



**BRADFORD ACADEMY**  
**TRUST**



Our Vision  
**RESPONSIBILITY**  
**RESPECT**  
**RESILIENCE**

**A shining light in our  
community**

You are the light of the world. A city  
on a hill cannot be hidden. - Matthew  
5:14b

# Child Protection and Safeguarding Policy

<b>Approved by:</b>	Board	<b>Date:</b> 07 December 2022
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<b>Last reviewed on:</b>	September 2022
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<b>Related Documents</b>	<ul style="list-style-type: none"><li>• Keeping Children Safe in Education 2022</li><li>• Working together to safeguard children 2018</li></ul>
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<b>Guidance</b>
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## **KEY SAFEGUARDING PERSONNEL CONTACTS**

### **Designated Safeguarding leads**

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### **BRADFORD LADO**

Dawn Holt call 01274 435 600 switchboard and ask for duty LADO

## RATIONALE

Through our day-to-day contact with learners and families, all staff have a crucial role to play in noticing indicators of possible abuse or neglect and in referring concerns to the appropriate agency.

This policy is one of a series in the Academy's integrated safeguarding portfolio. Our core safeguarding principles are:

- The Academy's responsibility to safeguard and promote the welfare of learners is of paramount importance.
- Appropriate action is taken in a timely manner to safeguard learners.
- Safer learners make more successful learners.
- Representatives of the whole-Academy community of learners, parents, staff and governors will be involved in policy development and review.
- Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an interim review.
- As an academy we decide whether staff who don't work directly with children read either part 1 of KCSIE or annex A of KCSIE (a condensed version of part 1) the decision has been made that all staff will read part 1 as all staff have an opportunity to be child facing.
- All staff will electronically sign to confirm they have read part 1 of KCSIE 2022 this record is maintained by HR.

## Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping children safe in education 2022 \(publishing.service.gov.uk\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [Human Rights Act 1998 \(legislation.gov.uk\)](#), which explains that being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights \(coe.int\)](#) (ECHR)
- [Equality Act 2010 \(legislation.gov.uk\)](#) which makes it unlawful to discriminate against people regarding their protected characteristics (including, sex, sexual orientation, gender reassignment and race). This means our governors and Principals should carefully consider how they are supporting their pupils with regard to these characteristics. This Act allows our Academy to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they are being disproportionately subjected to sexual violence or harassment.
- [Public sector equality duty - GOV.UK \(www.gov.uk\)](#) (PSED) which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence, homophobic, biphobic or transphobic bullying, or racial discrimination.
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).
- This policy also complies with our funding agreement and articles of association.

## Safeguarding Portfolio

Our integrated Safeguarding Portfolio details how we safeguard the wellbeing of our learners.

It includes:

- Equal Opportunities Policy (including dealing with racist incidents and Single Equity Plan)
- Drug and Substance Misuse
- Positive Behaviour Policy
- Online Safety Policy (e-Safety Policy)
- Social Media Policy
- Prevent Policy
- Anti-bullying Policy including Online Bullying
- Care and Control Policy (use of physical intervention)
- Health and Safety Policy (which includes educational visits, First Aid and Academy security)
- Recruitment and Selection
- DBS policy and guidelines
- Whistleblowing Procedures
- Complaints Procedure

- Managing Allegations Policy
- Meeting the needs of learner's with medical conditions
- Intimate Care Policy
- Safeguarding the wellbeing of learner's in EYFS
- FGM Statement

Copies of all these policies are on the Academy Learning Gateway and website. In addition, all staff are provided with and required to read part 1 of Keeping Children Safe in Education to summarise their key responsibilities to safeguard the wellbeing of our learners.

## Child Protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all learners. We endeavour to provide a safe and welcoming environment where learners are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that learners receive effective support, protection and justice. The procedures contained in this policy apply to all staff and governors and are consistent with those of Bradford Safeguarding Children Partnership (BSCP) [Safer Bradford - Children](#) and the statutory guidance provided by the Department for Education 'Keeping children safe in education' (September 2022) and 'Working Together to Safeguard Children' (2018). This policy has been updated to include the latest guidance from the DfE.

## Policy principles

- Welfare of the child is paramount
- All learners, regardless of age, gender, ability, culture, race, language, disability, religion, or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Learners and staff involved in child protection issues will receive appropriate support.

## Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the Academy's commitment with regard to child protection to learners, parents and other partners
- To contribute to the Academy's safeguarding portfolio.

## Terminology/Definitions

**Safeguarding and promoting the welfare of children** refers to:

- Protecting children and young people from abuse or neglect,
- Preventing the impairment of health or development,
- Ensuring that they grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

**Child protection** is part of this definition and refers to the processes undertaken to protect children and young people who have been identified as suffering, being likely to suffer, significant harm.

**Child** refers to all young people who have not yet reached their 18th birthday.

**Staff** refers to all those working for or on behalf of the Academy, full time, or part time, in either a paid or voluntary capacity.

**Parent** refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers and adoptive parents.

**Abuse** is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

**Neglect** is a form of abuse and 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. Appendix 1 defines neglect in more detail.

**Sharing of nudes and semi nudes** (also known as sexting or youth produced sexual imagery) where children share nude or semi-nude images, videos or live streams.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

**Victim** is a widely used and recognized term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child feels most comfortable with.

**Alleged perpetrator(s) and perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case by case basis.

## **Equality statement**

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognizing or disclosing it. We are committed to anti-discriminatory practice and recognize 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 health conditions, special educational needs (SEN) or disabilities (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are at risk because they are the family member of someone undertaking a custodial sentence
- Are looked after or previously looked after (see section 12)



## Context

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained Academy's and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of learners.

Section 157 of the same act and the Education (Independent Academy's Standards) (England) Regulations 2003 require proprietors of independent Academy's (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of learner's who are learner's at the Academy.

Due to their day-to-day contact with children and young people, Academy staff are uniquely placed to observe changes in behaviour and the outward signs of abuse. Learners may also turn to a trusted adult in Academy when they are in distress or at risk. It is vital that Academy staff are alert to the signs of abuse and understand the procedures for reporting their concerns. Our policy and procedures are also extended to Academy and off-site activities.

