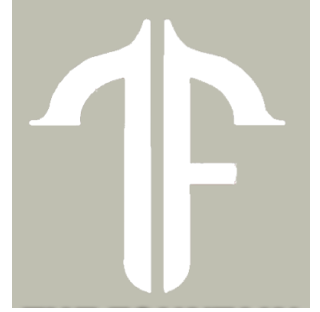




The Fountain School

Policy Documentation

Policy: Safeguarding Children

Responsibility for Review: Head teacher/Safeguarding Officers
Date of Last Review: September 2026

Safeguarding Children Policy

Rationale:

The Fountain school's Safeguarding Children Policy aims to provide clear direction to staff and others about expected codes of behaviour in safeguarding children. Safeguarding is about protecting children from maltreatment, preventing impairment of children's mental and physical health / development; ensuring children grow up in the provision of safe and effective care, and is about optimising children's life chances. This policy also aims to make explicit the school's commitment to the development of good practice and sound procedures.

The purpose of the policy is, therefore, to ensure that child protection concerns and that of allegations against staff are handled sensitively, and professionally, together with ensuring that there is a staff and personnel safe recruitment and selection policy in place. The Proprietor will undertake responsibility for making sure arrangements are in place and that they together with this whole policy is reviewed annually. Abeer Niehad, our Head Teacher, is our DSL. She has been fully trained for the demands of this role in child protection and inter-agency working. The deputy DSLs are Sabreena Kauser and Hawa Desai who have also been fully trained in child protection and safeguarding.

Objectives:

This policy aims to ensure that:

1. All aspects of school systems, operations, ethos and procedures act in a way to safeguard children.
2. There are clear and effective procedures for identifying and reporting cases or suspected cases of abuse.
3. All child protection concerns, and referrals are handled sensitively, professionally, and in ways which support the needs of the child.
4. In all aspects of our personnel procedures, all reasonable steps are taken in order to prevent any people who are unsuitable to work with children, from doing so at the school.
5. There are clear and effective procedures for dealing with allegations against staff.

1. Introduction

The Fountain School fully recognises the contribution it can make to protect the children and support the students in its care. The school also recognises the responsibility it has under section 175 of the Education Act 2002 and the guidance contained in *Keeping children safe in Education (2026)* and *Working Together to Safeguard Children (2026)* to have arrangements in place to safeguard and promote the welfare of children. To this end there are four main elements to The Fountain School's Safeguarding Children Policy:

1. Prevention (positive school atmosphere, careful and vigilant teaching, pastoral care, support to students, providing good adult role models).
2. Procedures (following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns).
3. Support (to students and staff and specifically to children who may have been abused).
4. Preventing unsuitable people from working with children (including all staff and volunteers working in the school).

This policy applies to all staff and volunteers working. Concerned parents may also contact the school headteacher if they are worried about a student's well-being or safety.

2. Framework

Schools do not operate in isolation. Safeguarding children is the responsibility of all adults and especially those working with children. We aim to help protect the children in our care by working consistently and appropriately with child protection agencies.

The Fountain's Safer Recruitment Policy and Safeguarding Children Policy draw upon the recent guidance from the department of education, *Working Together to Safeguard Children (2026)*, *Keeping Children Safe in Education (2026)* **and the** West Yorkshire Consortium Inter-Agency Safeguarding and Child Protection Procedures.

3. Prevention

3.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

3.2 The school will therefore:

- i. establish an open climate and maintain an ethos where children feel safe and are encouraged to talk and discuss areas of concern, in the knowledge they will be listened to;
- ii. ensure children know that there are trained adults in the school whom they can approach if they are worried or in difficulty;
- iii. Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

4. Procedures:

We will follow the procedures set out by the Bradford Safeguarding Partnership and the West Yorkshire Consortium Inter-Agency Safeguarding and Child Protection Procedures.

