



MOORFIELD  
SCHOOL

# CHILD PROTECTION & SAFEGUARDING POLICY

Whole School Policy including EYFS



# CONTACT DETAILS FOR BRADFORD TRI-PARTNERSHIP and beyond

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NOTE:- As from September 2019, the Bradford Safeguarding Children Board will be replaced by the Bradford Tri-Partnership. The partnership will consist of:-

- Bradford Metropolitan District Council
- West Yorkshire Police
- Clinical Commissioning Groups that cover the Bradford District

Information about the partnership and its responsibilities can be found on the Bradford Council Website and in the DSL's safeguarding file.

NUMBERS TO RING TO MAKE A REFERRAL OR TO ASK SOME ADVICE:

Bradford Children's Services Integrated Front Door (IDF) – dedicated practitioner's advice and referral contact number - 01274 433999

Out of hours Emergency Duty Team 01274 431010 or 999

Local Authority Designated Officer (LADO) 01274 435600

To email the LADO – email at [LADO@bradford.gov.uk](mailto:LADO@bradford.gov.uk)

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

The local police force (non-emergency) on 101

The NSPCC Child Protection Helpline is a free 24-hour service that provides counselling, information and advice to anyone concerned about a child at risk of abuse. Telephone: 0800 800 5000

For a Local Authority Designated Officer (LADO) referral in the case of an allegation against a member of staff, contact LADO on 01274 435600 or email at [LADO@bradford.gov.uk](mailto:LADO@bradford.gov.uk)

NOTE:- This is now to become part of the Safeguarding and Reviewing Unit which can also be contacted on:- 01274 435908.

DfE dedicated helpline for non-emergency advice for staff and governors 020 7340 7264

For concerns related to PREVENT use the telephone **helpline above** or email

[counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)

NSPCC whistle-blowing helpline number 0800 028 0285

# DEFINITION OF SAFEGUARDING

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Safeguarding is a term which is broader than 'child protection' and relates to the action taken to promote the welfare of children and protect them from harm. Safeguarding is everyone's responsibility. Safeguarding is defined in Working Together to Safeguard Children 2018 as:

- protecting children from maltreatment
- preventing impairment of children's health and development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care and
- taking action to enable all children to have the best outcomes

## STATEMENT OF INTENT

The safety and welfare of all our pupils at Moorfield School is a priority. Our business is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. This policy extends throughout the School and includes EYFS, Before and After School Care and Holiday Club. In all matters relating to child protection the school will follow the procedures laid down by our own (or where appropriate the relevant child's) the Bradford Tri- Partnership which is in Bradford together with DfE guidance contained in Working Together to Safeguard Children (2018), Keeping Children Safe in Education (Sept 2023), The Prevent Duty (June 2015) and Relationships education, relationships and sex education (RSE) and health education (2019).

All members of staff have a duty to safeguard our pupils' welfare and must therefore familiarize themselves and comply at all times with this policy. All school staff should be aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns. The school is committed to act in the best interests of the child at all times.

At Moorfield we recognise that it is the responsibility of all individuals: staff, parents, carers, children and visitors to ensure that the welfare of the child is paramount and that it is everyone's responsibility to safeguard the children within our care. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy. Staff take the attitude that 'it could happen here'.

## TRANSPARENCY

Parents / guardians have an important role in supporting the School in its practice of creating a safe environment for its pupils. Copies of this policy, together with our other policies relating to issues of child protection are on our website and we hope that parents and guardians will always feel able to take up any issues or concerns that they may have with the School. Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with this policy. Open communication is essential.

## PARENTS

In general, we believe that parents should be informed about any concerns regarding their children. It is important that we are honest and open in our dealings with parents. However, concerns of this nature must be referred to Tina Herbert (DSL and EYFS DSL) or Lynsey Rix (Deputy DSL) who will decide on the appropriate response. In a very few cases, it may not be right to inform parents of our concerns immediately as that action could prejudice any investigation, or place the child at further risk. In such cases, advice will be sought from the Local Authority Designated Officer (LADO).

## PROMOTING AWARENESS

The School's ethos and curriculum fosters the spiritual, moral, social and cultural development of all our pupils. All staff members play a vital role in the process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the school. We expect all staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and wellbeing. The Keeping Children Safe in Education (KCSIE) document gives government guidance on this important topic. See <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> which is also available from the school office.

## MANAGEMENT OF SAFEGUARDING AND CHILD PROTECTION

The governing body fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of children.

Their responsibility is to:

- Nominate a governor for safeguarding and child protection who will monitor the school's compliance with statutory requirements and practice and champion child protection issues.
- Ensure that the DSL has appropriate status and authority within the school to carry out the duties of the post.
- Ensure an annual report is made to the full governing body. Any weaknesses will be rectified without delay.
- Ensure that this Safeguarding and Child Protection Policy is annually reviewed and updated and shared with staff.
- Ensure the Safeguarding and Child Protection Policy is available to parents on the website.

The nominated governor for Safeguarding and Child Protection is Mr Will Newman.

The Designated Safeguarding Lead and EYFS DSL is Mrs Tina Herbert (Head)

The Deputy Designated Safeguarding Lead is Mrs Lynsey Rix (Deputy Head)

Mrs Rix and Mrs Herbert are required to update their safeguarding training every two years.

Mrs Herbert's responsibilities are to:

- foster a school culture that places the safety and well-being of pupils at the centre of everything that the school does, including coordinating early help arrangements for example, through in-house SEND processes and the Senior Leadership Team (Pastoral) working in tandem with external agencies such as the Child and Adolescent Mental Health Services (CAMHS)
- to ensure all governors receive appropriate safeguarding and child protection (including on-line) training and ensure this is updated regularly
- to review annually, with oversight from the named governor and Chair of Governors, the Child Protection (Safeguarding) Policy;
- update staff on changes to KCSIE Part 1, Annex A and Annex B the first staff training day in September
- ensure that staff know what to do if a child tells them he/she is being abused, exploited or neglected
- act as a focal point for staff to discuss concerns.
- be responsible for on-line safety by:

- understanding the filtering and monitoring systems and processes in place
  - ensuring staff are trained in on-line safety
  - checking that e-safety lessons are part of the Computing curriculum
  - providing opportunities for parents to attend training/workshops
  - ensuring computing agreement is signed by parents
  - liaising with Datacable to ensure filtering and monitoring is updated (*see E-Safety Policy*).
  - to work with IT/Computing Coordinator to ensure E-Safety Policy is updated
- Keep written records of concerns about a child even if there is no need to make an immediate referral.
  - Ensure that all such records are kept updated, kept confidentially and securely and are separate from pupil records.
  - Liaise with other agencies and professionals. When deciding whether to make a referral, the DSL should not make her own decision over what appears to be borderline cases but rather to express doubts and concerns with the LADO (Local Authority Designated Officer). This can be done tentatively and without giving names in the first instance. What appears trivial at first can later be revealed to be much more serious, and an allegation of child abuse or neglect may lead to a criminal investigation. Thus the school should not do anything that may jeopardise a police investigation or attempt to investigate the allegations of abuse.
  - Ensure that they, the form teacher or other delegated member of staff, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which, where appropriate, has been shared with parents.
  - Ensure that any pupil currently subject to a child protection plan who is absent without explanation for two days is referred to their key worker's Social Care Team.
  - Ensures and supports the safeguarding governor in writing and presenting an annual report to the Board of Governors, detailing any changes to the policy and procedures; training undertaken by the DSL, and by members of staff; the number and type of incidents / cases, and number of children currently on the child protection register (anonymized). Governors need to be informed of the efficiency with which related duties have been discharged.
  - Inform Ofsted (with regard to any children in Nursery) of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether abuse is committed on the premises or elsewhere, or any other abuse which is alleged to have taken place on the premises) and of the action taken in respect of these allegations. Inform Ofsted (via the ISI office) as soon as is reasonably practicable but at least within 14 days.
  - Ensure that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay.
  - Provide continuing support to a pupil about whom there have been concerns and when s/he leaves the School by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school and ensuring the School medical records are forwarded as a matter of priority and that the child's social worker is informed.
  - Updating the Safeguarding and Child Protection Policy for submission to Governors and all other responsibilities in KCSIE 2023, Annex C

The Deputy Designated Safeguarding Lead is Mrs Lynsey Rix (Deputy Head)

- The Deputy DSL has full DSL training. She deputises for the DSL in her absence and works in partnership with the DSL on Safeguarding matters.