The Academy plays a crucial role in preventative education. This is in the context of an All Through approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment which is underpinned by our policies detailed on pages 5 and 6 and our:

- Positive behaviour policy
- Pastoral support system

Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence and self esteem
- How to recognise an abusive relationship (including coercive and controlling behaviour)
- The concept of, and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital mutilation (FGM) and how to access support
- What constitutes sexual harassment and sexual violence and why they are unacceptable

## **Role and Responsibilities of Key Safeguarding Personnel**

On the first page of this policy are the details of the key personnel with responsibility for Child Protection. Their roles and responsibilities are detailed below:

### **Safeguarding Team**

All Academies must nominate a senior member of staff to coordinate safeguarding and child protection arrangements. The local authority maintains a list of all designated members of staff (named person) for Child Protection. They are available throughout the school day for consultation and may be reached out of hours by email.

The Designated Safeguarding Lead:

- Is a member of the Senior Leadership Team, ensures that Safeguarding remains high profile in strategic direction of the Academy.
- Attends appropriate training provided by the Bradford Partnership (updated every two years) to ensure that they have understanding of Bradford Partnership procedures
- Has a good understanding of harmful sexual behaviour
- As Vice Principal (Behaviour and Attitudes), together with Primary Principal they ensure that our portfolio for Safeguarding Policies (including Child Protection Policy) are up to date, meet statutory guidance and are reviewed annually to ensure high quality safeguarding.
- The DSL will discuss the local response to sexual violence and sexual harassment with the police and local authority children's social care colleagues to prepare school policies.
- Provides advice and support to other staff on child welfare and child protection matters.
- Works with the Academy's Behaviour and Attendance Collaborative representative, highlighting learners who may be vulnerable across South Bradford.
- Leads the Multi-Professional Team, to ensure that any concerns regarding vulnerable learners are addressed.
- Develops effective links with relevant statutory and voluntary agencies.
- Takes part in strategy discussions and inter-agency meetings
- Contributes to assessments and makes referrals, as appropriate to the relevant bodies (Channel, DBS and/or Police) supports staff that make referrals directly
- Is aware of what local specialist support is available to support all children involved (including victims and alleged perpetrators
- Be aware that children must have an "appropriate adult" to support and help them in the case of a Police investigation or search
- Provides the opportunity for all staff to read the Safeguarding and Child Protection policy, KCSIE part 1 and provides opportunities for training and updates to ensure staff are clear about their roles and responsibilities.
- Liaises with the nominated Safeguarding Governor to ensure the Academy meets statutory guidelines.
- Informs the Principal of the welfare of learners with a child protection plan and general child protection issues within the Academy.
- Ensures that teachers understand the contribution they can make to Safeguarding through their curriculum, particularly through PSHE including the Tutor Team programme.

- Meets with learners who have made a specific child protection disclosure or allegation about staff
- The safeguarding lead will reassure victims of any type of abuse that they are being taken seriously and will be supported and kept safe
- Liaises with senior colleagues to ensure that staff receive appropriate training, and that Safeguarding is a key focus of the Academy.
- Ensures that mechanisms are in place for temporary staff (including supply and *ECT Early career teachers undergoing training*), volunteers and visitors understand their role and responsibilities.
- Ensures that staff induction meets Safeguarding requirements.
- Provides advice and guidance to parents and ensures that they have access to Academy Safeguarding policies through our website and receive hard copies on request.
- Line manages the Deputy Designated Safeguarding Leads and ensures that there is clarity of role and effective delegation of statutory child protection duties.

Full responsibilities of the Academy DSL is set out in their job description

### **Deputy Designated Safeguarding Leads**

Together with the Designated Safeguarding Lead they will:

- Attend appropriate training provided by the Bradford Partnership (updated every two years) to ensure that they understand Bradford Partnership working together to safeguard children procedures [Safer Bradford - Children](#)
- Keep written or electronic records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the learner's general file.
- Refers cases of suspected abuse to Children's Social Care or Police as appropriate.
- Notifies Children's Social Care if a child with a child protection plan is absent for more than two days without explanation.
- Ensures that when a learner with a Child Protection Plan leaves the Academy, their information is passed to their new school and the student's social worker is informed.
- Attends and/or contributes to Child Protection conferences and core groups.
- Coordinates the Academy's contribution to child protection plans.
- Meets with staff who raise a serious concern about a child or a disclosure, and completes the Child Protection Referral with the member of staff, as appropriate.
- Meets with learners who have made a Child Protection disclosure.
- Liaises with Vice Principal (behaviour and attitudes) and Vice Principal Primary to provide support for staff if required.
- Initiates and supports the Early Intervention process.
- Provides advice, guidance and training for staff.

## **The Safeguarding Governor**

Reports to the governing body to confirm that the Academy has:

- A Lead Designated Safeguarding Officer who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training.
- Provides sufficient time and resources for the Designated Safeguarding Officers to ensure that they can carry out their roles and responsibilities as detailed above.
- The Safeguarding and Child Protection policy and procedures are consistent with DFE requirements, reviewed annually and made available to parents on request.
- Reporting and information gathering arrangements that all staff can use but that are secure and accessible only to the Safeguarding Team.
- Procedures for dealing with allegations of abuse made against members of staff including allegations made against the Executive Principal.
- Safer recruitment procedures that include the requirement for appropriate checks, and requirement for Key Personnel to attend Safer Recruitment training including the Executive Principal, a Governor and where possible, members of each recruiting panel.
- A training strategy that ensures all staff, including the Executive Principal, and the Governors receive regular child protection training. The designated members of staff should receive refresher training at two-yearly intervals. The training and induction of governors should include a S128 check completion recorded on the single central record.(This is not required for associate members on committees)
- Arrangements to ensure that all temporary staff and volunteers are made aware of the Academy's arrangements for child protection.