<https://westyorkscp.trixonline.co.uk/contents/contents>

Child Protection Flow Diagram

Child Protection Procedures	
Designated Safeguarding Lead	Abeer Neihad
Deputy Designated Safeguarding Lead/s	Sabreena Kauser Hawa Desai
On discovery or suspicion of child abuse If in doubt - ACT	



You must inform a Designated Safeguarding Lead immediately



Where it is clear that a Child Protection Referral is needed a Designated Safeguarding Lead should contact the Initial Contact Point without delay. Although anyone can make a referral. Telephone Number: 01274 433999 Out of hours Emergency Duty Team Telephone Number: 01274 431010	Where the Designated Lead is not sure whether it is a child protection issues they may seek advice from the integrated front door service Integrated Front Door (Professionals): 01274 433999 Emergency Duty Team (Out of Hours): 01274 431010 It is always good practice to discuss a concern with another Designated Safeguarding Lead before deciding not to refer.
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If you are asked to monitor the situation, make sure you are clear what you are expected to monitor, for how long and how and to whom you should feedback information.	Remember always make and keep a written record of all events and action taken, date and sign each entry to this record. Keep records confidential and secure.	Ensure immediate completion and dispatch of the appropriate Bradford Children and Families Trust referral process and referral form.
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USEFUL TELEPHONE NUMBERS

Integrated Front Door (Professionals): 01274 433999

Emergency Duty Team (Out of Hours): 01274 431010

Education Safeguarding Team: 01274 437043

West Yorkshire Police (Non-Emergency): 101

Police Emergency: 999

NSPCC Helpline: 0808 800 5000

Childline: 0800 1111

The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider taking advice from the integrated front door service. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

Staff should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care (such as a child in need or a child with a protection plan).

Early Help Indicators

Early help is defined as 'support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse'

Staff should be alert to any child who

- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
- Has a parent or carer in custody or is affected by parental offending
- Is frequently missing/goes missing from education, home, or care.

Staff are reminded that children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused. For example, children may feel embarrassed, humiliated, or being threatened this could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

Types of Abuse/Risk indicators

i. 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

iii. 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, for example, 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

Child Sexual Exploitation

Child sexual exploitation (CSE) is sexual abuse. It involves exploitative situations, contexts, and relationships where young people may receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation, or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Some signs may include, underage sexual activity, inappropriate sexual behaviour, sexually risky behaviour, 'swapping' sex, receiving unexplained gifts, gifts or unaffordable new things from unknown sources, having multiple mobile phones and worrying about losing contact via mobile, changes in the way they dress, going to unusual locations or known places of concern to meet friends, getting in/out of different cars driven by unknown adults, contact with known perpetrators, involved in abusive relationships, fearful of certain people, hanging out with groups of older people, or anti-social groups, or with other vulnerable peers, mood swings, volatile behaviour, emotional distress, self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders, police involvement, police records, Injuries from physical assault, physical restraint, sexual assault.

Child Criminal Exploitation

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural

areas, market, and seaside towns. Key to identifying potential involvement in county lines are missing episodes when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person under the age of 18 years;
- Can affect any vulnerable adult over the age of 18 years
- Can still be exploitation even if the activity appears consensual;
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- Can be perpetrated by individuals or groups, males or females, and young people or adults; and is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Serious violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school or college, a change 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 and may be at risk of criminal exploitation.

Honour based Violence

So-called ‘honour-based’ violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast

ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead or deputy.

Child on child abuse

The school has a zero- tolerance approach to abuse.

Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. Child on child abuse is most likely to include, but may not be limited to: bullying (including cyber bullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between peers; physical abuse such as hitting, kicking, shaking, biting, hair/scarf pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse); sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence); sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; 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; making, possessing, creating or sharing self-generated intimate images and/or videos (including AI-generated or digitally manipulated intimate images), whether consensually or non-consensually (also known as sexting or youth produced sexual imagery); upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

The school recognises that child-on-child abuse can include harassment, violence, coercive behaviour and abuse facilitated through technology. All reports will be taken seriously and handled on a case-by-case basis, with the wishes and safety of the victim being paramount.

Staff are reminded that child on child abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”: abuse is abuse. It is important that when staff have any concerns about child-on-child abuse they should speak to their DSL. If a student has shared information with staff about being abused in any form by any other student, then they should report this to the safeguarding lead immediately. The designated safeguarding lead will deal with any reports of child-on-child abuse. The lead will make sure that

students are reassured they are being taken seriously and that they will be supported, and the matter will be dealt with.

