



Cottingley Village

Primary School

Child Protection and Safeguarding Policy 2023-2024

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	Print name	Signature	Date
Headteacher	Mrs N M Geale		
On behalf of LAB			

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1) Statement of intent

Cottingley Village Primary 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.

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:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Educating pupils on how to keep safe and to recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to abuse.

- Ensuring that members of the governing body, the head teacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, and are alert to the signs of child abuse and know to refer concerns to the designated safeguarding lead (DSL).
- Ensuring that the head teacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The DSL is Debs Ward. In the absence of the DSL, child protection matters will be dealt with by Deputy DSLs Nichola Geale, Andrea Mannings, Sue Parsons, Nicola Pearson, or Gail Kelley. The school has a nominated governor for child protection and CLA this is Mr Ameet Patel.

All visitors working with children must sign in on arrival and collect a visitor's lanyard or sticker and a School Information Leaflet which outlines Child Protection and Safeguarding procedures in school and how to report any concerns regarding a child/young person or another adult in school. Visitor lanyards/stickers must be worn at all times when in school. Staff must ensure that visitors to school are supervised as appropriate and the requisite pre-employment checks have been completed as referenced in Part 3 of KCSiE.

2) Definitions

The terms '**children**' and '**child**' refer to anyone under the age of 18. For the purpose of this policy, Cottingley Village Primary School will define "safeguarding and protecting the welfare of children" as:

- Protecting pupils from maltreatment
- Preventing the impairment of pupils' 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

For the purposes of this policy, the term '**harmful sexual behaviour**' includes, but is not limited to, the following actions:

- Using sexually explicit words and phrases
- Inappropriate touching
- Sexual violence or threats
- Full penetrative sex with other children or adults

In accordance with the DfEs guidance, the term '**sexual harassment**' is used within this policy to describe any unwanted conduct of a sexual nature, both offline and online, which violates

a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.

For the purpose of this policy, the term **“sexual violence”** encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.

The term **“teaching role”** is defined as planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the headteacher to provide such direction and supervision.

3) Legal framework

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
- General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Schools providing education to pupils under the age of eight only - The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018

Statutory guidance

- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE (2018) 'Working Together to Safeguard Children' (updated 2020)
- DfE (2015) 'The Prevent duty'
- DfE (2023) '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'
- NPCC 'When to call the police'

4) Equality statement

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

We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, disability, religion, gender reassignment, sex or sexual orientation.
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation
- where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Children who are in care, previously looked after or any children not growing up with their birth family (this covers private fostering and all kinship arrangements)

5) Roles and responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff (including those not directly employed by the school), volunteers, and governors in the school. Our policy and procedures also apply to extended school and off-site activities. All staff are expected to read this policy as part of their induction arrangements.

The governing body has a duty to:

- 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 inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children' (2018, updated 2020).

- 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.
- Ensure that staff members have due regard to relevant data protection principles which allow them to share 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 headteacher or another governor.
- Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Ensure that there is a senior board level lead responsible 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 DSL(s) 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).
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, and the timelines for their local safeguarding children boards (LSCBs) to transition to the new system – including the governing board itself, the SLT and DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online, 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 members are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- 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 members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- 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.
- Make sure that pupils' wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils.
- 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 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 regards 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 and neglect, including sexual abuse 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.

The **Headteacher** 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.
- Provide staff, upon induction, with the Child Protection and Safeguarding Policy, Staff Code of Conduct, part one of the 'Keeping Children Safe in Education' (KCSIE) guidance,

Behaviour Policy, the Children Missing from Education Policy, online safety training, and the identity of the DSL and any deputies.

The **DSL** has a duty to:

- Liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. “NPCC - When to call the police” should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- Refer all cases of suspected abuse to children’s social care services (CSC), the LA designated officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed.
- Refer cases of radicalisation to the Channel programme.
- Liaise with the headteacher to inform them of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the deputy DSLs to ensure effective safeguarding outcomes.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to the CSC if the situation does not appear to be improving.
- Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- 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.
- Be alert to the specific requirements of children in need, including those with SEND and young carers.
- Keep detailed, accurate and secure records of concerns and referrals.
- Secure access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Work with the governing board to ensure the school’s Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated 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 local safeguarding arrangements to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- Ensure that a pupil's child protection file is copied when transferring to a new school.
- Be available at all times during school hours to discuss any safeguarding concerns.
- Hold the details of the LA personal advisor and liaise with them as necessary.
- NB. The school will determine what "available" means, e.g. it may be appropriate to be accessible by electronic means such as phone or Zoom / Teams.

The Designated Teacher has a responsibility for:

- promoting the educational achievement of CLA and previously CLA, 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.

Other staff members have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Read, understand and sign to say they understand at least part 1 and Annex B of KCSIE 2023, or Annex A if the staff member has no direct contact with the children. This will mean that they have a good understanding of the categories and indicators of abuse.
- Provide a safe environment in which pupils can learn.
- Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware of the Early Help process and understand their role in it.
- Act as the lead professional in undertaking an Early Help assessment, where necessary.
- Be aware of, and understand, the process for making referrals to CSC, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Be confident of the processing conditions under relevant data protection legislation, including information which is sensitive and personal, and information that should be treated as special category data.
- Make a referral to CSC and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.

- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Follow the school's procedure for, and approach to, preventing radicalisation.
- Challenge senior leaders over any safeguarding concerns, where necessary.

6) Confidentiality and Information Sharing

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding. Cottingley Village Primary School recognises that the only purpose of confidentiality in this respect is to benefit the child. Staff/volunteers and visitors to school should never promise a child that they will not tell anyone about an allegation/report of abuse and must pass any cause for concerns immediately to the designated safeguarding lead or deputy.

Timely information sharing is essential for effective safeguarding. Cottingley Village Primary School will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance document, Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE 2018). This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being.

All staff must have due regard for the relevant data protection principles which allow them to share (in the context of their role) and withhold personal information, as provided for in the Data Protection Act 2018 and GDPR.

In order to promote positive educational outcomes for vulnerable children, including children with social workers, information that can help to support positive outcomes being achieved will be shared with colleagues in school that are not DSL's or DDSL's as appropriate.

Cottingley Village Primary 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. 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.

7) Multi-agency working

Cottingley Village Primary School recognises that schools have a pivotal role to play in multi-agency safeguarding arrangements. The governing body ensures that the school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

Cottingley Village Primary School recognises its role in the three safeguarding partner arrangements. The governing body, senior leadership team, the DSL and staff members are aware of and follow their local arrangements and have a responsibility to ensure the school complies with its duties in accordance with child protection safeguarding legislation.

The school will work with CSC, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.

Where a need for early help is identified, the school will allow access for CSC 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.

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

8) Working with parents to protect children

Parents/carers will be made aware of our in-school procedures in respect to taking any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child may be suffering significant harm, ill treatment, neglect or other forms of harm, staff will follow the procedures for responding to suspected cases of child abuse or neglect outlined in this policy document and contact Bradford Children's Social Care Duty and Advice team to discuss their concerns.

In keeping with KCSIE, we will endeavour wherever possible to obtain at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.

In general, we will discuss concerns with parents/carers before approaching other agencies and will seek to inform parents/carers and receive their consent when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the child.

Parents/carers are informed about our Safeguarding & Child Protection policy through our school website and other communications such as newsletters.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will, working in partnership with the LA and other key professionals invite parents/carers to a meeting where possible Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of the child. This is especially important where a child has SEND, is vulnerable, and/or has a social worker.

9) Opportunities to teach safeguarding – the preventative curriculum

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

We will ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children may be needed.

As part of providing a broad and balanced curriculum, relevant issues will be addressed through the PSHE curriculum, including self-esteem, emotional literacy, assertiveness, power, relationship and sex education, online safety, online bullying, sexting, child exploitation (CSE/CCE), sharing nudes and semi-nudes, female genital mutilation (FGM), preventing radicalisation, peer on peer abuse, consent, online safety, anti- bullying, unhealthy and abusive family relationships. The curriculum will reflect the statutory Relationship Education, Relationship and Sex Education and Health Education (DfE last updated 2021).

Issues will be addressed through Cottingley Village Primary School's wider curriculum such as in PHSE known in Cottingley Village Primary School as Learning for Life, History, Science, English and Art lessons. Other whole-school opportunities throughout the year will be planned, such as 'Safety Week', and 'Anti-Bullying Week' which promote different aspects of safety.

