



**CARLTON**  
ACADEMY TRUST

# **Carlton Academy Trust**

## **Safeguarding and Child Protection Policy**

**Approved on behalf of Trustees**

**Gareth Logan**

**Date:**

**July 2023**

**Next Review**

**July 2024**



## **Glossary of Terms**

<b>CAMHS:</b>	Child and Adolescent Mental Health Services
<b>CEO:</b>	Trust Chief Executive Officer
<b>CSC:</b>	Childrens Social Care (Local Authority)
<b>DBS:</b>	Disclosure and Barring Service
<b>DLAC:</b>	Designated teacher for Looked After Children.
<b>DOS:</b>	Trust Director of Safeguarding
<b>DSL:</b>	Designated Safeguarding Lead
<b>EYFS:</b>	Early Years Foundation Stage
<b>KCSIE:</b>	Keeping Children Safe in Education (DFE guidance)
<b>HOS:</b>	Head of School
<b>LA:</b>	Local Authority
<b>LAC:</b>	Looked After Child/Children
<b>LADO:</b>	Local Authority Designated (Safeguarding) Officer
<b>Parents:</b>	Umbrella term also including carers
<b>PLAC:</b>	Previously Looked After Child/Children
<b>SEND:</b>	Special Educational Needs or Disabilities
<b>SENDCO:</b>	Special Educational Needs Co-ordinator
<b>SLT:</b>	Senior Leadership Team
<b>VSH:</b>	Virtual School Head



## **Section 1: Policy Aims, Definitions and Statutory Framework**

This policy provides a secure framework for the effective safeguarding of students who attend Trust schools. It applies to all school staff, volunteers, visitors, and Trustees/Governors, covering both in-school and off-site activities. It should be read alongside statutory guidance.

Main policy objectives:

- Ensure all staff are aware of their statutory responsibilities and properly trained in recognising and reporting safeguarding issues including online safety.
- Ensuring all schools practise safe recruitment and check the suitability of staff and volunteers to work with children.
- Pro-actively teach students the skills and knowledge to keep themselves safe.
- Ensure students know that there are adults in school they can approach if they have concerns.
- Outline procedures for identifying and reporting cases or suspected cases of abuse.
- Support students who have been abused in accordance with their agreed child protection plan.
- Establish an environment where students feel secure, are encouraged to talk, and are listened to.
- Provide guidance as how to Intervene in a timely manner to provide early help when a safeguarding issue arises and provide multi-agency support when needed.

**Safeguarding is the responsibility of all staff**, and the Trust recognises the contribution effective safeguarding practice can make in ensuring that all students feel they will be listened to, and appropriate action taken if concerns are raised. This will be enhanced through establishing effective partnership working with parents and other agencies.

### **Definitions**

**Safeguarding is:**

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

**Child Protection:** Activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse:** Maltreatment of a child which may involve inflicting harm or failing to act to prevent harm. Abuse may be Physical, Emotional, Sexual or Neglect.

**Neglect:** The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

**Sexting/Youth produced sexual imagery:** Sharing of sexual imagery (photos or videos) by children.

**Three Safeguarding Partners (as defined by KCSIE):** These are the LA, Integrated Care Boards for the area within the LA, and the Chief Officer for police within the LA area. Together, these work to safeguard and promote the welfare of local children.

**Regulated Activity:** Someone works in a Regulated Activity when they satisfy one of the following criteria:



- Responsible on a regular basis in a school or college for teaching, training, instructing, caring for or supervising children.
- Undertake unsupervised paid or unpaid work on a regular basis in a school or college, where that work provides an opportunity for contact with children.
- Engage in intimate, personal care or overnight activity, even if this happens only once, and regardless of whether they are supervised or not.