## **The Governing Body**

The governing board of Bradford Academy will facilitate a whole school approach to safeguarding. The governing body will evaluate and approve this policy at each review period ensuring it complies with the law and holds the principals to account for its implementation.

Will be aware of the its obligations under the Human Rights Act 1998, the Equality Act 2010(including Public Sector Equality Duty) and our Academy's local multi-agency safeguarding arrangements

The governing body will appoint a senior board level or equivalent to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL .

Make sure that:

- The DSL has the appropriate status and authority to carry out their job, including additional time, training, funding, resources and support.
- That online safety is a running and interrelated theme within the whole academy approach to safeguarding and related policies.

- The all through leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns (Visigo and CPOMS)
- The Academy has procedures to manage safeguarding concerns no matter how small and allegations that do not meet the harm threshold (Low-level concerns) about staff including supply staff, volunteers and contractors).
- That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to abuse or neglect being recognised.

Where another body is providing services or activities (regardless of whether or not the children attend these services/activities are children on the school roll)

- Seek assurance that the other body has appropriate safeguarding and CP policies in place, and inspect them if needed
- Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if they fail to comply.

The governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Executive Principal. The chair of governors will act as the “case manager” in the event of an allegation being made against the Executive Principal.

**All Governors will read KCSIE 2022 in its entirety.**

#### **The Executive Principal**

- Ensures that the Academy commitment to Safeguarding is high profile in the strategic direction of the Academy.
- Ensures that the Safeguarding and Child Protection Policy and associated procedures are implemented and followed by all staff.
- Staff should understand and follow the procedures including in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.
- Allocates sufficient time and resources to enable the Designated Safeguarding Officers to carry out their roles effectively, including the assessment of learners and attendance at strategy discussions and other necessary meetings.
- Ensures that the content of staff training regarding staff training is regularly updated.
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the Academy whistleblowing procedures.
- Ensures that learners’ safety and welfare is addressed through the curriculum.
- Will make decisions in conjunction with the Primary and Secondary Principals regarding low level concerns and may collaborate with the DSL to do so. The LADO may be consulted if in any doubt as to whether a concern meets the harm threshold.

#### **Virtual School heads**

Virtual school heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker.

They should also identify and engage with key professionals eg DSLs, SENCOs, Social workers, mental health leads and others.

### **Confidentiality principles pertaining to all staff at Bradford Academy**

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- If a victim asks the school NOT to tell anyone about the sexual violence or sexual harassment
  - There is no definitive answer, because even if a victim doesn't consent to sharing information staff may lawfully share it if there's another legal basis under the UK GDPR that applies
  - The DSL will have to balance the victim's wishes against their duty to protect the victim and other children

DSL should consider that Parents or carers should normally be informed (unless this would put the victim at greater risk)

The basic safeguarding principle is ; if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care

Rape, assault by penetration and sexual assault are crimes. Where a report of rape assault by penetration or sexual assault is made, this should be referred to the Police. While the criminal age of responsibility is 10, if the alleged perpetrator is under 10, the starting principle of the Police remains.

- Regarding anonymity, all staff will:
  - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
  - Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
  - Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities

- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)

## The role of Bradford Academy

Everyone who comes into contact with children and their families has a role to play in safeguarding. Academy staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.

Academies and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children (2018).

We will work with social care including the Early Help Hub, the Police, health services and other services to promote the welfare of children and protect them from harm.

We have a Designated Safeguarding Lead and a team of safeguarding staff who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as Children's Social Care.

## The role of Bradford Academy staff

The Teacher Standards (2012) state that teachers, including Headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

As an Academy we take a proactive approach to safeguarding and provide a full programme through the PSHE and Form time curriculum that focuses on relationships, sex education and health education for learners at an age appropriate level.

- All staff, Governors and long term volunteers will read and understand Keeping Children Safe in Education Part 1 (KCSIE September 2022) and sign a declaration to confirm this annually
- All staff who work directly with children are expected to read Annex B about specific safeguarding issues
- **All Academy staff have a responsibility to provide a safe environment in which children can learn.**
- Staff will be made aware of the fact that children can be at risk of harm inside and outside their home, at school and online.
- All staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.
- **All staff have a responsibility to report their concerns, however small. This is usually using CPOMS.** If they suspect there is a more significant concern, they should report directly to a member of the Safeguarding Team. If in doubt, talk to the Safeguarding Team.
- In addition to working with the Safeguarding Team, staff members should be aware that they may be asked to support social workers to take decisions about individual children.
- All staff members should be aware of systems within the Academy, which support safeguarding, and these should be explained to them as part of staff induction. This includes: the Child Protection Policy; Online safety policy; the code of ethical staff conduct; the recording mechanism use of CPOMS; and identification of the Designated Safeguarding Lead and the Deputies.



- All staff should take up opportunities provided for appropriate child protection training including specific issues such as, CME, EHE, CCE, CSE, FGM, Sharing of nudes and semi nudes, Up skirting, radicalisation, serious violence and Child-Child abuse.
- **All staff members should be aware of the signs of abuse and neglect** detailed in Appendix 4 so that they are able to identify cases of children who may be in need of help or protection.
- Staff members working with children are advised to maintain an attitude of 'it does happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- **Staff members should reinforce the importance of online safety** when communicating with parents. This includes making parents aware of what we ask children to do online (Eg sites they need to visit or who they will be interacting with online)
- Staff are aware that **children may be at risk of "serious violence" including that linked to county lines** activities as a specific safeguarding issue
- Staff are reminded that they should not disclose information to anyone else unless told to do so by relevant authority involved in the safeguarding process.
- **Staff will also ensure that they reassure victims that they are being taken seriously and that they will be supported and kept safe.**
- The fact that children who are (or perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children
- Staff will provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns
- **If staff members are unsure, they should always speak to the designated safeguarding team or Children's Social Care, out of school hours.**
- If staff members wish to make a referral to Bradford Children's Safeguarding Partnership they may do so here <https://saferbradford.co.uk/report-a-concern>

### **What Bradford Academy staff should do if they recognise a safeguarding concern?**

If staff members have concerns about a child who needs help or protection, they should raise these with Bradford Academy's Safeguarding Team.