Cottingley Village Primary School's will work with other agencies such as the police and Barnardos who offer additional learning opportunities to key year groups around safety and safer relationships.

10) Children at risk of specific types of abuse

Abuse and Neglect

All staff should 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.

All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

When identifying pupils at risk of potential harm, staff members will look out for a number of indicators including, but not limited to, the following:

- Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
- Lack of concentration and acting withdrawn
- Knowledge ahead of their age, e.g. sexual knowledge.
- Use of explicit language
- Fear of abandonment
- Depression and low self-esteem

All members of staff will be aware of the indicators of peer-on-peer abuse, such as those in relation to bullying, gender-based violence, sexual assaults and sexting.

All staff will be aware of the necessary procedures to follow to prevent peer-on-peer abuse, as outlined in the school's Anti-Bullying Policy.

All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger.

Staff members will be aware of the effects of a pupil witnessing an incident of abuse, such as witnessing domestic violence at home. Staff will be aware of the impact of witnessing this type of abuse in the home and how it might then impact on children's relationships with other people in their lives.

Descriptors of types of abuse and possible signs are outlined in Appendix 1.

So-called 'Honour-Based' abuse (including FGM, Forced Marriage and child marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including

female genital mutilation (FGM), forced marriage, child marriage and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators.

It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Cottingley Village Primary School staff need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

See Appendices 2 and 3

Female Genital Mutilation (FGM)

The Department for Education’s Keeping Children Safe in Education 2023 explains that FGM comprises “all procedures involving 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. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

Any teacher who discovers that an act of FGM appears to have been carried out on a pupil under 18 must immediately (in consultation with the DSL) report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

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

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

Any member of staff who suspects a pupil is at risk of FGM, must speak to the DSL and follow our local safeguarding children’s partnership procedures.

See Appendix 2 for further details.

Radicalisation and Terrorism

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) they must seek advice appropriately with the DSL who must contact the Education Safeguarding Team.

Schools and colleges are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. The Education Safeguarding Team and the Prevent team can advise and identify local referral pathways.

Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. Our school will ensure that as far as possible all front-line staff will undertake Prevent awareness training.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel Panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

For further information on how we aim to prevent radicalisation and procedures for managing suspected radicalisation, see Appendix 6.

Child on child abuse

We recognise that children are capable of abusing their peers and that peer-on-peer abuse can manifest in many different ways, including bullying, cyber bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, sharing of nudes and semi-nudes and abuse within intimate partner relationships. It is very clear that this type of abuse should always be treated seriously, and never just as banter, part of growing up or boys being boys. Cottingley Village Primary School has a zero-tolerance approach to such attitudes and behaviours.

All concerns around child-on-child abuse will be taken seriously, reported, investigated, recorded, and managed in line with the child protection procedures outlined in this policy.

We recognise that sexual violence and/or sexual harassment can happen anywhere including educational settings. Where concerns of sexual violence or sexual harassment are witnessed,

disclosed or reported to the school (including those that have happened outside of school) the concern will be taken seriously. We recognise that sexual violence and harassment exist on a continuum and may overlap; they can occur online and face to face (both physical and verbal) and are never acceptable. In responding to such concerns DSL should (where appropriate) complete an AIM (Assessment, Intervention, Moving On) checklist and contact the Duty and Advice team at Bradford Children's and Families Trust, Bradford Children's Social Care (CSC) if appropriate and follow the principles set out in Part 5 of KCSiE.

We will ensure that the needs of children who may have/have sexually harmed others will be considered separately from the needs of those who have/may have been subject to sexual harm. Children who have/may have sexually harmed others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment management plan (RAMP).

We will ensure that all children who may have/have been sexually harmed will be taken seriously and that they will be supported and kept safe.

We also recognise that sexual harm can happen within families and that siblings may also need supporting.

In cases where allegations of sexual violence and/or harassment are found to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child or person who has made the allegation is in need of support or may have been abused by someone else. In cases where the report is found to be deliberately invented or malicious the school will consider whether it is appropriate to take any disciplinary action in keeping with the school's behaviour management policy.

Where child exploitation (ie; criminal, sexual, trafficking, modern day slavery etc..), or the risk of it, is suspected, staff must notify the designated member of staff for child protection, in line with the child protection policy reporting systems.

If the child already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about child exploitation. Where children may currently be looked after or previously looked after the DSL should also notify the Designated Teacher for children looked after.

We will ensure the school works in partnership with parents / carers and other agencies contributing to relevant multi-agency planning and strategy meetings as appropriate.

For further information of how Cottingley Village Primary School assesses child-on-child abuse, see Appendix 7.

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

For indicators of these forms of abuse, see Appendix 4.

County Lines criminal activity

For the purpose of this policy, “**County Lines criminal activity**” refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns.

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, this activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis.

Indicators that a pupil may be involved in county lines active include the following:

- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls

- Relationships with controlling or older individuals or groups
- Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons
- Sudden decline in school results
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern

Serious violence

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 the following:

- Increased absence from school
- A change in friendships
- New 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.

Staff members will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violent crime. These risk factors include, but are not limited to, the following:

- A history of committing offences
- Substance abuse
- Anti-social behaviour
- Truancy
- Peers involved in crime and/or anti-social behaviour

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

Children missing from education

School staff recognise that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems,

risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Cottingley Village Primary School staff are made aware of unauthorised absence and children missing from education procedures.

See Appendix 5 for more information.

Pupils with additional or special educational needs and disabilities (SEND) or physical health issues

Cottingley Village Primary School recognises that pupils with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of pupils.

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
- Pupils with SEND or physical health issues can be disproportionately impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

When managing a safeguarding issue related to a pupil with SEND, the DSL will liaise with the school's SENDCo, as well as the pupil's family where appropriate, to ensure that the pupil's needs are effectively met.

Online safety

Cottingley Village Primary School recognises the safeguarding risks presented by children spending time online. It will ensure that schools filtering and monitoring systems are regularly reviewed.

It will provide regular updates to parents and carers via newsletters, messages or website information to reinforce the online safety message, including highlighting new risks and how to protect children at home on their devices.

Cottingley Village Primary School will also provide annual online safety training to staff to highlight new concerns in online safety and to remind them how to report concerns.

Children will learn about online safety as part of their computing and wider curriculum, learning about how to stay safe and how to report a concern online.

For more information about this, please see Cottingley Village Primary School's Online Safety policy.

11) Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following Cottingley Village Primary School's reporting procedures and speaking to the designated safeguarding lead or a deputy.

Melissa Goodwin is the mental health lead in the school and can offer advice about any concerns you have, along with members of SLT.

12) School procedures for reporting concerns about a child

If a member of staff has any concerns about a child's welfare, they will act on them by speaking to the DSL or a deputy. See Appendix 11 for the DSL poster which is displayed in prominent positions around school which shows the members of the safeguarding team who can be approached about these issues.

Staff will record the concern in writing on CPOMS or using the school's safeguarding proforma (See Appendix 12) if CPOMS is not available, as soon as feasibly possible.

All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing. Where the DSL is not available to discuss the concern with, staff members will contact the deputy DSL with the matter.

If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible. 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. DSLs can use the “Resolving Multi Agency Professional Disagreements and Escalation” procedures if they disagree with the outcome of a referral.

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 and stored securely on CPOMS by the DSL.

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

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.

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.

The child’s wishes:

Where there is a safeguarding concern, school leaders will ensure the child’s wishes and feelings are taken into account when determining what action to take and what services to provide.

Systems are in place, and are well-promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. This includes Cottingley Village Primary School’s use of the Worry Monsters. This includes ensuring that a safe space is given to LGBTQ+ pupils to voice their concerns.

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.

If necessary, refer the case to specialist or early help services.

Refer to the school's Child Protection Procedures Flowchart (See Appendix 9) or Bradford Council's Safeguarding flowchart (Appendix 10).

Managing referrals

All staff members, in particular the DSL, will be aware of the Bradford Council's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed.

When making a referral to CSC or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

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.

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.

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 CSC.

Where CSC 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 CSC 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.

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 that the arrangements in place, such as in-school interventions, are effectively supported and know where they can access additional support.