- Any deputies should be trained to the same standard as the designated safeguarding lead. Mrs Rix is also required to update her safeguarding training every two years.
- Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the DSL; this lead responsibility should not be delegated. (KCSIE – Annex B, September 2023).

The Head is responsible for:

- Induction training of all new staff, governors and volunteers which includes making them aware of child protection procedures. Particular regard is given to:
  - The School's safeguarding policy and related policies.
  - The identity of the DSL and deputy DSL
  - A copy of Part 1 of KCSIE
  - KCSIE Annex A and Annex B
  - Staff Code of Conduct
  - Acceptable use of IT
- Organising training where required. General and detailed training is delivered to teaching and non-teaching staff during staff INSET days at least annually. DSL and the Nominated Governor need to retrain every two years, with an update at least annually.
- Ensuring all staff and volunteers remain alert to their responsibilities with regard to child protection through refresher training in staff meetings.
- Head updates the Safeguarding and Child Protection Policy for submission to Governors.
- The Head is informed of all safeguarding concerns.

## RESPONSIBILITIES OF SCHOOL STAFF

All school staff members must:

- Be aware of the systems in School to support safeguarding.
- Be aware of the contents of this policy.
- Receive appropriate and regularly updated child protection training.
- Be aware of signs of abuse and neglect so as to be able to identify them in children who may need protection or help.
- Always maintain an attitude of 'it could happen here.'
- Know what to do if a child tells them he/she is being abused, exploited or neglected
- Always act in the best interests of the child.
- Encourage self-esteem and self-awareness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Be accessible and make listening to a child a priority.

- Promote a caring, safe and positive environment within the School.
- Avoid asking leading questions, should a child begin to disclose information to a teacher, and write notes a.s.a.p. to record the conversation.
- Never promise confidentiality in a situation when a child is giving evidence.
- Refer concerns (however small) to the DSL without delay. Always keep a written record of concerns. These may include situations of abuse which may involve staff members.
- Note that any staff member can make a referral to social care directly even if the DSL usually makes the referral to social care.
- If there is a risk of immediate serious harm to a child, contact Social Care immediately. Information is displayed which highlights the referral process to Bradford Social Care as any individual can make a referral if they suspect a child is at risk of significant harm or has been harmed.

## CLOSE, ONE-TO-ONE, SUPERVISION OF PUPILS

Close, one-to-one, supervision of pupils, for example in specialist music and sports provision, is carefully managed at the school and employees and volunteers are aware of the risks involved. The School's Code of Conduct states that employees must take particular care in the following ways:

- When working alone with a pupil is an integral part of the role, conduct and agree full risk assessments with the Designated Safeguarding Lead.
- Use a room that has sufficient windows onto a corridor so the occupants can be seen, or keep the door open, or inform a colleague that the lesson/meeting is taking place.
- Do not arrange any meetings outside normal school hours
- Do not continue the meeting for any longer than necessary to achieve its purposes.
- Avoid sitting or standing in close proximity to the pupil, except as necessary to check work.
- Avoid using "engaged" or equivalent signs on doors or windows.
- Avoid idle discussion.
- Avoid all unnecessary physical contact and apologise straight away if there is accidental physical contact.
- Avoid any conduct that could be taken as a sexual advance.
- Report any incident that causes you concern to the Designated Safeguarding Lead under the School's Child Protection and Safeguarding Policy and Procedures, and make a written record (signed and dated).
- Report any situation where a pupil become distressed or angry to the Designated Safeguarding Lead.

## INDUCTION AND TRAINING

Every new member of staff (including part-timers, temporary, peripatetic and volunteers) receives appropriate induction training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the DSL or the Head and, if required, to Bradford Social Services to which referrals are made.

Everyone attends regular refresher training along with updates in line with advice from the school's local authority with the designated persons receiving training every two years; this includes training in Bradford Authority's LSCB/Safeguarding partners' approach to Prevent Duties and understanding local, inter-agency protocols. All staff undertake regular Prevent training through Educare. Child Protection and Safeguarding training, including updates to KCSIE Part 1, Annex A and Annex B is undertaken at the beginning of every academic year at the first staff training day.



Training in child protection is an important part of the induction process. Training includes a review of the school's Child Protection and Safeguarding Policy including the Staff Code of Conduct, the Behaviour Policy, the identity and the role of the DSL and a copy of Part 1, Annex A and Annex B of KCSIE. Induction training includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring as part of on-line safety. Training also promotes staff awareness of child exploitation, symptoms and indications of such practices and the requirement to take action without delay if such a practice is suspected. Copies of all the listed documents are provided to staff on induction. Staff receive online safety training through Educare programmes and through the Bradford District Cyber Team, West Yorkshire Police. (*see E-Safety Policy*).

DataCable (technical company) is responsible for monitoring internet access and filtering. (*See E-Safety Policy*)

## THE VITAL ROLE OF SCHOOL FOR VULNERABLE CHILDREN

At Moorfield, we recognize that children with SEND are particularly vulnerable and are more likely to be abused or neglected. It is the duty of all staff to be fully aware of a child's particular needs and how this may impact on health, well-being and academic achievement. In the case of disability, particular care should be taken when monitoring as it could mask potential abuse. All records, including medical, attendance, Individual Education Plan (IEPs) and/or care plans, should be checked and reviewed regularly. Staff should keep up to date with any changes in medical interventions, treatments and care plans for SEND children.

It is recognized that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves and may find it difficult to develop and maintain a sense of self-worth.

We recognize that abuse or witnessing violence may have an adverse impact on children, which may last into adulthood without appropriate intervention and support.

The School may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school, their behavior may be challenging and defiant or they may show other signs and symptoms.

## CHILD ON CHILD ABUSE

Staff should recognise that children are capable of abusing their peers; this abuse can take place both inside and outside of the school. Child on child abuse is likely to include, but may not be limited to, intimate personal relationships between peers, bullying (including cyberbullying, prejudice-based and discriminatory bullying), physical abuse, which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm, sexual violence and sexual harassment, consensual and non-consensual sharing of nudes and semi-nudes images and/or videos (also known as sexting or youth produced sexual imagery), causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party, upskirting (a criminal offence since 2019) and initiation/hazing type violence and rituals.

The School has a zero-tolerance approach to child on child abuse which will never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys". The School recognises that downplaying certain behaviours can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Reassuring victims of abuse, sexual violence or sexual harassment that they will be taken seriously is an absolute priority. All pupils will be supported and kept safe so that they never get the impression that they are a problem by reporting abuse, sexual violence or sexual harassment nor should any victim ever be made to feel ashamed by making a report. (DfE guidance '*Sexual violence and sexual harassment between children in schools and colleges*' – now incorporated into the KCSIE 2023. The School's response to incidents of sexual violence or sexual harassment is in accordance with the guidance in Part 5 of the KCSIE 2023.