- In Primary, this is done on CPOMS using the alert category "Primary SLT."
- In Secondary, this should be done by recording the information on CPOMS using the tag "A Safeguarding Concern."

Across the whole school, if the child is at immediate risk of harm, for example if they will go home to a risky situation, a member of the Safeguarding Team should be informed **at once**. If a member of staff is not free to do this in person they should send a message to the main office (Primary) or make a Pastoral call-out (Secondary) saying they need to talk to a safeguarding team member at once. The responder will find a safeguarding team member and alert them to the message. **(If the situation may involve staff members, the Executive Principal must be informed rather than the safeguarding team)**

The Safeguarding Team member will usually decide whether to make a referral to Children's Social Care or Early Help, but it is important to note that any staff member can refer their concerns to Children's Social Care if the safeguarding Team are not available, e.g. outside school hours.

If a child is in immediate danger a referral to Children's social care and/or the police must be made immediately if you believe a child is suffering or likely to be suffering harm. **ANYONE CAN MAKE A REFERRAL – Initial contact point Bradford Children's Social Services 01274 435 600.**

### **Talking to parents/carers**

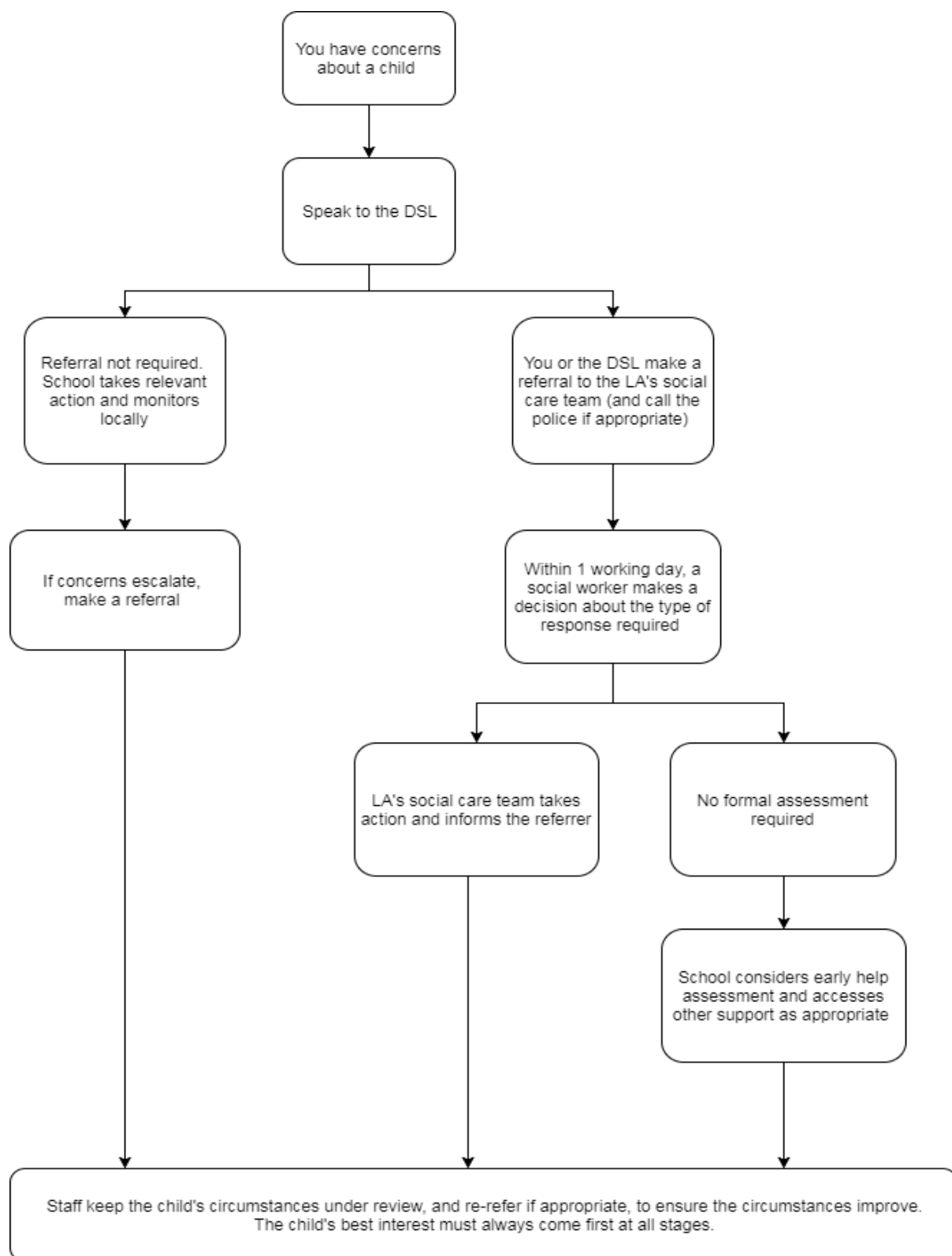
The Academy will normally seek to notify and discuss any concerns about a learner with their parents/carers. In a Safeguarding situation, this must be handled sensitively. The Safeguarding Team will usually make contact with the parent. However, if the Academy believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from Children's Social Care.

### **If a learner discloses to you**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a learner talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the learner may think that you do not want to listen, if you leave it till the very end of the conversation, the learner may feel that you have misled them into revealing more than they would have otherwise.

Some children may not feel ready or know how to talk about abuse, not recognise their experience as harmful, or feel embarrassed, humiliated or threatened but this should not stop staff from having a "professional curiosity" and speaking to the DSL if they have concerns about a child.



Appendices 2 and 3 has advice about recording information from a disclosure and a recording frame to support this process.

Early Help and Children's Social Care referrals are completed under the Common Assessment Framework using the Signs of Safety model. It is undertaken by a lead professional who could be a

teacher, special educational needs co-ordinator, General Practitioner (GP), family support worker, and/or health visitor. In Bradford Academy, this is usually a member of the Safeguarding or Pastoral Teams.