### **Legislation and Statutory Guidance**

- This policy is based on the Department for Education’s statutory guidance [Keeping Children Safe in Education \(2023\)](#), [Working Together to Safeguard Children \(2023\)](#), and the [Governance Handbook \(2020\)](#). We comply with this guidance and the arrangements agreed and published by our three local safeguarding partners.
- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school.
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children.
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18.
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children.
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children.
- [Statutory guidance on the Prevent duty](#), which explains schools’ duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and [Childcare Act 2006](#), which set out who is disqualified from working with children.
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

### **Equality Statement**

Additional barriers may exist for some students in recognising or disclosing safeguarding issues both online and offline. We are committed to recognising this for all students, and ensuring all have the same protection regardless of any barriers they may face. Students we give special consideration to include:

- Those with SEND
- Young carers
- Those who experience discrimination due to their race, ethnicity, religion, gender identification or sexuality.
- Speak English as an additional language.
- Those living in difficult situations such as temporary accommodation or where there are issues such as substance abuse or domestic violence.
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation.
- Asylum seekers.
- At risk due to either their own or a family member's mental health needs.
- Are LAC or PLAC.
- Are missing or absent from education for prolonged periods and/or on repeated occasions.
- Where a parent has expressed an intention to remove them from school to be home educated.



## **Section 2: Roles and Responsibilities**

### **Staff**

All staff must:

- Read and understand part 1 and Annex B of KCSIE and review this guidance at least annually.
- Be familiar with Trust Safeguarding and Child Protection procedures as outlined in this policy.
- Know the identity of the DSL.
- Be familiar with the signs of different types of abuse and neglect, and specific safeguarding issues.
- Know what to do if they identify a safeguarding issue or a student tells them they are being abused or neglected or have concerns about staff behaviour.
- Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected or may not recognise their experiences as harmful.
- Be aware of Trust expectations and responsibilities in relation to filtering and monitoring.

### **DSL**

Is a senior leader with responsibility for child protection and safeguarding. This includes online safety and understanding Trust filtering and monitoring procedures for school devices and school networks to keep pupils safe online. Their identity will be displayed around school so that students and staff are aware of their identity. Each school must appoint someone who can deputise in their absence.

They will:

- Support and advise staff.
- Take part in strategy discussions, inter-agency meetings, or support other staff in this role.
- Contribute to the assessment of children.
- Refer suspected cases as appropriate to the relevant agencies: LA CSC; Channel Programme; Disclosure and Barring Service; police.
- Keep the HOS informed of any issues, liaise with LA case managers and/or LADO as appropriate. This includes being aware of the requirement for children to have an 'appropriate adult' while a student is being detained or questioned by the police.
- Undertake regular and timely supervision.

### **Trustees**

All Trustees must be familiar with all parts of KCSIE. They are also responsible for reviewing and approving this policy and ensuring it complies with legislation and holding senior Trust staff and HOS accountable for its effective implementation. One Trustee will be appointed as Safeguarding link Trustee to oversee Safeguarding and the effective implementation of this policy.

The Chair of Trustees will act as the 'Case Manager' should an allegation of abuse be made against the CEO.

### **HOS**

Are responsible for:

- Ensuring that staff (including temporary) and volunteers are aware of Trust safeguarding systems.
- Ensuring that all staff undertake appropriate Safeguarding and Child Protection training including online safety.
- Publishing the Safeguarding and Child Protection policy on their school website



- Ensuring that the DSL has appropriate time, training, and resources, and adequate cover if the DSL is absent.
- Where appropriate, acting as the 'case manager' in the event of an allegation of abuse made against a member of staff or volunteer.
- Ensuring each child in the EYFS is assigned a key person.
- Overseeing the safe use of technology, mobile phones and cameras in EYFS.



## **Section 3: Actions Where Students are at Risk of Harm, Causing Concern or Make a Safeguarding Disclosure**

### **When a Student is Suffering or Likely to Suffer Harm or in Immediate Danger**

Make an immediate referral to Children's Social Care and/or the police, informing the DSL of this as soon as reasonably possible afterwards. Any member of staff can make a referral using the following contact details:

***Bradford LA's Children's Services Dedicated Practitioners Advice and Referral contact line on 01274 433999 (Monday to Thursday 8.30am – 5.00pm, Friday 8.30am – 4.30pm.***