Sexual Violence and Sexual Harassment between children in schools

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

The school recognises the Government's Violence Against Women and Girls (VAWG) strategy. Through safeguarding, behaviour, RSHE and pastoral support, pupils are taught to recognise abusive behaviour, challenge harmful attitudes and stereotypes, respect boundaries, understand consent and build healthy relationships.

The school makes clear

- That sexual violence and sexual harassment is not acceptable and will never be tolerated and is not an inevitable part of growing up;
- That we will not tolerate sexual violence or sexual harassment as “banter”, “part of growing up” or “just having a laugh”

The designated safeguarding lead will deal with any reports of sexual assault and make any decision on a case-by-case basis. It is essential that victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Whilst the school establishes the facts of the case and starts the process of liaising with

children's social care and or the police, the alleged perpetrator should be removed from any classes they share with the victim.

With regard to the alleged perpetrator(s), advice on behaviour in schools is clear that teachers can sanction pupils whose conduct falls below the standard which could be reasonably expected of them. Disciplinary action can be taken whilst other investigations by the police and/or local authority children's social care are ongoing. The fact that another body is investigating or has investigated an incident does not in itself prevent the school from coming to its own conclusion, on the balance of probabilities, about what happened, and imposing a penalty accordingly. This is a matter for the school and should be carefully considered on a case-by-case basis. The designated safeguarding lead should take a leading role. The school will consider if, by taking any action, it would prejudice an investigation and/or any subsequent prosecution. Careful liaison with the police and/or local authority children's social care will help the school decide.

Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the victim lied. The process will have affected both victim and alleged perpetrator. Appropriate support should be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis. The Safeguarding lead should be able to justify her decision-making based upon the situation.

All the above should be considered with the needs and wishes of the victim at the heart of the process (supported by parents and carers as required).

The DSL may contact the NSPCC helpline 0800 136 663, the rape crisis 0808 802 9999, the survivors trust 0808 801 0818, the UK safer internet center 0344 381 4772 or National Crime Agency's CEOP Safety Centre for advice. The CEOP Safety Centre aims to keep children and young people safe from online sexual abuse. Online sexual abuse can be reported on their website and a report made to one of its Child Protection Advisors.

National Crime Agency's CEOP Education Programme provides information for the children's workforce and parents and carers on protecting children and young people from online child sexual abuse.

Forced Marriages

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Evidence from West Yorkshire Police shows that the issue of forced marriage affects certain sectors of communities, typically girls in the age range of 14 – 16 years old originating from Pakistan, India & Bangladesh (approx. 60% of the cases) together with a percentage of cases of children origination from the Middle East and African countries.

A signal of FM is the removal of the students from school and lengthy absence which is often unexplained. Other indicators may be detected by changes in adolescent behaviours. Whistleblowing may come from younger siblings.

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Any member of staff with any concerns should report this immediately to the DSL who should raise the concern with the Bradford Police Safeguarding Unit by email at bd.safeguarding@westyorkshire.pnn.police.uk or by phone on 01274 376581. Never attempt to intervene directly as a school or through a third party. Whilst the onus of the investigation for criminal offences will remain with the Police, the DSL should co-operate and liaise with the relevant agencies in line with current child protection responsibilities. The current West Yorkshire Consortium Inter-Agency Safeguarding Procedures also require schools to make a referral to the integrated front door service on 01274 433999.

Female Genital Mutilation (FGM)

It is essential that Staff is aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

Warning signs of FGM are:

- Days off school
- Not participating in P.E
- Broken Limbs
- Wearing Tight Clothes
- In pain/Restricted movement
- Change in behaviour
- Parents originate from an FGM practising country

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK. Section 74 of the Serious Crime Act 2015 places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover that FGM has carried out on a girl under 18 years. Those failing to report such issues will face disciplinary sanctions.

If concerns are raised about a certain student in regard to FGM, the safeguarding lead will carry out the FGM Risk assessment (part 2) to determine if a child is at risk of FGM or the FGM Risk assessment part 3 to determine if FGM has been carried out on the child.