13) A safer school culture

If a staff member has concerns about another member of staff, then this will be raised with the headteacher. If the concern is with regards to the headteacher, this will be referred to the chair of governors.

Any concerns regarding the safeguarding practices at Cottingley Village Primary 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 MAT central team or the NSPCC whistleblowing helpline (0800 028 0285).

Any allegations of abuse made against staff members will be dealt with in accordance with the school's Allegations of Abuse Against Staff Policy.

Dealing with allegations of abuse against staff

All allegations will be dealt with in line with the MAT's "Safer Working Practices Guidance", a copy of which will be provided to, and understood by, all staff.

Allegations which meet the harm threshold

This includes if a member of staff:

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

Where an allegation is substantiated, and the individual is dismissed or resigns, the school will refer it to the DBS. They will also consider referring the matter to the TRA for consideration for a prohibition order.

If a case manager is concerned about the welfare of other children in the community following a staff member's suspension, they may report this concern to CSS.

The school will preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry in question.

Low level concerns about staff

Allegations/concerns that do not meet the harms threshold against children are referred to for the purposes of this policy as 'low level concerns.' These include actions which:

- Are inconsistent with the staff code of conduct, including inappropriate conduct outside of work.
- Do not meet the allegations threshold or are otherwise not considered serious enough to consider a referral to the LADO.

Cottingley Village Primary School will ensure its staff are clear about what appropriate behaviour is and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others.

School will empower staff to share any low-level safeguarding concerns with the headteacher or the designated safeguarding lead.

Cottingley Village Primary School will address unprofessional behaviour and supporting the individual to correct it at an early stage.

Cottingley Village Primary School will provide a responsive, sensitive and proportionate handling of such concerns when they are raised and identify any weakness in the school's safeguarding system.

Ongoing vigilance

Cottingley Village Primary School has processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour. It ensures that leaders create the right culture and environment so that staff feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace, which may have implications for the safeguarding of children.

Dealing with allegations against supply teachers and contractors

In some circumstances, schools will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency').

Whilst Exceed is not the employer of supply teachers, they will ensure allegations are dealt with properly. In no circumstances will Cottingley Village Primary School cease to use a supply teacher due to safeguarding concerns, without finding out the facts, seeking advice from HR and if appropriate, liaising with the local authority designated officer (LADO) for advice in the first instance to determine a suitable outcome.

The governing body should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation. Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services.

The school will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the governing body when working in the school.

They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

Safer recruitment

Cottingley Village Primary School pays full regard to section 3 of Keeping Children Safe in Education (DfE September 2023). Safe recruitment practice includes scrutinising applications, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking Barred list checks and a Disclosure & Barring Service (DBS) certificate. In addition, all teachers appointed after 02/09/2013 are checked against the NCTL Prohibition list.

For further guidance on Safer Recruitment practices please see Appendix 8.

Staff suitability

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.

All staff should be made aware of their responsibility to disclose to the DSL any changes, in their circumstances, that may disqualify them from working in a school environment. This should be done, at least, on an annual basis and recorded by the DSL.

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.

Filtering Systems/Smoothwall

The school internet is subject to a filtering system called 'Smoothwall'. If any member of staff comes across a site that is inappropriate for children they will report this immediately to a member of SLT and via the Online 'Raise a Ticket' system as an urgent job. Virtue will then block the site and report this to the Internet provider.

Smoothwall Monitor

All school devices are subject to Smoothwall Monitor Software. Pupils will be taught about this at an age-appropriate level during their Online Safety lessons.

Where a Smoothwall Monitor concern is raised, the Online Safety Lead will investigate and carry out the appropriate action. This may include; establishing the level of risk and whether external agencies need to be contacted, speaking to the perpetrator, speaking to the child's parent/carer, informing the parent/carer in writing and recording the incident and associated actions on CPOMS.

14) Training and Support

Staff members will undergo safeguarding and child protection training at induction, which will be updated at least annually, and as new legislation is introduced.

The induction training will cover:

- The Child Protection and Safeguarding Policy
- The Behavioural Policy
- The Staff Code of Conduct
- The safeguarding response to children who go missing from education
- The identity of the DSL and any deputies
- The role of the DSL and deputy DSLs
- Keeping Children Safe in Education 2023

All staff should have regular safeguarding, child protection training and online safety updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Training will cover, at a minimum:

- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- How to keep previously CLA safe.
- Child criminal exploitation.
- Online safety issues

- School procedures for reporting concerns.

New Designated Safeguarding Leads must have attended the 2-day Designated Safeguarding Lead training course. The DSL and deputy DSLs will then undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up to date with any developments relevant to their role which will equip them with the knowledge needed to advise staff.

The DSL and their deputies will undergo online safety training to help them recognise the additional risks that pupils with SEND face online, for example, from online bullying, grooming and radicalisation, to ensure they have the capability to support pupils with SEND to stay safe online

Deputy DSLs will also undergo the same training as the DSL and, therefore, will be trained to the same standard, though ultimately, the DSL will lead safeguarding practices at the school.

The DSL will undertake Prevent Awareness Training to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

The Head teacher will undertake appropriate 1 day safeguarding training at least every three years.

Governors, including the nominated governor will attend specific training for their role, updated at least every three years.

The Head teacher and at least one member of the governing body that is not a staff governor must complete the National Safer Recruitment Training and refresh this training every five years

We recognise the stressful and sometimes traumatic nature of child protection work. Regular and timely supervision is available for Cottingley Village Primary School's safeguarding team through meetings each half term. Exceed MAT's DSLs meet half-termly and offer support to each other as well as advice and challenge.

15) Child Protection Records

The responsibility to maintain, process, share, transfer and store child protection and safeguarding records in accordance with the Data Protection Act 2018 and the GDPR principles is the responsibility of the DSL and any safeguarding deputies.

At Cottingley Village Primary School, Child Protection information will be held securely on CPOMS with access being restricted to the DSL and their deputies. If any paper-based child protection information is received when a child enrolls at Cottingley Village Primary School, it will be stored in the Child Protection cupboard in the deputy headteacher's office and uploaded to CPOMS if appropriate.

The following information will be kept securely with restricted access, whether paper or electronic:

- Chronology (summary of significant events and the actions and involvement of the school)
- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
 - A note of any action taken, decisions reached and the outcome.
- All completed child protection cause for concern records
- Any child protection information received from the child's previous educational establishment
- Records of discussions, telephone calls and meetings with colleagues and other agencies or services
- Professional consultations
- Letters and emails sent and received relating to child protection matters
- Referral forms sent to the LA, other external agencies or education-based services
- Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate
- Formal plans for, or linked to, the child e.g. child protection plans, Early Help plans, risk assessments
- A copy of any support plan for the pupil concerned

Where a pupil leaves Cottingley Village Primary School, we will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known) as soon as possible and within 5 school days.

Where there is an existing risk management plan/assessment in place for behaviours that are deemed potentially harmful to the pupil or others (i.e self-harming or harmful sexualised behaviour), this information must be shared with the destination provision prior to the pupil starting so that appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring. The DSL will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving, for example prior to a transfer programme.

Where a child leaves a school before statutory school leaving age, the child protection file must be transferred to the new school via CPOMS transfer, secure email or in a paper file. The pupil's electronic records will be archived on CPOMS.

Where the destination school is not known, the original records will be retained by the school.

Pupil records will be transferred in a secure manner, for example, through secure electronic file transfer or by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school they are being transferred to must be made and a signature obtained from the receiving school as proof of receipt. When sending records through secure electronic file transfer, a delivery and read receipt of the must be retained for audit purposes.

If a pupil moves from our school, child protection records will be forwarded onto the named DSL at the new school, with due regard to their confidential nature.

If sending by post, children records will be sent "Special Delivery". A note of the special delivery number will also be made to enable the records to be tracked and traced via Royal Mail.

For audit purposes a note of all pupil records transferred or received will be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and/or received.

When a DSL member of staff resigns their post or no longer has child protection responsibility, there will be a full face to face handover/exchange of information with the new post holder.

In exceptional circumstances when a face-to-face handover is unfeasible, it is the responsibility of the head teacher to ensure that the new post holder is fully conversant with all procedures and case files.

All DSLs receiving current (live) files or closed files must keep all contents enclosed and not remove any material.

