

## SAFEGUARDING POLICY 2024-25

### Introduction:

This policy sets out how the Management Committee of Park Aspire is carrying out its statutory responsibility to “safeguard and promote the welfare of children” in accordance with the Government guidance ‘*Working Together to Safeguard Children*’ (July 2018 including the Dec 2020 updates), ‘*Keeping Children Safe in Education*’ (Sept 2024) and Section 175/157 Education Act 2002, The Children Act 1989, The Equality Act 2010 and the United Nations Convention on the Rights of the Child (UNCRC). It may be supplemented by more detailed procedures and policies which are outlined at the end of this document.

This policy applies to **all** staff (teaching and non-teaching), governors and volunteers, temporary and supply/visiting staff working in the school. It will be reviewed annually by the Management Committee, and is in line with the expectations of Ofsted, which inspects safeguarding arrangements as part of the school’s Leadership and Management and the requirements of the local Safeguarding Partnership.

Effective safeguarding arrangements fit into a broader remit of safeguarding arrangements and to be effective will link to other strategic partnership work that will support children and families. This includes other public boards such as the Health & Wellbeing Boards, Safeguarding Partnerships, Channel Panel, Improvement Boards, Community Safety Partnerships, the Local Family Justice Boards, MAPPAs and Violence Reduction Units.

For copies of all relevant safeguarding documents, including the Common Referral Assessment Form (for Early Help and social work assessment), please go to the website:

[www.saferbradford.co.uk](http://www.saferbradford.co.uk)

### Aims of the policy:

- To ensure that all necessary internal and inter-agency child protection procedures are in place as required when children may be suffering or are at risk of “significant harm”.
- To give guidance to all staff to ensure best practice.
- To demonstrate the links with other relevant policies to safeguard the general welfare of children and to ensure all children are treated with respect and dignity.
- To provide a clear statement of the school’s responsibilities in the event of a concern about the conduct of a member of staff.
- To identify key individuals and their specific roles.
- To ensure it is reviewed and updated regularly and that staff are updated at every opportunity about all things safeguarding.

### Principles:

- Park Aspire recognises its responsibility to protect and safeguard the welfare of the children and young people entrusted to its care by establishing a safe and trusting environment in which

children can learn and develop. The policy applies to all children between the ages of 0-18 whose care and education comes within the remit of this school.

- Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, **all** staff in school, irrespective of their post or role, should make sure their approach is child-centred. This means staff at the school will consider, at all times, what is in the **best interest** of the child.
- The staff and Management Committee of Park Aspire are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to. We will ensure that children know that there are adults in the school who they can approach if they are worried and that the principles of confidentiality are made clear to children and young people. The school promotes a positive, supportive and secure ethos, giving pupils a sense of being valued.
- We recognise that because of the day to day contact with children, staff in school are well placed to observe the signs of possible abuse and therefore need to be constantly vigilant and suitably trained in order that they can recognise the signs of neglect and abuse.
- We recognise that some children may not feel ready or know how to tell someone they are being abused, exploited or neglected, and they may not recognise this is a harmful experience. This will not prevent staff from being curious should they feel concerned about a child, concerns will be shared with the DSL and those concerns will be followed up.
- This school recognises its responsibility to discuss with children's social care or the Police any significant concerns about a child or young person which may indicate:
  - physical abuse
  - emotional abuse
  - sexual abuse or
  - neglect

In accordance with the Bradford Partnership procedures. These concerns cannot be kept confidential.

- Staff will not unlawfully discriminate against those with protected characteristics. This includes taking action to support those with protected characteristics and will deal with the disadvantages these children face positively. To this end, school will provide LGBTQ+ children with a safe space for them to talk about any concerns with members of staff.
- Staff will be enabled to contribute to any assessment or meeting about the child held under safeguarding procedures as required.
- New local safeguarding and child death review partner arrangements came into place from September 2019, comprising the local authority, a clinical commissioning group and the chief officer of the police. However, other agencies will collaborate in shaping local safeguarding arrangements. Those arrangements will fully engage schools in the new safeguarding plans. (DfE, 2019a)

- The school also recognises its duty to work with other agencies in protecting children from harm and in responding to concerns about possible abuse, including the police, child and adolescent mental health services (CAMHS), education welfare service, educational psychology service and other agencies/services coming into school to support individual pupils/groups of pupils.
- The school will ensure that parents/carers understand the responsibility placed on staff for child protection by setting out its obligations in the school prospectus. The school's child protection policy is made available to parents/carers on request and is published on the school website.

#### The Designated Senior Safeguarding Leads (DSL)

- The Designated Safeguarding Lead is the headteacher: **Kirsty Ratcliffe.**
- The deputy Designated Safeguarding Leads are: **Beki Farrar (AHT), Louise Whiteley-Guest (SSO), Richard Morris (DHT)**
- Named governor for safeguarding is: **TBC**
- In the absence of the DSL and the deputy DSLs the most senior member of staff in school will assume responsibility for any child protection matters that arise and contact one of the DSL team via telephone.
- The DSL will coordinate action on child protection within the school. This includes ensuring that all staff, teaching and non-teaching (including supply staff, volunteers and contractors) know who the DSL is and that they are aware of their individual responsibility to be alert to the signs of abuse and to discuss any concerns with them. Also, they will be made aware of what happens once a concern has been raised.
- Where appropriate the DSL will liaise with the DSL of the school(s) attended by other family members of the child causing concern in order to gather information to inform the referral.
- The DSL will keep a written record of any actions taken as a result of concerns raised.
- The DSL will ensure that the school's child protection policy is put on the agenda of the Management Committee once a year for discussion, monitoring, review and renewal. In this way the Management Committee authorises the DSL to carry out his/her responsibilities as outlined in the statutory guidance.

#### Responding and Referring:

- **All** staff who have concerns about the safety or potential abuse of a child must report their concerns to one of the Designated Safeguarding Leads without delay.
- Training is an important factor to enable a collective understanding of need and what to do when faced with children and families who need support. Staff at Park Aspire must understand symptoms and triggers of abuse and neglect, sharing information and be in a position to respond and offer help when needed.
- Staff will undertake continued professional development and training in all aspects of Safeguarding and Child protection including on-line safety and will ensure they understand the impact of domestic abuse, which includes controlling and coercive behaviours from perpetrators, and the impact this has upon children.

- **Any** child may benefit from early help and staff must be vigilant in recognising when there is a potential for early help and intervention. Staff should be sensitive to changes exhibited by children in school that may indicate support is required but be particularly alert to anyone who:
  - Is disabled and has specific needs
  - Is a young carer
  - Shows signs of criminal behaviour, including gang association (county lines)
  - Is frequently missing from care and /or home (or at risk of going missing)
  - Is at risk of modern-day slavery, trafficking or exploitation
  - Is at risk of radicalisation (including extremism, radicalisation and terrorism)
  - Experiences family circumstances that include drug or alcohol misuse, mental health issues (including when a child or young person has been admitted to a mental health facility) and domestic abuse
  - Is misusing drugs or alcohol themselves
  - Returns home from a period in care
  - Is a privately fostered child
  - Has a parent/carer in custody
  - Is at risk of or has become homeless
  - Is at risk of or involved in child criminal exploitation (CCE)
  - Is at risk of or involved in child sexual exploitation (CSE)
  - Experiencing domestic abuse
  - Is subject to or at risk of being subject to honour-based abuse (including FGM and Forced marriage)
  - Is involved in child on child abuse including sexual violence and sexual harassment
  - Is persistently absent from school, including persistent absences for part of the school day
  - The list is not exhaustive – there could be other hidden circumstance not listed here
- In accordance with local inter-agency procedures, the agreement of the child's parent/carer for an external referral should normally be sought where possible. **However, if it is felt that seeking any such agreement would increase the level of risk of harm to the child, the matter will be discussed with children's social care and their advice sought first.** Equally, if consent or agreement to an early help referral cannot be obtained, but it is felt that any child has suffered harm or is likely to suffer harm, then a referral to children's social care will be made and the individual concerned will be informed how their data has been shared and recorded. The lack of immediate consent must not contribute to a delay in making a referral when necessary.
- The Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent. Designated Leads will try their very best to ascertain consent in the case of information sharing, at point of referral, but if this is not possible or in the case where gaining consent places a child at risk, then consent will be dispensed.
- Equally, the General Data Protection Regulations (GDPR) does not prevent the sharing of information for the purposes of keeping children safe. GDPR provides a number of bases for sharing information for the purposes of safeguarding and promoting the welfare of a child. While our Designated Leads will endeavour to ensure parents/carers are informed when information sharing is taking place, and will always seek to work collaboratively with parents/carers, there

could be a time when sharing information is not in the best interest of the child if it is deemed to do so would put the child at risk of significant harm.

- Working Together to Safeguard Children has a very useful 'myth busting' guide to information sharing that staff will check against if in doubt. The full document can be accessed here:

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

- The school will ensure that the relevant social worker is notified if there is an unexplained absence of any pupil who is currently subject to a child protection plan or a child in need. When discussing concerns in respect of a child who is cared for by the Local Authority the child's named social worker must be informed.

