessed the incident and how the mark or possible mark happened.
- Follow the body map check list.

3.3 [Updated] The governing board has a duty to:

- [New] Take strategic leadership responsibility for the school's safeguarding arrangements.
- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- [New] Ensure that staff working directly with children read at least Part one of KCSIE.
- [New] Ensure that staff who do not work directly with children read either Part one or Annex A of KCSIE. NB: Individual schools assess which guidance will be most effective for their staff to safeguard and promote the welfare of children.
- [New] Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children.
- [Updated] Ensure a senior board level lead takes leadership responsibility for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSLs to provide support to the DSL, and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).
- [New] Facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.

- Where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- [New] Ensure systems are in place, children to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible.
- Ensure that staff have due regard to relevant data protection principles that allow them to share and withhold personal information.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Principal or another governor.
- [Updated] Guarantee that there are effective and appropriate policies and procedures in place.
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing board itself, the SLT and DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- Ensure the school has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff receive safeguarding and child protection training updates, e.g. emails, as required, but at least annually.
- [Updated] Certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person

in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.

- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of CLA and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the virtual school head (VSH) to discuss how the pupil premium funding can best be used to support CLA.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep CLA safe, particularly with regard to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the governing board have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.

3.4 (updated) The Principal has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.

- Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- (updated) Provide staff with the appropriate policies and information upon induction Child Protection and Safeguarding Policy, Staff Code of Conduct, part one of the 'Keeping children safe in education' (KCSIE) guidance, Behaviour Policy, the Attendance Policy including: Children Missing from Education, online safety training, and the identity of the DSL and any deputies.

3.5 [Updated] The DSL has a duty to:

- [New] Take lead responsibility for safeguarding and child protection, including online safety.
- DSL to receive body maps and follow the body map checklist.
- Provide advice and support to other staff on child welfare, safeguarding and child protection matters.
- Take part in strategy discussions and inter-agency meetings, and/or support other staff to do so.
- [New] Contribute to the assessment of children, and/or support other staff to do so.
- During term time, be available during school hours for staff to discuss any safeguarding concerns. NB: Individual schools, working with the DSL, define what "available" means and whether, in exceptional circumstances, availability via phone, videocall, or other media is an acceptable substitution for in-person availability.
- [New] Arrange, alongside the school, adequate and appropriate cover for any activities outside of school hours or terms.
- Refer cases:

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- *To CSCS where abuse and neglect are suspected, and support staff who make referrals CSCS.*
 - *To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.*
 - *To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.*

- *To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance.*

- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Liaise with the Principal to inform them of issues, especially regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes.
- [New] Liaise with the case manager and the LA designated officer(s) (LADO) for child protection concerns in cases concerning staff.
- Liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety.
- Liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- [New] Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- [New] Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- [New] Work with the Principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:

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- *Ensuring that the school knows which pupils have or had a social worker.*
 - *Understanding the academic progress and attainment of these pupils.*
 - *Maintaining a culture of high aspirations for these pupils.*

- *Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential.*

- *Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these pupils are experiencing with teachers and the SLT.*

- [New] Ensure that child protection files are kept up-to-date and only accessed by those who need to do so.
- [Updated] Ensure that a pupil's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding.
- [Updated] Undergo training, and update this training at least every two years.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties pupils may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.
- [New] Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters: specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

- [New] Understand the importance of information sharing, including within school, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners.
- [New] Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR.
- Keep detailed, accurate, secure written records of concerns and referrals, and understand the purpose of this record-keeping.

3.6 The designated teacher has a responsibility for promoting the educational achievement of CLA and previously CLA (PCLA), and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

4 (updated) Multi-agency working

- 4.1 The school contributes to multi-agency working as part of its statutory duty. The school is aware of and will follow the local safeguarding arrangements.
- 4.2 [New] The school will be fully engaged, involved, and included in local safeguarding arrangements. Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies. The school will act in accordance with the safeguarding arrangements.
- 4.3 The school will work with CSCS, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to multi-agency plans to provide additional support.
- 4.4 Where a need for early help is identified, the school will allow access for CSCS from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.
- 4.5 The school also recognises the particular importance of inter-agency working in identifying and preventing CSE.
- 4.6 Information sharing
- 4.7 The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.
- 4.8 Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.
- 4.9 Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff

members are in doubt about sharing information, they will speak to the DSL or deputy DSL(s). If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL.

- 4.10 The school also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE).

5 [Updated] Early help

5.1 [Updated] Early help means providing support as soon as a problem emerges, at any point in a child's life. Any pupil may benefit from early help, but in particular, staff will be alert to the potential need for early help for pupils who:

- [New] Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory EHC plan.
- [New] Have mental health needs.
- Are young carers.
- [Updated] Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.
- [Updated] Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Are at risk of being radicalised or exploited.
- [New] Have family members in prison, or are affected by parental offending.
- [Updated] Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Misuse drugs or alcohol.
- Have returned home to their family from care.
- [New] Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.
- [New] Are persistently absent from education, including persistent absences for part of the school day.
- [Updated] Show early signs of abuse and/or neglect in other ways.

5.2 [Updated] The DSL will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.

5.3 [Updated] Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any

such cases will be kept under constant review and consideration given to a referral to CSCS for assessment for statutory services if the pupil's situation is not improving or is worsening.

6 (updated) Abuse and neglect

- 6.1 [Updated] For the purposes of this policy, "abuse" is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.
- 6.2 [Updated] For the purposes of this policy, "physical abuse" is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.
- 6.3 [Updated] For the purposes of this policy, "emotional abuse" is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child the opportunities to express their views, deliberately silencing them, 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, including cyberbullying, causing the child to frequently feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, but it may also occur alone.
- 6.4 [Updated] For the purposes of this policy, "sexual abuse" is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

- 6.5 [Updated] For the purposes of this policy, “neglect” is defined as the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in serious impairment of a child’s health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.
- 6.6 [Updated] All staff will be aware of the indicators of abuse and neglect. All staff will be aware that abuse, neglect and other safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL. All staff, especially the DSL and deputy DSL(s), will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a pupil being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.
- 6.7 [New] All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

7. [New] Domestic abuse

- 7.1 For the purposes of this policy, and in line with the Domestic Abuse Act 2021, “domestic abuse” is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g. the person’s child) where both are aged 16 or over and are personally connected. “Abusive behaviour” includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse. “Personally connected” includes people who:
- Are, have been, or have agreed to be married to each other.
 - Are, have been, or have agreed to be in a civil partnership with each other.
 - Are, or have been, in an intimate personal relationship with each other.

- Each have, or had, a parental relationship towards the same child.
- Are relatives.

7.2 The school will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

8. Homelessness

8.1 The DSL and deputy DSL(s) will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

8.2 Indicators that a family may be at risk of homelessness include:

- Household debt.
- Rent arrears.
- Domestic abuse.
- Anti-social behaviour.
- Any mention of a family moving home because "they have to".

8.3 Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSCS will be made as necessary where concerns are raised.

9. Children missing from education

9.1 A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation. Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, in accordance with the Children Missing Education Policy. The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

Admissions register

9.2 Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending. The school will notify the LA within 5 days of when a pupil's name is added to the admissions register.

9.3 The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur. Two

emergency contact details will be held for each pupil where possible. Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

9.4 If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

- The full name of the parent with whom the pupil will live
- The new address
- The date from when the pupil will live at that address

9.5 If a parent notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:

- The name of the new school
- The date on which the pupil first attended, or is due to attend, that school

9.6 Where a pupil moves to a new school, the school will use a secure internet system to securely transfer pupils' data.

9.7 To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

- Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

9.8 The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

9.9 If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:

- The full name of the pupil
- The full name and address of any parent with whom the pupil lives

- At least one telephone number of the parent with whom the pupil lives
- The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- The name of the pupil's new school and the pupil's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

9.10 The school will work with the LA to establish methods of making returns for pupils back into the school. The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown. The school will also highlight any other necessary contextual information, including safeguarding concerns.

10. [New] Child abduction and community safety incidents

- 10.1 For the purposes of this policy, "child abduction" is define as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.
- 10.2 All staff will be alert to community safety incidents taking place in the vicinity of the school that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with pupils.
- 10.3 Pupils will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

11. [Updated] Child criminal exploitation (CCE)

- 11.1 For the purposes of this policy, "child criminal exploitation" is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:
- In exchange for something the victim needs or wants
 - For the financial advantage or other advantage of the perpetrator or facilitator
 - Through violence or the threat of violence
- 11.2 [New] Specific forms of CCE can include:
- Being forced or manipulated into transporting drugs or money through county lines.

