



Ghyll Royd School and Pre-School
A foundation for life

Safeguarding Policy

Policy Leader: Mr Hadley Nicholson

DSL: Mrs Rebecca Picken

Deputy DSL: Mr Hadley Nicholson

Deputy DSL (EYFS): Annabel Gibson

Deputy DSL (EYFS): Evie Rizzello

Nominated Safeguarding Governor: Mrs Anna Wood

Policy Review: July 2026

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CONTACT DETAILS FOR THE BRADFORD PARTNERSHIP (TBP)

NOTE: As from September 2019, the Bradford Safeguarding Children Board has been replaced by the Bradford Partnership. The partnership consists of:

- Bradford Metropolitan District Council
- West Yorkshire Police
- NHS Bradford District and Craven Clinical Commissioning Group (CCG)

Further information about the partnership, it's policies and its responsibilities, can be found on the Bradford Council website.

KEY LEGISLATION AND DOCUMENT LINKS

[Working together to safeguard children - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Information sharing advice for safeguarding practitioners - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Ofsted handbooks and frameworks - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Child abuse concerns: guide for practitioners - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Continuum Of Need [con-10-02-23update.pdf \(saferbradford.co.uk\)](http://saferbradford.co.uk)

CONTACTS FOR ADVICE OR REFERRALS

Bradford Childrens Services Integrated Front Door **01274 433999**
Emergency Duty Team **01274 431010**

Children's Social Services – initial contact point during office hours **01274 435600** or
childrens.enquiries@bradford.gov.uk

Out of hours Emergency Duty Team **01274 431010**

For all general enquiries contact Children's Specialist Services on **01274 435600**

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

The local police force (non-emergency) on **101**

The NSPCC Child Protection Helpline is a free 24-hour service that provides counselling, information and advice to anyone concerned about a child at risk of abuse. Telephone: **0808 800 5000**

For the Local Area Designated Officer (LADO) contact Dawn Holt on **01274 435600** or
LADO@bradford.gov.uk in regard to allegation management.

(Always ask for the duty officer if Dawn is not available). This contact can be used for referrals in the case of an allegation against a member of staff. (Note: This is now part of the Safeguarding Reviewing Unit which can also be contacted on **01274 435908**)

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

Practitioners' advice and referral line - **01274 433999** or Emergency Duty Team - **01274 431010** or **999**

Ofsted - Serious Childcare Incident Report – [Report a serious childcare incident - GOV.pdf \(ioe.ac.uk\)](#)

EARLY HELP

Call the Early Help Gateway on **01274 432121**

If you use secure email then you can email: earlyhelpgateway@bradford.gov.uk If you do not have a secure email account, please call **01274 432121** [Safer Bradford - Prevention and Early Help](#)

ATTENDANCE

Children Missing Education (CME) queries can be made to CME@bradford.gov.uk by contacting **01274 438877**

HEALTH

Ilkley School Nursing Team: **01274 221203**

POLICE CHILD PROTECTION UNIT

Javelin House, Bradford **01274 376061** cppubdf@westyorkshire.pnn.police.uk

CHILD SEX EXPLOITATION HUB

01274 435049

PREVENT

The Bradford Prevent Team can be contacted on **01274 434361**

The DfE dedicated telephone and mailbox for non-emergency advice for staff and governors: **020 7340 7264** and counter-extremism@education.gsi.gov.uk

<https://www.gov.uk/report-terrorism>

The DfE dedicated telephone and mailbox for non-emergency advice for staff and governors: **020 7340 7264** and counter-extremism@education.gsi.gov.uk

WHISTLEBLOWING

The NSPCC Whistleblowing Advice Line is available for staff who do not feel able to raise concerns regarding child protection internally: **0800 028 0285** or help@nspcc.org.uk

POLICY INTENT

The safety and welfare of all our pupils at Ghyll Royd School and Preschool is a priority. Our aim is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. This policy extends throughout the school and includes our Early Years Foundation Stage, Before and After School Care, 50-week nursery provision and **holiday clubs**. In all matters relating to safeguarding children and child protection the school will follow the procedures from the Bradford Tri- Partnership which is in Bradford, together with the Department for Education guidance contained in Working Together to Safeguard Children (2023), Keeping Children Safe in Education (Sept 2025), The Prevent Duty (June 2015), Relationships and Sex Education (RSE) and Personal, Social, Health and Economic Education (PSHE).

All members of staff have a duty to safeguard our pupils' welfare and must therefore familiarise themselves and comply at all times with this policy. All school staff should be aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns.

The responsibilities set out in this policy apply (as appropriate) to all members of the school community, including pupils, staff governors, visitors/contractors, volunteers, supply staff and trainees working within the school. At Ghyll Royd School and Preschool we recognise that it is the responsibility of all individuals to ensure that the welfare of the child is paramount. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy. All staff should take the approach that 'It could happen here.'

PROMOTING AWARENESS AT GHYLL ROYD SCHOOL AND PRESCHOOL

Safeguarding is fully incorporated into our whole school ethos, fostering the spiritual, moral and cultural development of all our pupils. It is underpinned throughout the teaching of the curriculum, within PSHE, which includes the RSE statutory guidance for and within the safety of the physical environment provided for pupils.

As part of providing a broad and balanced curriculum at Ghyll Royd School and Pre-School, relevant issues will be addressed through the PSHE curriculum, including self-esteem, emotional literacy, assertiveness, relationships and sex education, online safety, online bullying, sexting, child sexual and criminal exploitation (CSE/CCE), female genital mutilation (FGM), sharing nude pictures, preventing radicalization, child on child abuse, consent and healthy/unhealthy family relationships.

Further support can be obtained from the educational based Emotional Wellbeing Practitioners (EEWP) at [www.bso.bradford.gov.uk/content/education-based-emotional-wellbeing-practitioners-\(eewp\)-team](http://www.bso.bradford.gov.uk/content/education-based-emotional-wellbeing-practitioners-(eewp)-team)

We expect all staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all of our pupils on issues relating to health, safety and wellbeing.

Our Safeguarding and Child Protection Policy cannot be separated from the general ethos of the school and pre-school, which is to ensure that children are treated with respect and dignity, feel safe and are listened to.

The school's online safety policy is reflective of the requirements set out in KCSiE (2025) in regards to content, contact, conduct and commerce. The school's Online Safety Policy is aligned to the School Behaviour Policy and reflects our approach to issues of online safety (including the sharing of nudes and semi-nudes) that empowers us to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

OUR ROLE IN SUPPORTING CHILDREN

We will offer appropriate support to individual children who have experienced abuse or who have abused others.

In cases where children have experienced abuse/abused others, the DSL will ensure that appropriate support is offered. An individual support plan will be devised, implemented and reviewed regularly should the pupil (victim, perpetrator, or other child affected) require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e. learning mentor, key worker) and the child's wishes and feelings. A copy of the individual support plan will be kept in the pupil's child protection record (see Appendix 3).

For children who have sexually harmed or may have sexually harmed peers, a RAMP will be completed that includes safety and support planning.

DEFINITIONS WITHIN THIS POLICY

Safeguarding and promoting the welfare of children means:

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

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

Children includes everyone under the age of 18.