***Emergency Duty Team (out of hours): 01274 431010***

***If you believe a child is at IMMEDIATE RISK OF HARM, contact the police on 999.***

### **Student Disclosures**

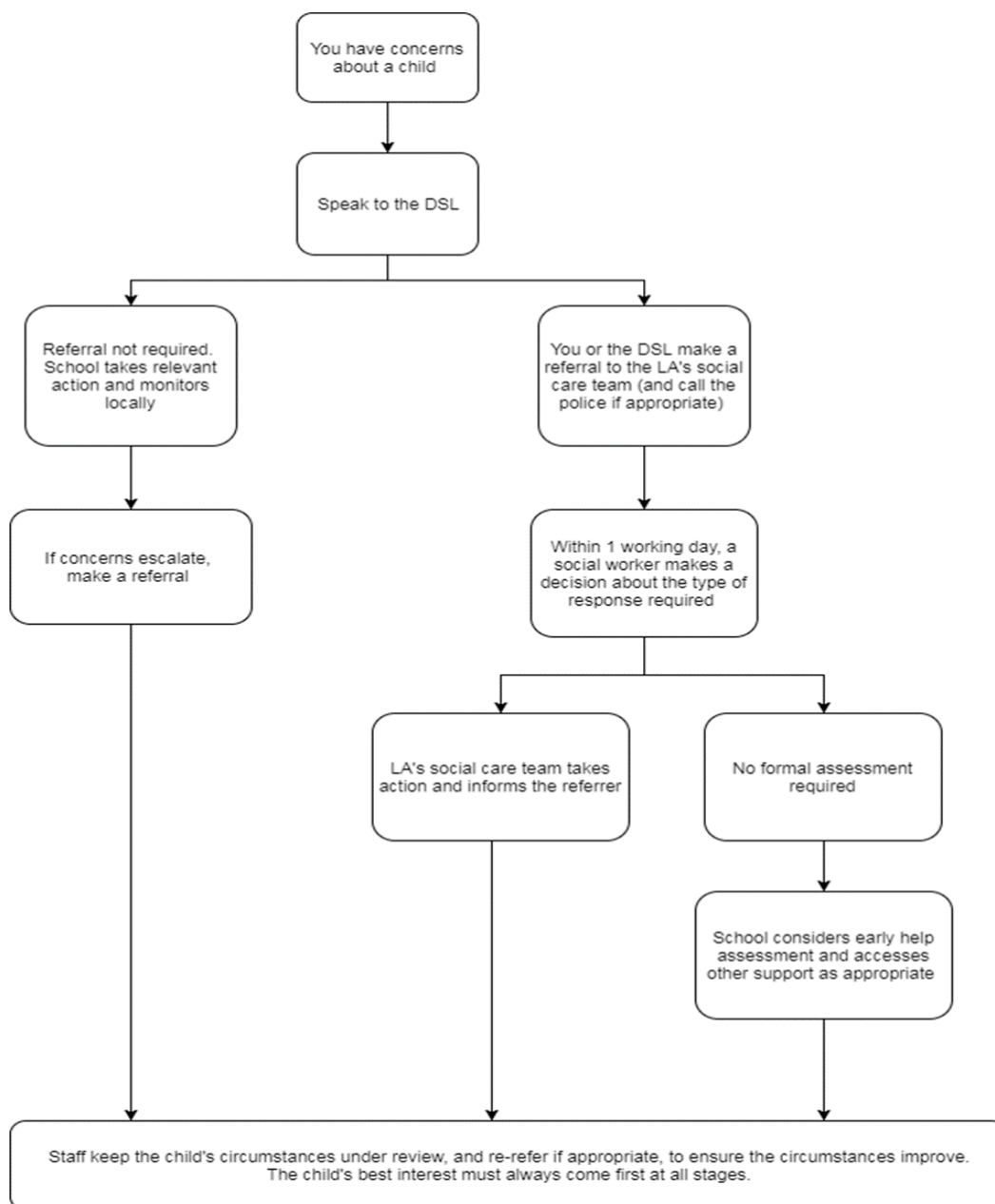
If a student discloses a safeguarding issue, you should:

- Listen and believe them, allowing time to talk freely without asking leading questions.
- Stay calm and do not show that you are shocked or upset.
- Assure them that they have done the right thing, and do not tell them they should have told you sooner.
- Explain that you will have to pass this information on and cannot keep it secret.
- Complete notes of the conversation as soon as possible afterwards using the student's own words, remaining factual and not adding your interpretation of events. This should be signed, dated, and passed to the DSL and recorded on CPOMS.
- Where appropriate, make an immediate referral to CSC and/or the police.