- Working in cannabis factories.
 - Shoplifting or pickpocketing.
 - Committing vehicle crime.
 - Committing, or threatening to commit, serious violence to others.
- 11.3 [Updated] The school will recognise that pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognise that pupils of any gender are at risk of CCE.
- 11.4 [Updated] School staff will be aware of the indicators that a pupil is the victim of CCE, including:
- [Updated] Appearing with unexplained gifts, money or new possessions.
 - Associating with other children involved in exploitation.
 - Suffering from changes in emotional wellbeing.
 - Misusing drugs or alcohol.
 - Going missing for periods of time or regularly coming home late.
 - Regularly missing school or education or not taking part.

County lines

- 11.5 [Updated] For the purposes of this policy, "county lines" refers to gangs and organised criminal networks exploiting children to move, store or sell drugs and money into one or more areas, locally and/or across the UK.
- 11.6 [Updated] As well as the general indicators for CCE, school staff will be aware of the specific indicators that a pupil may be involved in county lines, including:
- [Updated] Going missing and subsequently being found in areas away from their home.
 - [New] Having been the victim or perpetrator of serious violence, e.g. knife crime.
 - [New] Receiving requests for drugs via a phone line.
 - [New] Moving drugs.
 - [New] Handing over and collecting money for drugs.
 - [New] Being exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection.
 - [New] Being found in accommodation they have no connection with or a hotel room where there is drug activity.
 - [New] Owing a 'debt bond' to their exploiters.
 - [New] Having their bank account used to facilitate drug dealing.
- 11.7 Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who

suspect a pupil may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.

- 11.8 The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

12. [New] Cyber-crime

- 12.1 For the purposes of this policy, "cyber-crime" is defined as criminal activity committed using computers and/or the internet. This includes 'cyber-enabled' crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and 'cyber-dependent' crimes, i.e. crimes that can be committed only by using a computer. Crimes include:

- Unauthorised access to computers, known as 'hacking'.
- Denial of Service attacks, known as 'booting'.
- Making, supplying or obtaining malicious software, or 'malware', e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

- 12.2 All staff will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring pupils to the National Crime Agency's Cyber Choices programme.

13. [Updated] Child sexual exploitation (CSE)

- 13.1 [Updated] For the purposes of this policy, "child sexual exploitation" is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage, increased status or other advantage of the perpetrator or facilitator
- [New] Through violence or the threat of violence

- 13.2 [Updated] The school will recognise that CSE can occur over time or be a one-off occurrence, and may happen without the pupil's immediate knowledge, e.g. through others sharing videos or images of them on social media. The school will recognise that CSE can affect any pupil who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes pupils aged 16 and above who can legally consent to sexual activity. The school will also recognise that pupils may not realise they

are being exploited e.g. they believe they are in a genuine romantic relationship.

13.3 [Updated] School staff will be aware of the key indicators that a pupil is the victim of CSE, including:

- [Updated] Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.
- Having older boyfriends or girlfriends.
- Suffering from sexually transmitted infections.
- [New] Displaying sexual behaviours beyond expected sexual development.
- Becoming pregnant.

13.4 [New] All concerns related to CSE will be managed in line with the school's Child Sexual Exploitation (CSE) Policy.

13.5 Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered, including referral to the LA. The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

14. [New] Modern slavery

14.1 For the purposes of this policy, "modern slavery" encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

14.2 All staff will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

15. [Updated] FGM

15.1 [Updated] For the purposes of this policy, "FGM" is defined as all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

- 15.2 All staff will be alert to the possibility of a pupil being at risk of FGM, or already having suffered FGM. If staff are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with CSCS and/or the police. The school's procedures relating to managing cases of FGM and protecting pupils will reflect multi-agency working arrangements.
- 15.3 [Updated] As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), all staff are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a pupil under the age of 18. Teachers failing to report such cases may face disciplinary action. Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate. **NB:** This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.
- 15.4 All staff will be aware of the indicators that pupils may be at risk of FGM. While some individual indicators they may not indicate risk, the presence of two or more indicators could signal a risk to the pupil. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.
- 15.5 Indicators that a pupil may be at heightened risk of undergoing FGM include:
- The socio-economic position of the family and their level of integration into UK society.
 - The pupil coming from a community known to adopt FGM.
 - Any girl with a mother or sister who has been subjected to FGM.
 - Any girl withdrawn from PSHE.
- 15.6 Indicators that FGM may take place soon include:
- When a female family elder is visiting from a country of origin.
 - A girl confiding that she is to have a 'special procedure' or a ceremony to 'become a woman'.
 - A girl requesting help from a teacher if she is aware or suspects that she is at immediate risk.
 - A girl, or her family member, talking about a long holiday to her country of origin or another country where FGM is prevalent.
- 15.7 All staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin. Indicators that FGM may have already taken place include the pupil:

- Having difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Having prolonged or repeated absences from school, followed by withdrawal or depression.
- Being reluctant to undergo normal medical examinations.
- Asking for help, but not being explicit about the problem due to embarrassment or fear.

15.8 FGM is included in the definition of “**honour-based’ abuse (HBA)**”, which involves crimes that have been committed to defend the honour of the family and/or community. All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

16. [Updated] Forced marriage

16.1 [Updated] For the purposes of this policy, a “forced marriage” is defined as a marriage that is 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 the marriage. Threats can be physical, emotional, or psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent, e.g. due to some forms of SEND. Forced marriage is a crime in the UK and a form of HBA.

16.2 All staff will be alert to the indicators that a pupil is at risk of, or has undergone, forced marriage, including, but not limited to, the pupil:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem.
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia.
- Displaying a sudden decline in their educational performance, aspirations or motivation.
- Regularly being absent from school.
- Displaying a decline in punctuality.
- An obvious family history of older siblings leaving education early and marrying early.

16.3 Staff who have any concerns regarding a pupil who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit.

17. [Updated] Radicalisation

- 17.1 [Updated] For the purposes of this policy, "extremism" refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.
- 17.2 [Updated] For the purposes of this policy, "radicalisation" refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- 17.3 [Updated] For the purposes of this policy, "terrorism" refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public, and be made for the purpose of advancing a political, religious or ideological cause.
- 17.4 [Updated] Protecting pupils from the risk of radicalisation is part of the school's wider safeguarding duties. The school will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in pupils' behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The school will work with local safeguarding arrangements as appropriate.
- 17.5 The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the pupil's parents, unless the school has reason to believe that the child would be placed at risk as a result.
- 17.6 The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect pupils against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.
- 17.7 [New] The Prevent duty
- 17.8 Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are subject to a duty to have "due regard to the need to prevent people from being drawn into terrorism", known as "the Prevent duty". The Prevent duty will form part of the school's wider safeguarding obligations.
- 17.9 The school's procedures for carrying out the Prevent duty, including how it will engage and implement the Channel programme, are outline in the Prevent Duty Policy.

18. Pupils with family members in prison

- 18.1 Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of **'Are you a young person with a family member in prison?'** from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

19. Pupils required to give evidence in court

- 19.1 Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.
- 19.2 [Primary schools only] Pupils will be provided with the booklet 'Going to Court' from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.
- 19.3 [Secondary schools and post-16 settings only] Pupils will be provided with the booklet 'Going to Court and being a witness' from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

20. [Updated] Mental health

- 20.1 All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation.
- 20.2 [Updated] Staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional. Staff will, however, be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. Staff will also be aware of how pupils' experiences can impact on their mental health, behaviour, and education.
- 20.3 Staff who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to the DSL or deputy DSL(s).
- 20.4 The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

21. [Updated] Peer-on-peer abuse

- 21.1 [Updated] For the purposes of this policy, “peer-on-peer abuse” is defined as abuse between children.
- 21.2 [New] The school has a zero-tolerance approach to abuse, including peer-on-peer abuse, as confirmed in the Child Protection and Safeguarding Policy’s statement of intent.
- 21.3 [Updated] All staff will be aware that peer-on-peer abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of peer-on-peer abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that peer-on-peer abuse is not occurring. All staff will speak to the DSL if they have any concerns about peer-on-peer abuse.
- 21.4 [Updated] All staff will understand the importance of challenge inappropriate behaviour between peers, and will not tolerate abuse as “banter” or “part of growing up”.
- 21.5 [Updated] Peer-on-peer abuse can be manifested in many different ways, including:
- [New] Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
 - [New] Abuse in intimate personal relationships between peers.
 - [Updated] Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
 - [Updated] Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
 - [Updated] Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
 - [New] Causing someone to engage in sexual activity without consent.
 - [Updated] The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
 - [New] Upskirting.
 - [Updated] 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.
- 21.6 [New] All staff will be clear as to the school’s policy and procedures regarding peer-on-peer abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.
- 21.7 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.