Glossary

· DSL	Designated Safeguarding Lead
· DDSL	Deputy Designated Safeguarding Lead
· SEND	Special Education Needs and Disabilities
· DT	Designated Teacher for Looked After and Previously Looked After Children
· PSHE	Personal, Social, Health and Economic
· RSE	Relationships and Sex Education

- TBP The Bradford Partnership
- KCSiE Keeping Children Safe in Education (DfE, September 2025)

MANAGEMENT OF SAFEGUARDING AND CHILD PROTECTION

The governing body at Ghyll Royd fully recognises its responsibilities regarding child protection and safeguarding and promoting the welfare of children. Their responsibility is to:

- Nominate a governor for safeguarding and child protection who will monitor the school's compliance with statutory requirements and practice and champion child protection issues.
- Ensure an annual report and full safeguarding audit is made to the full governing body.
- The governing body will approve this policy at each review and hold the Headteacher to account for its implementation and any actions/recommendations made by the Local Authority in respect to strengthening the school's safeguarding arrangements.
- The governing body and proprietors at Ghyll Royd School and Pre-school will create a strong culture of safeguarding in school in order to ensure that safeguarding and child protection are at the forefront and underpin all aspects of policy and procedure development.
- Ensure that this Safeguarding and Child Protection Policy is annually reviewed and updated and shared with staff.
- Ensure the Safeguarding and Child Protection Policy is available to parents on the website.

The full responsibilities of the governing body are set out in Part Two of KCSiE – The Management of Safeguarding. The governing body will ensure that the school is fully compliant with their statutory responsibilities.

The nominated governor for Safeguarding and Child Protection is **Mrs Anna Wood**.

The Designated Safeguarding Lead is **Mrs Rebecca Picken** (Form 1 Class Teacher)

The Deputy Designated Safeguarding Lead is **Mr Hadley Nicholson** (Headteacher)

All DSL's and DDSL's are required to update their safeguarding training every two years. All DSL's and DDSL's receive updates from the NSPCC and the Local Authority on statutory changes.

The DSL for school and pre-school will:

- Foster a school culture that places the safety and well-being of pupils at the centre of everything that the school does, including coordinating early help arrangements for example, through in-house SEND processes and the Senior Leadership Team working in tandem with external agencies such as the Child and Adolescent Mental Health Services (CAMHS).
- Review annually, with oversight from the named safeguarding governor and Chair of Governors, the Child Protection (Safeguarding) Policy.
- Update staff who work directly with children on changes to KCSiE Part 1, Annex B and part 5 on the first staff training day in September (those members of staff who do not work directly with children KCSiE Part 1, Annex A).
- Ensure that staff know what to do if a child tells them he/she is being abused, exploited or neglected.

- Act as a focal point for staff to discuss concerns and provide advice and support on child welfare and child protection matters.
- Be responsible for online safety by:
 - Ensuring staff are trained in online safety.
 - Checking that e-safety lessons are part of the Computing curriculum.
 - Providing opportunities for parents to attend training/workshops.
 - Ensuring computing agreement is signed by parents.
 - Liaising with IT to ensure filtering and monitoring is updated (see E-Safety Policy).
 - To work with IT/Computing Leader to ensure E-Safety Policy is updated.
- Keep written records of concerns about a child even if there is no need to make an immediate referral.
- Ensure that all such records are kept updated, kept confidentially and securely and are separate from pupil records.
- Liaise with other agencies and professionals. When deciding whether to make a referral, the DSL should not make their own decision over what appears to be borderline cases but rather to express doubts and concerns with the Integrated Front Door or the LADO (Local Authority Designated Officer). This can be done tentatively and without giving names in the first instance. What appears trivial at first can later be revealed to be much more serious, and an allegation of child abuse or neglect may lead to a criminal investigation. Thus, the school should not do anything that may jeopardise a police investigation or attempt to investigate the allegations of abuse.
- Ensure that the Form Teacher or other delegated member of staff, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which, where appropriate, has been shared with parents.
- Ensure that any pupil currently subject to a child protection plan who is absent without explanation for two days is referred to their key worker's Social Care Team.
- Provide the Board of Governors with an annual report detailing any changes to the policy and procedures; training undertaken by the DSL, and by members of staff; the number and type of incidents / cases, and number of children currently on the child protection register (anonymised). Governors need to be informed of the efficiency with which related duties have been discharged.
- Inform Ofsted (with regard to any children in pre-school) of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether abuse is committed on the premises or elsewhere, or any other abuse which is alleged to have taken place on the premises) and of the action taken in respect of these allegations. Inform Ofsted (via the ISI office) as soon as is reasonably practicable but at least within 14 days.
- Ensure that any deficiencies/weaknesses in safeguarding arrangements and protocols are remedied without delay.
- Provide continuing support to a pupil about whom there have been concerns and when s/he leaves the school by ensuring that appropriate information is forwarded under confidential cover

to the pupil's new school and ensuring the school medical records are forwarded as a matter of priority and that the child's social worker is informed.

The full responsibilities of the DSL are set out in Annex C of KCSIE – Role of the Designated Safeguarding Lead. All DSL's and DDSL's must read and comply with this.

The Deputy Designated Safeguarding Lead is **Mr Hadley Nicholson (Headteacher)**

- The Deputy DSL has full DSL training. They deputise for the DSL in their absence and works in partnership with the DSL on Safeguarding matters.
- Any deputies should be trained to the same standard as the DSL.
- Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the DSL; this lead responsibility should not be delegated. (KCSIE – Annex B, September 2025).

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

- Induction training of all new staff and volunteers which includes making them aware of child protection procedures:
 - The school's safeguarding policy and related policies.
 - The identity of the DSL and deputy DSL.
 - A copy of Part 1 of KCSIE - KCSIE Annex B and Part 5.
 - Staff Code of Conduct.
 - Acceptable use of IT.
- Organising training where required. General and detailed training is delivered to teaching and non-teaching staff during staff INSET days at least annually and throughout the year.
- Ensuring staff ratios are met, where applicable, and that each child in the EYFS is assigned a key person.
- Ensuring all staff and volunteers remain alert to their responsibilities regarding child protection through refresher training and quizzes.
- The Headteacher and DSL update the Safeguarding and Child Protection Policy for submission to governors as well as an annual report and an annual audit.
- The Headteacher is informed of all safeguarding concerns.

RESPONSIBILITIES OF SCHOOL STAFF

All school staff members must:

- Be aware of the systems in school to support safeguarding.
- Be aware of the contents of this policy.
- Receive appropriate and regularly updated child protection training.
- Be aware of signs of abuse and neglect to be able to identify them in children who may need protection or help.

- Always maintain an attitude of 'it could happen here.'
- Know what to do if a child tells them he/she is being abused, exploited or neglected
- Always act in the best interests of the child.
- Encourage self-esteem and self-awareness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Be accessible and make listening to a child a priority.
- Promote a caring, safe and positive environment within the school.
- Avoid asking leading questions, should a child begin to disclose information to a teacher, and write notes asap to record the conversation.
- Never promise confidentiality in a situation when a child is giving evidence.
- Refer concerns (however small) to the DSL without delay. Always keep a written record of concerns. These may include situations of abuse which may involve staff members.
- Note that any staff member can make a referral to social care directly even if the DSL usually makes the referral to social care.
- If there is a risk of immediate serious harm to a child, contact Social Care immediately. Information is displayed which highlights the referral process to Bradford Social Care as any individual can make a referral if they suspect a child is at risk of significant harm or has been harmed.

CLOSE, ONE-TO-ONE, SUPERVISION OF PUPILS

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

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

INDUCTION AND TRAINING

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

Everyone attends regular refresher training along with updates in line with advice from the school's local authority with the designated persons receiving training every two years; this includes training in Bradford Authority's LSCB/Safeguarding partners' approach to Prevent Duties and understanding local, inter-agency protocols. All staff undertake regular Prevent training through NSPCC.