Victims of child on child abuse are supported in accordance with the School's Anti-Bullying Policy. The School recognises that all members of the school community have a responsibility to minimise the risk of child on child abuse. Pupils are educated within the PSHE and RSE programmes and the wider curriculum about the damage that can be done by such behaviour, and they know how and where to report it if they have such concerns. The School has clear processes in place to support victims, perpetrators and any other child affected by child on child abuse. Procedures for the recording, investigation and response of child on child abuse are contained in the School's Anti-Bullying Policy.

The School recognises the gendered nature of child on child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all child on child abuse is unacceptable and will be taken seriously.

Any child can be subjected to child on child abuse or other forms of abuse. Research shows that:

- Children with SEND are particularly vulnerable to child on child abuse (see the School's SEND policies for details regarding the identification of such children)
- Children with intra-familial abuse in their histories or those living with domestic abuse
- Children in care and those who have experienced the loss of a parent, sibling or friend through bereavement
- Girls and young women are more frequently identified as those who are abused by their peers
- Abuse of black and minority ethnic children often goes unreported.

Many of these factors make young people more visible to professionals, as well as those who abuse them, and as such it may be that those without characteristics that bring them into contact with professionals are vulnerable as a result of invisibility.

Safeguarding incidents and behaviours can be associated with factors outside School. In assessing such incidents and behaviours, employees need to be aware of the context in which they occur. Contextual safeguarding requires consideration of the wider environmental factors (extra-familial harms) present in a child's life which may pose a threat to their safety or welfare. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Pupils are encouraged to speak up and make a report to an adult if they, or someone else, is the victim of child on child abuse; however, the School recognises that even when there are no reported cases of peer-on-peer abuse, such abuse may still be taking place but is going unreported.

## DEFINITION OF CHILD ABUSE

Safeguarding and promoting the welfare of children is defined by DfE guidance as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. The term 'children' includes everyone under the age of 18 years. The term "child abuse" is used to describe a range of ways in which people (usually adults) harm children. This harm can be in the form of physical injury, sexual or emotional abuse or neglect (failing to take steps to protect a child). Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to prevent harm. They may be abused by an adult or adults or another child or children.

Points to note:

- children can suffer from one or a combination of these forms of abuse;
- abuse can take place at home, at School or anywhere where children spend time;
- it can happen to children and young people of any age, sex, ethnicity, sexual orientation or disability; and
- in almost all cases, the abuser is someone known to (and often trusted by) the child such as a parent, carer, teacher, relative or friend.

It is important to note that many of the signs listed under indicators of abuse could have other explanations and do not represent firm proof that abuse is taking place. The definition of abuse as outlined in Working Together to Safeguard Children 2018 is: "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. Children may be abused in a family or in an 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. They may be abused by an adult or adults, or another child or children." The 2015 Department for Education advice for practitioners *What to do if you are worried a child is being abused* provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and are particularly helpful for school staff. The NSPCC website also provides useful additional

information on types of abuse and what to look out for.

Physical abuse: a form of abuse which may involve hitting, kicking, biting, hair pulling, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child; this can happen inside or outside of the school. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

#### **Indicators of physical abuse**

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away.

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, including domestic abuse. 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.

#### **Indicators of emotional abuse**

- Physical, mental and emotional development lags
- Admission to punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug or solvent abuse
- Running away
- Compulsive stealing or scavenging.

## CHILD SEXUAL EXPLOITATION

Child sexual exploitation (CSE) is a form of child sexual abuse and occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator. CSE is a form of abuse where someone causes a child to engage in sexual activity without consent such as forcing someone to strip, touch themselves sexually, or to engage in a sexual activity with a third party and this can happen inside or outside the school. 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. Sexual exploitation can take many forms ranging from a seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. Indicators of CSE may include children who have older boyfriends or girlfriends, suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

CSE does not always involve physical contact; it can also occur through the use of technology and may occur without the child's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

In the event any concern is raised about this issue, further guidance can be obtained from the DfE publication *Child Sexual Exploitation: Definition and Guide for Practitioners (February 2017)*.

### Upskirting

From September 2019, the KCSIE document now contains a paragraph on 'upskirting' which all staff need to be aware of. Upskirting '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'.

### Indicators of sexual abuse

- Sudden changes in behaviour or School performance
- Displays of affection in a sexual way inappropriate to age
- Tendency to cling or need constant reassurance
- Tendency to cry easily
- Regression to younger behaviour (e.g. thumb sucking, acting like a baby, playing with discarded toys)
- Complaints of genital itching or pain
- Distrust of a family adult, or anxiety about being left with a relative, baby-sitter or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Apparent secrecy
- Wetting, day or night
- Sleep disturbances or nightmares
- Chronic illnesses, especially throat infections and venereal disease
- Anorexia or bulimia
- Self-mutilation, attempted suicide, frequently running away
- Unexplained pregnancy
- Fear of undressing for gym
- Phobias or panic attacks.

## CHILD CRIMINAL EXPLOITATION

Child criminal exploitation (CCE) also involves an individual or group taking advantage of an imbalance of power to coerce, manipulate or deceive a child into criminal activity in exchange for something the victim needs or wants, for the financial or other advantage of the perpetrator who may use violence or the threat of violence. As with CSE, the victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve

physical contact but can also occur through the use of technology. CCE can include children being forced by gangs and organised criminal networks to work in cannabis factories, move drugs or money across the country (county lines), shoplift or pickpocket, commit vehicle crime or threaten/commit serious violence to others. Children may be coerced into carrying weapons such as knives or carry a knife for a sense of protection. They may be targeted and recruited by organised criminal networks to move, store and sell illegal drugs around the country (county lines) online using social media as well as face to face.

Indicators which may signal that children are at risk from, or are involved in, serious violent crime include increased absence from school, changes in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

**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 carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers);
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

#### **Indicators of neglect**

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at School
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- Neurotic behaviour (e.g., rocking, hair twisting, thumb sucking)
- No social relationships
- Running away
- Compulsive stealing or scavenging.

**Signs and Symptoms of Possible Fabricated Illness (Munchausen by proxy):**

- When a parent or carer reports signs and symptoms that are not explained by any known medical condition. Physical examination and diagnostic tests do not explain the reported signs and symptoms.
- The affected child has an inexplicably poor response to medication or other treatment. The only person claiming to see noticeable symptoms is the parents or carer.
- If a particular health problem is resolved, the parents or carer suddenly begins reporting a new set of symptoms.
- The child's daily activities are being limited far beyond what you would usually expect as a result of having a certain condition, for example, they never go to school or have to wear leg braces even though they can walk properly.
- The parent or carer seeks medical opinions from a range of different healthcare professionals.
- The parent or carer often has a good medical knowledge or a medical background.
- Although the parent or carer is very attentive to the child and stays with them constantly in hospital, they do not seem too worried about the child's health.
- The parent or carer often tries to maintain a close and friendly relationship with medical staff but can quickly become abusive or argumentative if their own views on what is wrong with the child are challenged.

- The other parent has little or no involvement in the care of the child.  
The parent or carer encourages medical staff to perform often painful tests and procedures on the child (tests that most parents would only agree to if they were persuaded that it was absolutely necessary).
- The parent or carer has a history of frequently changing GPs or visiting different hospitals for treatment, particularly if their views about the child's treatment are challenged by medical staff.
- There is direct evidence that the child's symptoms are being fabricated, for example, if testing finds that the blood in a baby's nappy is menstrual blood

Extremism and Radicalisation: extremism is 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance for different faiths and beliefs. The definition of extremism also includes calls for the death of members of our armed forces, whether in this country or overseas'. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. (See section The Prevent Duty in this policy for information about identifying children at risk of radicalisation).