- 21.8 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. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. 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.
- 21.9 [Updated] Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. 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.
- 21.10 [New] The school's procedures for managing allegations of peer-on-peer abuse are outlined in the Peer-on-Peer Abuse Policy. Staff will follow these procedures, as well as the procedures outlined in the school's Anti-Bullying Policy and Exclusion Policy, where relevant.

22. [Updated] Serious violence

- 22.1 Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to:
- Increased absence from school.
 - A change in friendships.
 - Relationships with older individuals or groups.
 - A significant decline in academic performance.
 - Signs of self-harm.
 - A significant change in wellbeing.
 - Signs of assault.
 - Unexplained injuries.
 - Unexplained gifts or new possessions.
- 22.2 [Updated] Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:
- [New] Being male.
 - [Updated] Having been frequently absent from school.
 - [New] Having been permanently excluded from school.
 - [New] Having experienced child maltreatment.
 - [Updated] Having been involved in offending, such as theft or robbery.
- 22.3 Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

23. Online safety and personal electronic devices

- 23.1 The school will adhere to the Online Safety Policy at all times.
- 23.2 As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.
- 23.3 Through training, all staff members will be made aware of:
- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online.
 - The procedure to follow when they have a concern regarding a pupil's online activity.
- 23.4 The school will ensure that suitable filtering systems are in place on ICT equipment to prevent children accessing inappropriate material, in accordance with the school's Data and Cyber-security Breach Prevention and Management Plan. The school will, however, ensure that the use of filtering and monitoring systems does not cause "over blocking", which may lead to unreasonable restrictions as to what pupils can be taught online.
- 23.5 Further information regarding the school's approach to online safety can be found in the Online Safety Policy.

[New] Reviewing online safety

- 23.6 [New] The school will carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by pupils.

Personal electronic devices

- 23.7 The use of personal electronic devices, including mobile phones and cameras, by staff and pupils is closely monitored by the school, in accordance with the Personal Electronic Devices Policy.
- 23.8 Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy and Photography Policy. The DPO will oversee the planning of any events where photographs and videos will be taken.
- 23.9 Where photographs and videos will involve pupils who are LAC, adopted pupils, or pupils for whom there are security concerns, the Principal will liaise with the DSL to determine the steps involved. The DSL will, in known cases of pupils who are LAC or who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.
- 23.10 Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures.

Upskirting

23.11 Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. **“Operating equipment”** includes enabling, or securing, activation by another person without that person’s knowledge, e.g. a motion-activated camera.

23.12 Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

24. [Updated] Sexting and the sharing of indecent images

24.1 The school will ensure that staff are aware to treat the sharing of indecent images, including through sexting, as a safeguarding concern.

24.2 Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around how to deal with instances of sexting in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how and when to report instances of sexting.

24.3 Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.

24.4 Where a member of staff becomes aware of an incidence of sexting that involves indecent images of a pupil, they will refer this to the DSL as soon as possible. Where a pupil confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:

- Refrain from viewing, copy, printing, sharing, storing or saving the imagery.
- Tell the DSL immediately if they accidentally view an indecent image and seek support.
- Explain to the pupil that the incident will need to be reported.
- Respond positively to the pupil without blaming or shaming anyone involved, and reassuring them that they can receive support from the DSL.
- Report the incident to the DSL.

24.5 The DSL will attempt to understand what the image contains without viewing it and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:

- Aggravated: incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of pupils, including where there is an adult involved, where there is

an intent to harm the pupil depicted, or where the images are used recklessly.

- Experimental: incidents involving the creation and distribution of indecent images of pupils where there is no adult involvement or apparent intent to cause harm or embarrassment to the pupil.

24.6 [New] For there to be a good and clear reason to view imagery, the DSL would need to be satisfied that this action is:

- The only way to make a decision about whether to involve other agencies because it is not possible to establish the facts, e.g. the contents of the imagery, from the pupil(s) involved.
- Necessary to report it to a website, app or suitable reporting agency to have the image taken down, or to support the pupil or their parent in making a report.
- Unavoidable because the pupil has presented the image directly to a staff member or the image has been found on a school device or your school's network.

24.7 [Updated] Where it is necessary to view the imagery, e.g. if this is the only way to make a decision about whether to inform other agencies, the DSL should:

- Never copy, print, share, store or save them as this is illegal – if this has already happened, contact the local police for advice and to explain the circumstances.
- Discuss the decision with the Principal or a member of the SLT.
- Make sure viewing is undertaken by the DSL (or equivalent) or another member of the safeguarding team with delegated authority from the Principal or a member of the SLT.
- Make sure viewing takes place with another member of staff present in the room, ideally the Principal or a member of the SLT. This staff member does not need to view the images.
- Wherever possible, make sure viewing takes place on the school premises, ideally in the Principal's office or a member of the SLT's office.
- Make sure, wherever possible, that they are viewed by a staff member of the same sex as the pupil in the images.
- Record how and why the decision was made to view the imagery in the safeguarding or child protection records, including who was present, why the nudes or semi-nudes were viewed and any subsequent actions.

24.8 Where the incident is categorised as 'aggravated', the situation will be managed in line with the school's Peer-on-Peer Abuse Policy. Where the incident is categorised as 'experimental', the pupils involved are supported to

understand the implications of sharing indecent imagery and to move forward from the incident. Where there is reason to believe that indecent imagery being circulated will cause harm to a pupil, the DSL escalates the incident to CSCS. Where indecent imagery of a pupil has been shared publicly, the DSL will work with the pupil to report imagery to sites on which it has been shared and will reassure them of the support available.

25. (updated) Context of safeguarding incidents

25.1 Safeguarding incidents can occur outside of school and can be associated with outside factors. All staff, particularly the DSL and deputy DSL(s), will always consider the context of safeguarding incidents. Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school will provide as much contextual information as possible when making referrals to CSCS.

26. [Updated] Pupils potentially at greater risk of harm

26.1 [Updated] The school recognises that some groups of pupils can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in these groups of pupils. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outline below.

[New] Pupils who need social workers

26.2 Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage.

26.3 As a matter of routine, the DSL will hold and use information from the LA about whether a pupil has a social worker in order to make decisions in the best interests of the pupil's safety, welfare, and educational outcomes.

26.4 Where a pupil needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision pastoral or academic support.

[New] Home-educated children

26.5 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.

26.6 In line with the Education (Pupil Registration) (England) Regulations 2006, the school will inform the LA of all deletions from the admissions register when a pupil is taken off roll.

26.7 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.

[New] CLA and PCLA

26.8 Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. PLAC, also known as care leavers, can also remain vulnerable after leaving care.

26.9 The governing board will ensure that staff have the skills, knowledge and understanding to keep CLA and PCLA safe. This includes ensuring that the appropriate staff have the information they need, such as:

- Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil.

26.10 The DSL will be provided with the necessary details of pupils' social workers and the VSH, and, for PCLA, personal advisers.

26.11 Further details of safeguarding procedures for CLA and PCLA are outlined in the school's CLA Policy.

Pupils with SEND

26.12 When managing safeguarding in relation to pupils with SEND, staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a pupil's indicators relate only to their disability
- Pupils with SEND can be disproportionately impacted by issues such as bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

26.13 When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENCO, as well as the pupil's parents where appropriate, to ensure that the pupil's needs are met effectively.

27. [New] Alternative provision

27.1 The school will remain responsible for a pupil's welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

28. Work experience

28.1 When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place. Where the school has pupils conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16. High Park pupils will always have a member of school supporting them whilst on work experience and risk assessments will be in place.

29. Concerns about pupils

29.1 If a member of staff has any concern about a pupil's welfare, they will act on them immediately by speaking to the DSL or deputy DSL(s). All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in the communication and confidentiality section of this policy.

29.2 Where the DSL is not available to discuss the concern with, staff members will contact the deputy DSL(s) with the matter. If a referral is made about a pupil by anyone other than the DSL, the DSL will be informed as soon as possible.

29.3 The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer. Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil. If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.

29.4 If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered. All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and kept securely in location.