Child protection and safeguarding training, including updates to KCSIE Part 1, Annex A and Annex B is undertaken at the beginning of every academic year at the first staff training day. Training in child protection is an important part of the induction process. Training includes a review of the school's Child Protection and Safeguarding Policy including the Staff Code of Conduct, the Behaviour Policy, the identity and role of the DSL and a copy of Part 1, Annex A and Annex B of KCSIE, Whistleblowing, E-Safety and SEND policy.

Training also promotes staff awareness of child exploitation, symptoms and indications of such practices and the requirement to take action without delay if such a practice is suspected. Copies of all the listed documents are provided to staff on induction. Staff receive online safety training through NSPCC, National College and the Bradford District Cyber Team, West Yorkshire Police. (see E-Safety Policy).

THE VITAL ROLE OF SCHOOL FOR VULNERABLE CHILDREN

At Ghyll Royd School and Preschool, we recognise that some children and specific groups are more vulnerable than others and therefore may be more at risk from all types of abuse, exploitation or neglect. It is the duty of all staff to be fully aware of a child's particular needs and how this may impact on health, well-being and academic achievement. In the case of disability, particular care should be taken when monitoring as it could mask potential abuse. All records, including medical, attendance, Individual Education Plan (IEPs) and/or care plans, should be checked and reviewed regularly. Staff should keep up to date with any changes in medical interventions, treatments and care plans for SEND children. It is recognised that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves and may find it difficult to develop and maintain a sense of self-worth.

We recognise that abuse or witnessing violence may have an adverse impact on children, which may last into adulthood without appropriate intervention and support. Ghyll Royd School and Pre-School may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school, their behavior may be challenging and defiant or they may show other signs and symptoms.

Appropriate safeguarding responses are put in place for students who become absent from education, particularly on repeat occasions and/or for prolonged periods, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future.

CONFIDENTIALITY

Ghyll Royd School and Pre-School recognises that child protection information is 'need to know' and confidential information about a child should not be freely shared. The child's interests come first and their dignity must be protected.

Staff members who have concerns must share them only with the DSL rather than the whole staff body. Staff members are made aware that they have professional responsibility to share information with other agencies in order to safeguard children.

Staff members should never promise that they will not tell anyone about a report of abuse, exploitation or neglect as this may ultimately not be in the best interests of the child. They will also take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure has been made.

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

The following guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being.

[Information sharing advice for safeguarding practitioners - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

All staff must have due regard for the relevant data protection principles which allow them to share (in the context of their role) and withhold personal information, as provided for in the Data Protection Act 2018 and GDPR.

WORKING WITH PARENTS AND OTHER AGENCIES TO PROTECT CHILDREN

Parents and carers will be made aware of our in-school procedures in respect to taking any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child may be suffering significant harm, ill treatment, neglect or other forms of harm, staff will follow the procedures for responding to suspected cases of child abuse or neglect outlined in this policy document and contact the Bradford Partnership Team to discuss their concerns.

In keeping with KCSIE, we will endeavour wherever possible to obtain at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.

In general, we will discuss concerns with parents/carers before approaching other agencies and will seek to inform parents/carers and receive their consent when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the child.

Parents and carers are informed about our Safeguarding and Child Protection Policy through the school information pack, website, newsletters etc. A safeguarding and child protection statement is prominent in the school entrance.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will, working in partnership with the LA and other key professionals, invite parents/carers to a meeting where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of the child. This is especially important where a child has SEND, is vulnerable, and/or has a social worker.

EARLY HELP

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

Early Help can be provided by Ghyll Royd School and Pre-School in the first instance to prevent or reduce the need for specialist interventions unless they are identified as being the correct response to meet the need and resolve the problems. Early help requires that agencies should work together as soon as a problem emerges or a need is identified to ensure that the child gets the right support. Ghyll Royd School and Pre-School's aim is to meet need early and avoid a problem escalating or the need increasing, but if the need for an early help response which extends beyond the school is identified, a DSL (or deputy) will lead on liaising with other agencies and professionals and setting up an inter-agency assessment.

Further information may be found at:

www.bso.bradford.gov.uk/content/prevention-and-early-help

PREVENTION THROUGH EDUCATION

Ghyll Royd School and Pre-School take every opportunity in our rigorously planned formal and pastoral curriculum to educate children about managing risk as well as building up self-esteem. Pupils are also educated about the reliability, limitations and risks of using generative AI tools, including the potential for inappropriate, misleading or harmful outputs. Staff are trained to identify concerns arising from pupils' use of AI tools at school or home.

Prevention and Early Help is the way families are supported in Bradford. Prevention is about stopping problems and Early Help is about preventing problems. Early Help is not a specific service. It is a way of 'thinking' and 'working' through a collaborative approach between services with families. It is about providing support to families when a need is identified or as soon as a problem emerges, at any point in a child's life. This can be from the point of conception through childhood and into adolescence (0 to 19 yrs. and 24yrs SEND) to prevent or reduce the need for statutory services. These services are provided by the Family Hubs. Family Hubs are designed to bring services together to work with families to deliver an Integrated Local Offer. Think about any service that families may need, and the Bradford Family Hubs are designed to provide information and access to these. This could include a wide range of services ranging from day care and early learning; schools and alternative education; midwifery and health visiting services; mental health support; and advice on parenting; family support; adult learning and employment opportunities. The Hubs contact details for the area are:

Bradford East familyhubeast@bradford.gov.uk 01274 437523

Bradford West familyhubwest@bradford.gov.uk 01274 436700

Bradford South familyhubsouth@bradford.gov.uk 01274 434940

Keighley and Shipley keighleyshipley@bradford.gov.uk 01535 618005

CONTINUUM OF NEED AND RISK IDENTIFICATION TOOL

The Continuum of Need and Risk Identification Tool Document is aimed at every agency, and professional who works directly or indirectly with children, young people and families. This guidance is to help agencies identify a child's level of need and vulnerability, and respond appropriately, "getting the right help, at the right time." The framework describes need in 4 levels - these are not rigid, as a child's needs are unique. The description of each level 1 to 4, gives examples of how need might present itself and may help you understand better how a child's needs will be met. It can be stepped up and down depending on factors along the way.

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

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

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

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

BRADFORD'S REFERRAL PROCESS

If concerns are at level 1 or 2 in the continuum of need document, the setting will complete an Early Help Assessment with parent/carer consent, more information available at [Safer Bradford - Prevention and Early Help](#). If concerns are at level 3 or 4 in the continuum of need document, the setting will phone Bradford Children's Services Integrated Front Door (IFD) to make a referral. After phoning Bradford Children's Services Integrated Front Door (IFD) and discussing concerns, the IFD will advise what steps to take next. The setting may be asked to submit documentation relating to a child or young person following a conversation with one of the Consultant Social Workers. This would be submitted via the Children's portal - portal for professionals [Professional \(bradford.gov.uk\)](#). For members of the public to share their concerns: free telephone line 0800 9530966, this number can be advertised to parents and carers. They also have a section on the Children's Portal to share information as well as to access lots of useful information - portal for parents or carers [I am parent or carer \(bradford.gov.uk\)](#)

A SAFER CULTURE

The Headteacher and governing board will ensure that the following appropriate policies, and procedures are in place and shared with staff at the point of induction, in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare:

- Whistleblowing/confidential reporting policies (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult's behaviour).
- School's procedures for managing children who are missing education.
- Guidance on safer working practices.
- Safeguarding and Child Protection Policy.
- E-Safety Policy.
- School Positive Behaviour Policy.
- KCSIE part one and Annex B part 5 (where a member of staff does not work directly with children the DSL may decide to ask them to read just part 1 or Annex A).
- The names, roles and responsibilities of the DSL and any Deputies.