All staff should be aware of and be alert to wider types of abuse as listed in KCSIE Part 1 (2023) These include: -

Domestic violence  
Gang related abuse  
Honour based violence (HBV)  
FGM  
Forced Marriage

## FEMALE GENITAL MUTILATION - SIGNS AND INDICATORS

The School is aware that some children in the UK are currently at risk with respect to Female Genital Mutilation (FGM). Whilst all employees should speak to a DSL if they have any concerns about FGM, there is a specific **legal duty on teachers and health professionals**. If a teacher or nurse discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher or nurse **must** report this to the police. Unless the teacher or nurse has a good reason not to, they should still discuss any such case with a DSL and involve children's social care as appropriate. Victims of FGM are most likely to come from a community that is known to practise FGM. The School is alert to the possibility of girls being at risk of FGM, in particular between those individuals aged 5-8 whose mother or older sister have themselves been victims of FGM. The abuse may happen in the UK but very often occurs overseas in the family's country of origin during school holidays and employees must be vigilant in this respect.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and is a form of child abuse with long-lasting harmful consequences.

### Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Details of risk factors can be found in the *Multi-agency statutory guidance (October 2019)*. Potential victims may be heard to talk about 'a special procedure' or 'becoming a woman' and these are regarded as warning signs and grounds for early intervention and/or referral.

The School also looks out for signs that FGM has already occurred including discomfort, difficulty in walking and standing, spending longer in the toilet/bathroom, menstrual and/or stomach problems, changes in patterns of behaviour and increased absence.

It will be rare for teachers to see visual evidence, and they should **not** examine pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

### **Note:- Mandatory reporting duty**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. The mandatory reporting duty commenced in October 2015. Teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the School's DSL and involve children's social care as appropriate.

## SPECIFIC AREAS OF ABUSE

The School is aware of the specific areas of safeguarding concern as identified in Annex B of KCSIE 2023, including but not limited to, the additional vulnerabilities of children who have a family member in prison, children who are required to give evidence in criminal or family courts, children who witness domestic abuse, children involved in child abduction and community safety incidents, children who are, or are at risk of being, homeless and children affected by modern slavery who will need to be referred to the National Referral Mechanism.

## CHILDREN WHO ARE ABSENT FROM EDUCATION

The School recognises that all children are entitled to a full-time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Effective information sharing between parents, the School and local authorities is critical to ensuring that all children are safe and receiving suitable education. A child absent, particularly repeatedly and/or for long periods from education is a potential indicator of a range of safeguarding possibilities, including abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation, including involvement in county lines. It may also indicate mental health problems, or the risks of substance abuse, travelling to conflict zones, female genital mutilation, so-called 'honour' based abuse or forced marriage. Early intervention is essential. School employees will follow procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The School recognises that children with special educational needs and disabilities can face additional safeguarding challenges, and that additional barriers can exist when recognising abuse and neglect in this group of children. These can include assumptions that indicators of possible abuse relate to the child's special educational needs or disability without further exploration, their being more prone to peer group isolation than other children, their being disproportionately impacted by behaviours such as bullying without outwardly displaying this, and there being communication difficulties in overcoming these barriers.

## MENTAL HEALTH

Staff are aware that children who have suffered from any type of abuse or trauma may well present with mental health issues. (*see policy on Mental Health*). 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. School employees, 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. Abuse and neglect, or other potentially traumatic adverse childhood experiences, can have a lasting impact through childhood, adolescence and into adulthood.

The School recognises that such experiences can have an impact on a child's mental health, behaviour and

education and that it has an important role to play in supporting the mental health and wellbeing of its pupils. If a member of staff has a mental health concern about a child they are aware that it is also a safeguarding concern and that immediate action should be taken, following the procedures in the safeguarding policy. All staff know when to escalate their concerns with the School's pastoral lead and DSL, the deputy DSL and mental health lead. All teaching staff have completed training in supporting children's mental health and well-being.

## DOMESTIC ABUSE

The cross-government definition of domestic abuse is "any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members". Domestic abuse can be psychological, physical, sexual, financial, and/or emotional. The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children as victims in their own right, if they see, hear or experience the effects of domestic abuse in the context of their home life where abuse occurs between family members. Exposure to domestic abuse can have a serious, long-lasting emotional and psychological impact on a child. Young people can also experience "teenage relationship abuse" within their own intimate relationships, which may be recognised in law as domestic abuse.

The police will usually inform the School when they have been called to a domestic abuse incident at the home of a pupil. This ensures that the School has up-to-date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

## MANAGING DISCLOSURES FROM A CHILD

It can take a great deal of courage for a child to talk to an adult about their abuse because the child is 'telling on' someone more powerful than they are. The child may have to betray a person who is not only close to them but also loved by them and they are risking a great deal in the hope that the adult will believe what they say. All staff are reminded that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful.

Helpful responses:

- remain calm, approachable and receptive and do not pre-judge;
- listen carefully, without interrupting;
- if you need to ask questions to clarify what you are being told, ask the child to 'tell / explain / describe' rather than asking closed questions
- take the situation seriously;
- acknowledge the courage and good sense being shown;
- reassure the child that they are right to tell the adult and that they should not feel guilty;
- let them know that you are going to do everything you can to help; and explain what may happen as a result of the disclosure.

What to avoid if a disclosure is made:

- never give the child the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment;
- do not allow shock or distaste to show;
- do not probe for more information than is offered;
- do not interrogate the child or attempt to counsel the child;
- do not speculate or make assumptions;
- do not make negative comments about the alleged abuser;
- do not make promises that cannot be kept (e.g. by saying "everything will be all right"); and
- do not agree to keep the information a secret, and make sure that the child knows that the information will be passed on to a DSL.



What to do next:

- immediately make a careful record of what has been said, using the child's actual words wherever possible (not an interpretation of them). If opinions are recorded, then ensure that these cannot be confused with facts;
- immediately contact one of the DSLs. They will make a decision based on the report, judging whether or not the issue should be referred to outside agencies. In the absence of the DSL, the Head of the School should be informed;
- for protection, staff who are reporting abuse or suspected abuse must record the fact that they have reported the situation to a DSL in writing (an email to a DSL would suffice); and remain caring and supportive to the child.

**When employees fear for the immediate safety of a child, they must not hesitate to contact the police or social services department** (Bradford Children's Social Care Initial Contact Point, or Emergency Duty Team – see Flow Chart in the staffroom for telephone numbers) stating that they are making a child protection referral. When this has been done, they should follow the normal procedures as laid down in this Safeguarding Policy.

If a member of staff has any doubts about making a report, they should consider the possible consequences of not reporting for both the child and the employee. Not to report may be construed as neglect of care and therefore itself may constitute abuse.

If a member of staff becomes worried about a child's behaviour or injuries, but the child says nothing to suggest that they are being abused, the employee should:

- be available and be prepared to listen;
- discuss their concerns with a DSL; and
- not rely on someone else to take action.

The role of staff is to:

- be vigilant and responsible;
- report accurately and carefully to a DSL; and
- support the child by being caring.