29.5 If a pupil is in immediate danger, a referral will be made to CSCS and/or the police immediately. If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.

29.6 Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems

available for pupils to provide feedback and express their views. When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.

29.7 An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

30. Managing referrals

30.1 The reporting and referral process outlined in Appendix B will be followed accordingly.

30.2 All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed. When making a referral to CSCS or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

30.3 The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved. The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

30.4 Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.

30.5 The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by CSCS. Where CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the pupil is at risk of harm. Where CSCS decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of other support mechanisms, such as early help and pastoral support.

30.6 At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so. Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm. The

school will work closely with parents to ensure that the pupil, as well as their family, understands the arrangements in place, such as in-school interventions, is effectively supported, and knows where they can access additional support.

31. Concerns about staff and safeguarding practices

31.1 If a staff member has concerns about another member of staff (including supply staff and volunteers), it will be raised with the Principal. If the concern is with regards to the Principal, it will be referred to the chair of governors.

31.2 Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy. If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

32. [Updated] Allegations of abuse against staff

32.1 [Updated] All allegations against staff, supply staff, volunteers and contractors will be managed in line with the school's Allegations of Abuse Against Staff Policy – a copy of which will be provided to, and understood by, all staff. The school will ensure all allegations against staff, including those who are not employees of the school, are dealt with appropriately and that the school liaises with the relevant parties.

32.2 [New] 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", as defined in the Allegations of Abuse Against Staff Policy. Allegations that meet the harms threshold include instances where staff have:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Committed or possibly committed a criminal offence against or related to a child.
- Behaved towards a child in a way that indicates they may pose a risk of harm to children.
- Behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

33. Communication and confidentiality

33.1 All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.

- 33.2 Where there is an allegation or incident of sexual abuse or sexual violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.
- 33.3 Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis. During the disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.
- 33.4 Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime. Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others. Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.
- 33.5 Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved. Discussions with parents will not take place where they could potentially put a pupil at risk of harm. Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report. Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, with the reasons behind decisions being explained and the available support discussed. External agencies will be invited to these discussions where necessary.
- 33.6 Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.
- 33.7 Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

34. [Updated] Safer recruitment

34.1 [New] The school's full policy and procedures for safer recruitment are outlined in the Safer Recruitment Policy.

34.2 An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

34.3 The DfE's DBS Workforce Guides will be consulted when determining whether a position fits the child workforce criteria.

34.4 [New] The governing board will conduct the appropriate pre-employment checks for all prospective employees, including internal candidates and candidates who have lived or worked outside the UK.

34.5 [New] The appropriate DBS and suitability checks will be carried out for all governors, volunteers, and contractors.

Staff suitability

34.6 All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

34.7 All staff members are required to sign the declaration form provided in the appendices of this policy confirming that they are not disqualified from working in a schooling environment. A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

Ongoing suitability

34.8 Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk.

Referral to the DBS

34.9 The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

37. [Updated] Single central record (SCR)

35.1 The school keeps an SCR which records all staff, including agency and third-party supply staff, and teacher trainees on salaried routes, who work at the school.

35.2 All members of the proprietor body are also recorded on the SCR.

35.3 The MAT holds a central SCR containing information that is easily accessible and recorded in such a way that allows for details for each individual academy to be provided separately, and without delay, to all who need to see it, including Ofsted.

35.4 The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications, where required
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK
- [Colleges only] Whether the employee's position involves relevant activity, i.e. regularly caring for, training, supervising or being solely in charge of persons aged under 18
- A section 128 check for those in management positions

35.5 For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted and the date that confirmation was received.

35.6 If any checks have been conducted for volunteers, this will also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

35.7 Written confirmation that supply agencies have completed all relevant checks will also be included.

35.8 [New] The school is free to record any other information it deems relevant.

35.9 [New] The details of an individual will be removed from the SCR once they no longer work at the school.

38. [Updated] Training

36.1 Staff members will undergo safeguarding and child protection training at induction, which will be updated on a termly basis and/or whenever there is a change in legislation.

36.2 The induction training will cover:

- The Child Protection and Safeguarding Policy.
- [New] The Peer-on-Peer Abuse Policy and procedures.
- The Staff Code of Conduct.
- [Updated] Part one of 'Keeping children safe in education' (KCSIE) (or Annex A, if appropriate).
- The Behavioural Policy.
- [Updated] The Children Missing Education Policy, including the safeguarding response to children who go missing from education.
- [Updated] Appropriate child protection and safeguarding training, including online safety training.
- Information about the role and identity of the DSL and deputy DSL(s).

36.3 [Updated] All staff members will also receive regular safeguarding and child protection updates as required, but at least annually. Training will cover, at a minimum:

- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- [Updated] How to keep LAC and PLAC safe.
- CCE and the need to refer cases to the National Referral Mechanism.
- [New] Updated online safety training.

36.4 Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.

36.5 [Updated] The DSL and deputy DSL(s) will undergo child protection and safeguarding training, and update this training at least every two years. The DSL and deputy DSL(s) will also obtain access to resources and attend any relevant or refresher training courses, ensuring they keep up-to-date with any developments relevant to their role. This will include training to understand:

- The assessment process for providing early help and statutory intervention, including local criteria for action and CSCS referral arrangements.
- How LAs conduct child protection case conferences and a child protection review conferences, to enable the DSL to attend and contribute to these effectively when required.

- The importance of providing information and support to CSCS.
- The lasting impact that adversity and trauma can have.
- [Updated] How to be alert to the specific needs of children in need, pupils with SEND and/or relevant health conditions, and young carers.
- The importance of internal and external information sharing.
- The Prevent duty.
- The risks associated with online safety, including the additional risks faced online by pupils with SEND.

39. [Updated] Monitoring and review

37.1 [Updated] This policy is reviewed at least annually by the DSL and the Principal. This policy will be updated as needed to ensure it is up-to-date with safeguarding issues as they emerge and evolve, including any lessons learnt.

37.2 Any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme. The next scheduled review date for this policy is September 2022.

Appendices

A – Acronyms

Appendices

A – Acronyms

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
CCE	Child criminal exploitation	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/or through violence or the threat of violence.
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	Where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in

		exchange for something the victim needs or wants, and/or for the financial advantage, increased status or other advantage of the perpetrator or facilitator.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and social needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	A procedure where the female genital organs are injured or

		changed and there is no medical reason for this.
GDPR	General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation, forced marriage, and practices such as breast ironing.
HMCTS	HM Courts and Tribunal Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
ITT	Initial teacher training	A programme of training to achieve qualified teacher status.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	A child who has been placed in local authority care or where children's services have looked after a child for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer	Term relating to a community of people, protected by the Equalities Act 2010, who identify as a lesbian,

		gay, bisexual or transgender, or other protected sexual or gender identities.
Academies MAT	Multi-academy trust	A trust established to undertake strategic collaboration and provide education across a number of schools.
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
PHE	Public Health England	An executive agency of the Department of Health and Social Care which aims to protect and improve the nation's health and wellbeing.
QTS	Qualified teacher status	A requirement in England to work as a teacher of children in state schools and special schools.
RSE	Relationships and sex education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.
SEND	Special educational needs and disabilities	A pupil is assessed to have SEND if they have a learning problem or disability that makes it more difficult for them to learn than most pupils their age.

SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

Safeguarding at High Park

Safeguarding is everyone's responsibility

Meet your Designated Safeguarding Lead and Deputies at High Park School



Sarah Tollemache
DSL Lead



Hannah Copeland
DDSL



Ann Andrew
Principal & DDSL



Wendy Yates
DDSL



Scott Shepherd
DDSL



Named Governor for Safeguarding
Ann Mckerchar

Child Protection Procedures Flow Chart as of September 2021

On Discovery or suspicion of child abuse **If you think it, report it**

Inform a Designated Lead for Safeguarding (DSL) or Deputy
Sarah Tollemache (DSL) Hannah Copeland, Ann Andrew, Wendy Yates, Scott Shepherd Named Governor: Ann Mckerchar.

Who should then take following steps...