SAFER RECRUITMENT, SELECTION AND PRE-EMPLOYMENT VETTING

Ghyll Royd pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSiE.

Ghyll Royd will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK. (See Part 3 of KCSiE).

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils. (See Appendix 6)

The school and pre-school will ensure that all recruitment panels include at least one person that has undertaken the safer recruitment consortium, safer recruitment training as recommended by the Local Authority/Leeds LSCP and that all those involved with recruitment and employment of staff will be familiar with the content of Part 3 of KCSiE 25 which covers safer recruitment guidance.

For individuals who have lived or worked outside the UK, in addition to the same checks as all other staff, the school will complete any additional checks required to satisfy themselves that the individual is suitable to work with children. This may include obtaining a letter from the professional regulatory authority in the country (countries) in which the candidate has worked confirming that they have not imposed any sanctions or restrictions, and /or that they are aware of any reason why they are unsuitable to teach where possible.

The school and pre-school will ensure that written risk assessments are undertaken in situations where information provided on DBS certificates necessitates so. Written risk assessments must be undertaken for all volunteers not engaging in regulated activity. Advice and support for carrying out risk assessments can be accessed through the DSL or the Bradford Education Safeguarding Team.

Managing allegations or safeguarding concerns against a member of staff or person in school procedures

These procedures must be followed in any case in which it is alleged that a member of staff (including supply staff), governor, visiting professional or volunteer has met the harm test, this includes where an adult has:

- Behaved in a way that has harmed a child or may have harmed a child.

- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. (This includes any behaviour that may have happened outside of school that might make the individual unsuitable to work with children. This is known as transferable risk.) The school aims to create and embed a culture of openness, trust and transparency in which the school's values and expected staff behaviour which are set out in the staff code of conduct are constantly lived, monitored and reinforced by all staff.

All adults working at Ghyll Royd have a duty to disclose to the Headteacher (or Chair of Governors where appropriate) where their relationships and associations both within and outside of the workplace (including online) may have implications for safeguarding children in school.

Examples of behaviours that would warrant an allegation or safeguarding concern by a member of staff could include:

- Physical, for example intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- Emotional, for example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, sex, disability or sexuality.
- Sexual, for example sexualised behaviour towards pupils, grooming, sexual harassment, sexual assault and rape, sending inappropriate messages through social media and other technologies.
- Neglect which may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.

A safeguarding complaint that meets the above criteria must be reported to the Headteacher immediately. If the complaint involves the Headteacher then the next most senior member of staff must be informed and the Chair of Governors. In our school the named case manager is Mrs Rebecca Picken. They will follow the processes outlined in this section.

Where a Headteacher determines that a safeguarding allegation does not meet the harm threshold in line with the criteria above they will refer the matter to be managed in line with the above process to a designated manager with appropriate safeguarding training. It is important for Headteachers to carefully consider who in school is best placed to manage concerns that do not meet the harm threshold and ensure appropriate action is taken given the sensitive and confidential nature of the information relating to staff over time. In many cases Headteachers' may decide to retain this role in the event that they have appropriate safeguarding training.

All staff must fully understand that any adult behaviours that deviate from the Guidance for Safer Working Practice, including inappropriate conduct outside of work are a concern, even if they are low-level. Low-level concerns are concerns that do not meet the harm test/allegations threshold. Examples of such behaviour include:

- Being over familiar with children.
- Having favourites.
- Taking photographs of children on their mobile phone.

- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door.
- Using inappropriate sexualised, intimidating or offensive language.

Further detail on the low level concerns process is included within the Staff Code of Conduct. A form for reporting low level concerns is included in Appendix 5. The Headteacher should ensure that the child is not at risk and where appropriate ensure that the child is referred to the Local Authority Duty and Advice team as referenced in Part 1 of KCSIE.

The Headteacher should gather as much information about the alleged incident as necessary in order to establish whether there is substance to the allegation. In situations where the case manager determines that the harm test has not been met the case manager must ensure that there is a clear record of the incident, include any actions (including whether any HR advice had been sought and actioned) taken to address the concern raised. This record must be kept confidential, stored securely and comply with the Data Protection Act 2018 and the UK GDPR (2018).

All low-level concern records will be kept for seven years.

In situations where the Headteacher has sufficient information to suggest that the harm test/allegations threshold has been met, the Headteacher must use the Local Authority Designated Officer (LADO) notification form (see Appendix 6) in order to assess the level of concern, prior to contacting the LADO. As part of this initial consideration, the Headteacher should consult with the school's DSL, or in the case of a supply member of staff the supply agency Safeguarding Lead/Senior Manager. The completed LADO notification form must be sent within one working day of the allegation being made. This will assist the case manager and HR/supply agency senior manager in consultation with the LADO to decide on the most appropriate course of action. This includes when to inform the member of staff of the concerns raised. Parents or carers of the child or children involved should be told about the allegation as soon as possible if they do not already know of it.

The Headteacher must not carry out an investigation or directly interview an individual about whom there is a concern until the above process has been duly completed and relevant partners have been consulted. A multi-agency allegations management meeting may be arranged to look at the complaint in its widest context. The case manager must attend this meeting, which will be arranged by the LADO. All issues must be recorded and the outcome reached must be noted to ensure closure.

In many cases it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about the expectations for their conduct.

In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children/young people may be at further risk and/or evidence/witnesses may be compromised and/or the allegations are so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the school's Disciplinary Policy.

Any staff/volunteers who are dismissed by the school for gross misconduct or cumulative misconduct relating to safeguarding of children/young people will be referred to the DBS for consideration of barring. Similarly, where the school has a reasonable belief that the member of

staff/volunteer would have been dismissed by the school had they been employed at the time of the conclusion of investigations, they will be referred to the DBS. The school will keep written records of all of the above.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, or where there is a conflict of interest in reporting the matter to the Headteacher, staff can contact the Local Authority LADO, in addition to other whistleblowing channels which may be open to them.

- Mariam Haque, Interim Strategic Director, Children's Services – Bradford Council, 01274 431266
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday and Email: help@nspcc.org.uk.

TRAINING AND SUPPORT

All staff members will be made aware of systems within our school that support safeguarding and these will be explained to them as part of our staff induction. This includes: the school and pre-schools Safeguarding/Child Protection Policy; the Safer Working Practice document and the whistleblowing procedures.

We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from Mrs Rebecca Picken. Access to regular and timely supervision is an essential form of support for all designated safeguarding staff. Advice can be found via Children's Social Care Initial Contact Point during office hours on **01274 435600**. At all other times, Children's Social Care Emergency Duty Team can be contacted on **01274 433999**.

Designated safeguarding staff must have attended the 2-day Children's Services Education Child Protection Training Course. They will attend refresher training at least every two years. All members of the Safeguarding Team will undertake Prevent Awareness Training to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

The school and pre-school will ensure all staff including temporary and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the school.

All teaching staff will access basic child protection training including online safety as part of the school's induction arrangements and refresher training at least every three years. All staff should have regular safeguarding, child protection training and online safety updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

The Headteacher will attend appropriate 1 day safeguarding training at least every three years.

Governors, including the nominated governor will attend specific training for their role, updated at least every three years.

Any training accessed through third party/independent providers must reflect the Bradford Council protocols and the minimum standards checklist. This training will be recorded by the school on a separate database.