#### Contact details for a referral:

**Children's Initial Contact Point without delay: 01274 433999**

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

**DSLs may also seek advice from the Education Social Work Service: 01274 439651**

**Health First Response Team: 01274 221181**

Concerns relating to a member of the school staff or other person in a 'Position of Trust':

- Park Aspire takes our responsibility for the welfare of children in our care extremely seriously. All schools and colleges are now required by government guidance to have a Staff Code of Conduct. This sets out the standards of personal and professional behaviour that are expected of all staff and volunteers, included in this policy. Any concern about staff, volunteers, supply staff and contractors conduct that may suggest a risk of harm to anyone under 18 should be reported to the headteacher, chair of Management Committee, children's social care or the police as appropriate without delay.
- Any allegation made against an outside organisation or individual who may for example be running extra curricular activities will be handled in accordance with all school policies and procedures in place.
- Any causes for concern relating to conduct will result in enquires as to whether the individual 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 in a way that indicates he/she may pose a risk of harm to children
  - Behaved in a way that he/she may not be suitable to work with children
- The Sexual Offences Act 2003 established a criminal offence of 'abuse of trust' affecting teachers and others who work with children and young people. A relationship of trust is one where a teacher, member of education staff or volunteer is in a position of power or influence over a pupil or student by virtue of the work or nature of the activity being undertaken. **Any sexual relationship with a pupil under 18 in the same school is a criminal offence.** This legislation is intended to protect all young people in education who are under 18 years of age. 'Grooming' a child with a view to a future sexual relationship may also be an offence in this context, including inappropriate on-line contact.

- The principle of equality embedded in the legislation applies irrespective of gender or sexual orientation: neither same sex relationship nor heterosexual relationships are acceptable within a position of trust. Any concern raised by a parent, carer, child or young person will be listened to and taken seriously.
- The headteacher and chair of the Management Committee will act in accordance with procedures issued to all schools by the Local Authority 'Designated Officer' (LADO) and the Department for Education. If the suspicion involves the headteacher, advice should be sought from the LADO and the chair of governors is to be informed immediately. Other school staff should assist parents/carers to do this if required and anyone can contact the LADO directly.

**The LADO for this local authority is Miss Dawn Holt.**

**The Chair of the Local Advisory Board:**

**The Lead Safeguarding governor is**

- The headteacher, deputy headteacher or chair of the Local Advisory Board will attend any inter-agency meetings relating to allegations against staff. This is the forum for deciding what action may be necessary.
- Parents/carers and pupils are advised that it is now an offence to publish any details (including on social media) that may identify any teacher under investigation for alleged abuse until they are either charged with an offence or subject to formal disciplinary proceedings.

#### **Use of physical interventions:**

- There is an absolute ban on the use by any member of staff of any form of corporal punishment. This includes any physical contact which is deliberately intended to punish a pupil, or any action which is primarily intended to cause pain, injury or humiliation.
- Staff at school are permitted to use physical interventions; as a last resort, that are least restrictive, used for the shortest possible time and used to maximise safety and minimise harm. See our 'Physical Intervention and Positive Handling policy' for more details about how this is used in school.
- It is important to allow children to do what they can for themselves, but depending on age and circumstances it may be necessary for some physical contact/intervention to take place; (e.g. a child who is hurt, who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves, running into the road etc.),
- Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from:
  - a. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
  - b. causing personal injury to, or damage to the property of, any person (Including the pupil himself); or
  - c. Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

- School staff may also be empowered to carry out physical searches for weapons, illegal drugs, pornography etc. Actions by school staff must at all times be in accordance with guidance and procedures. Pupils in Key Stage 3, and those younger with risks identified on their risk assessment, will be searched on arrival in school. This is done by a familiar member of staff, with a metal detector wand and is done to protect all members of the school community as well as the dignity of the pupil being searched. In the event of searches or physical restraint being needed, parents/carers will be informed the same day.

### E-safety

- Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate, or possibly illegal through social networking sites etc. including 'cyber-bullying'.
- Staff at this school have a major responsibility to educate our pupils in the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies. It is also important to include parents/carers as much as possible in this process given that children often have access to computers at home.
- It is appropriate to take photographs of children to capture a curriculum activity or a celebration of school life using school equipment providing we have permission to do so from the parents. Staff **must not**, however, use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school.
- Staff should not communicate with pupils through private email accounts, social networking sites, even on educational matters, but may use official email and networking sites sanctioned by the school, where appropriate. Staff should be circumspect in their private use of social networking sites and must not discuss school business or school issues on their personal social networking site or risk breaching confidentiality about the pupils.
- The school uses school safeguarding filters which monitor the use of technology. The DSL is responsible for understanding the filtering and monitoring systems in place; staff will report any suspicious online activity and will escalate concerns when identified.
- Staff **MUST NOT** be friends or have contacts on any social media sites with parents or pupils of the school. Staff must also apply the highest possible privacy settings to their accounts and be mindful of their position when posting controversial or potentially inflammatory or offensive posts publicly.

### Record keeping:

- Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make notes as soon as possible (within the hour), writing down as exactly as possible using the child's own words, what was said or seen, putting the scene into context, and giving the time and location on the school's cause for concern form, 'Yellow form'. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made. All records must be signed and dated clearly. Children will not be asked to make a written statement themselves or to sign any records.



- Concerns will then be recorded electronically on the school's Child Protection & Safeguarding Software (CPOMS) that will allow for effective and timely distribution of important information between Designated Safeguarding Leads.
- All records of a child protection nature (handwritten or typed) will be given to the Designated Safeguarding Leads for safekeeping. This includes child protection conference minutes and written records of any concerns. Access to any records will be on a 'need to know' basis. All records must be held separately from the main pupil file, and in a secure place.
- When a child who has had a child protection plan leaves the school and/or transfers to another school, the DSLs will inform the child's new school immediately and discuss with the child's social worker the transfer of any confidential information the school may hold.
- When pupils transfer between schools or move school part way through an academic year, all information about any past or current child protection concerns will, if possible, be sent confidentially to the DSL of the receiving school/college. Any records that cannot be passed on will be retained confidentially until at least the child's 25th birthday or as required.

#### **Supporting the pupil:**

- The school will support pupils in accordance with his/her agreed child protection plan as required. 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.
- We recognise that children who are abused 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.

#### **The Curriculum:**

- Through the curriculum, staff will raise pupils' awareness and build their confidence and resilience 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 stay safe from harm. Safeguarding issues are broad and are covered across the curriculum.
- Our PSHCE/Personal Development curriculum will tackle, at an age appropriate stage, issues such as:
  - ✓ Healthy and respectful relationships
  - ✓ Boundaries and consent
  - ✓ Stereotyping, prejudice and equality
  - ✓ Body confidence and self-esteem
  - ✓ How to recognise an abusive relationship, including coercive and controlling behaviours
  - ✓ The concept of laws relating to sexual consent, sexual exploitation, so called honour-based violence, coercion, harassment, rape, domestic abuse, forced marriage and Female Genital Mutilation (FGM) and how to access support



- ✓ What constitutes sexual harassment and sexual violence and why it is unacceptable

#### Training:

- The LAB will ensure that all staff, both teaching and non-teaching, receive appropriate induction and regular training to equip them to carry out their responsibilities for child protection effectively, as prescribed in government guidance and in accordance with the expectations of the Safer Bradford Partnership.
- The LAB will ensure that the Designated Safeguarding Leads attend appropriate training organised through the Safer Bradford Partnership at least every 2 years, or as required under local procedures.
- All staff will receive Part 1 of 'Keeping Children Safe in Education' (Sept 2024) and 'Advice for Practitioners' (July 2018) to enable them to identify and understand the guiding principles of child protection so they can effectively carry out their statutory responsibilities.

#### Safer recruitment of staff and volunteers and maintaining appropriate background checks:

- The relevant current guidance will always be followed in respect of creating a safer working environment in school. (It is a requirement to have at least one person specifically trained in Safer Recruitment on every appointment panel). This is intended to deter and identify anyone who may be unsuitable or pose a risk of harm. Safer recruitment trained staff in school are: **Kirsty Ratcliffe, Richard Morris, Rachel Atha and Beki Farrar.**
- These procedures may now allow for different levels of background checks according to whether or not the individual is primarily in an unsupervised setting or has only occasional contact with children. Evidence of all these checks (the Single Central Record) will be maintained as required by the current guidance.
- The school will also follow up to date guidance on making appropriate overseas criminal checks for any applicants who have spent time outside of the UK.
- The school does not accept Curriculum Vitae (CVs) as part of its recruitment strategy. Only a full application will be considered when any candidate applies for employment at the school.
- Safer recruitment trained staff will use online searches for any new applicant as part of its due diligence when shortlisting candidates.

#### Specific safeguarding issues

For expert and up to date advice on wider safeguarding matters the school will access GOV.UK website and the NSPCC website and training opportunities to ensure the whole community have access to relevant information on:

- Children missing from education (CME)
- Children missing from home or care
- Child sexual exploitation (CSE)
- Child criminal exploitation (CCE)

- Bullying, including cyberbullying
- Domestic abuse/violence (DA/DV)
- Drugs and alcohol issues
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence, including criminal exploitation (County Lines)
- Gender based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Extremism leading to radicalisation or terrorism
- Sexting
- Teenage relationship abuse
- Trafficking
- Upskirting
- Child on child abuse
- Initiation/hazing type violence and rituals
- Has a parent/carer in custody
- Extra-familial threats (any contextual risks outside the home)
- Children at risk of or become homeless

Links to the NSPCC website and our policies can be located on the school's website [www.parkaspire.co.uk](http://www.parkaspire.co.uk)

## CHILD PROTECTION POLICY

### OVERVIEW

This policy applies to all staff, members of the Park Aspire Local Advisory Board, volunteers, agency staff and visitors working in the school. The policy takes into account children with Special Education Needs and Disabilities (SEND) and those with protected characteristics with particular vigilance in recognising abuse and neglect in these groups of children.

Park Aspire is committed to inter agency working, outlined in 'Working Together to Safeguard Children' 2018, and as such will work with children's social care, the police and health services to promote the welfare of children to protect them from harm. Our safeguarding arrangements reflect local protocols set up and agreed by Bradford's Local Safeguarding Children arrangements through the Bradford Partnership and whilst the Data Protection Act 1998 placed duties on schools to process personal information fairly and lawfully, it is not a barrier to information sharing where the failure to do so would result in a child being placed at risk or harm.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Staff at Park Aspire are well placed to identify concerns and provide help for children, to prevent concerns escalating, and, more importantly, becoming a child protection matter that may well cause harm to any child we have here at the school.