If you have concern that a child is being harmed you must not keep these concerns to yourself, have those safeguarding concern conversations immediately with the DSL or:

During office hours (8.30am - 5pm Monday to Thursday, 4.30pm on Friday)

- Children's Social Care Initial Contact Point – T: 01274 435600
- Early Help Gateway – T: 01274 435600
- At all other times, Children's and Adult Social Care Emergency Duty Team – T: 01274 431010
- Education Social Work Service – T: 01274 439651
- Adult MASH team - T: 01274 431077- Monday to Thursday: 8.30am to 5pm Friday: 8.30am to 4.30pm

If you have reason to believe that a child is at IMMEDIATE RISK OF HARM, contact the police on 999

ON DISCOVERY OR SUSPICION OF CHILD ABUSE CONCERNING A STAFF MEMBER

REPORT IMMEDIATELY TO THE PRINCIPAL NOT A DESIGNATED SAFEGUARDING LEAD

WHERE THERE ARE CONCERNS ABOUT THE PRINCIPAL REPORT TO THE CHAIR OF GOVERNORS

If you are asked to monitor the situation; make sure you are clear what you are expected to monitor, for how long, how and to whom you should feedback information to.

The Designated Safeguarding Lead will always make and keep an electronic record on CPOMS of all events and action taken. Records MUST be kept confidential and secure and separate from the child's personal file.

Ensure immediate completion and dispatch of the Common Child Protection Referral form. This form can be accessed via Bradford Schools On-Line 'Useful Links' Tab Retain a copy in school. Send copies to:

- Children's Social Care
- Principal Education Social Worker Margaret McMillan Tower, Princes Way, Bradford BD1 1NN
- Report adult abuse online at: www.bradfordgov.uk/makeanalerf and inform the students' social worker

Working Together to Safeguard Children – The Bradford Partnership.
Saferbradford.co.uk

Strategic Manager for Education Safeguarding: Danielle Wilson
Attendance Lead: Waheeda Shah/Paul Harkin
Local Authority Designated Officer (LADO): 01274 435600

For all general enquiries, please contact Children's Specialist Services on 01274 435600

Bradford Council's Multi-Agency Safeguarding Hub (MASH) is the single point of contact to report safeguarding concerns. The MASH operates in partnership with West Yorkshire Metropolitan Police.

Please note that Adult Safeguarding concerns reported to the MASH are screened by both the Local Authority and Police.

MASH team - T: 01274 431077

Report Adult Abuse via online - <https://www.bradford.gov.uk/adult-social-care/adult-abuse/report-adult-abuse/>

The Police

You can also contact Crimestoppers on 0800 555 111 The Police and Crimestoppers are both open all day and all night. Javelin House, Child Protection Unit: 01274 376061

PREVENT Strategy at High Park

Safeguarding is everyone's responsibility
Designated Leads for PREVENT at High Park School



Sarah Tollemache
DSL Lead



Hannah Copeland
DSL Deputy



Ann Andrew
Principal



Jane Rawson



Named Governors for Safeguarding

Ann McKerchar

PREVENT Strategy Procedure Flow Chart September 2021

NOTICE

What have you noticed? Who was involved?
Does the incident relate to recent local, national or international events? Does the incident relate to local or national news stories? Has the individual been involved in similar incidents?
Why do you feel the individual is vulnerable to radicalisation? What makes the individual at risk? Was it a one off comment or statement and out of context for the individual?
Are there any other apparent vulnerabilities or concerns that make the individual at risk of radicalisation?
Can the concern be dealt with in house or does it need wider checking?

CHECK

Have you checked your concern with your Safeguarding Lead? If you are the Safeguarding Lead have you checked with other members of your Senior Leadership Team/ management? Do they share your Prevent related concerns?
From your checks has any other information come to light?
Has the individual of concern been spoken to for clarity? If not, what are the reasons for this (inappropriate, safeguarding risk). Do they offer a reasonable explanation and or account?
If under 18, have their parents been spoken to for clarity? Have they noticed a change in behaviour? Do they offer a reasonable explanation and or account? Are any other agencies currently or historically working with the individual or family? Have they been consulted?
Is the concern Prevent related? Or is it more suitable under general safeguarding? (Please refer back to the Terminology section) Have there been any historical concerns, i.e. concerns at previous school?
Could the concern be addressed in house? Is there a genuine radicalisation risk? Do you and or the

SHARE

Having raised the initial concern and carrying out the appropriate checks do you feel a referral is necessary? If so, all referrals should be made using the Bradford Prevent Referral Form. On the referral form have you included all the relevant contact details and basic information for the individual of concern, including parent/ guardians details and any siblings if appropriate?
Have you differentiated between the date of referral and date of incident or incidents? If there is a gap, have you provided an explanation, for example; waiting for a meeting with parents to discuss concerns before making referral?
Have you provided as much detail as possible in the nature of concern box? Have you provided a rounded picture of the individual? Have you detailed your actions as the referrer? Who have you consulted? What intervention, if any, have you put in place?
Have you made any other Safeguarding referrals regarding the subject, or discussed the case with other agencies? Have you discussed with the Prevent team and been advised to make this referral?

PREVENT Contact Information

- **Danielle King**, Prevent Education Officer/Acting Coordinator – T 01274 437770
E: Danielle.king@bradford.gov.uk
- **Geraldine Cooper**, Prevent Education Officer – T: 01274 437207 E: Geraldine.cooper@bradford.gov.uk
- **Confidential Anti-terrorist Hotline** – T: 0800789321 if the threat is immediate risk **call 999**
- **Charlene Henegan**, Bradford North PCSO 164– T: 01274 475232
- **Joanne Seed**, PCSO 528- T: 07912785961
Joanne.seed@westyorkshire.police.uk

Referral forms sent to

- nectu.fimu@westyorkshire.pnn.police.uk
- If you need to speak to someone about your referral please contact 01274 376215
- Bradford Police Prevent Team – T: 01274 376088 E: Prevent@bradford.gov.uk

Further information can be found on the High Park website or
<https://www.gov.uk/government/publications/channel-guidance>



EARLY HELP
BRADFORD DISTRICT



Integrated Front Door Information and Advice Line

**Are you a professional that is
worried about a child?**

**Our highly experienced Social Workers are available on a
new Information and Advice Line 01274 435600.**



The Integrated Front Door are encouraging all professionals to call the Information and Advice Line if they are worried about a child.

You will be advised by our experienced Social Workers whether you need to complete a MARF or an Early Help Assessment. By using the Information and Advice Line, children and families will be able to access services more efficiently.

Prior to contacting the Information and Advice Line, please refer to the Continuum of Need document which will help you form an initial view on the support or services you feel the child and family would benefit from. A copy of the document can be found on www.saferbradford.co.uk

Our Information and Advice Line will advise the next steps that you will need to carry out. Where advised, a MARF should be completed and submitted within 24 hours of your call to childrens.enquiries@bradford.gov.uk

Please note: If a child is at immediate risk of harm or in imminent danger you should consider calling **999** in the first instance (for Police or Ambulance Services).

Our Information and Advice Line will be there for you to discuss any concerns and also inform you whether there is an existing Lead Professional and other services supporting the family.

Our advice line is live and can be accessed on **01274 435600.**



BRADFORD
working in partnership

The wording in this publication can be made available in other formats such as large print and Braille. Please call 01274 435600.

www.bradford.gov.uk/earlyhelp

**GETTING THE RIGHT HELP AND
SUPPORT FOR YOU AND YOUR FAMILY**



Multi Agency Referral Form (MARF)

This form is for practitioners seeking to refer an unborn, child or young person. It enables us to provide the right kind of support at the right time.

If you are unsure about whether or not to make a referral, or which service will best help the family and safeguard the child, please refer to the Bradford Continuum of Need ([Continuum of Need and Risk Assessment](#))

You can also contact the Children's Information & Advice Line for a consultation with an experienced social Daytime hours (Mon-Thurs 8.30am-5.00pm, Fri -8.30am-4.30pm) **01274 435600**

For any urgent discussions that need to take place Out of Hours (5pm to 8.30am seven days per week – 4.30pm on Friday) please contact our Emergency Duty Team number: **01274 431010**

Please send the MARF form from a secure email account to: Childrens.enquiries@bradford.gov.uk

If you have a Bradford Schools Online account, please return your completed form(s) using the Post Box. Ensure you select the "TEH - Request for support" folder from the list of folders on the left before clicking the Upload File button.