The Headteacher and at least one member of the governing body that is not a staff governor must complete the National Safer Recruitment Training and refresh this training every five years

REMOTE LEARNING AND REMOTE WELFARE

If children are being asked to learn online at home schools should follow advice from the DfE on safeguarding and remote education (DfE, 2021b). In addition to following the Guidance for Safer Working Practice (Safer Recruitment Consortium, 2019) and the supporting COVID Addendum for Guidance for Safer Working Practice (Safer Recruitment Consortium, 2020)

Where children are remote learning and the DSL has identified a child to be vulnerable, on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. The communication plans can include remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded. Details of this plan must be recorded, as should a record of contact made.

We recognise that school is a protective factor for children and situations such as periods of national lockdown can affect the mental health of pupils and their parents/carers. Staff will be aware of these issues and have due regard for them in setting expectations of pupils' work where they are at home.

MULTI-AGENCY WORK

We will co-operate with Safer Bradford and The Bradford Partnership in accordance with the requirements of the Children Act 1989 and allow access to child and child protection records for them to conduct Section 17 or Section 47 assessments. In the best interests of our pupils, we will work with all relevant professionals and agencies as required to safeguard children and promote their welfare.

CHILD ON CHILD ABUSE

Staff at Ghyll Royd School and Pre-School recognise that children are capable of abusing their peers; this abuse can take place both inside and outside of the school and can manifest itself in many different ways. Common physical abuse between peers can include hitting, kicking, shaking, biting and hair pulling Other ways can include bullying, cyberbullying, prejudice-based and discriminatory bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing type violence, upskirting, sharing (consensual and non-consensual) of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery). This would include 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.

Ghyll Royd School and Pre-School has a zero-tolerance approach to child on child abuse which will never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys". We recognises that downplaying certain behaviours can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that

normalises abuse leading to children accepting it as normal and not coming forward to report it. Reassuring victims of abuse, sexual violence or sexual harassment that they will be taken seriously is an absolute priority. All pupils will be supported and kept safe so that they never get the impression that they are a problem by reporting abuse, sexual violence or sexual harassment nor should any victim ever be made to feel ashamed by making a report.

Ghyll Royd School and Pre-School's response to incidents of sexual violence or sexual harassment is in accordance with the guidance in Part 5 of the KCSIE 2025. Victims of child on child abuse are supported in accordance with the School's Anti-Bullying Policy. We recognise that all members of the school community have a responsibility to minimise the risk of child on child abuse. Pupils are educated within the PSHE and RSE programmes and the wider curriculum about the damage that can be done by such behaviour, and they know how and where to report it if they have such concerns. Ghyll Royd School and Pre-School has clear processes in place to support victims, perpetrators and any other child affected by child on child abuse. Procedures for the recording, investigation and response of child on child abuse are contained within our Anti-Bullying Policy. Ghyll Royd School and Pre-School recognises the gendered nature of child on child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all child on child abuse is unacceptable and will be taken seriously. To that end, we have a zero tolerance approach to such attitudes and behaviours.

Any child can be subjected to child on child abuse or other forms of abuse. Research shows that children may be more susceptible if any of the following apply:

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

Many of these factors make young people more invisible to professionals, as well as those who abuse them, and as such it may be that those without characteristics that bring them into contact with professionals are vulnerable as a result of invisibility. Safeguarding incidents and behaviours can be associated with factors outside of Ghyll Royd. In assessing such incidents and behaviours, employees need to be aware of the context in which they occur. Contextual safeguarding requires consideration of the wider environmental factors (extra-familial harms) present in a child's life which may pose a threat to their safety or welfare. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Pupils are encouraged to speak up and make a report to an adult if they, or someone else, is the victim of child on child abuse; however we recognise that even when there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

The DSL is responsible for providing support to all children involved in incidents of child on child sexual abuse.

DEFINITIONS AND INDICATORS OF ABUSE

Note the following examples are not to be used as a checklist.

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

Examples which may indicate physical abuse:

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another, including domestic abuse. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Examples which may indicate emotional abuse:

- Delayed physical, mental and emotional development
- Admission to punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations

- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug or solvent abuse
- Running away
- Compulsive stealing or scavenging

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 because of maternal substance abuse. Once a child is born, neglect may involve a parent carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers);
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Examples which may indicate neglect:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing/dirty/unkept appearance
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- Neurotic behaviour (e.g., rocking, hair twisting, thumb sucking)
- Failure to achieve developmental milestones, for example, growth, weight
- Failure to develop intellectually or socially
- Running away
- Compulsive stealing or scavenging

Signs and Symptoms of Possible Fabricated Illness (Munchausen by proxy); When a parent or carer reports signs and symptoms that are not explained by any known medical condition. Physical examination and diagnostic tests do not explain the reported signs and symptoms.

- The affected child has an inexplicably poor response to medication or other treatment. The only person claiming to see noticeable symptoms is the parents or carer.
- If a particular health problem is resolved, the parents or carer suddenly begins reporting a new set of symptoms.
- The child's daily activities are being limited far beyond what you would usually expect as a result of having a certain condition, for example, they never go to school or have to wear leg braces even though they can walk properly.

- The parent or carer seeks medical opinions from a range of different healthcare professionals.
- The parent or carer often has a good medical knowledge or a medical background.
- Although the parent or carer is very attentive to the child and stays with them constantly in hospital, they do not seem too worried about the child's health.
 - The parent or carer often tries to maintain a close and friendly relationship with medical staff but can quickly become abusive or argumentative if their own views on what is wrong with the child are challenged.
- The other parent has little or no involvement in the care of the child. The parent or carer encourages medical staff to perform often painful tests and procedures on the child (tests that most parents would only agree to if they were persuaded that it was absolutely necessary).
- The parent or carer has a history of frequently changing GPs or visiting different hospitals for treatment, particularly if their views about the child's treatment are challenged by medical staff.
- There is direct evidence that the child's symptoms are being fabricated, for example, if testing finds that the blood in a baby's nappy is menstrual blood.

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.

Examples which may indicate sexual abuse:

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate
- Thrush, persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises, scratches in the genital area

Signs and Symptoms of Female genital mutilation – FGM:

- Having difficulty walking, standing or sitting
- Spending longer in the bathroom or toilet
- Appearing quiet, anxious or depressed

- Acting differently after an absence from school or college
- Reluctance to go to the doctors or have routine medical examinations
- Asking for help – though they might not be explicit about the problem because they're scared or embarrassed.

Upskirting

Upskirting 'involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence.