### **Staff Have Concerns About a Student**

You may have concerns about a student based on what they have told you, something you have noticed about them, or something another professional has said or done. It is the responsibility of all staff to share their concerns with the DSL as soon as reasonably possible, no matter how small or trivial they may appear. If the DSL is not available, speak to their Deputy, another member of SLT, and/or take advice from CSC. Advice may also be obtained from the NSPCC helpline (0808 800 5000). The flowchart on the following page should be used to guide responses when staff have concerns about a student's welfare:





## **LA Referrals**

When a referral is made to CSC, they will decide within one working day what course of action to take. The DSL/staff member making the referral must ensure that they receive this information from the LA and properly record outcomes. Where the students' circumstances do not appear to improve following the referral, the DSL will follow escalation procedures to ensure their concerns have been properly addressed.

## **Concerns about Extremism**

If a student is suffering harm or likely to suffer from harm relating to extremism, speak to the DSL as soon as reasonably possible. If the DSL is not available, you should speak with the Deputy DSL, other senior leader, or seek advice from CSC. Any referral to CSC must be reported to the DSL as soon as reasonably possible.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the LA CSC team.

The Department for Education also has a dedicated telephone helpline (020 7340 7264), which staff can contact to raise non-emergency concerns about extremism. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk).

If you think someone is in immediate danger, may be planning to travel to join an extremist group or you see or hear something that may be terrorist-related, call 999 or the confidential anti-terror hotline (0800 789 321)

## **Notifying Parents**

The DSL will discuss any concerns or disclosures with parents as soon as reasonably practicable. Other staff members may only do this following consultation with the DSL. Where we believe notifying parents would increase the risk to a student, we will consider whether this is appropriate in consultation with the LA CSC team.

## **Early Help**

Where early help intervention is needed, the DSL will liaise with other agencies and arrange for an early help assessment. Other staff may be required to assist an early help assessment, acting as lead practitioner. The DSL will keep the case under review and the school will consider a referral to La CSC if the situation does not improve.



## Section 4: Recognising Abuse and Taking Action

### Types of Abuse

There are four main types of abuse:

**Physical Abuse:** 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 falsifies the symptoms of or deliberately induces illness in a child.

**Emotional Abuse:** Persistent emotional maltreatment of a child as to cause severe and adverse effects on their emotional development. Some level of emotional abuse is involved in all types of abuse, although it may occur alone.

Emotional abuse includes:

- Conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person.
- Not providing opportunities to express their views, deliberately silencing them, ridiculing what they say or how they communicate.
- Age or developmentally inappropriate expectations being imposed on a child. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- Seeing or hearing the ill-treatment of another.
- Serious bullying (including cyberbullying), causing a child to frequently feel frightened or in danger.
- Exploitation or corruption of children.

**Sexual Abuse:** Involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, irrespective of whether the child is aware of what is happening.

Activities may involve:

- Physical contact, including assault by penetration (rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching the outside of clothing.
- Non-contact activities such as children looking at or producing 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)

**Neglect:** Persistent failure to meet a child's basic physical and/or psychological needs, which is likely to result in the serious impairment of the child's health or development. Examples include:

- Neglect during pregnancy due to maternal substance abuse.
- Failure to provide adequate food, clothing, and shelter (including exclusion from home or abandonment).
- Not protecting a child from physical and/or emotional harm or danger.
- Failure to ensure adequate supervision, including the use of inadequate caregivers.
- Failure to ensure access to appropriate medical care or treatment.
- Being unresponsive to a child's basic emotional needs.
- Failure to provide suitable education.

### Allegations of Abuse Made Against Other Students (Child-on-Child Abuse)

All abuse between students is unacceptable and therefore all allegations will be taken seriously and not diminished as "banter", "having a laugh" or 'part of growing up'. We also recognise the gendered



nature of child-on-child abuse and the additional barriers when recognising abuse for students with SEND.

We recognise that child-on-child abuse may be taking place even where not reported and all staff must be vigilant to the signs.