Useful contact details for help with FGM matters:

NSPCC FGM Helpline: 0800 028 3550

Childline: 0800 1111

Vulnerability to Radicalisation or Extreme View Points

The school recognises its duty to protect our students from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. Our definition of radical or extreme ideology is ‘a set of ideas which could justify vilification or violence against individuals, groups or self.’ Extremism is the vocal or active opposition to

our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. It is the process of a person legitimising support for, or use of, terrorist violence'. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

Staff are trained to be vigilant for spotting signs of extremist view and behaviours and to always report anything which may suggest a student is expressing opinions which may cause concern. Our core mission of diversity permeates all we do. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance, and the sanctity of life. We work hard to broaden our students' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions. We believe it is possible to protect people from extremist ideologies and intervene to prevent those at risk of radicalisation being drawn to terrorism.

Throughout the curriculum we teach pupils to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. In the Alimah Course lessons and Citizenship, pupils learn about democracy, government and how laws are made and upheld. Pupils are also taught about the diverse national, regional, religious, and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

We also build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making.

If a member of staff in school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead. In Prevent priority areas, the local authority will have a Prevent lead who can also provide support. They can also contact the local police force or dial 101 (the non-emergency number).

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multi- agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.

Children who are absent from Education/missing Education

A child being absent from an education setting is a potential indicator of abuse, neglect, or exploitation. Appropriate safeguarding responses to children are absent from education settings are in place, particularly on repeat occasions and/or for prolonged periods, to help identify any risk of abuse, neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

The school follows up absences on the very same day, in the morning, via a phone call to the parents. If the school is unable to contact the parents regarding an absence, a letter is sent out to the home address of the child. If there is still no contact or reply from the parents, home visits are arranged.

In the event of a child leaving from the school or transferring to another school, the local authority is informed. The school will confirm which school the child has gone to, by contacting the new school. Once it is confirmed that the child is in education, the school will remove the child from the Bradford school's online register.

If the child is missing education, the school will inform the education social work and a CME referral will be made for the child.

The school must inform the local authority of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

Children with Special Educational Needs and disabilities

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the School has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

We acknowledge that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. We are aware that additional barriers can exist when recognising abuse, neglect, or exploitation in this group of children. This can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

If any risk indicators of any form of abuse, neglect or exploitation are identified by any member of Staff, this should be referred to the designated lead officer.

Domestic abuse

The cross-government definition of domestic violence and 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 regardless of gender or sexuality.

The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial and
- emotional

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-

term impact on their health, well-being, development, and ability to learn. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

If any staff member is worried about a child or a child has disclosed any information to any staff member in relation to domestic abuse, staff should report this to safeguarding lead. The safeguarding lead will then investigate into the matter and deal with the matter accordingly.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

The school recognises that young carers may experience additional safeguarding vulnerabilities. Staff should be alert to attendance concerns, emotional wellbeing, fatigue, caring responsibilities or reduced educational engagement. Where appropriate, pupils will be signposted to local young carers' services and additional support.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and deputies) should contact the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as the family being asked to leave a property. Whilst

referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

Mental health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse, neglect, exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, education, attendance, and progress at school. If staff have a mental health concern about a child that is also a safeguarding concern, they should speak to the designated safeguarding lead or a deputy.

The school recognises that children experiencing mental health difficulties may require safeguarding support alongside pastoral support. Mental health concerns will always be considered alongside wider safeguarding risks and referrals made where appropriate.

For further information refer to the school's mental health and well-being policy.

Gender questioning

A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

Caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities,

including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism and/or attention deficit hyperactivity disorder.

The school knows that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice.

4.2 Records and Monitoring

Well-kept records are essential to good practice in safeguarding children. The school is clear about the need to record any concerns held about a child or children within its care, the status of such records and when these records should be passed over to outside agencies. These records will include date, event, and action taken along with student and family details. They will be kept in a secure locked place, separate from the student's main school file. The designated person with access, will be the Head teacher.

When a student on the child protection list transfers to another educational establishment, all relevant records will be transferred by a secure means to the new school immediately and the Department of Services to Children and Young People and the Bradford Children Social Care Service.

Safeguarding records should clearly evidence the concern, decisions made, rationale for those decisions, actions taken and outcomes achieved. Records should be factual, accurate, secure and shared appropriately where required.