GUIDANCE FOR OTHER PARTICULAR SAFEGUARDING CONCERNS IS LISTED BELOW:

- *Poor or irregular attendance and persistent lateness at school.*  
<http://www.safeguardingchildren.co.uk/section-9c-procedures.html> - school
- Where there is a concern about a child's attendance and persistent lateness, staff adhere to the Attendance and Register Policy.
- *Children Missing from Home and / or Education.*  
<http://www.safeguardingchildren.co.uk/section-9c-procedures.html> - missing  
<http://www.safeguardingchildren.co.uk/missing-from-home-care.html>  
<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

As from 1 Sept 2016, the school must inform the LA whenever:

- a child starts at the school (child's address and previous school must be provided to LA)
- a child leaves the school either before Year 6 or at the end of Year 6 (name of next school must be provided to LA). (*see Admissions Policy*)

- DSL to request any child protection records from a child's previous school.
- All staff adhere to the procedures in the school's Missing Child Policy.

- *Female Genital Mutilation*

It is mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss the case with the DSL and involve social care as appropriate.

<http://www.safeguardingchildren.co.uk/section-9b-procedures.html#female>

<https://www.gov.uk/government/publications/female-genital-mutilation-multi-agency-practice-guidelines>

- *Forced Marriage*

<http://www.safeguardingchildren.co.uk/section-9b-procedures.html#marriage>

- *Children Who Self-Harm*

<http://www.safeguardingchildren.co.uk/section-9d-procedures.html#behaviour>

- *Child Sexual Exploitation*

<https://www.gov.uk/government/publications/what-to-do-if-you-expect-a-child-is-being-sexually-exploited>

- *Children with Risk Taking Behaviours*

<http://www.safeguardingchildren.co.uk/section-9d-procedures.html-behaviourbehaviours>

- *Children Who Sexually Harm*

<http://www.safeguardingchildren.co.uk/section-9d-procedures.html#abuse>

<http://www.safeguardingchildren.co.uk/behaviours.html>

- *Children Living Away From Home / Privately Fostered*

<http://www.safeguardingchildren.co.uk/section-9c-procedures.html#fostering>

- *Radicalisation to Extremist Behaviour*

<https://www.gov.uk/government/publications/channel-guidance>

DfE The Prevent Duty (Departmental advice for schools and childcare providers)

Every teacher and employee has a duty to PREVENT the growth of extremism through the radicalisation of young people. By promoting British values (*see British Values statement*), children must be guided to make the right choices for their personal safety and wellbeing.

Action must be taken if behaviour is observed which causes any concern by reporting the incident/concern to the DSL.

The DSL may contact Social Care or the local police force (<tel:101>) to get advice and support in confidence. Moorfield staff have received Prevent Duty training.

**For concerns about extremism, see the contact email and phone number on the back page of this policy.**

## THE PREVENT DUTY

Mrs Tina Herbert is the 'Prevent' lead and Mr Will Newman is the named governor.

It is essential that staff are able to identify children who may be vulnerable to radicalization and what to do when they are identified. Children need to be protected from such harms as part of our safeguarding duties. Any visiting speakers are always supervised for the full duration of their visit to the School. All staff undertake Prevent Duty training. (Refer to *E-Safety Policy and PSHEE Policy*).

Moorfield School follows government advice given in The Counter Terrorism and Security Act (February 2015) which highlights the duty of education establishments and other children's service providers to have due regard to the need to prevent people from being drawn into terrorism ('the Prevent duty').

We recognise that we are considered a 'low risk' in terms of radicalisation but we are well placed to be able to identify safeguarding issues. To this end, our objectives are that:

All governors, teachers, teaching assistants and support staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school. All governors, teachers, teaching assistants and support staff will know what the school procedures are on tackling extremism and radicalisation and will follow the guidance swiftly when issues arise. All pupils will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them. All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

The main aim is to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to make sure pupils are offered a balanced presentation of opposing views and ensure that our pupils are safe from harm. All employees receive Prevent training every three years and additionally the DSL and Deputy DSL access further training more regularly than this, via additional courses and updates.

## INDICATORS

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include;

Spending increasing time in the company of other suspected extremists.

Changing their style of dress or personal appearance to accord with the group.

Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.

Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.

Possession of materials or symbols associated with an extremist cause.

Attempts to recruit others to the group/cause.

Communications with others that suggests identification with a group, cause or ideology.

Using insulting to derogatory names for another group. Increase in prejudice-related incidents committed by that person – these may include;

- physical or verbal assault
- provocative behaviour
- damage to property
- derogatory name calling
- possession of prejudice-related materials
- prejudice related ridicule or name calling

- inappropriate forms of address
- refusal to co-operate
- attempts to recruit to prejudice-related organisations
- condoning or supporting violence towards others.

## ACTIONS

- All incidents of prejudicial behaviour will be reported directly to the SMT or the Head.
- All incidents will be fully investigated by the DSL and Head and recorded in line with the Behaviour and Anti-Bullying policies. Records will be kept in line with procedures for any other safeguarding incident.
- Parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral in the safeguarding file.
- The DSL follow-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be held if there is not a significant positive change in behaviour. If deemed necessary, serious incidents will be discussed and referred to Bradford Children's Services and also the Police who will refer to the counter terrorism unit.

## CHANNEL

The school is aware of local authority Channel panels which assess vulnerable individuals at risk of being drawn into terrorism and put support in place. Schools are listed in the act as partners of the panel.

School employees should understand when it is appropriate to make a referral to the Channel programme.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation

## SAFER RECRUITMENT PRACTICES

Moorfield School follows the Government's recommendations for the safer recruitment and employment of staff members who work with children and acts at all times in compliance with the Independent School Standards Regulations. In addition to carrying out safe recruitment procedures as set out in the DfE's guidance 'Keeping Children Safe in Education', members of the teaching and non-teaching staff at the school including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before their position is confirmed. Safer recruitment training is undertaken by the Head, DSL and Chair of Governors.

All governors, volunteers, contractors working regularly during term-time are also subject to the relevant statutory checks. Confirmation is obtained that appropriate child protection checks and procedures apply to any staff employed by another organization and working with the school's pupils at school or on another site. Our policies are reviewed annually. (*Refer to Safer Recruitment Policy*).

## PROCEDURES FOR DEALING WITH ALLEGATIONS OR CONCERNS ABOUT A CHILD

The school treats the safeguarding of the pupils in its care as the highest priority and recognizes the important role it has to play in the recognition and referral of children who may be at risk. All our staff members are made aware of their duty to safeguard and promote the welfare of children in the school's care. Staff members are alerted to the particular potential vulnerabilities of looked after children. If a member of staff has a concern about a child's behaviour but a disclosure about abuse *has not* been made by the child, then the concern should be: -

- acted on IMMEDIATELY
- recorded by staff member
- logged by DSL
- discussed with DSL
- checked against concerns from other members of staff
- monitored by member of staff and DSL

Every member of staff, including part-timers, temporary, visiting, contract and volunteer staff working in school is required to report instances of actual or suspected child abuse or neglect to the DSL. This includes alleged abuse by one or more pupils against another pupil. Where the allegation(s) concern the DSL the staff member should report the matter to the Head, or where they concern the Head to the Chairman of Governors and/or direct to the school's local authority (see contact details on front page).

The DSL will report safeguarding concerns to the Head. Where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, a referral to the Bradford Safeguarding Board will be made within 24 hours of the safeguarding issue being raised. For children in need of additional support from one or more agencies, the school will ensure effective communication with the agencies and supply relevant information using the School's records. The school will offer pastoral care and support to the child.

EYFS SETTING – the DSL and Head are responsible for informing OFSTED of any allegations against people working on the premises, or of any other abuse alleged to have taken place on the premises – as soon as practicable and within 14 days at latest.