There are many examples of abuse which are dealt with under this policy including:

- Serious, and potentially criminal offences.
- Incidents that put or could put students at risk including online risks.
- Incidences of violence.
- Students being forced to use drugs or alcohol.
- Sexual exploitation, sexual abuse, or harassment such as indecent exposure, sexual assault, up-skirting or sexually inappropriate pictures or videos (including sexting)
- Extra-familial harms including domestic abuse in their own intimate relationships (teenage relationship abuse)

Where a student makes an allegation against another student, staff must record full details of the allegation and inform the DSL. They must not make an investigation without formal authority. The DSL will then take appropriate action, which includes:

- Contacting the LA and/or police if it involves a criminal or potentially criminal offence.
- Put a risk assessment and support plan into place for all students involved or affected by the incident.
- Contact CAMHS where appropriate.

Schools can reduce the incidence of child-on-child abuse by:

- Challenging derogatory or sexualised language or behaviour, including requesting or sending sexual images.
- Being vigilant to issues that particularly affect different genders such as sexualised or aggressive touching or grabbing towards female pupils, or initiation style violence for boys.
- Educating students about appropriate behaviour and consent.
- Ensuring students know they can talk to staff confidentially.
- Educating staff to understand that child-on-child abuse could be a sign that the perpetrator may be being abused themselves.
- Enacting effective mitigations which include a no mobile phone policy and internet firewalls.

Further details may be found in the Trust 'Sexual Harassment and Sexual Violence' policy.

### **Sexting**

Any incident involving sexting, must immediately be reported to the DSL. You **must not**:

- View, download or share the imagery, or ask a student to share or download it. If you have accidentally viewed the imagery, you must report this to the DSL.
- Delete the imagery or ask the pupil to delete it.
- Ask the student/s involved to disclose information regarding the imagery. The DSL will do this.
- Share information about the incident with other staff, students, or parents.
- Say or do anything to blame or shame the students involved.

You **must**:

- Inform the students involved that you need to report the incident to the DSL, who will support them throughout.



Following reports of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to students.
- If it is necessary to view the imagery to safeguard the young person. In most cases, imagery should not be viewed.
- Further information required to enable the best response.
- Whether the imagery has been widely shared and on what services or platforms
- Whether immediate action should be taken to delete or remove images from devices or online services.
- Any relevant information about the student/s involved which would influence a risk assessment.
- If there is a need to contact another school, college, agency, organisation, or person.
- If a referral needs to be made to the police or CSC.

The DSL will make an immediate referral to police and/or CSC if:

- The incident involves an adult.
- There is reason to believe that the student has been coerced, blackmailed, groomed, or if there are concerns about their capacity to consent such as SEND.
- The imagery depicts sexual acts which are unusual for the student's developmental stage or are violent.
- The imagery involves sexual acts and any student in the imagery is under thirteen.
- The DSL has reason to believe a student is at immediate risk of harm owing to the sharing of the imagery, for example suicidal or self-harming.

Where appropriate, the DSL will interview all students involved to establish facts and assess the risks. If at any point in the process there is a concern that a student has been harmed or is at risk of harm, an immediate referral will be made to CSC and/or police.

All sexting incidents and decisions made in responding to them must be formally recorded in school.

### **Up-Skirting**

Is a criminal offence that involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. All matters relating to up-skirting must be reported to the DSL.

### **Allegations of Abuse Made Against Staff**

If you have concerns or receive an allegation about a member of staff (including temporary/supply), or volunteer posing a risk of harm to children, report these to the HOS. If the concerns/allegations concern the HOS, they should be reported to the CEO. If they relate to the CEO, they should be reported to the Chair of Trustees.

Allegations will be investigated when the individual has:

- Behaved in a way that has harmed or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved or may have behaved towards a child in a way that indicates they may pose a risk of harm.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.



These guidelines apply irrespective of whether the alleged abuse took place in or out of school. Allegations against staff no longer employed by the Trust will be referred to the police. Where appropriate, the school will inform OFSTED of the allegation and actions taken, within the necessary timescales.

For individuals or organisations using school premises for running activities for children we will ensure thorough safeguarding checks are in place and should we become aware of any allegations the DSL will inform the LADO.