All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

16) Monitoring and review

This policy is reviewed annually by the **DSL, SLT and governing body**.

Any changes made to this policy by the **DSL** 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 and part of their yearly safeguarding update training.

The next scheduled review date for this policy is **September 2024**.

Appendix 1

Categories of abuse – signs and indicators

Abuse

Below is a description of abuse as defined by the DfE.

“A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic violence. Children may be abused in a family, institutional or community setting by those known to them, or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Neglect

Neglect is the persistent failure to meet a child’s basic physical and / or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter (including exclusion from home or abandonment), failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision (including the use of inadequate caregivers), or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Examples which may indicate neglect (it is not designed to be used as a checklist):

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Untreated illnesses/injuries

- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially

Physical abuse

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

Examples which may indicate physical abuse (it is not designed to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks • Round burn marks, burns and scalds
- Lacerations, wealds
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is

happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Examples which may indicate sexual abuse (it is not designed to be used as a checklist):

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

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how

they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as over-protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child though it may occur alone.

Examples which may indicate emotional abuse (it is not designed to be used as a checklist):

- Over-reaction to mistakes, continual self-deprecation
- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away
- Compulsive stealing
- Masturbation
- Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

Responses from parents

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

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development

- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

Appendix 2

Female Genital Mutilation – signs and indicators

Female genital mutilation (FGM) For the purpose of this policy, FGM is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.

FGM is considered a form of abuse in the UK and is illegal. All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

If staff members 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 social care and/or the police.

Teaching staff are legally required to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18.

Teachers failing to report such cases will face disciplinary action.

NB. The above 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.

There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil. Victims of FGM are most likely to come from communities that are known to adopt this practice. 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. Indicators that may show a heightened risk of FGM include the following:

- The socio-economic position of the family and their level of integration into UK society
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from PSHE

Indicators that may show FGM could take place soon include the following:

- When a female family elder is visiting from a country of origin
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent

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 following:

- 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
- Prolonged or repeated absences from school followed by withdrawal or depression
- Reluctance to undergo normal medical examinations
- Asking for help, but not being explicit about the problem due to embarrassment or fear

Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they will 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 CSC as appropriate.

FGM is also 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, alongside forced marriage and breast ironing.

All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert, and will consult with the DSL who will activate local safeguarding procedures if to the signs of HBA, including concerns that a child is at risk of HBV, or has already suffered from HBA concerns arise.

Appendix 3

Forced marriage – signs and indicators

For the purpose 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.

Forced marriage is classed as a crime in the UK. As part of HBA, staff will be alert to the signs of forced marriage, including, but not limited to, the following:

- 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 If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed.

Appendix 4

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) – signs and indicators

For the purposes of this policy, CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and or through violence or threat of violence.

The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology.

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation

This can include:

- Children being forced or manipulated into transporting drugs or money through County Lines
- Working in cannabis factories, shoplifting or pickpocketing
- Manipulating or forcing children to commit vehicle crime
- Threatening / committing serious violence to others

Children can become trapped into this lifestyle as perpetrators can threaten victims and their families. They may be coerced into carrying weapons such as knives.

CCE indicators (this is not designed to be a checklist):

- Unexplained absences from home and school / poor attendance
- Detaching from friendship groups in favour of new friends
- Children who have older boyfriends/ girlfriend
- Children who have an older friendship group
- Having unexplained new gifts such as trainers, mobile phone etc
- Tiredness
- Decline in school performance
- Unexplained bruising/injuries

Child Sexual Exploitation

This is a form of child abuse. Sexual abuse may involve the following:

- Assault by penetration
- Non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing
- Non-contact activities, such as involving children in the production of sexual images
- Forcing children to look at sexual images or watch sexual activities
- Encouraging children to behave in a sexually inappropriate way
- Grooming a child in preparation for abuse including via the internet.

It can occur over time or be a one off occurrence and may happen without the child's immediate knowledge for example through others sharing images of them on social media.

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

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

Appendix 5

Child Missing from Education – further information

A child going missing from education is a potential indicator of abuse or neglect, criminal exploitation – particularly county lines 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. Cottingley Village Primary 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.

The school is pro active in monitoring all absence and will liaise with agencies, schools and other members of the community to endeavour to find the whereabouts of children.

Appendix 6

Radicalisation Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties.

For the purpose of this policy, 'radicalisation' refers to the process by which a person comes to support terrorism and extremist ideologies. Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties. Cottingley Village Primary School will actively assess the risk of pupils being drawn into terrorism.

Staff will be alert to changes in pupils' behaviour which could indicate that they may be in need of 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 making a referral to the Channel programme.

The school will work with the LSCB – The Bradford Partnership - as appropriate. The school will ensure that they engage with parents/carers 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 a child's parents/carers, unless the school has reason to believe that the child would be placed at risk as a result.

Training

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children 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.

Risk indicators

Indicators of an identity crisis:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

Indicators of a personal crisis including the following:

- Family tensions
- A sense of isolation

- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging

Indicators of vulnerability through personal circumstances:

- Migration • Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

Indicators of vulnerability through unmet aspirations:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

Indicators of vulnerability through criminality:

- Experiences of dealing with the police
- Involvement with criminal groups

Making a judgement

When making a judgement, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype)?
- Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
- Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?
- Does the pupil sympathise with or support illegal/illicit groups?

- Does the pupil support groups with links to extremist activity? • Has the pupil encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks; either verbally or in their written work?
- Has the pupil witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the pupil travelled for extended periods of time to international locations?
- Has the pupil employed any methods to disguise their identity?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil the victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
- Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies

Critical indicators include where the pupil is:

- In contact with extremist recruiters.

- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, will report these to the DSL. The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

Channel programme

Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities. In cases where the school believes a pupil is potentially at serious risk of being radicalised, the headteacher or DSL will contact the Channel programme.

The DSL will also support any staff making referrals to the Channel programme. The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist related activity.

The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from Cottingley Village Primary School. The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from social services, or where the individual is already known to social services.

Building children's resilience Cottingley Village Primary School will:

- Provide a safe environment for debating controversial issues.

- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach pupils about how democracy, government and law making/enforcement occurs.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

Appendix 7

Allegations of abuse against other pupils (child on child abuse)

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Sexual harassment

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a pupil's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

Sexual harassment includes:

- Sexual comments.
- Sexual "jokes" and taunting.
- Physical behaviour, such as deliberately brushing against another pupil.
- Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion and threats – online sexual harassment may be isolated or part of a wider pattern.

Sexual violence

Sexual violence refers to the three following offences:

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

Harmful sexual behaviours (HSB)

The term “harmful sexual behaviour” is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage. Harmful sexual behaviour may include:

- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.
- Full penetrative sex with other children or adults.
- Sexual interest in adults or children of very different ages to their own.
- Forceful or aggressive sexual behaviour.
- Compulsive habits.
- Sexual behaviour affecting progress and achievement.
- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.

Sexual behaviour can also be harmful if one of the children is much older (especially where there is two years or more difference, or where one child is pre-pubescent and the other is not) and where the child may have SEND.

Cottingley Village Primary School uses the AIM Guidance (Published by the AIM Project 2017) ‘Checklists of age and ability’ to determine whether a sexual behaviour is harmful or not. The guidance also outlines what is deemed as harmful sexual behaviours for those with SEND including Autistic Spectrum Conditions. If behaviour is deemed as medium problematic to harmful, a RAMP assessment is required which would be carried out by the DSL. Full guidance to the RAMP procedures is included in the full document.