When filling in this form, please note that:

All sections need to be fully completed. If information is not known, please say 'not known' rather than leave blank. NB the exception being 'information sharing/requested section'

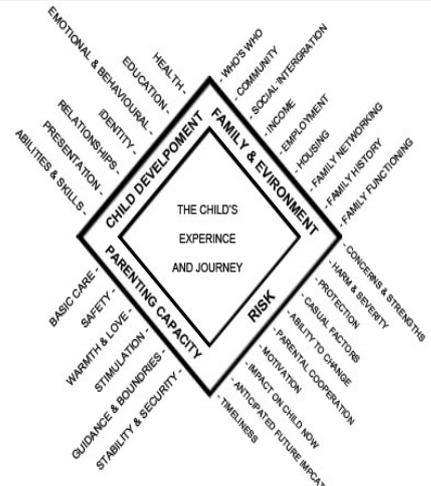
If you are worried about an **immediate risk of significant harm or danger to a child**, it is essential that you consider calling the Police/Ambulance Service on **999**. You will be required to make a follow up referral to Children's Social Care by calling **01274 436500**.

All telephone referrals from partner agencies/Professionals must be followed up in writing by completing the Multi Agency Referral Form within 24 hours of contacting the Integrated Front Door.

If this is a follow up MARF to a call made to the advice line please tick here

Please tick the most appropriate service(s):

<ul style="list-style-type: none"> • Early Help 	
<ul style="list-style-type: none"> • A social work assessment. This should be about concerns for a child's safety and well-being, or an assessment of needs for children with complex health or disabilities 	
<ul style="list-style-type: none"> • Information sharing and/or information being requested 	
<ul style="list-style-type: none"> • Child Exploitation Concerns and/or Child Missing from home or care 	

 	<h2>Bradford Children's Services Integrated Front Door/MASH Service</h2> <h3><u>Multi-Agency Referral Form (MARF)</u></h3> <p><u>CONFIDENTIAL</u></p>	
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Notes for use: Please complete this form **electronically**; the text boxes will expand to fit your text. Please ensure this is sent from a secure email account to childrens.enquiries@bradford.gov.uk

The completed form contains personal data to be protected and processed in line with the Data Protection Act 2018.

CONSENT & CONFIDENTIALITY	
Is the parent / carer aware of the referral?	<input type="checkbox"/> Yes <input type="checkbox"/> No Date
Has the parent / carer given consent to the referral being made?	<input type="checkbox"/> Yes <input type="checkbox"/> No Date
<p>If the answer to either of the above is No please provide an explanation. It is essential that professionals work in partnership with families and talk to them about their concerns, <u>unless to do so would place a child or family at immediate risk of harm.</u> Please see Consent Policy Guidance for further information. Bradford Multi-agency information sharing and consent policy</p>	

Is any information contained in this referral to remain confidential from the subject child and family? If so, please outline specific information to remain confidential and reasons.

NB details of referrer, if a professional person, cannot be held as confidential except in exceptional circumstances

Name of person completing referral			
Relationship to child being referred			
Date		Time	
Contact No.		Agency	
Address			
Secure Email			
Name & contact details of person to whom feedback should be provided (if different to above)			

Overview of Agency Involvement with child/family including information of attendance/engagement with your service:

--

Has an Early Help Assessment/Other Assessment Tools been completed e.g. FGM Assessment/SEND/Child Exploitation

Yes		No	
-----	--	----	--

If yes, please attach to this referral form

(1) NAME OF CHILD / YOUNG PERSON BEING REFERRED

Family Name		First Name(s)	
Address			

Home Telephone No.		Home Mobile No.	
Date of Birth/ Estimated Due Date		Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Non-binary <input type="checkbox"/> Unborn <input type="checkbox"/> Questioning <input type="checkbox"/> other (state) - Does their gender identity match the gender assigned at birth Y / N <input type="checkbox"/> <input type="checkbox"/>
Age			
Ethnicity If 'Other', please specify	Please select by clicking here:	Religion If 'Other', please specify	Please select:
First Language		Interpreter required? Why/who for?	Y / N / Not Known <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
NHS Number		Any Disabilities (Please Specify)	
GP Address/ Contact			
Education Setting: Unique Pupil Number (UPN) Nursery/School or Children's Centre.			

<p>Other e.g. Elective Home Education (EHE)/Not Statutory School Age/Child Missing Education (CME)/ Not in Education, Training or Employment (NEET- Post16)</p> <p>Please include the Address/ Contact details</p>	
<p>Does the child have an Education and Health Care Plan (EHCP)?</p>	<p>Y / N / NK</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>If yes primary reason for plan and support</p>	
<p>Does the child have any additional special educational needs which require support?</p>	<p>Y / N / NK</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>If yes what support is in place?</p>	
<p>In order to identify the correct child / young person requiring the assessment, please include a description of the child's physical characteristics: e.g. Colour of Eyes, Hair, Skin, Approx. Height/Weight and any distinguishing marks</p>	
<p>Child's Voice (Please provide an explanation)</p>	<p>Is the child or young person aware of the referral? Y / N / NK <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Have their wishes and feelings been included? Y / N / NK <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>

(2) FAMILY COMPOSITION AND HOUSEHOLD MEMBERS

LCS No: if known	Surname (include all people living at this address)	First Name	DOB/ Age	NHS No	Gender / self identified	Relationship	Name of School / Nursery Attending and UPN No	Ethnic Origin	Any Disability's (specify)

(3) SIGNIFICANT OTHERS - NOT IN THE HOUSEHOLD

Name	Gender	Date of Birth	Relationship to subject child	Does this person hold parental responsibility?	Is this person known to be a Person Posing a Risk to Children (PPRC)?
	M / F / NK <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Unspecified	/ /		Y / N / NK <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Y / N / NK <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	M / F / NK <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Unspecified	/ /		Y / N / NK <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Y / N / NK <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	M / F / NK <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Unspecified	/ /		Y / N / NK <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Y / N / NK <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	M / F / NK <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Unspecified	/ /		Y / N / NK <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Y / N / NK <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	M / F / NK <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Unspecified	/ /		Y / N / NK <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Y / N / NK <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	M / F / NK <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Unspecified	/ /		Y / N / NK <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Y / N / NK <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Referral Details (think of Signs of Safety)

What are you currently worried about?

Please state the name of the child if you have any specific concerns about one particular child. Consider what you to believe are the risks to the child (ren)

Past Harm to children

Action/behaviour-who what where when; severity; incidence and impact e.g. Severe Dental Decay, Chronic Neglect, Domestic Abuse etc.

Future Danger for Children

What are you worried is going to happen to the child if the current situation does not change? - Related to past and future harm. **Consider the risks and how you believe these may impact on the child's (ren) well being.**

Complicating or Additional Risk Factors

Factors, which make the situation more difficult to resolve

What is working well?

Existing Strengths

Existing Safety /Protection: The strengths sustained over time, directly related to the danger.

On a scale of 0 to 10 where 0 means immediate response required from Children's Social Care (0= no signs of safety) 10 means no further action required (10 = high levels of safety)

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

What needs to happen?

Future safety/protection/safety goals: When will things be safe enough, what do you want to see parents/carers doing to make the child safe). Consider what you believe needs to happen to reduce the risks you have identified

Child's Lived Experience/ Views (where applicable)

Think - What is it like for this child or children to be in this situation or live in this household 24/7?

Parent's Views (where applicable)**Next Steps**

What can you /your agency contribute to a plan to keep the child safe? What are the next steps to be taken to achieve the safety goals?

It is the responsibility of all agencies that are making enquiries and/ or making referrals about child/ren to inform the parents/ carers or those with parental responsibility that they are making a referral to Children Social Care, where it is appropriate to do so. Please see below "use of personal Information). Please refer to The Bradford Partnership's information sharing/consent policy for further guidance ([Bradford Information Sharing and Consent Policy](#)). The contents of this form can be shared with other professionals to support the safeguarding of children and to support your referral through to the appropriate service.

G - Staff Disqualification Declaration

Name of school:	
Name of staff member:	Position:
Orders and other restrictions	Yes/No
Have any orders or other determinations related to childcare been made in respect of you?	
Have any orders or other determinations related to childcare been made in respect of a child in your care?	
Have any orders or other determinations been made which prevent you from being registered in relation to childcare, children's homes or fostering?	
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in Schedule 1 of the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018?	
Are you barred from working with children by the DBS?	
Are you prohibited from teaching?	
Specified and statutory offences	
Have you ever been cautioned, reprimanded, given a warning for or convicted of:	
• Any offence against or involving a child?	
• Any violent or sexual offence against an adult?	
• Any offence under The Sexual Offences Act 2003?	
• Any other relevant offence?	
Have you ever been cautioned, reprimanded for or convicted of a similar offence in another country?	
Provision of information	
If you have answered yes to any of the questions above, provide details below. You may provide this information separately, but you must do so without delay.	
Details of the order restriction, conviction or caution:	
The date(s) of the above:	
The relevant court(s) or body/bodies):	

You should also provide a copy of the relevant order, caution, conviction, etc. In relation to cautions/convictions, a DBS Certificate may be provided.