If the child's situation does not appear to be improving, the staff member with concerns should press for re-consideration of the referral or a new referral made. Concerns should always lead to help for the child at some point.

**Staff should refer to Bradford Academy Whistleblowing policy should they need to refer an issue because they feel it is not being appropriately dealt with at the Academy.**

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

Staff are directed to utilise the NSPCC helpline 0808 800 5000 from 8am to 8pm Monday to Friday or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk). The NSPCC helpline is a place adults can contact by [phone](#) or [online](#) to get advice or share their concerns about a child, anonymously if they wish. It's staffed by professional practitioners with backgrounds in jobs like teaching, healthcare and social work, who know how to spot the signs of abuse and what to do to help.

### **Working with other agencies and sources of support**

In many cases, the situations in which children and young people find themselves do not meet the threshold for intervention by Children's Social Care. Appropriate support may be provided internally by the Pastoral Team or members of the multi-professional Visible Support Team. Staff may also be asked to monitor the young person, reporting on a daily or weekly basis.

However, there are Local Authority agencies and voluntary sector organisations that can support the young person and their family to improve the situation. These may include:

- Early Help team
- Families First
- Children's Centres (where there is a child under 5 years in the family)
- Peace to Piece counselling services
- Bridge Project
- Barnardo's
- Together Women
- Staying Put
- MAZE Project
- SENDIASS
- Youth services
- Youth in Mind

Appropriate sources of support can be accessed through Early Help. If appropriate, support plans will include the Pastoral Team, Form Tutors or the SEND Support and Care teams. However, some issues will need to be kept confidential to avoid the risk of increasing harm to the young person.

### **Good practice guidelines**

To meet and maintain our responsibilities towards learners we need to agree standards of Good Practice. This good practice underpins the mission, vision and values of the Academy to ensure that all our learners are known, valued, understood and guided.

This includes:

- Treating all learners with respect.
- Setting a good example by conducting ourselves appropriately, as outlined in our staff code of conduct.
- Involving learners in decisions that affect them.
- Encouraging positive and safe behaviour among learners.
- Being a good listener.
- Being alert to changes in learners' behaviour.
- Recognising that challenging behaviour may be an indicator of abuse.
- Reading and understanding the Academy's Safeguarding policy and guidance documents on wider safeguarding issues as outlined in our Safeguarding Policy Portfolio.
- Asking the learners permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid.
- Maintaining appropriate standards of conversation and interaction with and between learners and avoiding the use of sexualised or derogatory language.
- Being aware that the personal and family circumstances and lifestyles of some learners leads to an increased risk of abuse.
- Providing opportunities through our curriculum, PSHE and Form Time programme, learning and teaching styles to inform learners about issues regarding their safety and wellbeing.

### **Abuse of trust**

All Academy staff are aware that inappropriate behaviour towards learners is unacceptable and that their conduct towards learners must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the Academy staff and a child under 18 may be a criminal offence, even if that person is over the age of consent.

### **Learners who may be particularly vulnerable**

Some learners may have an increased risk of abuse. This may be linked to the situation they are in or due to personal characteristics. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of

some adults to accept that abuse can occur. To ensure that all of our learners receive equal protection, we will give special consideration to learners who have/are:

- Health conditions, disabled or have special educational needs who are 3 times more likely to be abused than their peers (These pupils will require close liaison with the DSL and SENCo)
- Have previously been Looked After.
- Living in a domestic abuse situation.
- Affected by parental substance misuse.
- Asylum seekers.
- Living away from home.
- Vulnerable to being bullied, or engaging in bullying.
- Living in temporary accommodation or they are homeless.
- Live transient lifestyles.
- Living in chaotic and unsupportive home situations.
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, gender alignment or sexuality.
- Involved directly or indirectly in prostitution or child trafficking.
- Do not have English as a first language or are New to Country.
- Any learners that are vulnerable because they are a child missing education (CME)
- Any learner whose parents indicate their intention to electively home educate (EHE)

### **Child on Child Sexual Harassment and Sexual Violence**

When using the term sexual violence, we are referring to sexual offences under the Sexual Offences Act 2003: Rape, Assault by Penetration, Sexual Assault.

Sexual Harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. There is no definitive guidance and KCSIE (2022) states that "any decisions are for the school or college to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required."

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

The Academy operates a zero tolerance approach to sexual violence and sexual harassment, and even if there are no reports that does not mean this type of abuse is not happening (KCSIE 2022 paragraph 446)

The Academy acknowledges that child-child abuse can take place face to face or online or simultaneously between the 2. That abuse that occurs within an intimate relationship is sometimes called 'teenage relationship abuse'

Bradford Academy will ensure that any learner who makes an allegation of sexual violence or sexual harassment will be reassured that they are being taken seriously. They will be treated sympathetically and never made to feel ashamed or that they are creating a problem by reporting sexual harassment or sexual violence. The victim will reassure them that the law on child-child abuse is there to protect them, not criminalise them.

The Academy recognises that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and we will offer them support.

The Academy's Safeguarding procedures are applicable to disclosures of this nature. However, the Academy recognises that it is best practise (although not always possible) to have two adults present at the initial disclosure, with one being a member of the Safeguarding Team. In making an action decision, the Academy will refer to the guidance in KCSIE (2022) Part 5 pages 104 – 134]

The Designated Safeguarding Lead should be notified of any disclosures of child on child sexual violence and sexual harassment before decisions on action are made. If the DSL is not available, the Executive Principal should be informed. In the case of sexual violence, the starting point is to report the incident to the Police. The DSL will contact children's social care team and follow it's advice as well as that of the Police if the allegation involves a potential criminal offence. The DSL will work closely with the Police if there are delays in any criminal processes. We will ask the Police if we have any questions about the investigation.

The Academy will seek to support both the victim and the alleged perpetrator in any allegation, both during and after internal or external investigations.

The Academy will act to minimise the risk of any bullying or harassment towards both the victim and the alleged perpetrator.