AIM Guidance Checklist & level of intervention required

Problematic Low		Problematic Medium		Harmful	
Behaviours	Outcomes and response	Behaviours	Outcomes and response	Behaviours	Outcomes and response
<p>These behaviours are the least worrying. The child/adolescent requires a low key intervention</p> <p>Parents/carers are usually positive and supportive of the child/ adolescent</p>	<p>Home/School liaison. RAMP¹ not required</p> <p>Safety and Support Plan only</p> <p>Dependent on the age of the pupil/student this may involve discussions with their parents so that appropriate behaviours and strategies for reinforcing these are undertaken at home and school/college</p> <p>Setting appropriate boundaries and expectations</p> <p>Education about appropriate behaviour</p> <p>Life skills work, self-esteem etc.</p>	<p>These behaviours are of concern but may have moderating features of the child/adolescent taking responsibility for, or expressing remorse for their behaviours and being prepared to engage in work.</p> <p>The behaviours may be indications of the child/ adolescent's own abuse</p> <p>Parents/carers may be struggling or ambivalent about the sexual behaviours</p>	<p>RAMP required</p> <p>Possible discussion/ Referral to Children's Services</p> <p>Follow Safeguarding policy guidance on whether or not parents are informed in advance</p> <p>Pattern mapping to develop a focused, effective RAMP Safety and Support Plan</p> <p>Levels of supervision or monitoring</p> <p>Setting appropriate boundaries and expectations</p> <p>Individual work on understanding and controlling their behaviour</p> <p>Life skills work, self esteem etc</p>	<p>These behaviours are of significant concern, with little or no moderating factors</p> <p>They may have features of threat, force, coercion or harm to others</p> <p>The behaviours may be indications of the child/ adolescent's own abuse</p> <p>The behaviours may be out of the child/ adolescent's control</p> <p>Parents may be dismissive of concerns or posing a threat to the individual</p>	<p>RAMP required</p> <p>Referral to Children's Services and the Police</p> <p>Follow Safeguarding policy guidance on whether or not parents are informed in advance</p> <p>Supervision and restrictions initially until fuller assessment is completed. This must be kept under review.</p> <p>Pattern mapping to develop a focused, effective RAMP Safety and Support Plan</p> <p>An assessment of the sexual behaviours and child/adolescent's family background required</p> <p>Good co-ordination of the professional network</p>

				and/or the victim	Individual work on understanding and controlling their behaviour Life skills work, self-esteem etc.
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CHECKLIST FOR UNDERSTANDING YOUNGER CHILDREN



	Healthy	Problematic	Harmful
1. Type of Sexual behaviour	<p>For 0 -7 years old</p> <p>Disinhibition, they enjoy being naked or semi naked</p> <p>Games like mummies & daddies/ doctors & nurses</p> <p>Touching their genitals as a way of soothing themselves and regulating their emotions</p> <p>Enjoying saying 'rude' words e.g. bum & willie, particularly to get reactions from adults</p> <p>For 8 – 12 years old</p> <p>Kissing and flirting</p> <p>Dirty words/jokes with their peer group</p> <p>Occasional masturbation</p>	<p>For all ages</p> <p>Location i.e. the behaviour is in public, but otherwise healthy</p> <p>Trying to touch or expose other children's genitals;</p> <p>For 0 -7 years old</p> <p>Use of adult sexual language without understanding meaning;</p> <p>Touching their genitals frequently, particularly if this is the only way they comfort themselves and regulate strong emotions;</p> <p>For 8 – 12 years old</p> <p>Sexual bullying through social media</p> <p>Preoccupation with masturbation</p> <p>Mutual masturbation or group masturbation</p>	<p>For all ages</p> <p>Engaging in or simulating adult sexual activity e.g. intercourse, oral sex etc.</p> <p>Touching/rubbing their genitals persistently, causing pain or injury</p> <p>Forcibly touching other children's genitals or forcing them into sexual play</p> <p>Trying to touch adults' genitals</p> <p>Sexual activity with animals</p> <p>For 8 – 12 years old</p> <p>Deliberate exposure of their genitals</p> <p>Persistent sexual bullying through social media</p> <p>Coercion of others to take and send naked pictures</p> <p>Blackmail of others through social media</p> <p>Making sexual threats, written or verbal</p> <p>Fixation on pornography</p>
2. Context of behaviour	Characterised by curiosity, mutuality and	The children involved seem uncomfortable with the behaviour	Behaviour is planned, secretive, there are elements of threat, force, coercion.

	<p>is exploratory in nature;</p> <p>Open, not hidden</p> <p>Emotions around the behavior are fun and light hearted;</p> <p>The behavior is spontaneous</p> <p>There is no intent to cause harm</p>	<p>The child may be aware that the behaviour is not appropriate</p>	<p>Self-directed behaviours to resolve high levels of intense emotions for the child e.g. Anger, sexual arousal, insecurity</p>
3. Child's emotional response when challenged about their behaviour	<p>Embarrassed,</p> <p>Dependent on age & understanding, able to take responsibility for their behaviour and its effects on others</p>	<p>Child ashamed</p> <p>They may initially struggle to take responsibility for their behaviour</p> <p>Child able to demonstrate remorse and empathy</p>	<p>Child angry, fearful, aggressive, distressed</p> <p>Or passive, lacking in understanding why anyone would be worried.</p> <p>Cannot take responsibility for their behaviour, blames/threatens others and does not show empathy</p>
4. Response of other children/ adults targeted	<p>Children engaging freely, happy</p> <p>Between children, behaviour is mutual</p>	<p>Uncomfortable, unhappy with behaviour but not fearful or anxious.</p> <p>If behaviour directed at adults, they feel uncomfortable</p>	<p>Unhappy, fearful, anxious, distressed, socially impacted.</p> <p>Could be physically hurt.</p> <p>Avoiding the child</p> <p>Adults can feel disempowered and intimidated</p>
5. Power Dynamics	<p>Similar age and ability, would normally play/socialise together.</p> <p>There are no factors to suggest a power imbalance</p>	<p>Children would not normally play/socialise together</p> <p>Some factors/dynamics which suggest one child is more in control than the other</p> <p>If the sexual bullying has been over social media, there may be no relationship</p>	<p>There are clear power differences e.g. due to age, size, status, ability, strength, personality etc</p> <p>Bullying, coercion and blackmail over social media is targeted at those perceived to be more vulnerable.</p>
6. Frequency of the behaviour	<p>Behaviour is age appropriate, ad hoc and not the main focus for the child. The child is interested in other things</p>	<p>Behaviour is intermittent</p> <p>The child also has interest in other things</p>	<p>Frequent incidents increasing in intensity or intrusiveness</p> <p>Main way they seem to seek comfort / reassurance/ or control.</p> <p>It is disproportionate to other aspects of their life.</p>

7. Persistence of the behaviour	Behaviour is age appropriate, ad hoc and not the main focus for the child. The child is interested in other things	Behaviour is recurring and there are some difficulties in distracting and redirecting behaviour. Child responsive to intervention but sometimes needs to be reminded	Child cannot be distracted from the behaviour easily and returns to the behaviour. Focus on the behaviour is disproportionate to other aspects of their life. It appears to be compulsive and the main way they seek comfort / attention and control
8. Background information/ Family Response	Nothing known of concern Parents/carers are supportive of the child	Child has other difficult behaviours Little known about the family or there are some concerns about the family. The family struggle to talk about sexual behaviours Family struggle to accept their child has engaged in sexual behaviours, seek alternative explanations	Patterns of discontinuity of care/ poor attachments High levels of trauma eg physical, emotional, sexual, neglect, domestic violence. Child has other behavioural problems or conduct disorder/ PTSD Cruelty to animals Fire setting Poor peer relations Family denial/ minimization of the behaviour Blaming of the victim, threatening the victim and family Rejecting or harsh punishment of the child

A preventative approach

In order to prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour

- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

Pupils will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled

Awareness

All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.

All staff will be aware that child-on-child abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times 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.

LGBTQ+ children can be targeted by their peers. In some cases, children who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ children.

The school’s response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

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.

Support available if a child has been harmed, is in immediate danger or at risk of harm

If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to Children’s Social Care. Within one working day, a social worker will respond to the referrer (may not always be school) to explain the action that will be taken. Support available if early help, section 17 and/or section 47 statutory assessments are appropriate. If early help, section 17 and/or section 47 statutory assessments (assessments under the Children Act 1989) are appropriate, school staff may be required to support external agencies. The DSL and deputies will support staff as required.

Support available if a crime may have been committed

Rape, assault by penetration and sexual assaults are crimes. Where a report includes such an act, the police will be notified, often as a natural progression of making a referral to CSC. The DSL will be aware of the local process for referrals to both CSC and the police.

Whilst the age of criminal responsibility is 10 years of age, if the alleged perpetrator is under 10, the principle of referring to the police remains. In these cases, the police will take a welfare approach rather than a criminal justice approach.

The school has a close relationship with the local police force and the DSL will liaise closely with the local police presence.