## CONFIDENTIALITY

The School recognises that all matters relating to child protection are confidential.

The Head or DSL will disclose any information about a pupil to other members of staff on a need to know basis only. Staff members who have concerns share them only with the DSL rather than the whole staff body. Staff members are made aware that they have professional responsibility to share information with other agencies in order to safeguard children.

Staff members should never give absolute guarantees of confidentiality to pupils or adults wishing to tell them about something serious. They should guarantee only that they will pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort out the problem and that they will not tell anyone who does not have a clear need to know. They will also take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure has been made.

The School will always undertake to share their intention to refer a child to Social Care with their parents or carers, unless to do so could put the child at greater risk or harm, or impede a criminal investigation.

## REFERRALS TO SOCIAL CARE – CONCERNS AND RISK OF SIGNIFICANT HARM

Children who have suffered or are at risk of suffering serious harm should be reported to Social Care immediately. Should there be abuse of one pupil against another and there is *reasonable cause to suspect that a child is suffering or likely to suffer significant harm*, the local agency must be referred to. In such cases both perpetrator and victim will be treated as being 'at risk'.

## PREVENTION AND EARLY HELP

Early help means taking action to support a child, young person or their family early in the life of a problem, as soon as it emerges and can prevent further problems arising. Providing early help is more effective in promoting the welfare of children than reacting later. School employees know that they may be called upon to play a part in providing early help for a pupil at the School.

Early help can be provided by the School in the first instance to prevent or reduce the need for specialist interventions unless they are identified as being the correct response to meet the need and resolve the problem. Early help requires that agencies should work together as soon as a problem emerges or a need is identified to ensure the child gets the right support. The School's aim is to meet need early and avoid a problem escalating or the need increasing, but if the need for an early help response which extends beyond the School is identified, a DSL (or deputy) will lead on liaising with other agencies and professionals and setting up an inter-agency assessment. Within the School's curriculum and in co-curricular activities, children are taught how to keep themselves safe, including staying safe online. The School's PSHE curriculum pays particular attention to promoting the welfare and wellbeing of students and to educating them about risks relating to their safety.

'Prevention' is about stopping problems and 'Early Help' is about preventing problems. 'Early Help' is not a specific service. It is a way of 'thinking' and 'working' through a collaborative approach between services with families. It is about providing support to families when a need is identified or as soon as a problem emerges, at any point in a child's life. This can be from the point of conception through childhood and into adolescence (0 to 19 yrs. and 24yrs SEND) to prevent or reduce the need for statutory services. These services are provided by the Family Hubs.

Family Hubs are designed to bring services together to work with families to deliver an Integrated Local Offer. For any service that families may need, the Family Hubs are designed to provide information and access to these. This could include a wide range of services ranging from day care and early learning; schools and alternative education; midwifery and health visiting services; mental health support; and advice on parenting; family support; adult learning and employment opportunities.

Bradford East	<a href="mailto:familyhubeast@bradford.gov.uk">familyhubeast@bradford.gov.uk</a>	01274 437523
Bradford West	<a href="mailto:familyhubwest@bradford.gov.uk">familyhubwest@bradford.gov.uk</a>	01274 436700
Bradford South	<a href="mailto:familyhubsouth@bradford.gov.uk">familyhubsouth@bradford.gov.uk</a>	01274 434940
Keighley and Shipley	<a href="mailto:keighleyshipley@bradford.gov.uk">keighleyshipley@bradford.gov.uk</a>	01535 618005

Documentation to support staff in making a referral can be found at:

<https://www.saferbradford.co.uk/resources/childrens/prevention-and-early-help>

## CONTINUUM OF NEED AND IDENTIFICATION TOOL

The Continuum of need and risk identification tool document is aimed at every agency, and professional who works directly or indirectly with children, young people and families. This guidance is to help agencies identify a child's level of need and vulnerability, and respond appropriately, "getting the right help, at the right time." The framework describes need in 4 levels - these are not rigid, as a child's needs are unique.

The description of each level 1 to 4, gives examples of how need might present itself and may help you understand better how a child's needs will be met. It can be stepped up and down depending on factors along the way.

**Level 1** – Universal: no additional needs. Needs are met by universal services e.g. GP, dentist, health visitor, school, childcare setting.

**Level 2** – Universal Plus: additional support needed which may or may not require multiagency work with other professionals and/or services i.e. food bank, debt service.

**Level 3** – Targeted Support / Partnership Plus: help and support from a range of professionals for families with complex needs.

**Level 4** – Statutory / Specialist and Child Protection: high priority needs including other specialist services – children who are experiencing significant harm.

### **Bradford's referral process**

If concerns are at level 1 or 2 in the continuum of need document, the setting will complete an Early Help Assessment with parent/carer consent.

If concerns are at level 3 or 4 in the continuum of need document, the setting will phone Bradford Children's Services Integrated Front Door (IFD) to make a referral. After phoning Bradford Children's Services Integrated Front Door (IFD) and discussing concerns, the IFD will advise what steps to take next.

The setting may be asked to submit documentation relating to a child or young person following a conversation with one of the Consultant Social Workers. This would be submitted via the Children's portal - portal for professionals.

For members of the public to share their concerns: free telephone line 0800 9530966, this number can be advertised to parents and carers.

## EDUCATING PUPILS IN KEEPING SAFE

Time is allocated in PSHE to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama and RE and PSHE lessons are used to promote tolerance and mutual respect and understanding.

All pupils know that there are adults to whom they can turn to if they are worried. How to stay safe is built into the daily ethos of the school through circle time, PSHE lessons, drama lessons, discussions arising from the books read in class and through watching television news programs appropriate for children, such as Newsround. This gives the children the opportunity to ask questions, discuss how they might handle particular situations and agree on strategies for keeping safe. In addition, children learn how to keep safe through practical reminders, for example, the school has a drill for understanding what to do if they are called in from the playground by staff if there is a known risk from an adult entering the playground or school building.

## ONLINE SAFETY

The School recognises that the use of technology has become a significant component of many safeguarding issues, including CSE, radicalisation, child on child abuse and sexual harassment, and understands that technology can be used as a platform to facilitate harm. The School aims to protect and educate pupils in their use of technology and has in place mechanisms to identify, intervene in, and escalate any incident where appropriate. It recognises the particular vulnerability of pupils with SEND online.

Within the computing curriculum, regular lessons are provided to all pupils on e-safety (evidenced in lesson planning) and ensure that all pupils understand the importance of how to use the internet safely (including social media) and how to minimize the risks. Teaching children how to keep safe on the internet is reinforced at the beginning of the academic year through dedicated lessons. Bradford District Cyber Team in conjunction with West Yorkshire Police also run workshops for children and parents. Datacable (technical company) is responsible for monitoring internet access and filtering. The School has regard to *Meeting digital and technology standards in schools and colleges (March 2023)*, which sets out that schools and colleges should: identify and assign roles and responsibilities to manage filtering and monitoring systems; review filtering and monitoring provision at least annually; block harmful and inappropriate content without unreasonably impacting teaching and learning; have effective monitoring strategies in place that meet their safeguarding needs.

Pupils are not permitted to bring mobile phones or smart technology, including smart watches, apple watches or fit-bits into school. (See *E-Safety Policy*).

Online safety education of pupils at the School aims to cover the following areas of risk: content (exposure to illegal, inappropriate or harmful material), contact (being subject to harmful online interaction with other users), conduct (personal online behaviour that increases or causes harm) and commerce (gambling, inappropriate advertising, phishing or financial scams). The School ensures that it has appropriate filters and monitoring systems in school devices and networks to safeguard children from potentially harmful and inappropriate online material and does all it reasonably can to limit pupils' exposure to the above risks from the School's IT system. (*See E-Safety Policy for information on filtering and monitoring*).