Where a child is suffering significant harm, or is likely to do so, action should be taken to help that child (Sec 47 and Sec 44 of the Children Act 1989). Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk (Sec 17 Children Act 1989). These statements are fundamental to the Policy and practise at Park Aspire.

Governors and staff at Park Aspire are committed to safeguarding and promoting the well-being of all our pupils. To achieve this, we will safeguard against all forms of abuse and exploitation, including sexual exploitation, criminal exploitation, children who may be subject to forced marriage, online safety (e-safety) and safeguard the school community from extremism and the vulnerability to radicalisation or terrorism.

Park Aspire is fully committed to prevent all forms of maltreatment that results in emotional or physical harm to any child and will take steps to report it immediately if it is known to have taken place or if it is believed to have taken place or if it is suspected, based on all circumstances, that it is likely to take place in the future.

### **To ensure we implement the policy fully, the Local Advisory Board will:**

- Act reasonably in making decisions about the suitability of prospective employees based on checks and evidence including; enhanced criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information in line with current Safer Recruitment Guidance and advice.
- Ensure children in school are taught about safeguarding, including internet/online safety, through teaching and learning opportunities as part of their curriculum.

- Put into place policies and procedures, including the appointment of Designated Safeguarding Lead, so that the school has sufficient expertise to support other staff on child welfare and child protection matters and have in place clear and robust systems for reporting suspected cases of abuse, at any point, by any person so that a timely referral to children's social care is made.
- Ensure the school has a Designated Safeguarding Lead for those children who have become looked after as a result of abuse and/or neglect ensuring they have the necessary skills and information they need in relation to their legal status and contact arrangements. **The Designated Person for children looked after in school is Martin Byron, SENDCo**
- Ensure procedures are in place to handle allegations against members of staff and volunteers. This includes referrals to the Local Authority Designated Officer (LADO) and informing the Disclosure and Barring Service (DBS) if a person has been dismissed or removed due to safeguarding concerns.
- Ensure that staff in school are clear about what constitutes safe relationships between adults and children. Additional guidance on this can be found in the school's Safe Touch Policy and Code of Conduct Policy. Any breach of 'position of trust' as outlined in the Sexual Offences Act 2003 will constitute a referral to relevant agencies, including, where relevant, Disclosure and Barring Service.
- Ensure that governors themselves undertake safeguarding and child protection training, and then at regular intervals.

**Child protection is the responsibility of all school staff and as such all will actively:**

- Establish and maintain an environment where pupils feel safe and secure, where everyone is encouraged to talk and are listened to.
- Ensure pupils know what steps to take if they are worried and who to go to in case of need to share or disclose matters they are worried about and understand they will be listened to and their fears acted upon.
- Include opportunities in the curriculum for pupils to develop the skills they need to stay safe from all forms of abuse, including abuse on the internet and other forms of social media communication, sexual exploitation and risks of radicalisation.
- Where staff have a concern about pupils (or any member of the school community), however minor that concern, they will complete the school's 'cause for concern form' which is available in the staff room or from reception and hand to **Kirsty Ratcliffe, Louise Whiteley- Guest, Beki Farrar or Richard Morris**.
- Press for re-consideration of any referral that does not appear to have improved a child's situation following an initial cause for concern or referral to the Designated Safeguarding Lead (DSL).
- Park Aspire will employ Safer Bradford Partnership's **Resolving Multi Agency Professional Disagreements and Escalation Policy**, if it believes that the response from an external agency is not meeting the needs of a pupil and Park Aspire has been unable to secure an appropriate response to the pupil's needs, through the usual channels of professional communication and working relationships. The policy can be found at:

<https://www.saferbradford.co.uk/resources/childrens/resolving-multi-agency-professional-disagreements-and-escalation/>

## **ROLES and RESPONSIBILITIES**

All adults working with, or on behalf of children, have a responsibility to protect children and make a referral as soon as a problem emerges. There are, however, key people who have specific responsibilities under Child Protection procedures.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, **all** staff in school, irrespective of their post or role, should make sure their approach is child-centred. This means staff at the school will consider, at all times, what is in the **best interest** of the child.

It is the role of the Designated Safeguarding Lead (DSL) to ensure that the child protection procedures are followed, and to make appropriate timely referrals to Children's Social Care, in accordance with the locally agreed procedures. It is the role of the Designated Safeguarding Lead(s) to ensure all staff employed, including temporary staff and volunteers, are aware of the school's reporting procedures, to advise staff and to offer support to those requiring this in all matters pertaining to child protection.

The child protection flowchart is displayed in the staff room, central office and all learning areas as an immediate reference point for staff.

**The name of Park Aspire Designated Safeguarding Lead is Kirsty Ratcliffe. The deputies are Richard Morris, Louise Whiteley- Guest and Beki Farrar.**

## **DISCLOSURES**

Concerns relating to pupils must be reported immediately to the Designated Safeguarding Lead. Please refer to the Flow Chart in Appendix 1.

Allegations against staff must be dealt with in accordance with the Safer Bradford Partnership Allegation Management procedures, which can be found on the Safer Bradford website. The school's Whistleblowing Policy sets out clear expectations in relation to staff wishing to raise concern about colleagues.

## **REFERRALS**

Staff must not hesitate in sharing concerns with the Designated Safeguarding Lead, no matter how small they may be. The Designated Safeguarding Lead will always treat such concerns seriously and respond accordingly. The procedures outlined in Appendix 1 to this policy (Flowchart) will be followed.

**When a referral needs to be made, the referral will be made by the Designated Safeguarding Lead to the Professionals Line on 01274 433999.**

It is not the responsibility of the staff to decide whether abuse has taken place or not. However, should any concerns be raised, they will be passed to the appropriate authority without delay by the Designated Safeguarding Lead.

Of paramount concern is the safety and physical/emotional well-being of the pupil.

### **Training and support**

The Designated Safeguarding Lead(s) for Child Protection and the nominated member of the Park Aspire LAB for Child Protection will attend training, relevant to their role.

The Designated Safeguarding Leads are required to maintain continued professional development in child protection including refresher training courses every two years. Staff at Park Aspire will be expected to attend basic and broad-based training in child protection, covering a variety of topics, so they are updated with developments and guidance to deepen their knowledge and understanding of child protection issues.

Records of all staff training are retained in staff files.

All new staff members, including volunteers and contractors, where appropriate, must receive information on Park Aspire's child protection procedures as part of their induction.

### **PROFESSIONAL CONFIDENTIALITY**

We will endeavour to ensure that parents/carers, LAB members and every adult working in, or associated with Park Aspire, understands the need for confidentiality as detailed in the Park Aspire Confidentiality Policy. We understand that confidentiality can never be guaranteed to the young person because any disclosure must be shared if it is in the young person's best interest.

### **RECORDS and MONITORING**

At Park Aspire we recognise that well kept records are essential to good child protection practice. We are clear about the need to record any concerns held about a pupil(s) within our school, the status of such records and when these records may be shared with other agencies.

All records, including child protection data gathered electronically via CPOMS, is stored securely and are not available for general staff access. Access to these records is only through the Designated Safeguarding Leads.

The school's safeguarding team meets weekly to discuss individual causes for concern and puts into place strategies to support those in need. The group will also monitor and track those concerns that have been referred to children's social care. This may result in a re-referral to relevant agencies if the response has not improved the situation of the child in need.

If a child transfers or leaves, the child protection file will be transferred to the pupil's receiving Designated Safeguarding Lead, Headteacher or responsible receiving officer.

### **ATTENDANCE at CHILD PROTECTION CONFERENCES/MEETINGS**

All child protection conferences will be attended as required. Usually, the person attending will be the Designated Safeguarding Lead for child protection and/or the Head Teacher.

All members of staff are made aware of this policy on entry to employment in Park Aspire. Staff are required to read and understand the contents of Part 1 of Keeping Children Safe in Education in conjunction with this policy.

Please read 'Missing/Absconding Pupil Procedure' in conjunction with this policy.

THIS POLICY IS REVIEWED ANNUALLY, also as new statutory guidance has been introduced.