4.3 Roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect children within The Fountain School.

The head teacher (DSL), who has received inter-agency training, including training for online safety, and understanding the filtering and monitoring systems and processes in place, is to coordinate all matters relating to child protection issues. Her role is to carry a significant level of responsibility and she will be given the support she needs to carry out her role effectively.

These will include:

- Dealing with reports of abuse against children

- Making referrals to child protection agencies if appropriate
- Ensuring that all staff receive training in basic child protection and FGM courses.
- Ensuring that all new staff are properly inducted about child protection
- Ensuring every member of staff knows that the head teacher is the DSL and her role.

Ensuring that the designated member of staff will take advice from a child protection specialist and/or Bradford Safeguarding Partnership when managing complex cases.

- Sharing information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced with all staff members.

4.4 The DSL will be informed immediately by a member of the staff, student, parent, other persons, in the following circumstances:

- i. Suspicion that a child is being abused
- ii. There is evidence that a child is being abused

In the event of a complaint made by a child against any person associated with the School or engaged in activities with our students.

In the absence of the Head Teacher, the Deputy DSL will deal the matters relating to child protection issues. The DSL/Deputy DSL will keep a full record of reports made and make referrals if necessary.

4.5 Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of child protection. The Fountain School recognises that the only purpose of confidentiality in this respect is to benefit the child.

The school will develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters and notify the Social Care Team if:

1. a student on the child protection list is excluded (fixed term or permanent)

2. there is an unexplained absence of more than two days of a student on the child protection list (or one day following a weekend); or as agreed as part of a child protection or core group plan.

DPA and UK GDPR **do not** prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children.’

4.6 Communication with Parents/Carers

The school will undertake appropriate discussion with Parents/Carers prior to any involvement of outside agencies unless the circumstances preclude this. The school will also ensure that parents/carers understand the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.

4.7 Allegations against staff

If an allegation is made against a member of staff, supply teacher, volunteer or contractor, it must be reported immediately to the Headteacher. The Headteacher will manage the allegation in accordance with the procedures set out in *Keeping Children Safe in Education (2026)* and the local procedures of the Bradford Safeguarding Partnership.

There are two levels of allegation

1. Allegations that may meet the harms threshold.
2. Allegation/concerns that do not meet the harms threshold – referred to as ‘low level concerns’.

Allegations that meet the harms threshold will be referred to the LADO. Allegations that are referred to as low level concerns will be dealt with by the headteacher and principal.

For more information, please refer to the allegations/concerns of abuse against staff policy.

4.7.1 Allegations that meet the harm threshold

The Headteacher (or the Proprietor where the allegation concerns the Headteacher) must report any allegation that meets the harm threshold to the **Local Authority Designated**

Officer (LADO) without delay and, in any event, within **one working day**. The LADO will provide advice and guidance, help determine whether the allegation meets the harm threshold, and agree the next steps with the school.

Where appropriate, the LADO will liaise with the Police, Children's Social Care and other relevant agencies. The school will fully cooperate with any investigation and will maintain accurate and confidential records throughout the process.

4.7.2 Timescales

Allegations that meet the harm threshold will be managed as quickly as possible, consistent with a fair and thorough investigation. The school will work closely with the LADO, Police and Children's Social Care to ensure that cases are progressed without unnecessary delay.

Where a criminal investigation is not required, the school will determine whether disciplinary action or other appropriate action is necessary in accordance with its staff disciplinary procedures and relevant employment law. Regular reviews will take place where investigations are ongoing to ensure timely progress.

4.7.3 Referral to the Disclosure and Barring Service (DBS)

Where an allegation is substantiated and the school dismisses an individual, removes them from regulated activity, or the individual resigns or otherwise ceases to provide their services before the conclusion of the process, the school will consider its legal duty to make a referral to the **Disclosure and Barring Service (DBS)**. Where appropriate, referrals will also be made to the **Teaching Regulation Agency (TRA)** or any other relevant professional regulatory body.

The school will continue to liaise with the LADO throughout the management of the allegation and will maintain appropriate records in accordance with statutory guidance.

5. Supporting Children at Risk

The school will support pupils in accordance with her agreed Child Protection Plan.

The school will notify any concerns about a child who has a Child Protection Plan or is known to have an allocated social worker to the child's social worker or in her/his

absence the manager or a duty officer in the team (See Interagency Safeguarding Procedures).

We recognise that children who are abused (both online and offline) or who witness violence may experience difficulties which impact on their sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. The school may be the only stable, secure, and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through the content of the curriculum and the school ethos of valuing the pupil.

5.1 The curriculum:

- i. Through various aspects of the curriculum, staff will raise pupils' awareness and build their confidence so that they have a range of contacts and strategies to ensure their own protection and that of others, recognising that pupils need opportunities to develop the skills they need to recognise and stay safe from abuse.
- ii. Preventative education is most effective in the context of a whole-school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school will have a clear set of Islamic values and standards, upheld and demonstrated throughout all aspects of school life. These will be underpinned by the school behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.
- iii. The principles embedded in this policy link into other policies relating to : SMSC, RE, Anti- Bullying, Equality and individual Needs

5.2 Training:

This school is committed to supporting and training all staff in matters of child protection, including online safety which, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring. The proprietor will ensure that all staff receive child protection awareness training (level 1) as part of their induction with subsequent three yearly updates as prescribed in government guidance (Section 175 of Education Act 2002) and in accordance with the standards set by Bradford Safeguarding Partnership.

He will also ensure that the DSL attends the multi-agency child protection training as soon as possible after taking up her responsibilities and that the CPO subsequently continues to receive appropriate training in accordance with government guidance.

6. Recruitment of staff and volunteers:

The school will ensure that safe recruitment practices are in place and followed in checking **the suitability of all staff and volunteers to work with children as outlined in** Keeping Children Safe in Education (2026) and all current safer recruitment requirements relating to regulated activity, DBS checks and staff suitability.

7.The use of ‘reasonable force’.

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term ‘reasonable covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom.

8. Online Safety and Remote learning

It is essential that children are safeguarded from potentially harmful and inappropriate online material.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

contact: being subjected to harmful online interaction with other users; for example: 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: online behaviour that increases the likelihood of, or causes, harm; for example, 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. If you feel your pupils or staff are at risk, it should be reported to the Anti-Phishing Working Group (<https://apwg.org/>).

An effective whole school approach to online safety empowers a school to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The school ensures there are appropriate filtering and monitoring on school devices and school networks. For more information, please refer to the e- safety policy and the cyber security policy.

Where education is having to take place remotely, it's important for teachers and pupils to maintain professional practice as much as possible. When communicating online with pupils, the school will

- communicate within school hours as much as possible

- communicate through the school channels approved by the head teacher
- advise teachers not to share personal information

Teaching from home is different to teaching in the classroom. Teachers should try to find a quiet or private room or area to talk to pupils, parents or carers. When broadcasting a lesson or making a recording, consider what will be in the background.

It's especially important for parents and carers to be aware of what their children are being asked to do, including:

- sites they will be asked to use
- school staff their child will interact with

The school will emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.

Pupils are forbidden from bringing mobile phones or smart devices on the school premises. For more information, please refer to the school's e safety policy.

The school recognises emerging safeguarding risks associated with artificial intelligence (AI), including AI-generated indecent images, deepfakes, online impersonation and manipulated content. Staff will respond to these concerns in line with child protection procedures.

Appendix 1: Information required when making a referral

The person making the referral should provide the following information if available (but absence of information must not delay a referral):

- full name, date of birth and gender of child/children
- full family address and any known previous addresses
- identity of those with parental responsibility
- names, date of birth and information about all household members, including any other children in the family, and significant people who live outside the child's household
- ethnicity, first language and religion of children and parents/carers
- any need for an interpreter, signer or other communication aid
- any special needs of the children
- any significant/important recent or historical events/incidents in the child or families life
- cause for concern including details of any allegations, their sources, timing and location
- the identity and current whereabouts of the suspected/alleged perpetrator
- the child's current location and emotional and physical condition
- whether the child is currently safe or is in need of immediate protection because of any approaching deadlines (e.g. child about to be collected by alleged abuser)
- the child's account and the parents' response to the concerns if known
- the referrers relationship and knowledge of the child and parents/carers
- known current or previous involvement of other agencies/professionals
- information regarding parental knowledge of, and agreement to, the referral