

Strong Close Nursery School

Reviewed November 2021

Approved by governors January 2022

Safeguarding Policy

This policy and associated documents will be reviewed annually and monitored by the Head teacher, and designated Safeguarding Lead who will be responsible for implementation alongside internal monitoring with Governors and deputy safeguarding leads.

Named Persons

Helen Jones – Head Teacher (Designated Safeguarding Lead/Looked After Children)

Nicola Wood- Assistant Head teacher

Laura Ross- SENDCo

Emma Eaton – Parental Involvement Co-ordinator

Designated Teacher for Looked After and Previously Looked After Children

Helen Jones

Mental Health Champion

Laura Ross

Named Governors for Safeguarding and Looked after Children

Jill Gilhome

Context

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Children includes everyone under the age of 18.

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

The local authority (LA)

A clinical commissioning group for an area within the LA

The chief officer of police for a police area in the LA area

Safeguarding children in educational settings includes the focus on protecting children from harm by adults, but also includes;

- Ensuring positive and safe behaviour and eliminating bullying and other forms of harassment

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- Providing support for children with emotional and social difficulties
- Providing support through Personal Education Plans for Looked After Children aged 3 and over
- Promoting good attendance at school
- Minimising exclusion from school
- Improving security on school site
- Health and safety for in-school and out of school activities

Legislation and Statutory Guidance

This policy is based on the Department for Education’s statutory guidance Keeping Children Safe in Education (2021) and Working Together to Safeguard Children (2018), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

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| 1. RELATED INTERNAL POLICIES AND GUIDANCE |
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- 2 Steps
- Child protection referral flow chart
- CP Form 1 staff report
- Uncollected and lost children
- Safer working practices
- Whistle Blowing Policy

- Guidance on recognising abuse
- Health and safety policy
- Procedures for assessing risk
- Safer recruitment policies and practice
- Induction and Code of conduct for staff
- Equality Policy
- Behaviour Policy
- Prevent Guidance

2. INTRODUCTION

The school aims to ensure that:

Appropriate action is taken in a timely manner to safeguard and promote children's welfare
 All staff are aware of their statutory responsibilities with respect to safeguarding
 Staff are properly training in recognising and reporting safeguarding issues

This policy applies to all staff and governors within our school including staff on supply, students work experience students and volunteers. Safeguarding is everyone's responsibility.

There are three main elements to Safeguarding policy:

- a) Prevention;
 By creating a positive school atmosphere, support to children and families, through practicing safe recruitment of staff and volunteers, having a safe environment in which children learn and develop

- b) Protection;
 By following agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to Child Protection concerns, equipping children with skills needed to keep them safe

- c) Support;
 To children, parents and school staff.

We also recognise and understand that there are 4 main areas of responsibility for child protection in terms of abuse;

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

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

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and

limitation of exploration and learning, or preventing the child participating in normal social interaction

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

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

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, 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.

From 1 June 2015 all schools, registered early years' childcare providers and registered later years' childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent Duty outlines how schools can build pupils' resilience to radicalisation by promoting fundamental British values. We believe British values are embedded in our practice through our curriculum for 'Personal, Social and Emotional' development and supporting children's 'Knowledge and Understanding'. Our Safeguarding policy and guidelines is also crucial to our work in promoting the Prevent Duty.

3. SCHOOL COMMITMENT

3.1. 'We recognise that for children, high self- esteem, confidence, supportive friends and opportunities to talk to a trusted adult helps prevention.'

Our school will therefore:

- a) Establish and maintain an ethos where children feel secure and are encouraged to express their needs, communicate and are responded and listened to;

- b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty;
- c) Include in the curriculum activities and opportunities for PSE which equip children with the skills they need to stay safe from abuse;
- d) Include in our provision activities which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills;
- e) Ensure that wherever possible every effort will be made to establish an effective working relationships with parents and colleagues from other agencies.

4. FRAMEWORK

- 4.1. Our school does not operate in isolation, and secure communication and partnerships with other organisations are critical to safeguarding.

5. ROLES AND RESPONSIBILITIES

5.1 All Staff

All staff will read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually. All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

All staff will be aware of:

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

5.2 The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. The DSL takes lead responsibility for child protection and wider safeguarding in the school. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

When the DSL is absent, the other Named Persons will act as cover.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- The DSL/Named Person will also keep the headteacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

5.3 The governing board

The governing board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Appoint a lead governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL
- The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.
- All governors will read Keeping Children Safe in Education in its entirety.
- Section 7 of this policy has information on how governors are supported to fulfil their role.