The Academy will create a recorded Risk Assessment considering the risks to the victim, alleged perpetrator, other children and staff at the Academy. Action to mitigate risks will be included in the document.

The Academy will liaise closely with external agencies, particularly the Police to ensure their actions do not compromise any child protection or criminal processes. However, this should not preclude any action under the Academy's Behaviour Policy based on a balance of probability.

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

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

To achieve this, we will:

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

- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Ensure staff are trained to understand:
  - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
  - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
  - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
    - Children can show signs or act in ways they hope adults will notice and react to
    - A friend may make a report
    - A member of staff may overhear a conversation
    - A child’s behaviour might indicate that something is wrong
  - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
  - That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
  - The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
  - That they should speak to the DSL if they have any concerns
  - That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn’t (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children’s social care to determine this
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

### **Serious violent crime**

All staff should be aware of indicators, which may signal children are at risk from, or are involved with serious violent crime. They may be at risk of Child Criminal Exploitation which is a serious safeguarding concern.

Indicators may include:

- persistently going missing from school or home and / or being found out-of-area;
- unexplained acquisition of money, clothes, or mobile phones



- excessive receipt of texts / phone calls and/or having multiple handsets
- relationships with controlling / older individuals or groups
- leaving home / care without explanation
- suspicion of physical assault / unexplained injuries
- parental concerns
- carrying weapons
- significant decline in school results / performance
- gang association or isolation from peers or social networks
- self-harm or significant changes in emotional well-being.

Guidance is taken from the Home Office Publication

**Criminal Exploitation of children and vulnerable adults:** County Lines guidance (2018)

[Criminal Exploitation of children and vulnerable adults: County Lines guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674242/Criminal-Exploitation-County-Lines-Guidance-2018.pdf)

All observations of any of these indicators must be reported to the DSL via CPOMs or in person.

### **Support for those involved in a Safeguarding issue**

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

- Taking all concerns, suspicions and disclosures seriously.
- Nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a student, separate link people will be nominated to avoid any conflict of interest. (See Managing Allegations policy).
- Responding sympathetically to any request from learners or staff for time out to deal with distress or anxiety.
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- Storing records securely.
- Offering details of helplines, counselling or other avenues of external support, including referral to Julie Atkinson (staff counsellor) or Occupational Health where appropriate.
- Following the procedures laid down in our whistleblowing, complaints and disciplinary procedures.
- Cooperating fully with relevant statutory agencies.

### **If you have concerns about a colleague**

Staff who are concerned about the conduct of a colleague towards a student are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The Whistleblowing policy, available on the Learning Gateway and website enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

If a staff member wishes to share their concerns on a particular issue, which they deem sufficiently important and do not feel able to approach their immediate manager, they should talk to the Executive Principal. Issues that warrant serious attention will always be pursued to resolution. **All concerns of poor practice or possible child abuse by colleagues should be reported to the Executive Principal. Complaints about the Executive Principal should be reported to the Chair of Governors.**

A staff member should report a concern/allegation directly to the LADO (local authority designated officer) if they feel there is a conflict of interests with the Executive Principal. Details of Bradford LADO on page 3 of this policy.

Barnardo's operate a service where staff can raise an anonymous concern should they feel they are unable to approach the Executive Principal.

<https://inside.barnardos.org.uk/sites/default/files/2019-04/Whistleblowing%20Policy.pdf>

### **Staff who are the subject of an allegation**

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. We act on every allegation.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that learners are protected.

Details of the Academy procedures can be found in the Managing Allegations policy.

Our complaints procedure will be followed where a student or parent raises a concern about poor practice towards a student that does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a student, using sarcasm or humiliation as a form of control, bullying or belittling a student or discriminating against them in some way. Complaints are managed by senior staff, the Executive Principal and governors and follow our Complaints Procedure available on the Academy website. Complaints from staff are dealt with under the Academy's complaints and disciplinary and grievance procedures.

### **Staff training**

Bradford Academy recognises the importance of whole staff training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. New staff and governors will receive training during their induction. All staff, including the Principal and governors will receive refreshers training that is updated annually and BSCP training updated every 2 years. The Designated Safeguarding Lead and Deputies receive training updated at least every two years, including training in inter-agency procedures. Supply staff and other visiting staff will be given the Academy's Visiting Staff Leaflet.

All staff have access to Part 1 and annexe B of Keeping Children Safe in Education and are expected to read and understand the document to ensure there is clarity about their roles and responsibilities.

Training is integrated into the whole school practice model of delivery and is aligned and considered as part of the whole school safeguarding approach and curriculum planning of opportunities to teach safeguarding to learners. Training will reference the DFE Teacher Standards (2011) [Teachers' standards - GOV.UK \(www.gov.uk\)](https://www.gov.uk/teacher-standards)

### **Safer recruitment and selection**

Bradford Academy endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in in Keeping Children Safe in Education (2022 Part 3 pages 51-83 Safer recruitment) together with the local authority and the Academy's individual procedures. (See Academy Recruitment and Selection procedures). The Academy may consider carrying out an online search on shortlisted candidates (KCSIE 2022 paragraph 220)

Safer recruitment means that all applicants will fulfil pre-appointment vetting checks:

- Complete an application form.
- Provide two recent referees (including their last or existing employer), including at least one who can comment on the applicant's suitability to work with children and young people.
- Provide evidence of identity (Photographic ID and birth certificate) and qualifications
- That new staff will be checked through the Disclosure and Barring Service (DBS update service) as appropriate to their role and be registered with the Independent Safeguarding Authority.
- Be interviewed
- All new members of staff will undergo an induction that includes familiarisation with the Academy's child protection policy and identification of their child protection training needs.
- New members of staff will receive Child Protection training that names the DSLs and how to report a concern using CPOMs
- All staff respond to confirm they have read Part 1 and Annex B of the statutory guidance on 'Keeping children safe in education' (2022) and sign the Code of Ethical Conduct, this record is retained on personnel records.
- That management positions will be subject to section 128 checks
- With regards to candidates who have lived or worked overseas (KCSIE 2022 paragraph 434) the Academy may request a letter confirming that they have not imposed any sanctions or restrictions, and/or are aware of any reason why that person may be unsuitable to teach.