Support available if reports include online behaviour

Online concerns can be especially complicated. The school recognises that there is potential for an online incident to extend further than the local community and for a victim, or the alleged perpetrator, to become marginalised and excluded both online and offline. There is also strong potential for repeat victimisation if the content continues to exist.

If the incident involves sexual images or videos held online, the [Internet Watch Foundation](#) will be consulted to have the material removed.

Staff will not view or forward illegal images of a child. If they are made aware of such an image, they will contact the DSL.

Managing disclosures

Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSC where necessary. If staff are in any doubt, they will speak to the DSL.

Where an alleged incident took place away from the school or online but involved pupils from the school, the school's duty to safeguard pupils remains the same.

All staff will be trained to handle disclosures. Effective safeguarding practice includes:

- Never promising confidentiality at the initial stage.
- Only sharing the report with those necessary for its progression.
- Explaining to the victim what the next steps will be and who the report will be passed to.
- Recognising that the person the child chose to disclose the information to is in a position of trust.
- Being clear about boundaries and how the report will be progressed.
- Not asking leading questions and only prompting the child with open questions.
- Waiting until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure, it is important to still remain engaged and not appear distracted.
- Only recording the facts as the child presents them – not the opinions of the note taker.
- Where the report includes an online element, being aware of searching, screening and confiscation advice and [UKCCIS sexting advice](#).
- Wherever possible, managing disclosures with two staff members present (preferably with the DSL or a deputy as one of the staff members).
- Informing the DSL or deputy as soon as possible after the disclosure if they could not be involved in the disclosure.

The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

Confidentiality

The school will only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school cannot make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSC.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

The DSL will weigh the victim's wishes against their duty to protect the victim and others. If a referral is made against the victim's wishes, it will be done so extremely carefully and the reasons for referral will be explained to the victim. Appropriate specialist support will always be offered.

Anonymity

There are legal requirements for anonymity where a case is progressing through the criminal justice system. The school will do all it can to protect the anonymity of children involved in any report of sexual violence or sexual harassment. It will carefully consider, based on the nature of the report, which staff will be informed and what support will be in place for the children involved.

When deciding on the steps to take, the school will consider the role of social media in potentially exposing victims' identities and facilitating the spread of rumours.

Risk assessment

The DSL or a deputy will make an immediate risk and needs assessment any time there is a report of sexual violence and will use the AIM Project guidance to do this. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.

Risk assessments will consider:

- The victim.
- The alleged perpetrator.
- Other children at the school, especially any actions that are appropriate to protect them.

Risk assessments will be recorded (either on paper or electronically) and kept under review in accordance with the school's Data Protection Policy.

Taking action following a disclosure

The DSL or a deputy will decide the school's initial response, taking into consideration:

- The victim's wishes.
- The nature of the incident.
- The ages and developmental stages of the children involved.
- Any power imbalance between the children.
- Whether the incident is a one-off or part of a pattern.
- Any ongoing risks.
- Any related issues and the wider context, such as whether there are wider environmental factors in a child's life that threaten their safety and/or welfare.
- The best interests of the child.
- That sexual violence and sexual harassment are always unacceptable and will not be tolerated.

Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other children involved.

For reports of rape and assault by penetration, whilst the school establishes the facts, the alleged perpetrator will be removed from any classes shared with the victim. The school will consider how to keep the victim and alleged perpetrator apart on school premises, and on transport where applicable. These actions will not be seen as a judgement of guilt on the alleged perpetrator.

For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and the suitability of shared classes, premises and transport will be considered immediately.

In all cases, the initial report will be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.

Managing the report

The decision of when to inform the alleged perpetrator of a report will be made on a case-by-case basis. If a report is being referred to CSC or the police, the school will speak to the relevant agency to discuss informing the alleged perpetrator.

There are four likely outcomes when managing reports of sexual violence or sexual harassment:

- Managing internally
- Providing Early Help
- Referring to CSC
- Reporting to the police

Whatever outcome is chosen, it will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussion, decisions and reasons behind decisions will be recorded either on paper or electronically.

The following situations are statutorily clear and do not allow for contrary decisions:

- A child under the age of 13 can never consent to sexual activity.
- The age of consent is 16.
- Sexual intercourse without consent is rape.
- Rape, assault by penetration and sexual assault are defined in law.

Creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

Managing internally

In some cases, e.g. one-off incidents, the school may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support.

Providing Early Help

The school may decide that statutory interventions are not required, but that pupils may benefit from early help – providing support as soon as a problem emerges. This approach can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

Referral to CSC

If a child has been harmed, is at risk of harm or is in immediate danger, the school will make a referral to CSC. Parents will be informed unless there is a compelling reason not to do so (if referral will place the victim at risk). This decision will be made in consultation with CSC. The school will not wait for the outcome of an investigation before protecting the victim and other children.

The DSL will work closely with CSC to ensure that the school's actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions. If CSC decide that a statutory investigation is not appropriate, the school will consider referring the incident again if they believe the child to be in immediate danger or at risk of harm. If the school agrees with the decision made by CSC, they will consider the use of other support mechanisms such as early help, pastoral support and specialist support.

Reporting to the police

Reports of rape, assault by penetration or sexual assault will be passed on to the police – even if the alleged perpetrator is under 10 years of age. Generally, this will be in parallel with referral to CSC. The DSL and deputies will follow the local process for referral.

Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed, it is essential for the school to support the child with any decision they take, in unison with CSC and any appropriate specialist agencies.

The DSL and governing board will agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. They will also discuss the best way to protect the victim and their anonymity.

The DSL will be aware of local arrangements and specialist units that investigate child abuse.

In some cases, it may become clear that the police will not take further action, for whatever reason. In these circumstances, the school will continue to engage with specialist support for the victim as required.

Bail conditions

Police bail is only used in exceptional circumstances. It is unlikely that a child will be placed on police bail if alternative measures can be used to mitigate risks.

The school will work with CSC and the police to support the victim, alleged perpetrator and other children (especially witnesses) during criminal investigations. The school will seek advice from the police to ensure they meet their safeguarding responsibilities.

The term 'released under investigation' (RUI) is used to describe alleged perpetrators released in circumstances that do not warrant the application of bail.

Where bail is deemed necessary, the school will work with CSC and the police to safeguard children – ensuring that the victim can continue in their normal routine and continue to receive a suitable education.

Managing delays in the criminal justice system

The school will not wait for the outcome (or even the start) of criminal proceedings before protecting the victim, alleged perpetrator and other children. The associated risk assessment will be used to inform any decisions made.

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.

The end of the criminal process

Risk assessments will be updated if the alleged perpetrator receives a caution or is convicted. If the perpetrator remains in the same school as the victim, the school will set out clear expectations regarding the perpetrator, including their behaviour and any restrictions deemed reasonable and proportionate with regards to the perpetrator's timetable.

The school will ensure that the victim and perpetrator remain protected from bullying and harassment (including online).

Where an alleged perpetrator is found not guilty or a case is classed as requiring "no further action", the school will offer support to the victim and alleged perpetrator for as long as is necessary. The victim is likely to be traumatised and the fact that an allegation cannot be substantiated does not

necessarily mean that it was unfounded. The school will discuss decisions with the victim and offer support.

The alleged perpetrator is also likely to require ongoing support, as they have also been through a difficult and upsetting experience.

Ongoing support for the victim

Any decisions regarding safeguarding and supporting the victim will be made with the following considerations in mind:

- The terminology the school uses to describe the victim
- The age and developmental stage of the victim
- The needs and wishes of the victim
- Whether the victim wishes to continue in their normal routine
- The victim will not be made to feel ashamed about making a report
- What a proportionate response looks like

Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident on a piecemeal basis; therefore, a dialogue will be kept open and the victim can choose to appoint a designated trusted adult.

Victims may struggle in a normal classroom environment. Whilst it is important not to isolate the victim, the victim may wish to be withdrawn from lessons and activities at times. This will only happen when the victim wants it to, not because it makes it easier to manage the situation.

The school will provide a physical space for victims to withdraw to.

Victims may require support for a long period of time and the school will be prepared to offer long-term support in liaison with relevant agencies.

Everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made.

If the victim is unable to remain in the school, alternative provision or a move to another school will be considered – this will only be considered at the request of the victim and following discussion with their parents.

If the victim does move to another school, the DSL will inform the school of any ongoing support needs and transfer the child protection file.