Declaration

In signing this form, I confirm that the information provided is true to the best of my knowledge and that:

- I understand my responsibilities to safeguard children.
- I understand that I must notify my principal immediately of anything that affects my suitability to work within the school. This includes any cautions, warnings, convictions, orders or other determinations made in respect of me that would render me disqualified from working with children.

Signed:

Print
name:

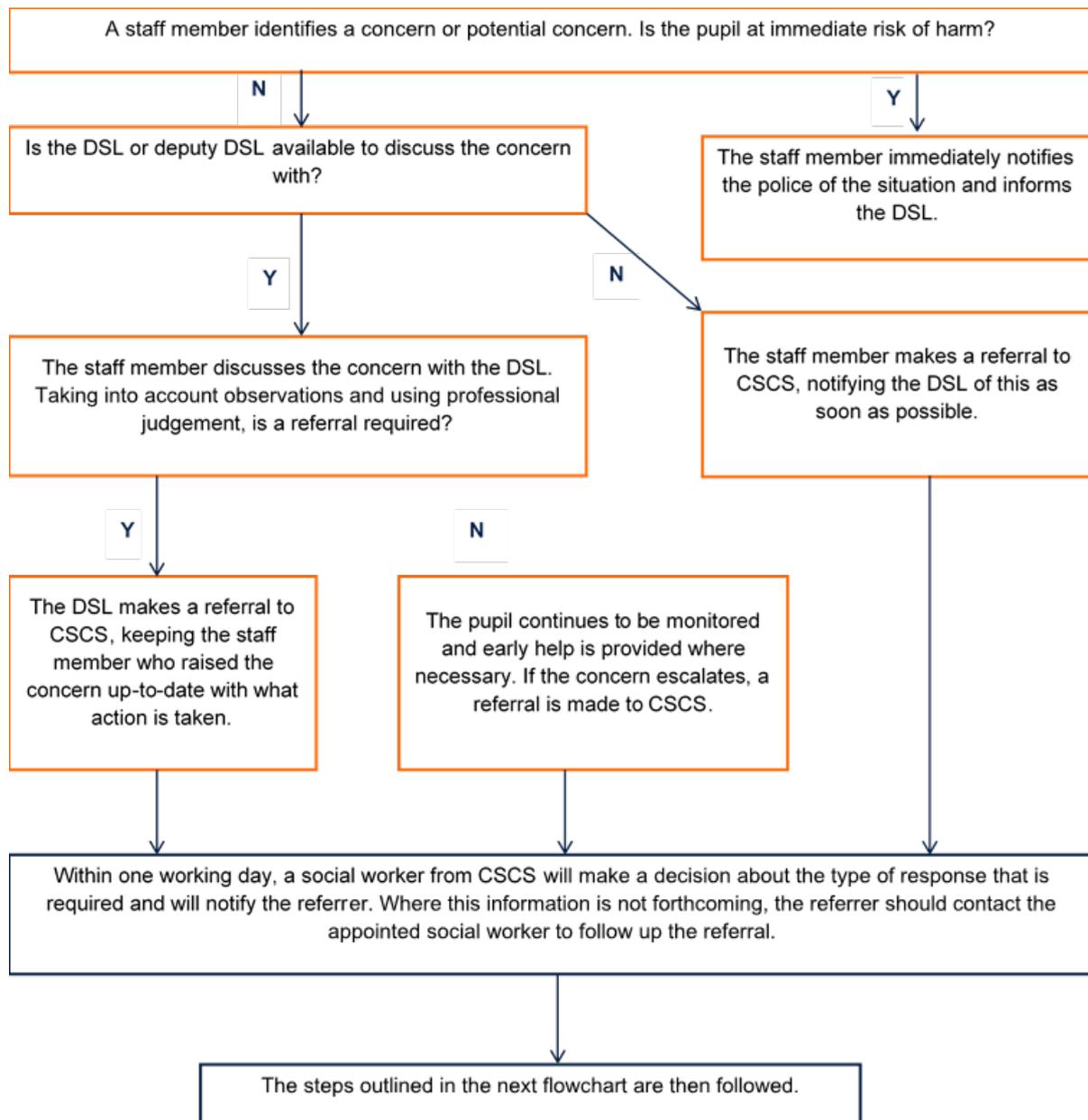
Date:

H - Safeguarding Reporting Process

The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child. Where a referral has been made, the process outlined in the 'After a referral is made' section should be followed.

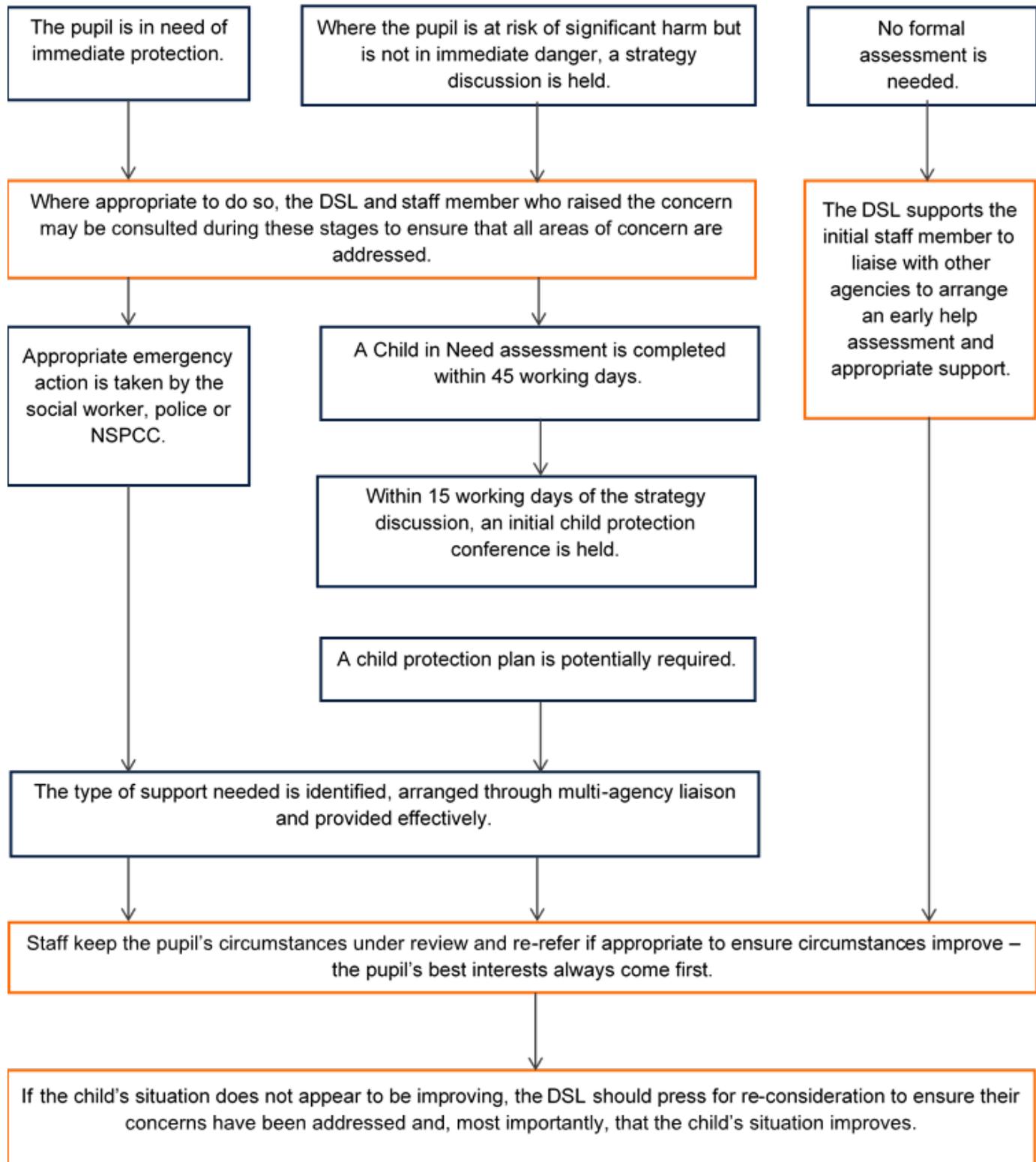
The actions taken by the school are outlined in yellow, whereas actions taken by another agency are outlined in blue.