CHILD SEXUAL EXPLOITATION

Child Sexual Exploitation (CSE) is a form of child sexual abuse and occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator. CSE is a form of abuse where someone causes a child to engage in sexual activity without consent such as forcing someone to strip, touch themselves sexually, or to engage in a sexual activity with a third party and this can happen inside or outside the school. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Sexual exploitation can take many forms ranging from a seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. Indicators of CSE may include children who have older boyfriends or girlfriends, suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant. CSE does not always involve physical contact; it can also occur through the use of technology and may occur without the child's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

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

CHILD CRIMINAL EXPLOITATION

Child Criminal Exploitation (CCE) also involves an individual or group taking advantage of an imbalance of power to coerce, manipulate or deceive a child into criminal activity in exchange for something the victim needs or wants, for the financial or other advantage of the perpetrator who may use violence or the threat of violence. As with CSE, the victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact but can also occur through the use of technology. CCE can include children being forced by gangs and organised criminal networks to work in cannabis factories, move drugs or money across the country (county lines), shoplift or pickpocket, commit vehicle crime

or threaten/commit serious violence to others. Children may be coerced into carrying weapons such as knives or carry a knife for a sense of protection. They may be targeted and recruited by organised criminal networks to move, store and sell illegal drugs around the country (county lines) online using social media as well as face to face. Indicators which may signal that children are at risk from, or are involved in, serious violent crime include increased absence from school, changes in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

EXTREMISM AND RADICALISATION

Extremism is 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance for different faiths and beliefs. The definition of extremism also includes calls for the death of members of our armed forces, whether in this country or overseas'.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. (See section The Prevent Duty in this policy for information about identifying children at risk of radicalisation). All staff should be aware of and be alert to wider types of abuse as listed in KCSIE Part 1 (2025) These include:

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

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

CHANNEL

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

attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

BRITISH VALUES

In our setting we build resilience through your curriculum, to provide the knowledge, skills and values that will help prepare children in your setting to be citizens in modern Britain, we do this through actively promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. Detail how the setting builds children's resilience to radicalisation using Fundamental British Values. British values include;

- Democracy: making decisions together
- Rule of law: understanding rules matter as cited in Personal Social and Emotional development
- Individual liberty: freedom for all
- Mutual respect and tolerance: treat others as you want to be treated

A ten minute video has been created to support Early Years Providers to understand and implement the Fundamental British Values into their practice, available to watch on you tube [Bing Videos](#)

SPECIFIC AREAS OF ABUSE

Ghyll Royd School and Pre-School is aware of the specific areas of safeguarding concern as identified in Annex B of KCSIE 2025, including but not limited to, the additional vulnerabilities of children who have a family member in prison, children who are required to give evidence in criminal or family courts, children who witness domestic abuse, children involved in child abduction and community safety incidents, children who are, or are at risk of being, homeless and children affected by modern slavery who will need to be referred to the National Referral Mechanism.

CHILDREN MISSING FROM EDUCATION

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

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

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

MENTAL HEALTH

Staff at Ghyll Royd School and Pre-School are aware that children who have suffered from any type of abuse or trauma may well present with mental health issues. (see policy on Mental Health). Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Ghyll Royd employees, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Abuse and neglect, or other potentially traumatic adverse childhood experiences, can have a lasting impact through childhood, adolescence and into adulthood. Ghyll Royd School and Pre-School recognises that such experiences can have an impact on a child's mental health, behaviour and education and that it has an important role to play in supporting the mental health and wellbeing of its pupils. If a member of staff has a mental health concern about a child, they are aware that it is also a safeguarding concern and that immediate action should be taken, following the procedures in the Safeguarding/Child Protection Policy. All staff know when to escalate their concerns with the pastoral lead and DSL, the deputy DSL and mental health lead. We have five teachers trained with Level 3 Mental Health Support to support both staff and children.

DOMESTIC ABUSE

The cross-government definition of domestic abuse is "any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members". Domestic abuse can be psychological, physical, sexual, financial, and/or emotional. The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children as victims in their own right, if they see, hear or experience the effects of domestic abuse in the context of their home life where abuse occurs between family members. Exposure to domestic abuse can have a serious, long-lasting emotional and psychological impact on a child. Young people can also experience "teenage relationship abuse" within their own intimate relationships, which may be recognised in law as domestic abuse. The police will usually inform the school when they have been called to a domestic abuse incident at the home of a pupil. This ensures that the school has up-to-date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

RESPONDING TO A DIRECT DISCLOSURE

If a child alleges that a person living, working, or looking after them either at the setting or elsewhere has harmed them or put them at risk of harm, this is known as a direct disclosure. If a child makes a direct disclosure it must be acted upon and referred to Bradford's Children's Services Integrated Front Door and/or the Police. Before deciding what to do next, the member of staff whom the child has made the disclosure to, needs to find out more information from the child by asking open ended questions ready to share with the referral helpline, and for the schools records. Depending on the answers the child provides and the information already held, the school needs to consider if speaking to the parent/carer would put the child in more danger by doing so. If after speaking to the parent/carer a plausible explanation is provided, or the child changes their story the school must still make a referral.

It can take a great deal of courage for a child to talk to an adult about their abuse because the child is 'telling on' someone more powerful than they are. The child may have to betray a person who is not only close to them but also loved by them and they are risking a great deal in the hope that the adult will believe what they say. Helpful responses:

- Remain calm, approachable and receptive and do not pre-judge.
- Listen carefully, without interrupting.
- If you need to ask questions to clarify what you are being told, ask the child to 'tell / explain / describe' using open questions.
- Take the situation seriously.
- Acknowledge the courage and good sense being shown.
- Reassure the child that they are right to tell the adult and that they should not feel guilty.
- Let them know that you are going to do everything you can to help; and explain what may happen as a result of the disclosure.

What to avoid if a disclosure is made:

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

What to do next:

- Immediately make a careful record of what has been said, using the child's actual words wherever possible (not an interpretation of them). If opinions are recorded, then ensure that these cannot be confused with facts.
- Immediately contact one of the DSLs. They will make a decision based on the report, judging whether or not the issue should be referred to outside agencies. In the absence of the DSL, the Headteacher should be informed.

- For protection, staff who are reporting abuse or suspected abuse must record the fact that they have reported the situation to a DSL in writing (an email to a DSL would suffice); and remain caring and supportive to the child. When employees fear for the immediate safety of a child, they must not hesitate to contact the police or social services department (Bradford Children's Social Care Initial Contact Point, or Emergency Duty Team – see Flow Chart in the staffroom for telephone numbers) stating that they are making a child protection referral. When this has been done, they should follow the normal procedures as laid down in this Safeguarding Policy. If a member of staff has any doubts about making a report, they should consider the possible consequences of not reporting for both the child and the employee. Not to report may be construed as neglect of care and therefore itself may constitute abuse. If a member of staff becomes worried about a child's behaviour or injuries, but the child says nothing to suggest that they are being abused, the employee should:
 - Be available and be prepared to listen.
 - Discuss their concerns with a DSL.
 - Not rely on someone else to take action.

The role of staff is to:

- Be vigilant and responsible.
- Report accurately and carefully to a DSL.
- Support the child by being caring.

PROCEDURES FOR DEALING WITH ALLEGATIONS OR CONCERNS ABOUT A CHILD

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

- Acted on IMMEDIATELY.
- Recorded by the staff member.
- Logged by DSL.
- Discussed with DSL.
- Checked against concerns from other members of staff.
- Monitored by the member of staff and the DSL.

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

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

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

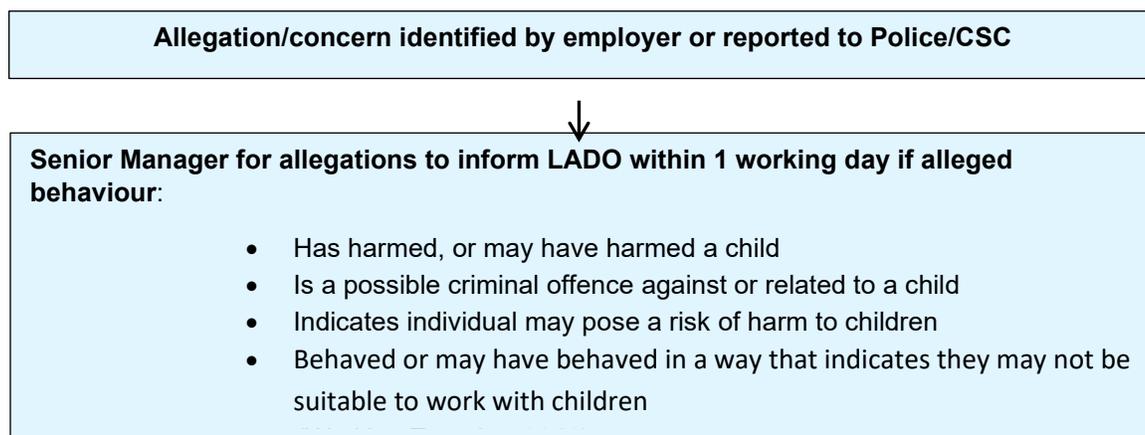
When responding to an allegation made against a member of staff; volunteer/student; or household members in a childminding setting:

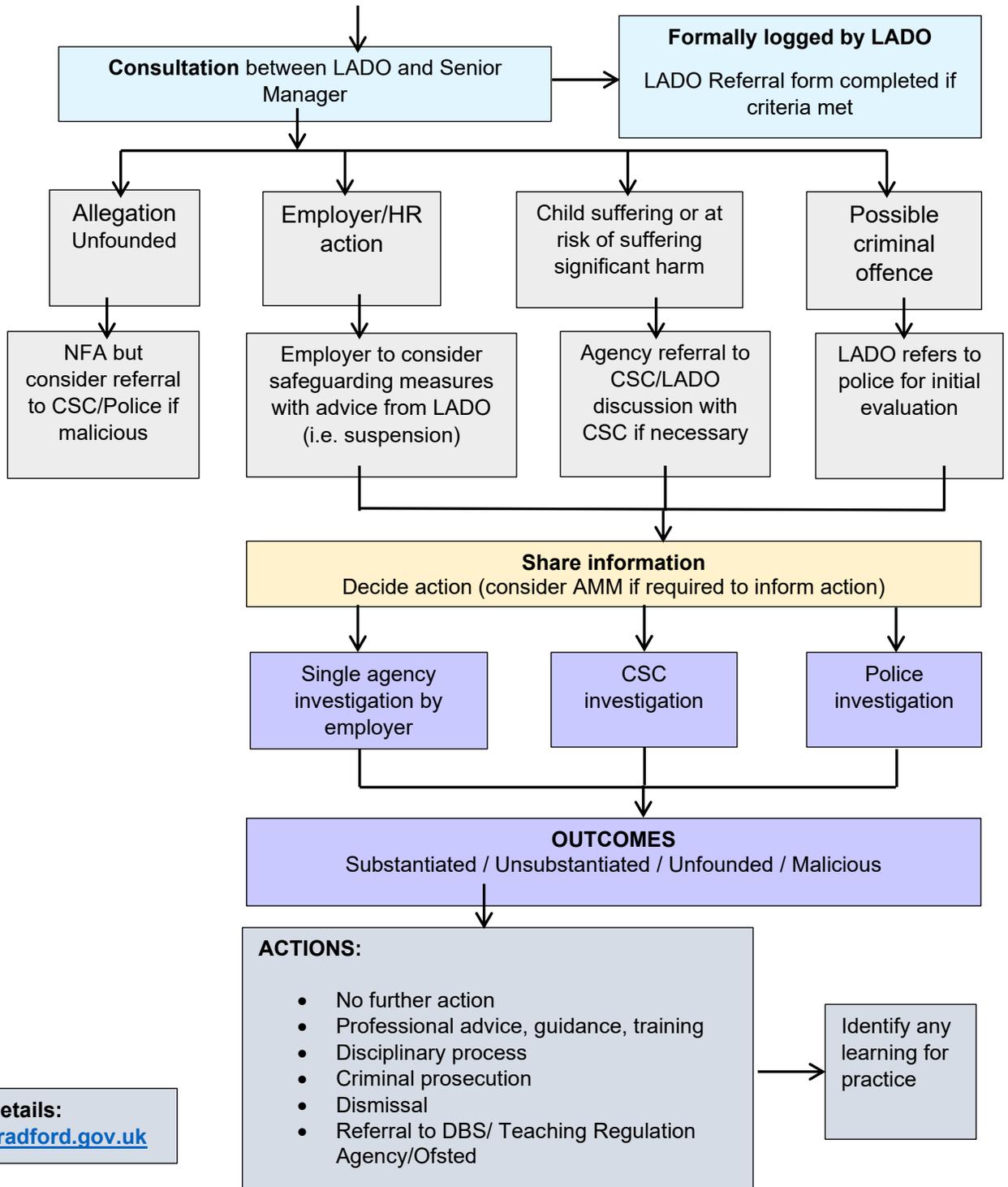
- Listen to and record the allegation.
- Refer to the setting's allegation policy and procedures.
- Contact the Duty Local Authority Designated Officer (LADO) immediately for advice and guidance by phone 01274 435600. Alternatively, an email can be sent to LADO@bradford.gov.uk asking for the LADO to phone back. Include in the email, name and role of person emailing, name of the setting, and a contact number. Please note if the LADO is not available when ringing 01274 435600, an email will have to be sent instead, as detailed above. The LADO may instruct to make a formal referral within one day, by completing the 'LADO referral form' [Safer Bradford - Search results](#).
- Inform Ofsted asap, or within 14 days using the serious childcare incident report [Report a serious childcare incident - GOV.UK \(www.gov.uk\)](#).

When responding to an allegation made against a childminder

- Listen to and record the allegation.
- Refer to the allegation policy and procedures.
- Contact Ofsted immediately and follow their guidance using serious childcare incident report
- Ofsted will inform the Local Authority Designated Officer of the allegation
- Email LADO@bradford.gov.uk to inform the LADO that an allegation has been made, please note you are not making a referral to the LADO (As Bradford's LADO does not take self referrals, Ofsted has to do this on the childminder's behalf)

For further guidance visit Safer Bradford for further information on 'Allegations Management and Safer Recruitment' [Safer Bradford - Allegations Management and Safer Recruitment](#) and follow the 'flowchart for allegations against staff, carers and volunteers' below.





Contact details:
LADO@bradford.gov.uk



Appendix 1: CONFIDENTIAL CAUSE FOR CONCERN FORM (page 1 of 2)

For: All Staff

Note: Please do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the Designated Safeguarding Lead.

Name of child..... Year

Name of staff member completing form.....

Day.....Date..... Time..... Place.....

(Observed behaviour/discussion/disclosure

Nature of incident / concern including relevant background (Record child’s word verbatim)

Signed:

Action/passed to

Appendix 2: CONFIDENTIAL CAUSE FOR CONCERN FORM (page 2 of 2)

For: Designated Safeguarding Lead Use Only

Name: **Date:** **Time:**.....

Action Taken	By whom	Outcome
Discuss with child. Ensure the child's wishes and feelings are ascertained where appropriate.		
Monitoring sheet		
Check behaviour database		
Contact parents Please tick: <ul style="list-style-type: none"> • Telephone call • Meeting 		
Check SEND Register		
Refer as appropriate (family support, child support etc)		
Other (please specify)		

APPENDIX 4:

IF THIS REFERRAL RELATES TO A MATTER REQUIRING URGENT POLICE ATTENTION, PLEASE RING 999.

This form should be completed and emailed without delay to: ctuleeds.intel@westyorkshire.pnn.police.uk

N.B. Until this form is submitted to the North East Counter Terrorism Unit the risk will be retained by the referring agency.