An allegation investigation will have the following steps:

- The DSL will immediately discuss the allegation with the LADO and agree a course of action. This may include making further enquiries or involving the police and/or CSC. It may be necessary to involve the police *before* consulting the LADO if the staff member is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the DSL will notify the LADO as soon as practicably possible.
- Inform the staff member of the allegation and likely course of action, as soon as reasonably possible after receiving advice from the LADO or police. Where the police and/or CSC are involved, the DSL will only share such information with the individual as has been agreed with those agencies.
- Consider whether suspension is appropriate, employing advice from the LADO/police/CSC, as appropriate. If the decision is to suspend, the member of staff will be informed without delay and provided a named contact at the school/Trust. Decisions whether to suspend or not with and the reasons must be formally recorded.

### **When No Further Action is Needed**

If no further action is needed, the decision and reasons must be formally recorded. The LADO will provide guidance as to what information should be recorded and by whom, as well as any follow-up actions for the staff member and student/s making the allegation.

### **When Further Action is Needed**

Where further action is needed, the school will take actions as agreed with the LADO, police, and CSC, as appropriate and include:

- Providing effective support for the member of staff facing the allegation through appointment of a named representative who will keep them informed of the progress of the case, as well as any other support as deemed appropriate.
- Informing the parents of the child/children involved where allowed by police and/or CSC. They will include a reminder of confidentiality requirements and will be updated on the progress of the case and outcome.
- Making a referral to the DBS where the staff member has engaged in conduct that has harmed or likely to harm a child or poses a risk to children.
- Inform OFSTED of any allegations of serious harm (EYFS Students) or abuse by any person living, working, or looking after children, and actions taken in respect of these allegations. This notification must be made as soon as reasonably possible and always within 14 days of the allegations being made.
- Where the Secretary of State for Education has made an interim prohibition order for a staff member, we will immediately suspend them pending the findings of an investigation by the Teaching Regulation Agency.



## **Suspensions**

Investigations are neutral and look to both protect the child/children involved and support the member of staff who is the subject of the allegation. As such, suspension will not be automatic and only applied in the following circumstances:

- There is reason to suspect that child/children are at risk of harm.
- The case is so serious that it might constitute grounds for dismissal.
- There are no reasonable alternatives such as redeployment.

## **Re-Deployment**

The following strategies may be applied:

- Redeployment within the school so that the individual does not have direct contact with the child/children concerned.
- Providing another member of staff to be present when the staff member has contact with children.
- Redeploying to alternative work in the school so that they do not have unsupervised access to children.
- Moving the child/children to classes where they will not meet the member of staff, after first making it clear that this is not a punishment and following consultation with parents.
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the Trust.

## **Investigation Outcomes and Next Steps**

There are five outcomes to an investigation:

- **Substantiated:** Sufficient evidence to prove the allegation
- **Malicious:** Allegations disproven and there has been a deliberate act to deceive
- **False:** Allegation disproven
- **Unsubstantiated:** Insufficient evidence to either prove or disprove the allegation.
- **Unfounded:** No evidence to support the allegation.

When an allegation is made against a supply teacher, contractor or volunteer, the school may not legally be able to institute disciplinary procedures but will fully co-operate with any external investigation.

## **Actions Following a Criminal Investigation or Prosecution**

The DSL will take advice from the LADO as to whether any further action is appropriate and how to proceed in respect of the individual circumstances.

## **Where an Allegation is Substantiated**

The DSL will discuss with the DOS and LADO whether it is necessary to refer to DBS for inclusion on the barred list. If it involves a teacher, consideration must be made for referral to the Teaching Regulation Agency.

## **Staff Returning to Work Following Suspension**

Considerations according to specific circumstances will be made for staff returning to work after suspension. These will particularly relate to working with or contact with the student/s who made the allegation.



## **Unsubstantiated or Malicious Allegations**

Where relevant, the school will consider whether any disciplinary action is appropriate against any student/s who made the allegation. If the allegation was not made by a student, the matter may be referred to the police.

## **Confidentiality**

The school must maintain confidentiality in dealing with all allegations. The DSL will take advice from the LADO, DOS, police, and CSC as appropriate to agree:

- Individual responsibilities.
- How to manage speculation, leaks, and gossip, and making parents aware of their obligations with respect to confidentiality.
- How to manage media interest.