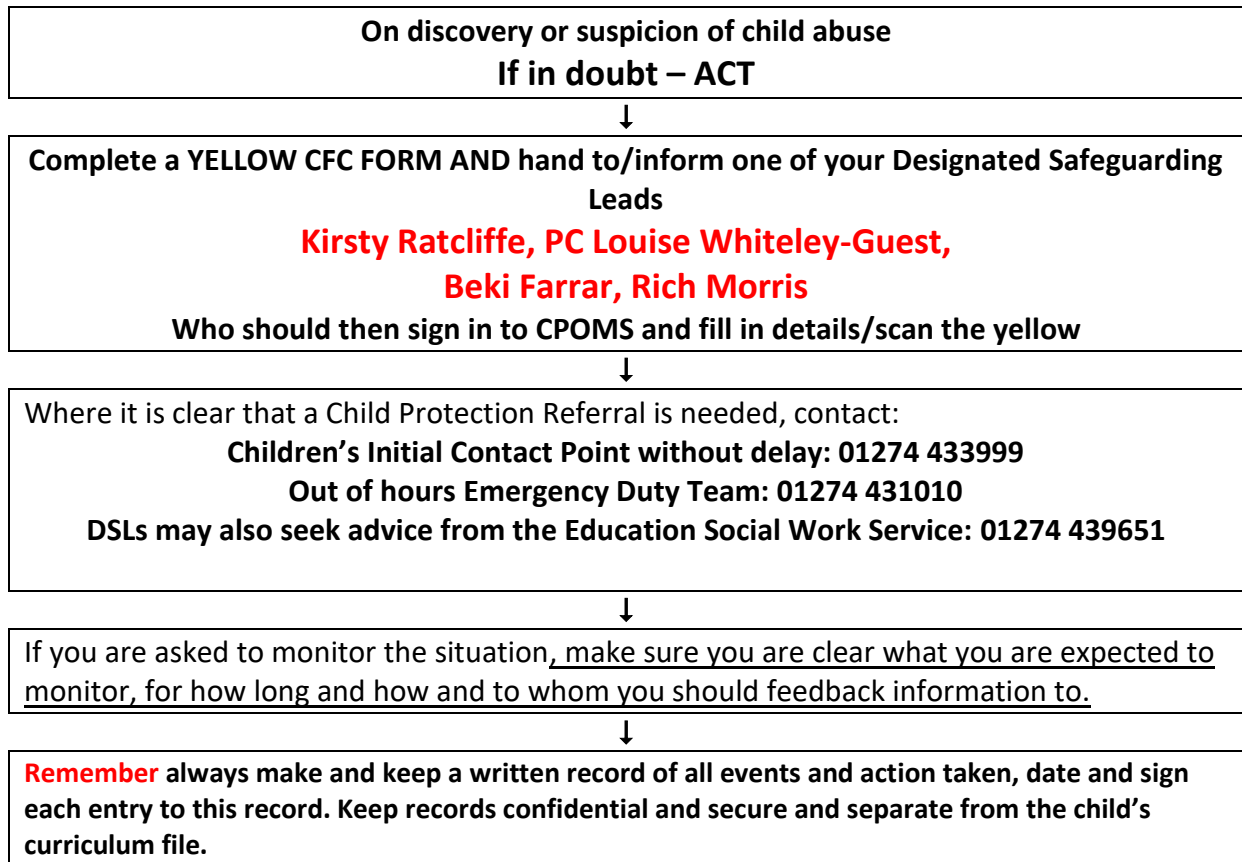
**SIGNED ELECTRONICALLY BY: Kirsty Ratcliffe – Headteacher 7.10.24**

**SIGNED ELECTRONICALLY BY: LAB MEMBER 7.10.24**



**APPENDIX 1**

**Child Protection Procedures Flow Chart September 2024**



**USEFUL TELEPHONE NUMBERS**

Children’s Social Care Initial Contact Point: 01274 433999  
 Emergency Duty Team: 01274 431010  
 Education Social Work Service: 01274 439651  
 Police: MASH unit: 01274 431077  
 PREVENT: - Prevent Co-ordinator (Acting) danielle.king@bradford.gov.uk 01274 437770, 07870 991647  
 CBMDC Prevent Education Officer (Acting) geraldine.cooper@bradford.gov.uk 01274 437207  
 Police **999** or non-emergency **101**  
 Emergency (if a child is at risk of immediate harm) **999**  
 NSPCC 0800 028 0285

**EDUCATION SAFEGUARDING CONTACTS**

Elective Home Education	<a href="mailto:ElectiveHEducation@bradford.gov.uk">ElectiveHEducation@bradford.gov.uk</a>	01274 439340
Children Missing Education	<a href="mailto:CME@bradford.gov.uk">CME@bradford.gov.uk</a>	01274 439393
Access Team	<a href="mailto:Education.Access@bradford.gov.uk">Education.Access@bradford.gov.uk</a>	01274 439393
Holidays in term time fines	<a href="mailto:PN@bradford.gov.uk">PN@bradford.gov.uk</a>	01274 439651
Prosecution/Penalty Notice	<a href="mailto:Attlegal@bradford.gov.uk">Attlegal@bradford.gov.uk</a>	01274 439651
Attendance Team	<a href="mailto:Attendance@bradford.gov.uk">Attendance@bradford.gov.uk</a>	01274 439684
Complaints and advice	<a href="mailto:EdSafeTeam@bradford.gov.uk">EdSafeTeam@bradford.gov.uk</a>	01274 437043

## APPENDIX 2

### Child Protection Practice Guidance

#### Understanding Child Abuse

*‘Child abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger (e.g. via the internet). They may be abused by an adult or adults, or another child or children’.*

*Working Together to Safeguard Children 2018*

#### Contextual Safeguarding (extra-familial threats)

Park Aspire recognises that child maltreatment takes place in different contexts, beyond those which informed the early development of child protection legislation, policy and guidance. For example, intrafamilial maltreatment is a familiar context for safeguarding and has received significant attention from multiagency child protection systems for many years. In adopting a “contextual safeguarding” approach, Park Aspire is extending its understanding of maltreatment and abuse to include children’s experiences of significant harm beyond their families. These wider extra-familial threats can take a variety of forms and children can be vulnerable to multiple threats, not least including: exploitation by criminal gangs and organised crime including county lines, trafficking, online abuse, teenage relationship abuse, sexual exploitation and the influences of extremism leading to radicalisation.

Child on child abuse can take various forms, including: serious bullying (including cyber bullying), relationship abuse, domestic violence, child sexual exploitation, sexual violence and sexual harassment; serious youth violence; harmful sexual behaviour and/or gender-based violence; physical abuse such as hitting, kicking, shaking, biting, hair pulling and causing physical harm; sexting and initiation/hazing type violence and rituals.

Contextual safeguarding also recognises that children form different relationships in their neighbourhoods, schools and online which can feature violence and abuse. Parents and carers often have little influence over these contexts and children’s experiences of extra -familial threats can undermine parent-child relationships.

The definitions below seek to reflect recognised forms of child maltreatment and abuse, within a contextual safeguarding framework.

#### Definitions

**Abuse** is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact of all forms of domestic abuse. Children may be abused in a family or in an institutional community setting by those known to them, or more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

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

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children 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 the 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. 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, though it may occur alone.

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

Once a child is born, neglect may involve a parent or carer failing to: provide adequate food; clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers) or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**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 (including via the internet). Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.

**Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)** are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. 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. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increases status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children and adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic organised abuse.

It can involve force and/or enticement based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted as well as being physical can and/or take place online.

**So-called honour based violence** (HBV) encompasses crimes that have been committed to so call protect or defend the honour of the family. It involves a wider network of family and community pressures and can include multiple perpetrators. When faced with such concerns, the DSL will seek appropriate support, advice and guidance about honour-based violence so that safeguarding actions are timely and appropriate. Staff must be alert to and includes:

**Female Genital Mutilation** (FGM) comprises partial or total removal of the female external genitalia or other injury to female genital organs. It is a requirement that all staff at Park Aspire complete the Home Office training module to gain deeper understanding of the indicators of this crime and it is a *legal* requirement to report any suspicions that a child may be subject to FGM. All matters of FGM will be reported to the police. The reporting of all cases of female genital mutilation (FGM) is **mandatory** in accordance with Section 5B of the Female Genital Mutilation Act 2003.

**Forced marriage** is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or other forms of coercion is used to cause a person to enter into marriage. Further information can be obtained from The Forced Marriage Unit on 0207 0080 151 in office hours or out of hours: 020 7008 1500 (ask for the Global Response Centre) or [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk)

**Breast Ironing**, also known as breast flattening, is the pounding and massaging of a pubescent girl's breasts using hard or heated objects to try to stop them developing, or to make them disappear entirely. Breast ironing is typically carried out by the girl's mother with the belief that she is:

- protecting her daughter from sexual harassment and / or rape;
- preventing the risk of early pregnancy, which would tarnish the family name;
- preventing her daughter from being forced into marriage, so she will have the opportunity to continue with her education.

All matters of so-called honour-based violence (HBV) must and will be reported.

**Preventing Radicalisation** is the process by which a person comes to support terrorism and forms of extremism or extremist ideology. It may be difficult to detect this and who is vulnerable to it but being alert to changes in a child's presentation and behaviour may indicate they need help or protection. The school will refer to Channel all those who are at risk of being exploited by radicalism as per outlined in Section 36 of the Counter Terrorism and Security Act (CTSA) 2015 guidance. Equally, the Prevent duty guidance: for England and Wales has been updated with additional guidance to support schools when risk assessing, partnership working, staff training and IT policies.

When considering preventing radicalisation, staff need must consider:

- 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 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.
- 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

of threat must be designed to influence the government or to intimidate the public and is made for the purposes of advancing a political, religious or ideological cause.

It is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. Staff will use their judgement in identifying children who may be at risk and will make a local referral to Channel in order for support to be offered to prevent any further draw into terrorism.

Further information about the Prevent Duty can be found at [www.gov.uk/government/publications/channel-guidance](http://www.gov.uk/government/publications/channel-guidance). Park Aspire will make referrals to Bradford's Channel Team if there is a belief any pupil is at risk of radicalisation by contacting any of the following:

CTU Team  
[prevent@bradford.gov.uk](mailto:prevent@bradford.gov.uk)  
01274 376088 or 01274 437770

**If the enquiry is URGENT then contact the police on 999**

For all Channel referrals the form can be found on Bradford Schools Online (BSO) and a copy is also kept in school in SLT – Prevent Folder. Completed forms should be then forwarded to:

[Nectu.fimu@westyorkshire.pnn.police.uk](mailto:Nectu.fimu@westyorkshire.pnn.police.uk)

The school has a copy of the guidance provided by the Local Authority 'Bradford Prevent Safeguarding referral Guidance for Partners' stored in the staff room safeguarding file.

**Child criminal exploitation/serious violent crime: "county lines"** is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of 'deal line'. Exploitation is an integral part of the county lines model with children and vulnerable adults exploited to move (and store) drugs and money. Offender will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher education institutions, pupil referral units' special schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging' where drugs are concealed internally to avoid detection. Children can become easily trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines networks.

<https://www.gov.uk/government/publications/national-referral-mechanism-guidance-for-child-first-responders>

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) 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;
- is typified by some form of power imbalance in favour of those perpetrating 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.