Before a referral is made



After the referral has been made

Once a referral has been made, a social worker from CSCS will notify the referrer that a decision has been made and one of the following responses will be actioned.



I - Contacts and Advice

Expert organisations

- [Barnardo's](#)
- [Lucy Faithfull Foundation](#)
- [NSPCC](#)
- [Rape Crisis](#)
- [University of Bedfordshire: Contextual Safeguarding](#)
- [UK Safer Internet Centre](#)

Support for victims

- [Anti-Bullying Alliance](#)
- [MoJ Victim Support](#)
- [Rape Crisis](#)
- [The Survivor's Trust](#)
- [Victim Support](#)

Toolkits

- [Brook](#)
- [NSPCC](#)
- [Safeguarding Unit, Farrer and Co, and Carlene Firmin, MBE, University of Bedfordshire](#)

Further information on confidentiality and information sharing

- [Gillick Competency Fraser Guidelines](#)
- [Government Information Sharing Advice](#)
- [Information Commissioner's Office: Education](#)
- [NSPCC: Things to Know and Consider](#)

Further information on sexting

- [UK Council for Child Internet Safety: Sexting Advice](#)
- [London Grid for Learning – Collection of Advice](#)

Support for parents

- [Parentzone](#)
- [Parentsafe – London Grid for Learning](#)
- [CEOP Thinkuknow – Challenging Harmful Sexual Attitudes and their Impact](#)
- [CEOP Thinkuknow – Supporting Positive Sexual Behaviour](#)

ALLEGATIONS MANAGEMENT

REFERRAL TO LOCAL AUTHORITY DESIGNATED OFFICER

(To be completed and sent to The Safeguarding & Reviewing Unit within one day of notification of the allegation)

DATE OF REFERRAL

PERSON BEING REFERRED

Name

Date of Birth

Ethnic Origin

Home Address

Workplace Address

**Position of person
being referred:**

**Name of workplace
contact person and
position (i.e. manager)**

Contact details

REFERRED BY

Name

Position

Organisation Name

Contact Number

Organisation Address

OFFICE USE ONLY (to be completed by CPU):

Agency Type: Armed Forces, Cafcass, Connections, Education, Faith Group, Foster Carers, Health, Immigration/Asylum Support Services, NSPCC, Ofsted, Other, Probation, Secure Estate, Voluntary Youth Organisation, YOT

**DETAILS OF YOUR ORGANISATION'S DESIGNATED MANAGER FOR ALLEGATIONS
MANAGEMENT**

Name

Contact Number

Has the Employee's Designated Manager been informed?

YES / NO

(delete as appropriate)

DETAILS OF CHILD OR CHILDREN INVOLVED

Name		DOB	
Has the child's parents/ carers been informed?			YES / NO (delete as appropriate)

DOES THE PERSON BEING REFERRED HAVE CHILDREN OF THEIR OWN?

If yes, please provide the details below

Name		DOB	

IF THERE WERE OTHER CHILDREN INVOLVED IN THE INCIDENT OR THE PERSON BEING REFERRED HAS OTHER CHILDREN OF THEIR OWN/OTHER CHILDREN LIVING WITH THEM, PLEASE PROVIDE THEIR DETAILS ON ADDITIONAL SHEETS

DETAILS OF CONCERN BEING REFERRED

Date concern arose

DETAILS OF THE CONCERN; (please provide as much factual detail as possible and continue on additional sheets if necessary):

OFFICE USE ONLY (to be completed by CPU)

Category: Physical / Physical (Own Child) Emotional / Emotional (Own Child)
 Neglect / Neglect (Own Child) Sexual / Sexual (Own Child)
 Restraint / Other / Not specified

HAVE YOU NOTIFIED ANY OTHER AGENCIES?

If yes, please provide the details below

Name		Position	
Organisation Name		Contract Number	
Name		Position	
Organisation Name		Contract Number	
Name		Position	
Organisation Name		Contract Number	
Name		Position	
Organisation Name		Contract Number	
Name		Position	
Organisation Name		Contract Number	

Once completed, please return to CPIinformation@bradford.gov.uk from a secure e-mail account.

If you have not got a secure e-mail account, please send to the same address or CPUDuty@bradford.gov.uk using a form of secure software such as Galaxkey.

THANK YOU FOR TAKING THE TIME TO COMPLETE AND RETURN THIS FORM. THE REMAINDER OF THE FORM IS FOR OFFICE USE ONLY AND SHOULD NOT BE COMPLETED BY THE REFERRING ORGANISATION.

ONGOING PROCESS AND OUTCOMES (see P5 for options)

Date process started:

Process Category:

Process:

Outcome:

Date Outcome Completed:

Notes:

ONGOING PROCESS AND OUTCOMES (See P5 for options)

Date process started:

Process Category:

Process:

Outcome:

Date Outcome Completed:

Notes:

FINAL OUTCOME OF THE ALLEGATIONS MANAGEMENT REFERRAL:
(Please circle one of the following)

Unfounded

Malicious

Unsubstantiated

Substantiated

Other

Date Received:

Date Concluded:

Signed:

ONGOING PROCESS AND OUTCOME CATEGORIES

OPTIONS

PROCESS CATEGORY	PROCESS	OUTCOME
Barring	Referral to Regulatory Body	Barred
	Referral to DBS	Not Barred
CP	Section 47	CP Conference
		NFA
Criminal	Criminal Investigation	Caution
		Conviction
		Acquittal
Employment	Suspension	Cessation of use
		Deregistered (fostering)
		Resignation
		Verbal warning
		Written warning
		NFA
		Resignation
		Placed on non contact duties
		Dismissal
	Temporary Relocation	
Ofsted Informed		Yes/No

OFFICE USE ONLY (to be completed by CPU):

Agency Type: Armed Forces, Cafcass, Connections, Education, Faith Group, Foster Carers, Health, Immigration/Asylum Support Services, NSPCC, Ofsted, Other, Probation, Secure Estate, Voluntary Youth Organisation, YOT

DETAILS OF YOUR ORGANISATION'S DESIGNATED MANAGER FOR ALLEGATIONS MANAGEMENT

Name: _____ **Contact Number:** _____

Has the Employee's Designated Manager been informed? YES or NO

Closure of Investigation and Referral (All agency involvement has ceased)

Final outcome of investigation: please circle as appropriate)

Allegation unfounded / Allegation unsubstantiated / Allegation Malicious Dismissal / Cessation of Use / Disciplinary Procedures / Caution / Conviction / Acquittal / NFA Professional Advice

Referral to Barring Body (state which)

Inclusion on Barring List (state which) /

Referral to

Regulatory Body (state which)

Closure date for referral:

Signed:

MONITORING ARRANGEMENTS : THE FOLLOWING DATA IS TO BE RECORDED AND PROVIDED TO THE CPU:

OUTCOMES ENDED	DATE STARTED	DATE
NFA Professional Advice.		
Suspended		
Dismissal		
Cessation of Use		
Section 47 CA investigation		
Criminal investigation		
Disciplinary Procedures		
Criminal Prosecution		
Caution		
Conviction		
Acquittal		
Referral to Barring Board (state Barring Board)		
Inclusion on Barring List (state Barring List)		
Referral to Regulatory Body (state Regulatory Body)		

TO BE COMPLETED BY CPU

Date Received.....

Date Concluded.....

Final Outcome

K BSCB - Allegations Management Information

Managing Allegations

When a school has information or a concern which suggests that an adult volunteering, or working with, or on behalf of children, has;

Behaved in a way that has harmed, or may have harmed a child

Possibly committed a criminal offence against, or related to a child or

Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

Behaved or may have behaved in a way that indicates they may not be suitable to work with children

The Headteacher or another member of school management should contact 01274 435600 and ask to be put through to Duty LADO or the Safeguarding Duty Co-ordinator; if neither are available ask to be put through to Safeguarding Admin.

A LADO Referral Form may then need to be submitted, which can be found on the Bradford Safeguarding Children Partnership's website.

Completed LADO referral forms should be attached as a word document and sent by email secured via Galaxkey to LADO@bradford.gov.uk or CPinformation@bradford.gov.uk

If you do not have Galaxkey or a secure e-mail please contact the Safeguarding Unit and we will advise how the referral should be sent.

NB the gcsx secure email accounts are no longer in use so please do not send to, or from, gcsx.

Further information on Allegations Management and Safer Recruitment can be found on the Bradford Safeguarding Children Partnership website here at (please note the change of website to saferbradford.co.uk)

necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

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