If the school has concerns about a child there is always a recognized requirement for sensitive communication and designated staff members are aware of the need to avoid asking leading questions. Annual training for staff ensures that all staff know how to react sensitively and appropriately to a disclosure and then how to record correctly.

*Covid-19 School Closure Arrangements for Safeguarding and Child Protection* contains further information on children and online safety away from school.

## VISITING SPEAKERS

Any employee who invites an external speaker into School must follow the child protection procedures for all visitors. The speaker must be signed in by the office and wear a lanyard for the duration of their visit. They must be supervised while they are on site and must at no point left unattended with any pupil(s). The employee responsible for the speaker's visit must ascertain beforehand the appropriateness of what will be delivered during their talk to pupils.

## POSITION OF TRUST (Sexual Offence Act 2003)

As a result of their knowledge, position and / or authority invested in their role, all adults working with children and young people in education are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential. *Refer to Staff Code of Conduct*

## PARTNERSHIPS WITH OTHER AGENCIES

Moorfield is committed to Early Help where the needs of children are identified and an assessment made to determine appropriate support either within school or alongside local authority agencies.

The School recognizes that it is essential to establish positive and effective working relationships with other agencies:

- Bradford Social Care
- Childline
- NSPCC
- Other settings – private, independent and state
- Police
- Health Professionals
- Prevent Dept (Bradford)

## STAFF BEHAVIOUR AND CODE OF CONDUCT

Staff members need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. Guidelines are set out in the *Staff Code of Conduct*. Examples include the necessity to treat all pupils with



respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental music lesson, learning support 1:1, it is good practice to ensure that others are within earshot. Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instructions or restraint.

## Communication with Pupils and Parents

Staff should not give their personal mobile phone numbers or email addresses to pupils or parents nor should they communicate with them by text message or personal email. If they need to speak to a pupil or parent by telephone, they should use one of the school's telephones and email using the school system. The group leader on all trips and visits involving an overnight stay should take a school mobile phone with him / her.

## Taking Photographs

Photographs will only be taken of children with their parents' permission (provided in writing via consent form). They can only be taken on school cameras or by the School photographer.

Staff do not use their personal mobile phones for taking photographs.

Parents agree annually never to upload photographs of other Moorfield children onto their social media forums.

The school's policy on use of mobile phones and cameras applies to the EYFS setting. All parents agree annually to refrain from using mobile phones when entering the school premises, including the EYFS. Parents will be asked to put mobiles away if they are being used. *Refer to E-Safety Policy.*

## Physical Contact with Pupils

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. Staff should, therefore, use their professional judgment at all times. Staff should not have unnecessary physical contact with pupils and should be alert to the fact that minor forms of friendly physical contact can be misconstrued by pupils or onlookers.

A member of staff can never take the place of a parent in providing physical comfort and should be cautious of any demonstration of affection.

Physical contact should never be secretive, or of the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible, the DSL informed and, if appropriate, a copy placed on the pupil's file.

## Physical Restraint

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself / herself or on another, and then only as a last resort when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the DSL / Head who will decide what to do next. Where this relates to the school's EYFS setting, parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practicable.

Physical education and other activities requiring physical contact:

Where exercises or procedures need to be demonstrated, extreme caution should be used if the demonstration involves contact with pupils and, wherever possible, contact should be avoided. It is acknowledged that some staff, for example, those who teach PE and games, or who offer music tuition, will, on occasions, have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment / instrument or assist them with an exercise. This should be done with the pupil's agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

## Transporting Pupils

It is inadvisable for a teacher to give a lift in a car to a pupil alone. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. If there are exceptional circumstances that make unaccompanied transportation of pupils unavoidable, the journey should be made known to a senior member of staff and agreed with the parent.

## ALLEGATIONS AGAINST STAFF

Please read this section in conjunction with Part Four of *Keeping Children Safe in Education (2023) allegations of abuse made against teachers and staff*.

Allegations of abuse may be made against a member of staff, a volunteer, a governor, a pupil, parent, contractor or other person connected to the school.

Allegations of abuse against teachers, other staff, volunteers and contractors will be dealt with according to the statutory guidance set out in part four of KCSIE (2023).

If a member of staff is made aware of any allegations of abuse, (including low level concerns), or if knowledge of possible abuse comes to his/her attention it is his / her duty to listen to the child, to provide reassurance and to record the child's statements, but not to probe or put words into the child's mouth. In the case of any contractors making a report to the DSL, whether they are regular or irregular contractors, they are treated like visitors and given a safeguarding 'prompt' card with all safeguarding information and contacts on when they enter the site to do any work.

On hearing an allegation of abuse or complaint about abuse directly from a child, a member of staff should limit questioning to the minimum necessary for clarification. Leading questions should be avoided. No inappropriate guarantees of confidentiality should be given; rather the child should be told that the matter will be referred in confidence to the appropriate people in positions of responsibility.

The member of staff should make and submit an accurate written record and inform the Head and DSL immediately so that appropriate agencies can be informed within 24 hours and the matter resolved without delay. In the absence of the Head, the report should be made to the Chair of Governors. *Schools will usually have to take the lead while keeping the supply agency fully informed and involved. In no circumstances must schools simply cease to use supply staff for safeguarding reasons. (KCSIE, 2023)*

When an allegation is made to the DSL or Head, they will establish in writing the general nature of the allegation including what is alleged to have happened, where and when the incident is alleged to have occurred, who was involved and whether there were any others present. At this initial stage, no attempt will be made to determine the truth or otherwise of the allegation by investigating the incident as this may jeopardise any subsequent investigations by external agencies.

There may be situations where there is a conflict of interest which makes reporting abuse particularly difficult and sensitive. All reports should be then be reported to the Head, Chair of Governors or directly to the LADO.

If the initial assessment establishes that the allegation meets the harms threshold (i.e. that the employee against whom the allegation has been made poses a risk of harm to a child/children), the Head will make immediate contact with the LADO to discuss the allegation, consider its nature, content and context **and** to agree a course of action. If it is decided that the allegation does not meet the harms threshold and is deemed to be a 'low level concern', the School will deal with it appropriately.

In relation to the EYFS setting, the school will inform Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere) or any other abuse which is alleged to have taken

place on the premises, and of the action taken in respect of these allegations.

Should the allegation of abuse concern the DSL the member of staff should inform the Head who will act in the place of the DSL. Should the allegations be against the Head, the DSL will immediately inform the Chair of Governors without the head being informed first.

Borderline cases will be discussed with the LADO without identifying individuals in the first instance and following discussions the LADO will judge whether or not an allegation or concern meet the relevant threshold.

The LADO and the head / DSL will decide in the circumstances what further steps should be taken. This could involve informing parents and calling the police.

If the allegation concerns a member of staff, a volunteer, contractor or another pupil he / she would normally be informed as soon as possible after the result of any initial investigation authorized or conducted by the LADO is known. Advice will always be sought from the LADO first, however. The school will normally appoint a member of staff to keep the person informed of the likely course of action and the progress of the case.

The person appointed to manage the case will consider whether the employee against whom the allegation has been made would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. If it is decided that the allegation does not meet the harms threshold, it will be dealt with as a 'low level concern' (see below).