Further information about the associated risks of serious violent crime can be obtained from the Home Office's Preventing youth violence and gang involvement and its criminal exploitation of children and vulnerable adults: count lines guidance' (DfE, 2019a)

**Domestic abuse (cross government definition):** 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. Coercive behaviour is also known as coercive control is a criminal offence under section 77 of the Serious Crime Act 2015. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. It can impact upon children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it within their own intimate relationships. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Operation Encompass operates in the majority of police forces in England, operating successfully in Bradford. It helps the police and schools to work closely together to provide emotional and other support for children witness to domestic violence. When the police attend to an incident involving domestic violence where children are present, it will trigger an alert to school so that support can be made available according to the child's own needs.

The National Domestic Abuse Helpline run by the charity Refuge has a helpline number which operates 24 hours a day for potential victims as well as others who may be worried about friends and loved ones.

**The number is 0808 2000 247**

**Sexual violence and sexual harassment between children in school:** sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

All staff must be clear about reporting concerns that indicate child on child abuse. Any concern must be reported to the DSL and will be investigated, including involving relevant agencies, where appropriate. Child on child abuse has many different forms, it may be occurring within a family, online, within the community or in any other setting where children are together, including school.

**Sexual violence** 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 off-line (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk.

Evidence shows girls, children with SEND and LGBTQ+ children are at greater risk.



Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence reference is made to sexual offences under the Sexual Offences Act 2003 as described below:

- **Rape:** a person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by penetration:** a person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual assault:** a person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

**Sexual harassment** means ‘unwanted conduct of a sexual nature’ that can occur online and offline. In this instance, the policy is referring to sexual harassment in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and /or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include:

- Sexual comments (sexual stories, lewd comments, sexual remarks, sexualised names etc)
- Sexual ‘jokes’ or taunting
- Physical behaviour (brushing up against someone, touching, displaying pictures, photos or drawing of a sexual nature etc)
- Online sexual harassment either standalone or part of a wider pattern of harassment and/or sexual violence
- Non-consensual sharing of sexual images and videos
- Sexualised online bullying
- Unwanted sexual comments and messages on social media
- Sexual exploitation, coercion and threats
- Upskirting

**Upskirting now falls under The Voyeurism (offences) Act which is commonly called the Upskirting Act. It came into force on the 12 April 2019. Upskirting is where someone takes a picture under a person’s clothing (not necessarily a skirt) without permission and or knowledge, with the intention of viewing genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.**

**What is consent?** Consent is about having the freedom and the capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during



sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

**Child on child abuse** is the term used to describe abuse that takes place between children. Staff in school should be alert to the types of abuse children may inflict upon one another. It includes, but not limited to:

- bullying (including cyber bullying)
- physical abuse such as hitting, kicking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment such as making lewd comments, remarks, jokes and online sexual harassment, which may be stand alone or part of a broader pattern
- upskirting which typically involves taking a picture under a person clothing without them knowing, with the intent to viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- sexting (also known as youth produced sexual imagery) and
- initiation/hazing type violence or rituals

**Homelessness** or being at risk of becoming homeless presents a real risk to a child's welfare. If staff become aware that any child or family is at risk of becoming homeless, possibly due to debt, rent arrears, domestic abuse or anti-social behaviour, the matter must be reported immediately to the DSL so that referral routes in to the Local Housing Authority can be triggered (if not already done so). The Homeless Reduction Act 2017 places a new legal duty on councils to offer meaningful help and support to anyone at risk of becoming homeless. The new duties shift the focus to early intervention in order to prevent crisis. It is therefore imperative to act quickly.

**Children missing or absent from education** can sometimes be an indicator of more serious issues such as abuse and neglect, sexual exploitation, criminal exploitation or mental health related problems such as alcohol or drug misuse, risk of travelling to conflict zones, risk of FGM, forced marriage or human trafficking. Early identification of such concerns is necessary to trigger help to prevent such a situation escalating. Park Aspire will closely monitor attendance and will robustly track those whose attendance falls below acceptable limits. It is known that exploiters encourage school exclusion. Referrals to the new 'National Referral Mechanism' specifically linked to concerns about human trafficking will be made even if such an activity is merely 'suspected'. In the case of a child, consent is not necessary. Referrals will be actioned via the police or some charities known as 'First Responders'. Details are outlined in the National Referral Mechanism guidance (June, 2021).

**Children and the court system and children with family members in prison** can present as stressful times and may adversely affect the well-being of the child and family. Staff must be sensitive to such episodes and support the child during what can be a deeply troubling experience for the individual and family concerned.

**Mental Health** staff must have an awareness that mental health problems can, in some cases, be an indicator that a child has suffered from or is at risk of suffering abuse, neglect or exploitation. It is important that trained professionals make the diagnosis of specific mental health problems, whilst staff in school are well placed to identify those whose behaviours which may suggest a child is experiencing mental health problems or are at risk of developing one. It is key that staff are aware that children who have suffered abuse and neglect, or other potential traumatic Adverse Childhood Experiences (ACEs) may have a lasting impact on mental and physical health into adulthood. Because

of this, immediate action must be taken as with all safeguarding responses. For children who have had a diagnosis of a mental health problem and have had inpatient care, extra care must be taken coordinate responses so that the right level of care is afforded to the child and family.

### **Signs and symptoms of child abuse**

The following lists of signs and symptoms of possible child abuse are offered as an aid to understanding and are not diagnostic.

It is important to remember that very few signs and symptoms are in themselves conclusive evidence that a child has been, or is being abused. Most of the signs given could have acceptable explanations i.e. there are lots of reasons why children have nightmares or why they suddenly start wetting themselves at school. Most teachers already have a range of possible explanations for concerns they have about individual children; explanations gathered through the experience of working with children and their families. What we ask is that child abuse be included in the range of possibilities when concerns are raised about individual children. Be alert to explanations, which do not seem to fit the circumstances and behaviour that is unusual for that particular child. Signs are more significant in clusters i.e. a child may have repeated urinary tract infections, but may also produce sexualised drawings, use sexual language and be disruptive in the classroom.

It is equally important to remember that where one sign/symptom is picked up at school in an individual child, a health visitor or another school may be concerned about a younger or older sibling.

The following lists should not then be viewed as checklists but should help to act as a reminder that where we see these signs or symptoms in children, child abuse should be within our range of possible causes.

**Remember: If you have any concerns about a child/young person you must speak to the school's Designated Lead for Child Protection.**

### **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 parent(s)/carer(s) 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**

- Physical, mental and emotional development lags.
- Admission to punishment which appears excessive.

- Over-reaction to mistakes.
- Continual self-deprecation.
- Sudden speech disorders.
- Fear of new situations.
- Inappropriate emotional responses to painful situations.
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking).
- Self-mutilation /self-harm
- Fear of parent(s)/carer(s) being contacted.
- Extremes of passivity or aggression.
- Drug or solvent abuse.
- Running away.
- Compulsive stealing or scavenging.

### **Neglect**

- Constant hunger.
- Poor personal hygiene.
- Constant tiredness.
- Poor state of clothing.
- Emaciation.
- Frequent lateness or non-attendance at school.
- Untreated medical problems.
- Destructive tendencies.
- Low self-esteem.
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking).
- Limitation/absence of social relationships.
- Running away.
- Compulsive stealing or scavenging.

### **Sexual Abuse**

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

### **Children Missing or Absent from Education**

**Note: Children absent from education is not the same as missing from education. Missing applies to children not receiving suitable education - they will be reported immediately to the LA, police or relevant agency.**

Children who miss education repeatedly will be referred to the Education Social Work Service so the necessary steps can be taken to secure improved attendance. No child will be removed off the school roll unless the school is clear about the reason for removal and that it is compliant with Local Authority guidance. Staff at Park Aspire will be vigilant about safeguarding concerns relating to attendance, such as travelling to conflict zones, risk of FGM or forced marriage. All absences will be followed up rigorously by the school.

More information - DfE guidance - 'Working together to improve school attendance 2022'.

**Remember:** Some children who are abused do not give out any recognisable signs and the risk for them, when they start talking about abuse, is that people will not be able to believe because they have no other indicators to back-up what the child is saying. Children who talk about being abused must always be taken seriously and procedures must always be activated. Research repeatedly shows that children rarely lie about abuse.

### **Listening to children and young people**

All staff have an important role in hearing what children have to say. They spend more time with children than any other person besides the parent(s)/carer(s) and school may provide a neutral place where the child feels safe to talk.

Teaching and non-teaching staff are skilled communicators with children. Communicating with children where abuse is suspected is more to do with sensitivity to the child's needs and awareness of your own responses, than learning specific new skills.

The first principle is to listen carefully to what a child is saying and treat it seriously. Children may fear that they will not be believed or that they will be punished for talking about abuse. You will need therefore, to tell the child that whatever has happened you are ready to hear about it and that you will not be cross with them for telling you.

We recognise that some children may not feel ready or know how to tell someone they are being abused, exploited or neglected, and they may not recognise this is a harmful experience. This will not prevent staff from being curious should they feel concerned about a child, concerns will be shared with the DSL and those concerns will be followed up.

Fear of the consequences of 'telling' is another common theme. It can be very tempting to offer a promise of confidentiality to a child. This is not realistic and a child needs to hear the truth about what will happen, together with a sincere offer of support through what may come.

Some of the following suggestions may help you feel more prepared when faced with a child talking about abuse.

### **Non-Verbal Cues:**

If the child is speaking freely about what has happened to her/him then you can show the child that you are listening and understanding what s/he is telling you by:

- Occasional head nods;
- Giving appropriate eye contact (remember some children will find direct eye contact uncomfortable);
- Positioning yourself slightly to one side of the child, rather than directly opposite (it's less threatening);
- Do not cuddle the child if they are talking about the abuse. This can give mixed messages to the child and may stop the child from talking. For many children they want to tell about abuse at the same time as not wanting to tell and may quickly shut up if they sense the adult listening is finding the information difficult or shocking;
- Some children find reassurance in the adult holding their hand but be aware that in doing so, you may be responding to your own needs, rather than the child's.