Ongoing support for the alleged perpetrator

When considering the support required for an alleged perpetrator, the school will take into account:

- The terminology they use to describe the alleged perpetrator or perpetrator.
- The balance of safeguarding the victim and providing the alleged perpetrator with education and support.

- The reasons why the alleged perpetrator may have abused the victim – and the support necessary.
- Their age and developmental stage.
- What a proportionate response looks like.
- Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials.

When making a decision, advice will be taken from CSC, specialist sexual violence services and the police as appropriate.

If the alleged perpetrator moves to another school (for any reason), the DSL will inform the destination school of any ongoing support needs and transfer the child protection file.

The school will work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.

Disciplining the alleged perpetrator

Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the school reaching its own conclusion and imposing an appropriate penalty.

The school will make such decisions on a case-by-case basis, with the DSL taking a leading role. The school will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The police and CSC will be consulted where necessary.

The school will also consider whether circumstances make it unreasonable or irrational for the school to make a decision about what happened while an investigation is considering the same facts.

Disciplinary action and support can take place at the same time.

The school will be clear whether action taken is disciplinary, supportive or both.

Shared Classes

Once the DSL has decided to progress a report, they will again consider whether the victim and alleged perpetrator will be separated in classes, on school premises and on school transport – balancing the school's duty to educate against its duty to safeguard. The best interests of the pupil will always come first.

Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on school premises and transport will be prevented.

Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will constitute a serious breach of discipline and result

in the view that allowing the perpetrator to remain in the school would harm the education or welfare of the victim and potentially other pupils.

Where a criminal investigation into sexual assault leads to a conviction or caution, the school will consider suitable sanctions and permanent exclusion. If the perpetrator will remain at the school, the school will keep the victim and perpetrator in separate classes and manage potential contact on school premises and transport. The nature of the conviction or caution, alongside the wishes of the victim, will inform any discussions made.

Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected and appropriate support will be provided. Considerations regarding sharing classes and potential contact will be made on a case-by-case basis.

In all cases, the school will record its decisions and be able to justify them. The needs and wishes of the victim will always be at the heart of the process.

Working with parents and carers

In most sexual violence cases, the school will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment, these decisions will be made on a case-by-case basis.

The school will meet the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report.

Schools will also meet with the parents of the alleged perpetrator to discuss arrangements that will impact their child, such as moving them out of classes with the victim. Reasons behind decisions will be explained and the support being made available will be discussed. The DSL or a deputy will attend such meetings, with agencies invited as necessary.

Clear policies regarding how the school will handle reports of sexual violence and how victims and alleged perpetrators will be supported will be made available to parents.

Safeguarding other children

Children who have witnessed sexual violence, especially rape and assault by penetration, will be provided with support.

It is likely that children will "take sides" following a report, and the school will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment.

The school will keep in mind that contact may be made between the victim and alleged perpetrator and that harassment from friends of both parties could take place via social media and do everything in its power to prevent such activity.

As part of the school's risk assessment following a report, transport arrangements will be considered, as it is a potentially vulnerable place for both a victim and alleged perpetrator. Schools will consider any additional support that can be put in place.

Appendix 8

Safeguarding and Recruitment

Safer recruitment

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity.

The DfE's [DBS Workforce Guides](#) will be consulted when determining whether a position fits the child workforce criteria. 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.

Pre-employment checks

The governing body will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from the most current photographic ID and proof of address except where, for exceptional reasons, none is available. Best practice is checking the name on their birth certificate, where this is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the [TRA Teacher Services' System](#).
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Checking the person's right to work in the UK including EU Nationals. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the [Gov.UK](#) website will be followed.
- If the person has lived or worked outside the UK, making any further checks that the school considers appropriate; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.
- Checking professional experience, QTS and qualifications as appropriate using the The Teaching Regulation Agency's (TRA) Employer Access Service.
- Confirming that an individual taking up a management position is not subject to a section 128 direction.
- An enhanced DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.

Internal candidates

References from internal candidates will always be scrutinised before appointment.

Governors

The trust requires enhanced DBS checks on all members of the academy trust, individual charity trustees, and the chair of the board of charity trustees. Before an individual becomes a trustee, the school will carry out an enhanced DBS check and confirm their identity. Where a trustee also engages in regulated activity, a barred list check will also be requested. An additional check is required for those in management positions, to ensure that they are not prohibited under section 128 provisions. Where a barred list check has been performed, the section 128 direction will also be shown and will not require a separate check. If the individual lives or has lived outside of the UK, consideration will be given as to further checks that may be necessary.

Those who have lived or worked outside of the UK

For those who have lived or worked outside of the UK, additional checks regarding teacher sanctions or restrictions will be conducted, this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.

Barred list check

An enhanced DBS check may be requested for anyone working in school that is not in regulated activity but does not have a barred list check.

If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if they have worked in regulated activity in the three months prior to appointment.

Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

References

References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.

References will only be accepted from a senior person and not from a colleague.

References will be sought on all short-listed candidates, including internal ones, before an interview and checked on receipt to ensure that all specific questions were answered satisfactorily.

References will be obtained prior to interviews taking place and discussed during interviews.

Open testimonials will not be considered.

Information about past disciplinary actions or allegations will be considered carefully when assessing an applicant's suitability for a post.

Information sourced directly from a candidate or online source will be carefully vetted to ensure they originate from a credible source.

Volunteers

No volunteer will be left unsupervised with a pupil or allowed to work in regulated activity until the necessary checks have been obtained.

An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.

Personal care includes helping a child with eating and drinking for reasons of illness, or care in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability.

A supervised volunteer who regularly teaches or looks after children is not in regulated activity.

The school will obtain an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.

Unless there is cause for concern, the school will not request any new DBS certificates with barred list check for existing volunteers that have already been checked.

A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.

Associate Members

Associate member (i.e. individuals that are appointed by the governing board to serve on one or more committees) will not be required to obtain enhanced DBS checks.

Contractors

The school will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.

Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.

Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.

Data retention

DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt.

A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file. The personnel file will be held for the duration of the employee's employment plus six years.

Referral to the DBS

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.

Ongoing suitability

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.

Single central record (SCR)

The school keeps an SCR which records all staff who work at the school.

The Trust 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.

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

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 section 128 check
- A check of professional qualifications
- 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

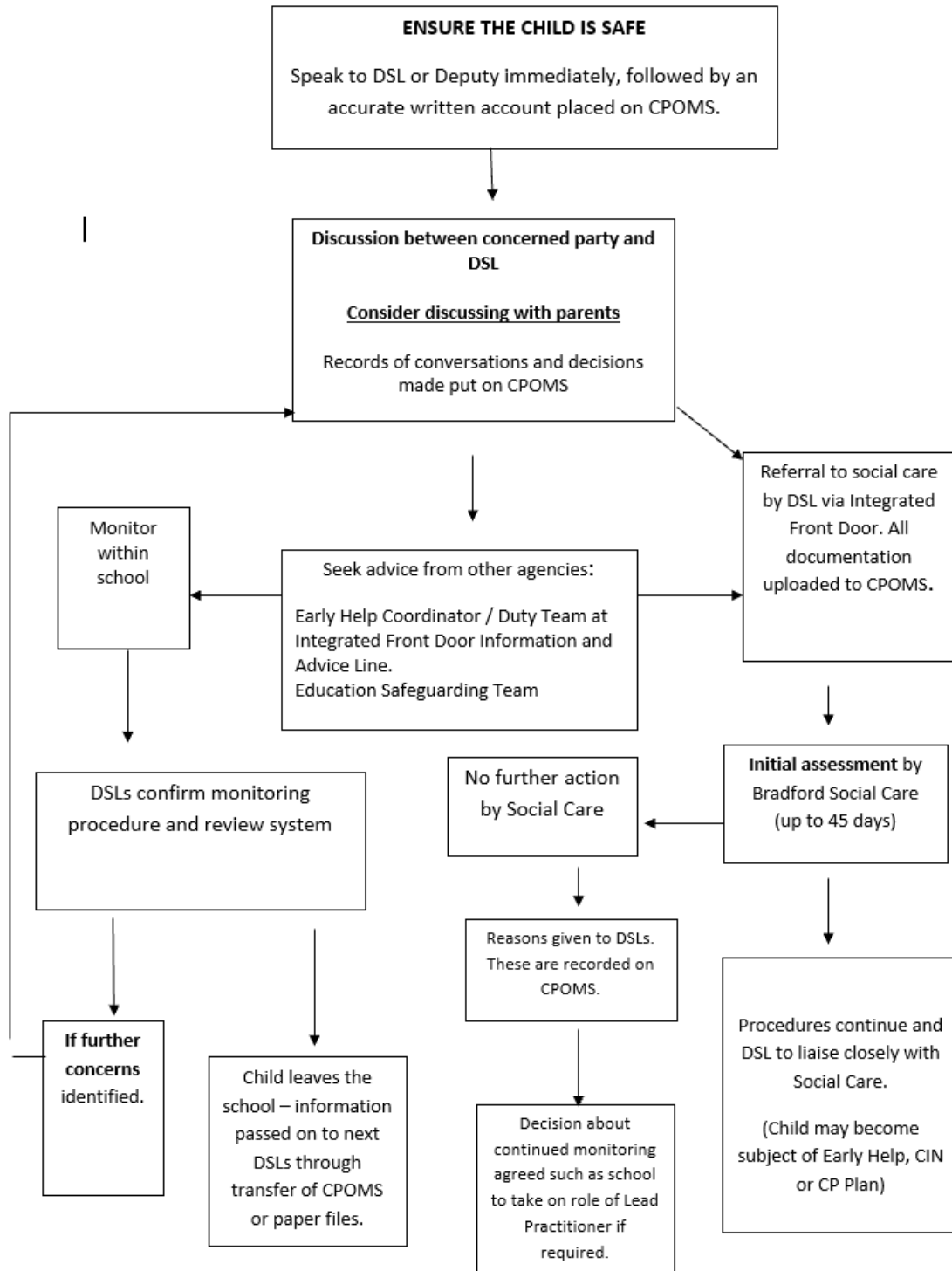
For agency and third-party supply staff, the school will also record in written confirmation from the agency supplying the member of staff has been received which indicates that all of the necessary checks have been conducted and the date that confirmation was received.