### **Extended Academy and off-site arrangements**

Where extended Academy activities are provided by and managed by the Academy, our own child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

Examples may include Bradford College, Forest Schools, Team Sport Go Karting and Bowling Pool

When our learners attend off-site activities, we will check that effective child protection arrangements are in place, including DBS and barring checks. More information on DBS checks and safeguarding can be found in our DBS Procedures (contact David Fearnley, HR Director for more information).

Educational visits and trips are organised through the Exeant system and the Trips and Visits Co-ordinator (Philippa Darbandi Operations Director) and the final approval is granted for the events to proceed by the EVC (Educational Visits Co-ordinator) who is the Vice Principal for Behaviour & Attitudes and DSL). All trips and visits will be evaluated upon return to the academy where any safeguarding concerns are addressed and mitigated on future visits.

### **Mobile technology, Photography and images**

The vast majority of people who take or view photographs or videos of learners do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse learner's by using images, so we must ensure that we have some safeguards in place.

As the Academy has an Early Years setting on site we adhere to the [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61662/early-years-foundation-stage-2017.pdf) section 3.4 page 21 regarding use of mobile phones or cameras in BA Primary.

To protect learners we will:

- Seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications).
- Seek parental consent.
- Use only the learner's first name with an image.
- Ensure learners are appropriately dressed.
- Encourage learners to tell us if they are worried about any photographs that are taken of them.

More information on the appropriate use of photography and video can be found in the Academy's Online Safety Policy (previously e-Safety).

### **Online Safety**

Most of our learner's will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm learners. The harm might range from sending hurtful or abusive texts and emails, to enticing learners to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The Academy's Online Safety policy explains how we try to keep learners safe in Academy. Cyber-bullying by learners, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and learners are not allowed to access these sites in Academy. Some learners will undoubtedly be 'chatting' on mobiles or social networking sites at home, parents are regularly advised through the school newsletter and website on best practise advice for safe use of the internet.

All staff at Bradford Academy are advised not to contact learners via social network sites, personal mobiles or private email. Contacting learners via email should be for work purposes only. Learners trying to contact staff for other purposes, or inviting staff to be friends on social network sites such as Facebook should be reported to the Safeguarding Officers who will speak to the individuals involved.

More information on the use of social media can be found in the Academy's Social Media Policy. We use the application visigo to monitor usage of the internet and computers by all registered users at Bradford Academy.

The Academy references the DfE publication Teaching online safety in schools (2019) <https://www.gov.uk/government/publications/teaching-online-safety-in-schools> with reference to acting upon online safety concerns with the caveat that "Pupils should be just as clear about what is expected of them online and offline".

### **Confidentiality and sharing information**

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the learner and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the Designated Safeguarding Lead or Deputy, Investigating Officer, Executive Principal or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

Confidential Incident Forms and other written information will be stored in a locked facility. Electronic information will be stored using CPOMs. Any mobile devices containing information, e.g. memory sticks, must be encrypted by the Academy IT team. Information emailed to external email addresses, e.g. Children's Social Care, must use a secure email system, e.g. Galaxkey.

Child protection information will be stored separately from learners' Academy file.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that learners and parents do not have an automatic right to see them. If any member of staff receives a request from a learner or parent to see child protection records, they should refer the request to the Principal.

The Data Protection Act does not prevent Academy staff from sharing information with relevant agencies, where that information may help to protect a child.

### **Summary**

**Child protection and safeguarding is the responsibility of all adults who work or volunteer at Bradford Academy. All staff should assume that "it could happen here." Any concern about the well-**

being of learner's must be reported to the designated safeguarding officers as soon as possible, electronically or in person. It must never be assumed that someone else will make that report. Keeping children safe whether in Academy or in the wider community, is a priority.

**On discovery or suspicion of child abuse or neglect:**

**If in doubt – ACT**



**Inform your Named Person for Child Protection (electronically or in person)**

Jules Millar, Jen Jakes, Jane Berry, Rebecca Whiteley, Georgia Hitch

**Who should then take following steps:**



Where it is clear that a Child Protection Referral is needed contact Children's Initial Contact Point without delay **Tel No 01274 435 600**

Out of hrs Emergency Duty Team (EDT) **Tel No 01274 431010**

Named Persons may also seek advice from the Education Social Work Service

**Tel No 01274 439 651**



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



**Remember always make and keep a written record of all events and action taken, if paper-based, date and sign each entry to this record. Pass written notes to the safeguarding team who will store them securely in a locked facility.**



Ensure immediate completion and dispatch of the MARF (Multi-agency referral form)

Retain a copy in Academy. Send copies to:

- Children's Social Care (Children's enquiries)

### **USEFUL TELEPHONE NUMBERS**

Children's Social Care Initial Contact Point: 01274 435 600

Emergency Duty Team: 01274 431 010

Education Social Work Service: 01274 439 651

Police: Javelin House, Child Protection Unit: 01274 376061

## Appendix 2: Advice on taking a disclosure

During your conversation with the learner:

- Allow them to speak freely.
- If they ask you not to tell anyone, be clear that if they are in a risky situation, you will have to talk to the Safeguarding Team about it.
- Remain calm and do not over react – the learner may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Do not be afraid of silences – remember how hard this must be for the learner.
- Make notes about what the learner tells you. Use their exact language. Only record what they say rather than what you think they mean. Include non-verbal signs, e.g. shaking; avoiding eye contact. Record whether anyone else was present during the conversation.
- If the learner tells you they have marks or bruises, draw a body outline and indicate where the marks are. Do not ask to see them. Never take photos of the learner.
- If the disclosure involves images shared by or about the learner, do not view the image or ask for it to be shared with you. Viewing or sharing images could be a criminal offence.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the learner’s mother think about all this.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the learner what will happen next. The learner may agree to go with you to see the designated officer. Otherwise let them know that someone will come to see them before the end of the day.
- Talk to a member of the safeguarding team as soon as the learner has finished talking to you. If you are teaching, in Primary, send a note to the main office asking for a member of the Safeguarding Team. In Secondary, send a Pastoral Call-out and tell the responder you need to talk to a member of the safeguarding team at once. Always record the conversation on CPOMs.