5.4 The headteacher

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

Ensuring that staff (including temporary staff) and volunteers:

- Are informed of our systems which support safeguarding, including this policy, as part of their induction
- Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

6. PROCEDURES

- 6.1.** We will follow the procedures set out in the documents produced by the Bradford Safeguarding Board 'Child Protection Procedures and Information':
- a) Staff and students are made aware of the procedures during their induction and they will be included in the staff handbook
 - b) Parents & carers are informed of the school's duties and responsibilities under the Child Protection procedures through a statement in the School Prospectus and in the school entrance.
 - c) Parents & carers are advised that school may need to pass on information to other professionals in order to help keep the child or other children safe.

7. TRAINING

- 7.1.** Our school will ensure that the Named Persons and the nominated governor for Child Protection and all staff attend training relevant to their role and are provided with ongoing professional guidance and training as needed.
- 7.2.** Named Persons will have access to any necessary resources and will attend refresher training at least once a year with more formal external training every 2 years.
- 7.3.** All other staff and the nominated governors must be offered an appropriate level of training and must undergo refresher training every two years.

8. CONFIDENTIALITY

8.1. Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child.

Staff should note that:

- Timely information sharing is essential to effective safeguarding.
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)
- Staff will be informed of relevant information in respect of individual cases regarding child protection on a "need to know basis" only.

9. RECORDS AND MONITORING

- 9.1.** Well-kept records are essential to good child protection practice. Our school will be clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.
- Child Protection records are kept centrally and securely by the Named Persons for Child Protection on our CPOMS system. All staff across all services must make a record of child protection issues and events as soon as possible and that these records must be signed and dated. These procedures are highlighted in the “2 steps” guidance.
- All (CP) records are kept separate from other school records in a secure place. Child protection concerns / records must not be kept in the child’s curriculum file.

10. SUPPORTING PUPILS AT RISK

10.1 Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. The school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may be challenging and defiant. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

10.2 We also recognise that Looked After Children are particularly vulnerable and will therefore ensure all arrangements mitigate against these risks.

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children’s looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children’s social workers and relevant virtual school heads
- The DSL is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.
- The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

10.3 The school will endeavour to support pupils through:

- a) The curriculum to encourage self-esteem and self-motivation.
- b) Ensuring that child protection is included in the curriculum to help children recognise when they don’t feel safe and to identify who they should tell.
- c) The school ethos which promotes a positive, supportive and secure environment and which gives all children and adults a sense of being respected and valued.
- d) The implementation of school behaviour management policies (required under the Code of Practice, 1993 Education Act).
- e) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- f) Regular liaison with other professionals and agencies that support the pupils and their families.
- g) A commitment to develop productive, supportive relationships with parents & carers.

- h) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.

10.4 The school recognises that a number of other policies and procedures developed and operated by school form part of the wider agenda of Safeguarding and Promoting Children's Welfare and this policy should be read and understood in conjunction with the policies listed below:

These are

- 2 Steps
- Child protection referral flow chart
- CP Form 1 staff report
- Personal Education Plans
- Uncollected and lost children
- Safer working practices
- Whistle Blowing Policy
- Attendance Policy
- Online Teaching and Learning Policy
- Guidelines on recognising abuse
- Health and safety policy
- Procedures for assessing risk
- Safer recruitment
- Induction and Code of conduct for staff
- Equality Policy
- Behaviour Policy
- Prevent guidance
- Privacy and Acceptable Use notices

10.5 We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

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

Creating a supportive environment in school and minimising the risk of peer-on-peer abuse

- We recognise the importance of taking proactive action to minimise the risk of peer-on-peer abuse, and of creating a supportive environment where victims feel confident in reporting incidents.
- To achieve this, we will:
- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour

Ensure staff are trained to understand:

- How to recognise the indicators and signs of abuse and peer-on-peer abuse, and know how to identify it and respond to reports
- That even if there are no reports of abuse or peer-on-peer abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”

- That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
- Children can show signs or act in ways they hope adults will notice and react to
- A friend may make a report
- A member of staff may overhear a conversation
- A child's behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing abuse or peer-on-peer abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns

11. Online safety and the use of mobile technology

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their lockers during contact time with pupils. Staff will not take pictures or recordings of pupils on their personal phones or cameras. Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when pupils are present. Personal mobile devices will not be used to take images or videos of pupils in any circumstances. The sending of inappropriate messages or images from mobile devices is strictly prohibited. Staff who do not adhere to this policy will face disciplinary action.

We use an electronic assessment system Early Essence that captures images and videos that we can share with parents & carers via a secure password. School tablets are used by staff to record observations and capture images and videos.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school. Further guidance is outlined in our Acceptable Use Policy.

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

To address this, our school aims to:

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

The 4 key categories of risk

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

- Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

- Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

We will:-

- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety

Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:

- Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
- Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems

Sharing of nudes and semi-nudes ('sexting')

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

You must not:

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

Initial review meeting

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

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

- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

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

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)
- If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

- If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.
- They will hold interviews with the pupils involved (if appropriate).
- If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.
- Informing parents/carers

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

Referring to the police

If it is necessary to refer an incident to the police, this will be done dialling 101

Recording incidents

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

This section summarises our approach to online safety. For comprehensive details about our policy on online safety, please refer to our online safety policy, which you can find on our website

11. SAFE SCHOOL, SAFE STAFF

11.1 Recruitment

- a) We practice safer recruitment by ensuring adverts carry messages advising potential recruits that posts involve enhanced DBS checks as well as checking the suitability of staff and volunteers to work with children through undertaking DBS checks of new staff and other pre appointment checks.

b) DBS checks will not be renewed unless there are grounds for concerns or if there is a break in service of 3 months or more. Staff will be asked to complete the disqualification by association declaration form annually. Staff members are fully aware of the circumstances whereby they must inform the leadership of any police action against them.

11.2 Induction

Post Appointment Induction

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

The purpose of induction is to:

- a) Provide training and information about the establishment's policies and procedures;
- b) Support individuals in a way that is appropriate for the role for which they have been engaged;
- c) Confirm the conduct expected of staff within the school; and,
- d) Provide opportunities for a new member of staff or volunteer to discuss any issues or concerns about their role or responsibilities; and,
- e) Enable the person's line manager or mentor to recognise any concerns or issues about the person's ability or suitability at the outset and address them immediately.

The content and nature of the induction process will vary according to the role and previous experience of the new member of staff or volunteer, but as far as safeguarding and promoting the welfare of children is concerned the induction programme will include information about, and written statements of:

- a) Policies and procedures in relation to safeguarding and promoting welfare e.g. child protection, anti-bullying, anti-racism, physical intervention/restraint, intimate care, internet safety and safeguarding procedures;
- b) Safe practice and the standards of conduct and behaviour expected of staff and pupils in the school;
- c) How and with whom any concerns about those issues should be raised; and,
- d) Other relevant personnel procedures e.g. disciplinary, capability and whistle-blowing.

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

11.3 Allegations against Staff, Carers and Volunteers

Scope

The following procedures apply to situations:

- a) Where there are suspicions or allegations of abuse by a person who works with children in either a paid or unpaid capacity i.e. any employee, foster carer, child minder or volunteer.
- b) When it is discovered that an individual known to have been involved previously in child abuse, is or has been working with children, and
- c) When the allegation or suspicion arises in connection with the individual's work, her/his own children or in relation to other children.

Compliance with these procedures should ensure that where allegations of abuse are made or where there is reasonable suspicion, organisational responses are prompt, thorough, independent and proportionate to the issue of concern.

These procedures are based on guidance contained within Keeping Children Safe in Education 2015. It should be used in respect of all cases in which it is alleged that a person who works with children has:

- a) Behaved in a way that has harmed a child, or may have harmed a child
- b) Possibly committed a criminal offence against or related to a child or
- c) Behaved toward a child or children in a way that indicates she or he is unsuitable to work with children

Required Response within Educational Establishments or against other education staff

All concerns/ allegations of abuse by a member school staff, including temporary staff, should be reported to the head teacher.

If the allegation is against a Head Teacher the staff member receiving it must alert the named Governor for Child Protection who in turn must inform and consult with the Bradford local authority designated officer (LADO). If the allegation is against any staff working with children under 3 then Ofsted should be informed. Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).

Allegations against Agency Staff

Allegations against agency staff should be dealt with by compliance with the procedures in this section. Following receipt of legal advice with respect to confidentiality and preservation of integrity of the enquiry, the employing agency must be informed of the allegation and the outcome of the enquiry.

Allegations against Volunteers

Allegations against volunteers should be dealt with in a manner which is consistent with the principles and procedures contained in this section, as far as possible. The organisation using the volunteer should (following receipt of legal advice with respect to confidentiality and preservation of integrity of the enquiry) be informed of the allegation and the outcome of the enquiry.

Allegations against Children

Allegations against children should also be reported, in the Early Years this might include unsafe behaviour and bullying or harassment /peer on peer abuse.

Outcomes

These should be reported and judged under the following headings

- substantiated
- malicious
- false and
- unsubstantiated

A further outcome may be 'unfounded' where there is no proper evidence or basis to support allegation.

Reporting Arrangements

The contact details for the LADO in Bradford are 01274 435600 or LADO@bradford.gov.uk. Employers must inform the local authority designated officer (LADO) within one working day when an allegation is made and prior to any further investigation taking place.

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Policy Review

The Governing Body is responsible for ensuring the annual review of this policy and that the list of key contacts on the policy is kept up to date.