### **Verbal Cues:**

- Never stop a child who is freely recalling significant events;
- If the child goes quiet or dries up after having started to tell you something, then feedback to the child what s/he has said using his/her language/words. Feeding back usually gives the child permission to continue;
- Where you feel the need to ask a question, make sure your question is open e.g. "And then what happened...?" "Is there anything else you would like to tell me...?"
- Do not ask leading questions, which direct or lead the child to give a certain answer e.g. don't ask - "Did your mum do that?" "Was it in your bedroom"? etc.

### **Recognise when you have enough information**

There is no need for you to question the details of what a child tells you or for you to probe deeper than the child seems able to go. When you have enough information to suggest child protection concerns - activate child protection procedures (remember, where a child is freely recalling events don't stop them, let them come to a natural pause). Give the child reassurance by telling them "It was good that you told" "You are very brave to tell" "You were right to talk about this; it must have been very difficult to tell".

### **Don't make promises you cannot keep**

You may want to say "This should not be happening to you and I/we need to talk to someone else about this". With older children you may want to take them with you to the Safeguarding Lead so that they can hear and be part of the passing on of the information. An older child may even be present when the Safeguarding Lead rings children's social care. Including children in this way helps to empower the child/young person.

If you do need to leave the child at any point check how that feels for the child and be clear about why you need to leave them and when you will return.

### **Confidentiality - "If I tell you something, will you promise not to tell anybody?"**

Child protection information cannot be kept completely confidential. The welfare of the child (or children) is paramount.

Children should be sensitively told that information must be shared, be reassured that this is to protect their welfare and that the 'need to know' principle will be applied.

Listen to and take seriously the child's views/fears, they may inform how best to proceed.

### **Information Sharing**

Keeping children safe from harm requires professionals and others to share information. Often it is only when information is put together from a number of sources that it becomes clear that a child is in need or at risk of significant harm.

Personal information about children and families held by professionals is subject to a legal duty of confidence, and should not normally be disclosed without the consent of the subject. However, the law allows the disclosure of confidential information to safeguard a child (in the public interest).

The Children Act 1989, the Human Rights Act 1998, General Data Protection Regulation (GDPR) and Data Protection Act 2018 provides the legal context for considering issues of consent and confidentiality.

Clear advice and the 'seven golden rules to sharing information' are included government guidance:

Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018 via this link:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/721581/Information\\_sharing\\_advice\\_practitioners\\_safeguarding\\_services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)

The first 'golden rule' states:

*'Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately'.*

Information can be shared without consent to safeguard a child (in the public interest); to prevent or detect a crime/disorder; to apprehend or prosecute offenders; in the interest of public safety; to protect health or morals or to protect the rights or freedom of others

### **Record keeping is essential**

- Child protection records should be separate from the main pupil file, kept in a locked cabinet, accessible only by the head teacher and designated teachers.
- In the case of electronic recording in CPOMS, ensure information is recorded and disseminated with designated leads only.
- Child protection records are exempt from any open access policy.
- Information from third parties can only be shared with their consent.

- Make some very brief notes at the time and write them up as soon as possible if necessary. N.B. Do not destroy original notes.
- Record words child uses; don't translate to 'proper' words!
- Record statements, facts and observable things, not your views, interpretations, assumptions.
- Draw a diagram indicating position, size and colour of any bruising. Or use the body chart, as provided by CPOMS. Do not photograph.
- Record non-verbal behaviours.
- Record date and time, sign (staff member not child) including your position in the establishment, and pass to the designated person.

### **Monitoring**

Particularly relevant where there has been no direct disclosure, nor physical evidence, or the child has communication difficulties or is too young to give much information. Education staff are accustomed to monitoring, observing behaviour and are likely to know what is 'normal' for a particular child.

### **You must be clear what is to be monitored**

If you are asked to monitor, make sure you are given a clear plan of:

- what are you looking out for
- for how long
- how should you record your monitoring
- and who should you report to

### **Listening to children: Effect on adults**

Be aware of your own needs both throughout the process and afterwards.

Most people cope very well with the immediate effects of trauma, but 'go to pieces' afterwards.

Children talking about being abused can bring up all kinds of unexpected feelings in the adult listener.

Feelings can range from extreme sadness to extreme anger; memories of the adult's own childhood can be triggered through listening to children's traumatic experiences.

Extreme, confused feelings will not be helpful in the classroom. Adults do need some form of recovery time after listening to a traumatised child. In developing our strategies for child protection, we need to recognise the stress encountered by staff who have listened to the child.

**Remember:** Listening to children talking about abuse is very upsetting and it is important for staff to address these issues in supervision. Speak to your manager, without delay if you feel upset, or under stress, as a result of listening to a child. Your line manager will also be proactive in supporting your well-being and welfare after dealing with a sensitive safeguarding issue.



## Staff Code of Conduct

For ease of reading, references will be made to 'school' or setting. This encompasses wherever our pupils are, in or out of school either on trips, visits or residential experiences. The code is applicable in all places where the children of Park Aspire find themselves in the company of Park Aspire staff supporting them.

References made to 'child', 'pupil' and 'children' refer to children and young people under the age of 18 years. However, the principles of the document apply to professional behaviours towards all pupils, including those over the age of 18 years. 'Child' should therefore be read to mean **any pupil** at Park Aspire.

References made to adults and staff refer to all those who work with pupils at Park Aspire, in either a paid or unpaid capacity. This would also include, for example, those who are not directly employed by the school e.g. Local Authority staff, sports coaches etc.

The term 'allegation' means where it is alleged that a person who works with children 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; or,
- behaved towards a child or children in a way that indicates they 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

### **Purpose and Principles – does your behaviour help or harm the school?**

The Code seeks to ensure that the responsibilities of Park Aspire Management Committee towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. It should assist staff to monitor your own standards and practice and reduce the risk of allegations being made against you. It is also recognised that not all people who are working in the school and come into contact with our pupils are paid or contracted employees. The principles outlined in this code still apply and should be followed by any person whose work brings them into contact with children.

The code will provide all staff with a clear message that unacceptable behaviour will not be tolerated and that, where appropriate, legal or disciplinary action is likely to follow. Any resulting investigation will follow the school's disciplinary proceedings

Whilst every attempt has been made to cover a wide range of situations, it is recognised that any guidance cannot cover all eventualities. Where there is any doubt about any issue either expressed in the code, or not stated, please seek the guidance of your line manager.

All staff have a responsibility to be aware of systems within the school which support safeguarding. Safeguarding and child protection are a significant feature of the school explained in new staff induction and in regular staff training sessions. It is important to note that this code sits alongside a number of other key policies, not least the child protection policy, and should be read in conjunction

with the relevant policies outlined in this code.

It is recognised that the vast majority of adults who work with children act professionally and aim to provide a safe and supportive environment which secures the well-being and very best outcomes for children in their care. Achieving these aims is not always straightforward, as much relies on child and staff interactions where tensions and misunderstandings can occur. This document aims to reduce the risk of these.

It must be recognised, however, that some allegations will be genuine as there are people who seek out, create or exploit opportunities to harm children. Allegations may also be false or misplaced and may arise from differing perceptions of the same event. When they occur, they are inevitably distressing and difficult for all concerned. It is therefore essential that all possible steps are taken to safeguard children and ensure that the adults working with them do so safely.

### **Underpinning principles**

- The welfare of the child is paramount
- Staff should understand their responsibilities to safeguard and promote the welfare of pupils
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- Staff should work, and be seen to work, in an open and transparent way
- Staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded
- Staff should discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern
- Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation
- Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children
- Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them; criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the National College of Teaching & Leadership (NCTL).
- Staff and managers should continually monitor and review practice to ensure this guidance is followed
- Staff should be aware of and understand Park Aspire child protection policy, arrangements for managing allegations against staff, staff behaviour policy, whistle blowing procedure and the Safer Bradford Partnership (LADO) procedures.

### **Roles and Responsibilities – All staff**

It is the responsibility of all staff to read, understand and work in accordance with the Code of Conduct in order to:

- Maintain conduct of the highest standard and ensure confidence in one's integrity is sustained, and to be open, fair and honest in all activities at work
- Always act, and be seen to act, in the best interests in the child at all times
- Avoid any conduct that would lead any other to reasonably question motivation and intention
- Ask for any clarification on any aspect of the code when there is uncertainty
- Incorporate and promote equality and diversity in all aspects of the school
- Ensure at all times the safety and wellbeing of Park Aspire pupils
- Ensure that all aspects of safeguarding Park Aspire pupils is upheld at all times
- Be clear on protocols and reporting systems for child protection
- Be clear about procedures on reporting allegations
- Ensure you report to your line manager the arising of any financial or personal matter, which may create a conflict of interest during the course of your employment
- Take responsibility for your own action and behaviour

### **Teachers & Inclusion Leaders – all the above points plus:**

- Be a positive role model for all staff
- Ensure the code is established and communicated
- Take appropriate action immediately to deal with non-compliance with the standards of the code

### **Teachers – all of the above plus:**

- Uphold your wider responsibilities as set out in the Teachers Standards
- Ensure you keep up to date with relevant and current government legislation in your subject areas and wider responsibilities, including child protection and safeguarding updates
- Provide clarification on areas of the code to improve staff understanding of its requirements