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.

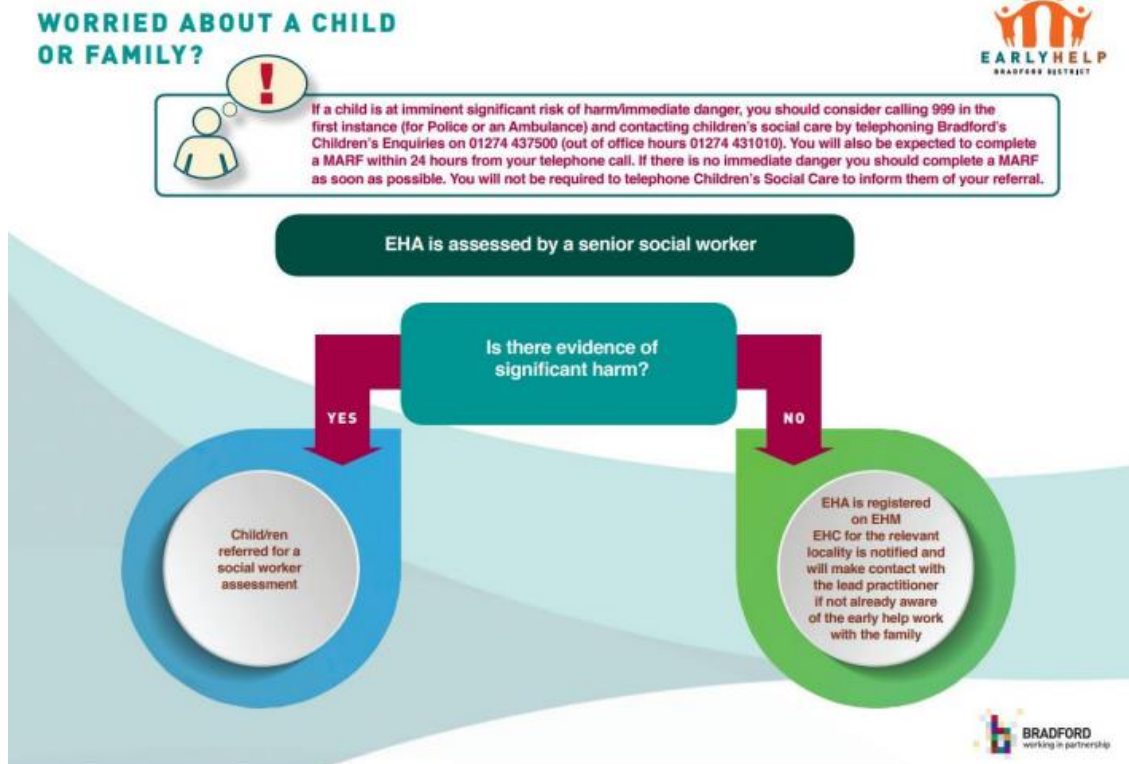
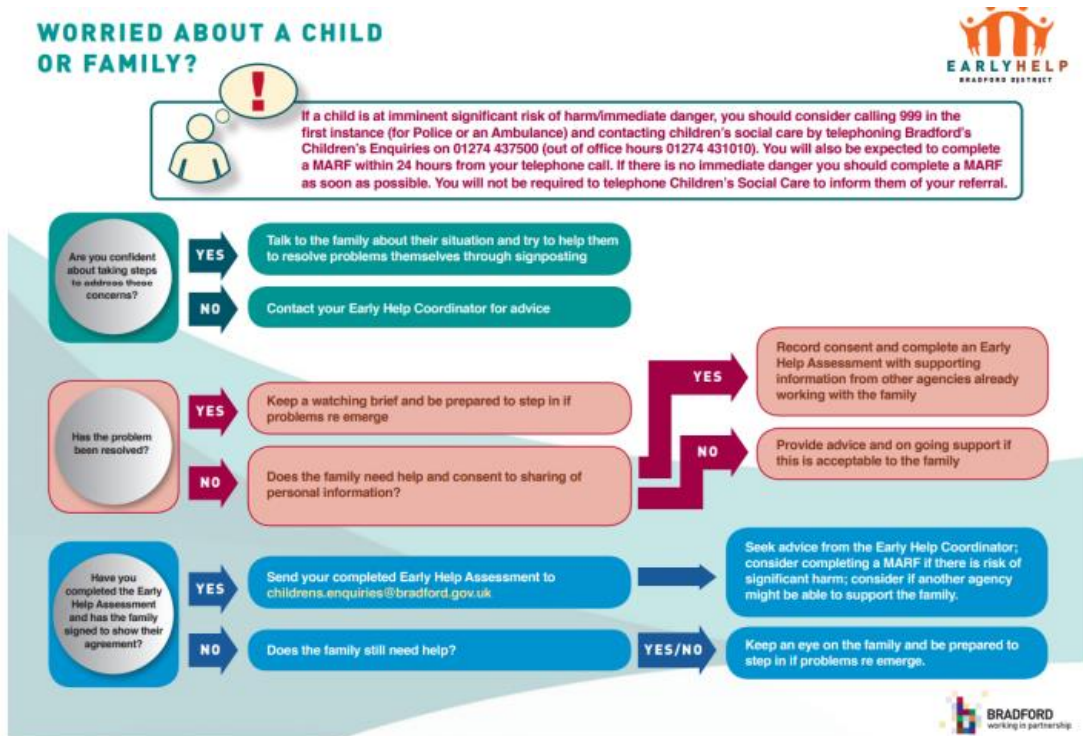
Appendix 9

Summary of in-school procedures to follow where there are concerns about a child



Appendix 10

Bradford Council Flow Chart of safeguarding procedures





**Keeping children safe – who do I share concerns
within school if I am worried about a child?**

The Designated Safeguarding Lead in school is:

Debs Ward

The Deputy Designated Safeguarding Leads are:

- **Nichola Geale – Head teacher**
- **Andrea Mannings – Deputy Head teacher**
- **Gail Kelley – Parental Involvement Worker**
- **Nicola Pearson – Attachment Aware Trauma Informed Lead**
- **Sue Parsons – Online Safety Lead.**



Appendix 12

Safeguarding concern form

Name of child:

Date and time of incident:

Class:

Person recording the incident:

Information:

Action taken by the Designated Safeguarding Lead: