



# The Fountain School

## Policy Documentation

### Policy: Safeguarding Children

Responsibility for Review: Head teacher/Safeguarding Officers  
Date of Last Review: September 2025

# **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 CPO. She has been fully trained for the demands of this role in child protection and inter-agency working. The deputy CPOs 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 DCSF guidance, *Keeping children safe in Education (2025)* and *Working Together to Safeguard Children (2023)* 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 school head teacher 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 DCSF guidance, *Keeping children safe in Education (2025)*. Other key documents are: *Working Together to Safeguard Children (2023)*, *What to do if you're worried a child is being abused (2015)*, *When to call the police* and *Bradford Safeguarding Inter-Agency Procedures (May 2018)*.

### **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.

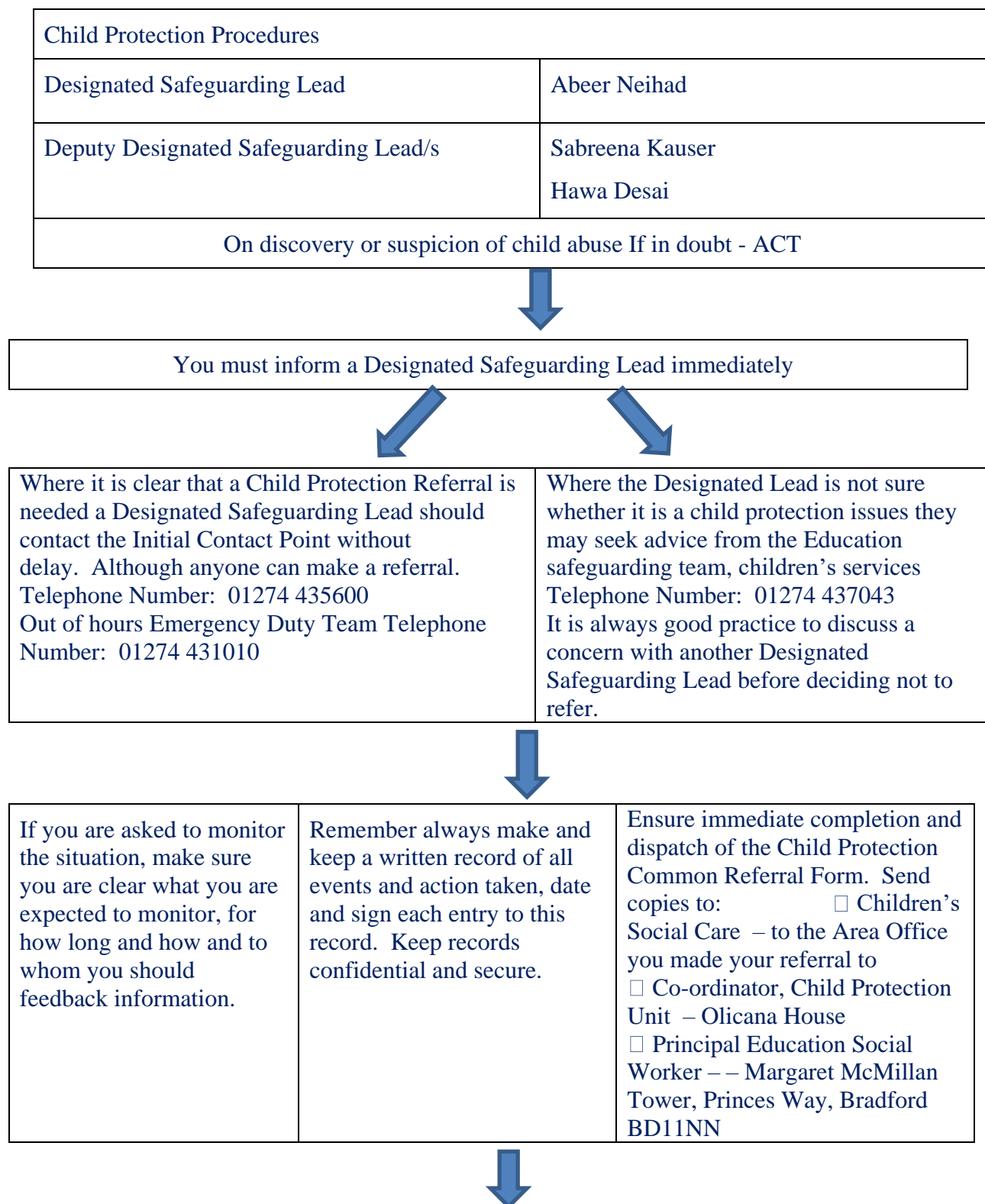
3.2 The school will therefore:

- 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 in Bradford Safeguarding Children Boards (BSCB) “Inter Agency Safeguarding Procedures” which are used in conjunction with the Education Child Protection Procedures. ([http://bradfordscb.org.uk/?page\\_id=10](http://bradfordscb.org.uk/?page_id=10))

## Child Protection Flow Diagram



## USEFUL TELEPHONE NUMBERS

General enquiries Children's Specialist Service: 01274 437043

Emergency Duty Team: 01274 431010

Children's Social Care: 01274 435600

Principal Education Social Worker: Education Bradford: 01274 439651

Child Protection Development Co-ordinator: 01274 385 726

Police: Javelin House, Child Protection Unit: 01274 376 061

Bradford Safeguarding Children's board- 01274 434361

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 local children's social care (01274 437500). 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 is 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; consensual and non-consensual sharing of nude and semi-nude images and/or videos (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).

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 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](mailto: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 Safeguarding Board procedures also require schools to make a referral to Children's Social Care on 01274 435600.

## **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:

Bradford District Safeguarding Unit: 01274 376581

NSPCC FGM Helpline: 0800 028 3550

Childline: 0800 1111

Home office: [FGMEnquiries@homeoffice.gsi.gov.uk](mailto:FGMEnquiries@homeoffice.gsi.gov.uk)

## **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](mailto: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.

### **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.

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.

## **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 (Child Protection Officer), 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 designated Child Protection Officer and her role.
- Ensuring that the designated member of staff will take advice from a child protection specialist and/or BSCB 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 Child Protection Officer 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 CPO will deal the matters relating to child protection issues. The Child Protection Officer/Deputy Child Protection Officer will keep a full record of reports made and make referrals to Department of Services to Children and Young People 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 (Further guidance on this point is to be found in the BSCB Inter Agency Safeguarding Procedures). 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 the staff, supply teacher or volunteer the matter needs to be brought to the attention of the head teacher who will act in accordance with the procedures laid down by the BSCB.

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 CPU. 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**

The headteacher will report on the Agency Referral Form PART A, to the Child Protection Unit (CPU) **within 1 working day**. Upon receipt of the Agency Referral Form, the local authority designated officer (LADO) or the Duty Assistant Child Protection Co-ordinator in the CPU, will contact the referrer by telephone to discuss the allegation, giving initial consideration to all available information and evidence, agreeing any further action.

In the event of the referral being made to the CPU by telephone, the Agency Referral Form must still be completed and sent to the CPU **within 2 working days**.

#### 4.7.2 Timescales

All allegations that meet the criteria must be reported to the CPU **within 1 working day**.

Where the initial evaluation decides that a criminal offence has not been committed, it is to be dealt with by the employer and does not require formal disciplinary action, appropriate action should be instituted **within 3 working days**. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held **within 15 working days**. Where further investigation is required to inform consideration of disciplinary action, the investigating officer should provide a report to the employer **within 10 working days**. On receipt of the report of the disciplinary investigation, the employer should decide whether a disciplinary hearing is needed **within 2 working days**. If a disciplinary hearing is needed, it should be held **within 15 working days**. Where a Police investigation is required, review dates must be set to review progress of the investigation and whenever possible, the review should take place **no later than 4 weeks** after the initial consideration.

If the allegation is substantiated and on conclusion the employer dismisses the person or ceases to use the person's services, or the person ceases to provide his/her services, the employer must consult the LADO about whether a referral to the POCA list and/or to a professional or regulatory body is required. If a referral is required, the report should be made **within 1 month**. Throughout the progress of a case, it will be essential for the investigating agencies to maintain regular contact with the LADO to report on progress and for advice/support to be provided, where required.

### 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 children Board.

He will also ensure that the Child Protection officer 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 Safeguarding Children and Safer Recruitment in Education.

## **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.

## 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