PREVENT REFERRAL FORM		
Full Name		
Address (including postcode)		
D.O.B.	Gender	
Parent/Guardian (if applicable)		
Contact Details		Mobile No.
	Email:	
Family Members		
Name:	D.O.B.	Gender Male
Name:	D.O.B.	Gender Female
Name:	D.O.B.	Gender Male
Name:	D.O.B.	Gender
Referrer		
Organisation:	School:	
Single Point of Contact within organisation <i>(name, contact details, email)</i>		
Nature of concern <i>(please provide as much detail as possible –full details of issue / vulnerabilities etc):</i>		
Referrers Actions <i>(please provide the details of any actions you or your organisation have undertaken to address the issues being raised) :</i>		
Is the Subject aware this referral is being made (Yes / No)		
Other Agency Involvement <i>(please specify)</i>		
Outcome of Police/Prevent Assessment <i>(to be completed by NECTU Prevent Duty Sergeant)</i>		

APPENDIX 5: Low-Level Concerns Form

Please use this form to share any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ – that an adult may have acted in a way that:

- is inconsistent with the School’s Staff Code of Conduct, including inappropriate conduct outside of work, and
- does not meet the allegation threshold or is otherwise not serious enough to consider a referral to the LADO.

You should provide a concise record – including brief context in which the low-level concern arose, and details which are chronological, and as precise and accurate as possible – of any such concern and relevant incident(s) (and please use a separate sheet if necessary).

The record should be signed, timed and dated.

Low-Level Concerns Form	
Details of concern:	
Name of staff member:	
Department and role:	
Signed:	
Time and date:	
Received by:	
Time and date:	

This record will be held securely in accordance with the School’s Low-Level Concerns process. Please note that low-level concerns will be treated in confidence as far as possible, but the School may in certain circumstances be subject to legal reporting requirements or other legal obligations to share information with appropriate persons, including legal claims and formal investigations



ALLEGATIONS MANAGEMENT

REFERRAL TO LOCAL AUTHORITY DESIGNATED OFFICER

(To be completed and sent to The Safeguarding & Reviewing Unit within one day of notification of the allegation)

DATE OF REFERRAL	
-------------------------	--

<u>PERSON BEING REFERRED</u>			
Name		Date of Birth	
Ethnic Origin			
Home Address			
Workplace Address			
Position of person being referred:		Name of workplace contact person and position (i.e. manager)	
		Contact details	

REFERRED BY

Name		Position	
Organisation Name		Contact Number	
Organisation Address			

OFFICE USE ONLY (to be completed by CPU):

Agency Type: Armed Forces, Cafcass, Connections, Education, Faith Group, Foster Carers, Health, Immigration/Asylum Support Services, NSPCC, Ofsted, Other, Probation, Secure Estate, Voluntary Youth Organisation, YOT

DETAILS OF YOUR ORGANISATION'S DESIGNATED MANAGER FOR ALLEGATIONS MANAGEMENT

Name		Contact Number	
Has the Employee's Designated Manager been informed?			YES / NO (delete as appropriate)

DETAILS OF CHILD OR CHILDREN INVOLVED

Name		DOB	
Has the child's parents/ carers been informed?			YES / NO (delete as appropriate)

DOES THE PERSON BEING REFERRED HAVE CHILDREN OF THEIR OWN?

If yes, please provide the details below

Name		DOB	

IF THERE WERE OTHER CHILDREN INVOLVED IN THE INCIDENT OR THE PERSON BEING REFERRED HAS OTHER CHILDREN OF THEIR OWN/OTHER CHILDREN LIVING WITH THEM, PLEASE PROVIDE THEIR DETAILS ON ADDITIONAL SHEETS

DETAILS OF CONCERN BEING REFERRED

--	--

Date concern arose	
---------------------------	--

DETAILS OF THE CONCERN; (please provide as much factual detail as possible and continue on additional sheets if necessary):

--

OFFICE USE ONLY (to be completed by CPU) Category: Physical / Physical (Own Child) Emotional / Emotional (Own Child)

Neglect / Neglect (Own Child) Sexual / Sexual (Own Child)

Restraint / Other / Not specified

HAVE YOU NOTIFIED ANY OTHER AGENCIES?

If yes, please provide the details below

Name		Position	
Organisation Name		Contract Number	
Name		Position	
Organisation Name		Contract Number	
Name		Position	
Organisation Name		Contract Number	
Name		Position	
Organisation Name		Contract Number	
Name		Position	
Organisation Name		Contract Number	

Once completed, please return to CPInformation@bradford.gov.uk from a secure e-mail account.

If you have not got a secure e-mail account, please send to the same address or CPUDuty@bradford.gov.uk using a form of secure software such as Galaxkey.

THANK YOU FOR TAKING THE TIME TO COMPLETE AND RETURN THIS FORM. THE REMAINDER OF THE FORM IS FOR OFFICE USE ONLY AND SHOULD NOT BE COMPLETED BY THE REFERRING ORGANISATION.

ONGOING PROCESS AND OUTCOMES (see P5 for options)

Date process started:

Process Category:

Process:

Outcome:

Date Outcome Completed:

Notes:

ONGOING PROCESS AND OUTCOMES (See P5 for options)

Date process started:

Process Category:

Process:

Outcome:

Date Outcome Completed:

Notes:

FINAL OUTCOME OF THE ALLEGATIONS MANAGEMENT REFERRAL:

(Please circle one of the following)

Unfounded

Malicious

Unsubstantiated

Substantiated

Other

Date Received:

Date Concluded:

Signed:

ONGOING PROCESS AND OUTCOME CATEGORIES

OPTIONS

PROCESS CATEGORY	PROCESS	OUTCOME	
Barring	Referral to Regulatory Body	Barred	
	Referral to DBS	Not Barred	
CP	Section 47	CP Conference	
		NFA	
Criminal	Criminal Investigation	Caution	
		Conviction	
		Acquittal	
Employment	Suspension	Cessation of use	
		Deregistered (fostering)	
		Resignation	
		Verbal warning	
		Written warning	
		NFA	
		Resignation	
		Placed on non contact duties	NFA
			Dismissal
		Temporary Relocation	

Ofsted Informed		Yes/No
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OFFICE USE ONLY (to be completed by CPU):

Agency Type: Armed Forces, Cafcass, Connections, Education, Faith Group, Foster Carers, Health, Immigration/Asylum Support Services, NSPCC, Ofsted, Other, Probation, Secure Estate, Voluntary Youth Organisation, YOT

DETAILS OF YOUR ORGANISATION'S DESIGNATED MANAGER FOR ALLEGATIONS MANAGEMENT

Name: _____ **Contact Number:** _____

Has the Employee's Designated Manager been informed? YES or NO

Closure of Investigation and Referral (All agency involvement has ceased)

Final outcome of investigation: please circle as appropriate)

Allegation unfounded / Allegation unsubstantiated / Allegation Malicious

Dismissal / Cessation of Use / Disciplinary Procedures / Caution /

Conviction / Acquittal / NFA Professional Advice

Referral to Barring Body (state which)

Inclusion on Barring List (state which) /

Referral to

Regulatory Body (state which)

Closure date for referral:

Signed:

MONITORING ARRANGEMENTS : THE FOLLOWING DATA IS TO BE RECORDED AND PROVIDED TO THE CPU:

OUTCOMES ENDED	DATE STARTED	DATE
NFA Professional Advice.		
Suspended		
Dismissal		
Cessation of Use		
Section 47 CA investigation		
Criminal investigation		
Disciplinary Procedures		
Criminal Prosecution		
Caution		
Conviction		
Acquittal		
Referral to Barring Board (state Barring Board)		
Inclusion on Barring List (state Barring List)		
Referral to Regulatory Body (state Regulatory Body)		
<u>TO BE COMPLETED BY CPU</u>		
Date Received		
Date Concluded		
Final Outcome		