The outcome of investigation of an allegation will record whether it is substantiated (sufficient evidence either to prove or disprove it), unsubstantiated (insufficient evidence either to disprove it and that there has been a deliberate act to deceive). If it is established that the allegation is malicious, no details of the allegation will be retained on the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice for a period of 10 years.

If the LADO or any of the statutory child protection authorities decide to take the case further, any staff member or contractor concerned may be suspended if this is felt appropriate. The reasons and justification for suspension will be recorded and the staff member informed of them. In the case of staff, the matter will be dealt with in accordance with the *Disciplinary Procedure*. In the case of a pupil the matter will be dealt with under the *Behaviour Policy*.

During the course of the investigation the school in consultation with the LADO will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the provisions in the Education Act 2011 relating to reporting restrictions identifying teachers who are the subject of allegations from pupils. Every effort will be made to maintain confidentiality.

Any pupils who are involved will receive appropriate care. If an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff, the school will consider making a referral to the Teacher Regulation Authority (TRA) and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence). The school will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

We follow Disclosure and Barring Services (DBS) guidance and procedures regarding referrals and barring decisions and the Safeguarding Vulnerable Groups Act 2006 and the Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009. The school will report to the DBS, promptly, any person (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children. This includes dismissal, non-renewal of a fixed term contract, no longer using a supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above. It is also the duty of the school to consider making a referral to the Teacher Regulation Agency (TRA). Compromise agreements may not be used.

A review of procedures will take place after any allegations are made to help prevent similar events.

## LOW LEVEL CONCERNS

Concerns which do not meet the harms test should be addressed separately. The School recognises that the term 'low level' concern does not mean that it is insignificant, but rather that it identifies behaviour towards a child which is inconsistent with the Staff Code of Conduct but does not meet the harms threshold or is otherwise not considered serious enough to be referred to the LADO. Examples of such behaviour could include, but are not limited to: being over-friendly with children, having favourites, taking photographs of a child on a personal mobile device, engaging with a child on a one-to-one basis in a secluded area or using inappropriate sexualized, intimidating or offensive language towards a child (*Staff Code of Conduct*).

Low level concerns about a member of staff should be reported to the Head. Reports of low level concerns will be recorded in writing, with details of the concern, the context in which it arose and action taken. The name of the person reporting will be recorded, respecting their wish to remain anonymous as far as reasonably possible. When a low level concern has been raised by a third party, the Head will collect as much evidence as possible and interviews will be conducted with the person who raised the concern, with the individual involved and with any witnesses.

The School encourages employees to feel confident to self-refer if, for example, they have found themselves in a situation which could be misinterpreted, or if they believe that, on reflection, their behaviour may have fallen below the expected professional standards.

The School will regularly review records of low level concerns to identify and respond to any potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern of behaviour is identified, the School will decide on an appropriate course of action. This might involve internal disciplinary procedures, or referral to the LADO if the harms threshold is met.

Reports about supply staff and contractors will be shared with their employers so any potential patterns of inappropriate behaviour can be identified.

The School recognises the importance of learning lessons from handling all allegations and the importance of creating a culture of openness, trust and transparency in which the School's values and expected behaviour are lived, monitored and reinforced by all employees. The School will consider whether any wider cultural issues within it have enabled the behaviour to occur and if appropriate policies or practices could be revised, or training delivered in order to minimise the risk of recurrence.

## SUPPORT FOR CHILD VICTIMS OF ABUSE

The School recognises that children who are abused or who witness abuse may find it difficult to develop a sense of self-worth and a positive view of life. The process of dealing with an allegation against employees can be particularly daunting for the child involved. The School may be the only stable, secure and predictable element in the lives of the children at risk. Such children may exhibit challenging and defiant behaviour. Their circumstances will influence the way in which these behavioural problems are resolved. The School also recognises that some children who have experienced abuse may in turn abuse others. Such situations will require considered and sensitive handling.

The School will support all of its pupils through:

- the development of self-esteem and self-motivation;
- the School ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
- the consistent implementation of the School's behaviour policies by all employees so that, whilst poor behaviour is not tolerated, the pupil's sense of self-worth is not damaged;
- regular consultation with other professionals and agencies who support pupils and their families;
- the development of supportive and constructive relationships with parents; and

- the development and support of an experienced group of employees trained to respond appropriately to child protection situations.

Allegations against an employee, volunteer or governor can be traumatic for the accused individual too, particularly when the allegation is false. The School also has a duty of care to its employees and will ensure that appropriate support is offered not least in advising the employee to seek the help and guidance of their professional association.

## WHISTLEBLOWING

If a teacher or member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the Head and to the DSL (or to the Chair of Governors where the concern relates to the Head). Any concern will be thoroughly investigated under the school's whistle-blowing procedures. Where there are allegations of criminal activity, the statutory authorities will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution. The School's *Whistleblowing Policy (also covered in the Staff Code of Conduct)* gives more details.

OFSTED Safeguarding Children – 0300 123 1231 (Monday to Friday from 8am to 6pm)  
[www.whistleblowing@ofsted.gov.uk](mailto:www.whistleblowing@ofsted.gov.uk)

NSPCC whistle-blowing helpline number 0800 028 0285

# RELATED CHILD PROTECTION / SAFEGUARDING POLICIES

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Child protection and safeguarding is far-reaching and many policies at Moorfield are written to safeguard children's wellbeing in all areas of school life.

*Keeping Children Safe in Education (KCSIE) September 2023* is a core document which has been read by all Moorfield staff.

## *Moorfield Core Aims and Values*

Our core aims and values express our value of the individual, our care and respect for each other and the importance of being happy as a community.

## *Admissions Policy*

*Outlines the requirement to report to the local authority whenever pupils start at or leave the School.*

*Anti-Bullying Policy* promotes positive relationships and guidance for what to do if bullied.

*Arrivals and Departures Policy* gives procedures to ensure children's safe handover at the beginning and end of the school day.

*Behaviour Policy* outlines our high expectations of behaviour which ensures a happy and ordered school environment including rewards and sanctions.

*Staff Code of Conduct* includes guidelines for staff when interacting with pupils to keep them protected from false allegations.

*Data Protection Policy* protects personal data of pupils, parents, staff and others used by the School.

*Equal Opportunities Policy* shows our commitment to equal treatment for all pupils regardless of sex, race, disability, religion or belief. By creating a friendly, caring and perceptive environment, every individual is valued.

*Safety Policy* outlines the restrictions in place at school to keep children safe from unsuitable exposure on the internet. It also specifies restrictions on staff and parents on the use of mobile phones and the distribution of photographs on social media.

*Health and Safety Policy* (includes Educational Visits) and other H&S related policies outlines the physical security of the building and grounds which safeguard the pupils when they are at school and on school trips.

*Induction of New Staff Policy* (including NQTs) outlines the policies and procedures which new staff adopt in practice once they start at Moorfield.

*Missing Child Policy* outlines procedures to follow in the case of a child going missing either at school or on a school trip.

*Safer Recruitment Policy* ensures that all staff and governors as well as relevant volunteers and contractors have undergone comprehensive checks to vet their suitability to work with children.

*Whistleblowing Policy* provides guidance on what a staff member should do if they suspect malpractice of any sort by another member of staff.

<b>Policy reviewed by:</b>	<b>Tina Herbert, Head</b>
<b>Last policy review date:</b>	<b>September 2023</b>
<b>Next review date:</b>	<b>September 2024</b>
<b>Approved by Governing Body:</b>	<b>3<sup>rd</sup> October 2023</b>

<b>Signed by Chair of Governors:</b>	<b>3<sup>rd</sup> October 2023</b>
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**Richard Wallace**