**Appendix 3: Child Protection Concern Recording Frame is completed electronically in CPOMs at Bradford Academy and covers more than these areas listed below.**

## **CONFIDENTIAL**

Academy/Provision - Disclosure / Incident / Child Protection Concerns Notification

Date:		Name and role of person completing form:	
Name of child:		Name and role of person child disclosed to/ reporting C.P. incident/ concerns:	
Provision Name:		Site Base / Location of concerns / incident reported:	
<p>Details of disclosure by child / incident / child protection concerns (attach original notes)</p> <p><i>Remember:</i></p> <ul style="list-style-type: none"> <li><i>Record date, time, anyone else present, how you were approached</i></li> <li><i>Include non-verbal cues, e.g. crying, shaking</i></li> <li><i>State facts, not how you interpret the fact</i></li> <li><i>Do not ask leading questions</i></li> <li><i>Use the words the child uses, not adult equivalents</i></li> <li><i>USE CPOMS diagrams to show where bruises are (don't photo them)</i></li> </ul>			
<p>Action taken by referrer:</p>			
Date of notification to Named Person		Name Named Person	
Detail of decision / action by Named Person			
Reason(s) for this decision or action by Named Person			
<p>ACTIONS between Named Person and the person who raised this child protection concern, including date of feedback are recorded on CPOMs</p>			

## Appendix 4: Identifying Abuse and Neglect

The following guidance is taken from 'Keeping Children Safe in Education'(September 2022)

### Types of abuse and neglect

**Abuse will NEVER be tolerated at Bradford Academy “as this can lead to a culture of unacceptable behaviours and an unsafe environment for learners”**

**Abuse** :a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Learners may be abused by an adult or adults or another child or children.

**Physical abuse**: a form of abuse which 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.

**Emotional abuse**: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. 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 a child’s developmental capability as well as overprotection 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 cyberbullying), 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, although it may occur alone.

**Sexual abuse**: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include noncontact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

With regards to peer on peer abuse or sexual harassment the following definition of ‘Upskirting’ typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence and may constitute sexual harassment

**Neglect**: the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during

pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **Bullying**

While bullying between learners is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year.

All incidences of bullying and peer on peer abuse, should be reported and will be managed through our anti-bullying procedures. All learners and parents receive a copy of the anti-bullying procedures on joining the Academy and the subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum and through our home team programme. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Executive Principal and the Designated Officers will consider implementing child protection procedures.

## **Allegations of abuse made by other learners**

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

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

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

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

## **Procedures for dealing with allegations of child-child abuse**

If a learner makes an allegation of abuse against another learner:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence

- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

### **Creating a supportive environment in school and minimizing the risk of child-child abuse**

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

To achieve this, we will:

- Challenge any form of derogatory or sexualized language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate learners about appropriate behaviour and consent
- Ensure learners are able to easily and confidently report abuse using our reporting systems (as described in as described in Bradford Academy onboarding safeguarding training )
- Ensure staff reassure victims that they are being taken seriously
- Ensure staff are trained to understand:
  - How to recognise the indicators and signs of peer-on-peer abuse, and know how to identify it and respond to reports
  - That even if there are no reports of peer-on-peer abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it does happen here”
  - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
    - Children can show signs or act in ways they hope adults will notice and react to
    - A friend may make a report
    - A member of staff may overhear a conversation
    - A child’s behaviour might indicate that something is wrong
  - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
  - That a learner harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
  - The important role they have to play in preventing peer-on-peer abuse and responding where they believe a child may be at risk from it
  - That they should speak to the DSL if they have any concerns

### **Specific safeguarding issues**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for Academy’s and colleges on the TES website and also on its own website

[www.nspcc.org.uk](http://www.nspcc.org.uk)

Academy's and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- Channel and prevent strategy
- Child sexual exploitation (CSE) – drug mules, county lines
- Child criminal exploitation (CCE) and county lines
- Children and the court system
- Children with family members in prison
- Cuckooing
- Bullying including cyberbullying
- Domestic abuse/violence (Operation Encompass DV alerts)
- Drugs
- Fabricated or induced illness.
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence
- Hazing
- Homelessness
- Honour based crime
- Knife crime
- Mental health
- Private fostering
- Radicalisation (Prevent Agenda)
- Youth Produced Sexualised Imagery & Sharing of nudes and semi nudes.
- Teenage relationship abuse
- Trafficking
- Any family or learner involved with the Youth Justice System or the Prison Service.

### **Further information on Child Sexual Exploitation and Female Genital Mutilation**

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM) and the practice of Breast Ironing: professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place.

Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

[Mandatory reporting of female genital mutilation: procedural information - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information)

### **Indicators of abuse – what you might see**

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as learners may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns, however small, to the designated person using CPOMs.

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss Academy sessions or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their Academy work
- be constantly tired or preoccupied

- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.
- Inappropriate, risky use or extensive use of Social media
- Night-time phone use
- Gang activity, particularly including anti-social behaviour
- Sudden increase in money or “nice” possessions
- Missed health appointments
- Much older “friends,” including boyfriends or girlfriends
- Increase or existing behaviour problems
- Drug or alcohol issues at home
- MISPER: going missing from home
- Truancy
- Change in cultural identity
- Living with another family member or family friend, even if for a short time
- Wetting or soiling problems, often identified by smells

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the Designated Officers to decide how to proceed. It is very important that you record your concerns on CPOMs using the tag “a safeguarding concern” – you do not need ‘absolute proof’ that the child is at risk.

### **Impact of abuse**

The impact of child abuse should not be underestimated. Many learners do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some learners, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties. As educators we are aware that educational outcomes are impacted because of abuse against a young person. The DSL has a pivotal role in securing good academic outcomes for any young person who has an associated social worker or has done in the past.