### **Senior Leadership Team – all of the above points plus:**

- Fully support the implementation of the code consistently throughout the school community
- Lead by example in modelling behaviours, ways of working and best practise that supports the highest possible standards set out in the code and the value underpinning it.
- Assess staff performance in relation to the code and provide feedback to colleagues where necessary
- Ensure that safeguarding and child protection policies are distributed, adopted and implemented and monitored
- Ensure no staff are placed in situations that renders them vulnerable

## Conduct and Performance

The Management Committee, stakeholders and parents/carers of Park Aspire expect conduct of the highest standard from its staff. Confidence would be shaken should the least suspicion arise that any member of the team be influenced by improper motives. Improper motives in this list are neither exclusive nor exhaustive examples of offences which could be investigated under the remit of the school's Discipline and Capability Policy:

- Theft, fraud, deliberate falsification of records, cheating (during exams)
- Physical violence (against pupils or peers)
- Intimidation, threats of violence towards others
- Deliberate damage to property
- Being under the influence of alcohol or illegal drugs
- Serious negligence (failure to *recognise* a CP concern, children left unsupervised etc.)
- Serious acts of insubordination (failure to *report* CP concern, failure to share information etc.)
- Misuse of the school's facilities including unauthorised use of computer and communications systems
- Conduct that is likely to discredit or be prejudicial to the interest of the school
- Serious breaches of health and safety provisions
- Harassment towards others specifically with respect to a person's age, ethnicity, race, religion or colour, gender, sexuality
- Serious breach of confidence (subject to the Public Interest (Disclosure) Act 1998)
- Wilful insubordination (*deliberate* acts of negligence, withholding important information etc.)
- Accepting bribes or any other corrupt or dishonest practise
- Inappropriately communicating with pupils outside of school hours either in person or via a third party, or by any method of electronic communication, letter or telephone
- Entering into a personal or sexual relationship with any pupil
- Failure to report child protection concern
- Failure to report disclosure of allegation
- Abuse your position of trust to gain access to information about a pupil or their family for your own advantage or threaten, intimidate or coerce pupils for your own advantage or use your status to form or promote a relationship that is of a sexual nature or which may become so
- Inciting acts of terrorism or deliberate persuasion towards radicalisation
- Failure to store sharp or dangerous items safely and appropriately (including items left carelessly in sinks such as knives)
- Using own/private mobile devices for personal conversations (including texting and other forms of social media communication) or use for personal business purposes (non-urgent appointments, etc). This restriction applies during teaching time, peripatetic lessons, directed time, social events during the school day, trips and visits, assemblies or other whole school events or meetings/training of any kind. The use of the school's own mobile device can be used in certain circumstances such as on trips and visits, external meetings where necessary, in sixth form for communication with parents/carers or employers/college/providers or for those staff who communicate with parents/carers outside of school hours. Staff must ensure that families and next of kin have details of the school's telephone number for communication in an emergency. Staff are individually responsible for ensuring personal mobile devices are stored securely in lockers provided or in another secure alternative.

- Smoking cigarettes (including E cigarettes) in or around the school
- Engage in personal conversations that are inappropriate in the presence of pupils
- Expose pupils to inappropriate material on the internet or entertainment media (Xbox, Play Station etc.) or television/film

### **Sexual Conduct**

Any sexual behaviour by a member of staff is unacceptable. It is an offence for a member of staff in a position of trust to engage in any sexual activity with a pupil. Any sexual activity with a child will lead to criminal/disciplinary procedures. Staff must not form any sort of sexual contact with any pupil and avoid any contact or touch that could be considered to be indecent.

Staff should not enter into a sexual or intimate relationship with any family member of a pupil attending school.

To be clear, staff should avoid conduct or communication that could be considered sexually suggestive, provocative or give rise to speculation. Staff should not make sexual remarks to or about any pupil, even in mischief.

Staff should not discuss sexual matters with any pupil or in the presence of pupils unless it is part of an agreed lesson (PHSCE) or as part of an agreed role.

### **One to One situations**

Where possible, staff should not work in lone situations with pupils unless their role specifically requires this (play therapy, hypnotherapy, safer schools, counselling, etc). Generally, staff should ensure they are not alone with children but if they are, they should ensure the door is open (if possible) and report immediately if the pupil becomes upset or distressed during this period. Arranging to meet any pupil away from work is not permitted.

### **Home Visits**

If any member of staff is required to visit pupils at home, they must ensure the purpose for the visit has been authorised by the Headteacher and follow procedures outlined in the Lone Working Policy.

### **Educational Visits**

There are specific duties outlined in the Health & Safety at Work Act 1974 which outline regulations that must be applied to offsite educational visits. The Management of Health & Safety at Work Regulations 1999 imposes the duty that all activities must be fully risk assessed before they can take place. This is applicable to day visits and residential visits. Please refer to the school's School Visits Policy and Health and Safety Policy for more details about educational visits. No trip will be authorised by the Headteacher unless guidance is fully adhered to relating to off site visits. Under no circumstances should pupils be taken off site on any unplanned visit/planned visit that is not compliant with the guidance. Removal of pupils without proper planning and permissions will result in disciplinary procedures.

### **Transporting Pupils**

At times staff at school are required to transport pupils to various sites such as college or work experience. Staff must not offer to give any pupil a lift unless the need for this has been agreed with your line manager. Whilst in the vehicle, pupils must wear seat belts whilst the vehicle is in motion and ideally be placed in the rear of the car if possible. Any staff member who is authorised to carry pupils must have an appropriate licence and business use on their insurance policy. During the journey, ensure the route planned is safe and direct. Staff must not undertake other business or digress from the planned route unless in an emergency situation such as road works.

### **Respect and Equality**

Staff should always remember their responsibilities to the school and the school community. You should act, at all times, in a courteous and respectful manner towards peers and all connected to the school, including visitors. There should be mutual respect to the diverse roles that exist within the school and individuals be treated with fairness, dignity and respect. Dignity at work is crucial to the code. Staff are expected to be highly supportive of one another in what can be a stressful environment. Staff must act in a way that demonstrates high levels of emotional intelligence so that peer support is successful and meaningful.

### **Contact with the Media**

No member of staff shall disclose to the public or the media information about the school or confidential meetings that take place in the school or confidential information about any member of

the school's community, including children and their families or staff, without consulting the Headteacher.

### **Photography, videos and other images**

The school uses photography and recording devices for displays, publicity, special events and to provide records of achievement. The school will seek parental/carer permission at the time of admission as to whether an individual's image can be recorded and used in this way. Staff must make sure that they are aware of which pupils have been granted permission and those who have not. Staff must only take a photograph of any pupil if the pupil is happy for them to do so and ensure the photograph you wish to take is for a legitimate purpose only. Staff must not take photographs of any kind on their personal devices. Staff must not take photographs of pupils in any state of undress such as at swimming or in PE. Staff must not take photographs of any pupil that could be considered sexual or indecent.

### **Confidentiality**

The storing and processing of personal information is governed by the Data Protection Act 1998. Staff should refer to the schools Data Protection Policy. The policy covers information stored about staff and pupils alike.

Staff may have access to confidential information about pupils and their families which must be kept confidential at all times and only shared when legally permissible to do so and in the interest of the child. Records should only be shared with those who have a legitimate professional need to see them.

Staff should never use confidential or personal information about a pupil or her/his family for their own, or others advantage (including that of partners, friends, relatives or other organisations). Information must never be used to intimidate, humiliate, or embarrass the child. Confidential information should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously.

There are some circumstances in which a member of staff may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals have a responsibility to pass information on without delay, to the schools Designated Safeguarding Lead.

If a pupil – or their parent / carer – makes a disclosure regarding abuse or neglect, the member of staff should follow the school's child protection procedures. The adult should not promise confidentiality to a child or parent/carer, but should give reassurance that the information will be treated sensitively.

If a member of staff is in any doubt about whether to share information or keep it confidential, he or she should seek guidance from the Designated Safeguarding Lead. Any media or legal enquiries should be passed to the Headteacher.

### **Physical Contact including Behaviour Management, the use of Physical Intervention**

This element of the code is detailed in the school's Relationships Policy and Physical Intervention policy.

### **Information Security – personal information**



Staff should positively prevent information misuse by:

- Protecting your personal information against unauthorised access by any pupil
- Ensuring your personal mobile telephone or home telephone number is not disclosed to any pupil
- Ensuring pupils cannot access your Facebook or any other form of social media site
- Do not share personal or work email addresses with pupils
- Ensuring you do not disclose your personal address or personal details with any pupil
- Maintain the integrity of any personal information at all times

For further support and information about information sharing (electronic or otherwise) please refer to the child protection policy and your ICT Acceptable use Policy. Speak with the school's technical support team – Data Cable - or your line manager about all matters relating to personal information security.

Data Cable can be contacted on 01535 616000 or by email at [hello@datacable.co.uk](mailto:hello@datacable.co.uk)

Breaches of any kind relating to disclosing personal details to children could result in referral to LADO and subsequent investigation.

### **Communication with children**

In order to make best use of the many educational and social benefits of new and emerging technologies, pupils need opportunities to use and explore the digital world. E-safety risks are posed more by behaviours and values than the technology itself.

Staff should ensure that they establish safe and responsible online behaviours, working to local and national guidelines and acceptable use policies which detail how new and emerging technologies may be used.

Staff must not communicate with pupils via the use of computers, tablets, phones, texts, e-mails, instant messages, social media such as Facebook and Twitter, chat-rooms, forums, blogs, websites, gaming sites, digital cameras, videos, web-cams and other hand-held devices. (Given the ever-changing world of technology it should be noted that this list gives examples only and is not exhaustive.)

Staff should not request or respond to any personal information from children other than which may be necessary in their professional role by those in positions at school that require this level of contact. They should ensure that their communications are open and transparent and avoid any communication which could be interpreted as 'grooming behaviour'. To this end, staff must not communicate/make contact with any pupil or respond to any pupil outside of the purposes of work. If a pupil attempts to make contact with any member of staff via any of the above mediums, it must be reported immediately.

Staff should not give their personal contact details to children for example, e-mail address, home or mobile telephone numbers, details of web-based identities. If children locate these by any other means and attempt to contact or correspond with the staff member, the adult should not respond and must report the matter to their manager immediately. The pupil must then be blocked so that future contact cannot be achieved. This includes social contact with pupils who have left the school,

this should not be encouraged or entered into. Those pupils who have left the school includes those who have moved to a new or different school or those who have reached the end of their statutory education, have moved to further education, training or employment.

Staff should adhere to the school's policies, including those with regard to communication with parents and carers and the information they share when using the internet.

### **Contact outside the workplace**

It is acknowledged that staff may have genuine friendships and social contact with parents/carers of pupils, independent of the professional relationship. Staff should, however, also be aware that professionals who sexually harm children often seek to establish relationships and contact outside of the workplace with both the child and their parents/carers, in order to 'groom' the adult and the child and/or create opportunities for sexual abuse.

It is also important to recognise that social contact may provide opportunities for other types of grooming such as for the purpose of sexual exploitation or radicalisation

Staff should recognise that some types of social contact with pupils or their families could be perceived as harmful or exerting inappropriate influence on children, and may bring the setting into disrepute (e.g. attending a political protest, circulating propaganda).

If a pupil or parent seeks to establish social contact, or if this occurs coincidentally, staff should exercise her/his professional judgement at the time of the contact and then report the incident, and their responses to it, to their line manager. This also applies to social contacts made through outside interests or the staff member's own family.

Some staff may, as part of their professional role, be required to support a parent or carer. If that person comes to depend upon the staff member or seeks support outside of their professional role this should be discussed with senior management and where necessary referrals made to the appropriate support agency.

### **Financial/Prejudicial interests**

Staff must declare in writing to the Headteacher any financial interests or dealings they or any other person living with them, any close member of their family, close friend or business associate may have in any business or contract which may have a business relationship with the school. This may not affect the business relationship but it must be logged and approved by the Management Committee.

### **Relationships – personal relationships**

All staff must declare to their line manager or the Headteacher any situation where their impartiality, objectivity, or honesty may be compromised due to their being related to or having a close relationship with someone at work.

The Headteacher may move a person to a different area or class for example, whose close personal relationship is likely, in the opinion of the Headteacher, to prejudice discipline, or be detrimental in any way to the school while they remain in post. This must not necessarily be interpreted as a negative move or action.

Staff who marry, register a civil partnership or form a close personal relationship during employment in the same work area will not be expected to move unless circumstances arise which make such a change appropriate for personal, operational or management reasons.

### **Contractors and Procurement**

Any relationship or friendship with external contractors or potential contractors should be made known to the Business Manager. Orders and contracts are awarded fairly by honest competition. If staff are related to any of its contractors, they should inform the Business Manager so as to avoid any conflict of interest.

## **Confidential Reporting Procedure (Whistle Blowing)**

Park Aspire is committed to the highest possible standards of openness, probity and accountability, and expects any staff that becomes aware of activities or actions that they believe are illegal, improper, unethical or otherwise inconsistent with the code to report the matter **immediately** to your line manager. For **ALL** matters that relate to child protection the report goes immediately to the Designated Lead for Safeguarding. For **ALL** matters relating to allegations against staff the report goes immediately to the Headteacher, unless it is about the Headteacher in which case the report goes to the Chair of Governors – Mrs Sue Mawson, in writing addressed to: Clerk to the Governors, Park Aspire, Avenue Road, Bradford, BD5 8DB marked private & confidential.

Staff must also ensure the school's assets are protected and report immediately to their line manager any concerns about dishonesty or impropriety which they suspect has occurred or is likely to occur. Initial enquiries may lead to an investigation but should any member of staff make an allegation which transpires to be frivolous, malicious or for personal gain, the Management Committee would deem this to be serious which may lead to disciplinary action.

Once you have made senior managers aware of your concerns, you should not make any public statements about it as you may be expected to assist in any investigation or hearing into the suspected misconduct.

## **Health & Safety**

The Health and Safety at Work Act 1974 places a duty on all staff, whilst they are work, to take reasonable care for the health & safety of themselves and others. You are legally bound to comply with all safety rules and instructions. The school's Business Manager, with support from the Site Manager and the Council, will ensure that there are safe working practises and safe premises. The Business Manager will arrange for you to receive appropriate training to discharge your responsibilities for health & safety.

## **Other employment**

Staff must not allow their private interests to come into conflict with their work at the school. You are required to devote your time and service to the work of the school and may not engage in other business or take up any other additional employment whilst you are required to be in school, during normal school hours. Other employment must not impact on, distract or cause conflict with your employment with the school. Regardless of scale or post, all staff (paid or voluntary) who undertakes additional work must inform their line manager in order to comply with the Working Time Regulations 1998. Staff must disclose secondary employment by signing the 'Secondary Employment Declaration' form.

## **Disclosure of police investigations, cautions or convictions**

All staff are expected to demonstrate consistently high standards of personal and professional conduct. Staff who become the subject of a criminal investigation, convicted or cautioned for any offence whilst in employment with the school are required to notify the headteacher immediately, in writing, of the offence and the penalty.

## **Absence**

Staff must comply with the rules regarding attendance and absence. All absences must be reported, to the Headteacher, no later than 7.30am on the first day of absence, by telephone, in person. Next of kin may report absence if it is not possible to do in person. Texting or email is not acceptable. Once sickness begins, you should maintain contact with the school regularly. 'Fit notes' from a doctor (or other health practitioner) will be required following the first week's self-certification of absence followed by a return-to-work interview upon return to work. Longer periods of illness may result on a referral to Occupational Health but it is important at all times to keep in touch with your line manager.

### **Alcohol, drugs and other substance misuse**

The school operates at all times a non-smoking policy in or around its grounds promoting the health and well-being of all staff and pupils to minimise the problems arising out of the effects of smoking, alcohol, drugs (whether prescribed or illegal), solvents etc.

Staff are encouraged to seek help from their GP or Occupational Health as soon as they believe they have problem. Any referral to Occupational Health is confidential and as such will be handled sensitively and confidentially. In order to trigger a self-referral to Occupational Health, please speak with your line manager.

Any staff whose performance at work falls below acceptable standards or who cause danger or inconvenience as a result of alcohol, drugs or other substance misuse will be the subject of the school's Disciplinary and Capability procedures.

If you are taking prescribed drugs you should inform your line manager if any such drugs are likely to have an effect of your ability to teach, use equipment safely or manage children etc in the interest of health & safety of all.

### **Fidelity – commitment and loyalty to the school**

Staff have common law duties implied in your contracts that generally reflect the personal nature of the contract. These duties require staff to obey lawful and reasonable instructions, serve the employer in carrying out your work (such as teaching, supporting, cooking, cleaning etc.) and exercise reasonable care and skill in carrying out their work. Staff should not disclose confidential information about the school if and when employment comes to an end. Serious breaches of these terms could, if proven, lead to disciplinary or legal action being taken against any employee.

### **Personal Appearance**

The school expects all staff to observe a standard of dress which is appropriate to the nature of work undertaken. All staff should adopt a professional appearance and observe a high standard of cleanliness and personal hygiene.

Staff are not allowed to wear excessive and highly visible jewellery. Jewellery must be kept to a minimum, such as necklaces, earrings, rings because they can be hazardous or get caught or pulled. Injury arising from the wearing of inappropriate jewellery will invalidate any claim against the school. To retain a professional image, all tattoos, where feasible, should be covered. Anyone who has a tattoo that could be construed as offensive to any religion or belief that is discriminatory, violent or intimidating could be subject to investigation and disciplinary proceedings.

Staff should not wear clothing that exposes excess flesh, cropped tops, halter neck tops, leggings or very short skirts are not permitted. A useful rule of thumb for all staff would be '*if you can see up it, down it or through it*' it is not permissible. Staff must wear sensible shoes. Jeans are not permitted. The exceptions are on non-uniform day or training days where smart casual can be then worn.

### **Use of School Property and Facilities**

The school's assets and facilities, including stationery, tools, office telephones, mobile telephones, personal computers and laptops, machinery, photocopiers, work areas and car park may only be used for official purposes unless permission, from the Headteacher, has been given for private use.

The restriction also applies to word processors, software and data, which should not be used for private purposes or removed from the school unless permission has been sought from the Headteacher.

While the rule generally applies, staff should be considerate of common sense, so that a situation can never arise whereby suspicion is aroused unduly. Do not assume colleagues are taking advantage of their position without good reason.

All school resources must be used efficiently to avoid wastage, loss or damage. If property has been removed for official purposes it must be returned and the use of lap tops and other school items such as door pass and fobs must be returned if you leave employment.

### **Gifts and Rewards**

Staff must not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment.

There are occasions when pupils or parents/carers wish to pass small tokens of appreciation to staff e.g. at Christmas or as a thank-you and this is usually acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.

Staff are not allowed to trade items with pupils such as X-Box games, CDs or DVDs, mobile telephones etc.

Staff should exercise care when selecting children for specific activities, jobs or privileges in order to avoid perceptions of favouritism or injustice. Similar care should be exercised when pupils are excluded from an activity. Methods of selection and exclusion should always be subject to clear, fair, agreed criteria. The school's Behaviour Policy makes clear arrangements for exclusion.

### **The Single Central Register (SCR)**

The SCR referred to in this code is to be maintained by the Business Manager and will be subject to scrutiny by the LAB.

This code of conduct was written and produced in September 2024. It will be reviewed annually.

**SIGNED ELECTRONICALLY BY: Kirsty Ratcliffe – Headteacher 7.10.24**

**SIGNED ELECTRONICALLY BY: LAB MEMBER 7.10.24**