## **Record-Keeping**

The school/Trust will maintain full records of all allegations. This includes a comprehensive summary of the allegation/s, investigation findings, decisions made and justifications. Records are retained in the employee's confidential personnel file until they reach normal pensionable age or until ten years has elapsed from the date of allegation. Malicious allegations are not recorded in their confidential personnel file.

## **References**

References will not refer to false, unsubstantiated, or malicious allegations.

## **Learning Lessons**

Where allegations are substantiated, the DOS and LADO will determine whether improvements can be made to school safeguarding procedures.

## **Low-level concerns**

These are concerns or allegations about members of staff (including agency), volunteers, and contractors, which do not meet the harm threshold. Concerns may arise through:

- Suspicion
- Complaints
- Disclosure made by a child, parent, or other adult within or outside of school.
- Pre-employment vetting checks

Low-level' concerns are any concern, irrespective of nature or scale, when an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff Code of Conduct, including inappropriate conduct outside of work.

and/or

- Do not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples include (non-exhaustive list):

- Being overly friendly with children.
- Having favourites.





- Taking photographs of children on their mobile phone.
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door.
- Humiliating students.

### **Sharing low-level concerns**

It is important to deal with concerns in a timely manner to safeguard the welfare of children. It is important to develop a culture of openness, trust, and transparency to encourage all staff to share low-level concerns. This is achieved through:

- Ensuring staff are clear about what appropriate behaviour is and are confident in distinguishing between expected and appropriate behaviour from concerning, problematic or inappropriate behaviours in themselves and others.
- Empowering staff to share low-level concerns.
- Empowering staff to self-refer.
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage.
- Providing a responsive, sensitive, and proportionate handling of concerns when they are raised.
- Helping to identify any weakness in the school's safeguarding system.

### **Responding to low-level concerns**

If the concern is raised via a third party, the HOS or DSL will collect evidence where necessary by speaking:

- Directly to the person who raised the concern/s, except where raised anonymously.
- To the individual involved and any witnesses.

The HOS will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's staff code of conduct.

### **Record keeping**

All low-level concerns must be recorded on CPOMS Staffsafe, including details of the concern, how the concern was raised, action/s taken and rationale.

Records will be:

- Kept confidential, held securely, in compliance with Data Protection legislation.
- Regularly reviewed by the DOS so that potential patterns of concerning, problematic or inappropriate behaviour may be detected. Where identified, the HOS and DOS will decide on an appropriate response, which may be disciplinary procedures or referral to LADO where it meets the 'harms' threshold.
- Retained at least until the individual leaves' employment at the Trust.

Where a low-level concern relates to an agency worker or contractor, we will notify their employer so they can identify any potential patterns of inappropriate behaviour.

### **References**

Low level concerns will not be included in references. The exception is where they have met the threshold for referral to the LADO and then found to be substantive.



## **Section 5: Safer Recruitment and Disclosure and Barring Service (DBS) Checks**

At least one person conducting recruitment interviews must have undertaken Safer Recruitment training. All pre-employment checks are recorded in the school's Single Central Record (SCR), and held where appropriate, in individual personnel files in CPOMS Staffsafe.

All offers of employment are made subject to satisfactory references and safeguarding checks. Any concerns will be resolved before confirming appointment.

### **New staff**

When appointing new staff, we:

- Verify their identity.
- Obtain from the applicant an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity.
- Obtain a separate barred list check if they begin work in regulated activity before the DBS certificate is available.
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of their employment and for two years afterwards.
- Obtain proof of professional qualifications.
- Ensure teachers are not subject to a Prohibition Order
- Undertake further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. Where available, this will include a criminal records check. For teaching roles, we will also obtain a letter of professional standing from the regulatory authority in the country where the applicant has worked.
- Check that candidates taking up a senior leadership role are not subject to a prohibition from management (section 128) direction from the secretary of state.
- Request written information about previous employment and check that information is not contradictory or incomplete.
- Conduct an online/social media search to help identify any incidents or issues that are publicly available online.

In primary schools, checks are made to ensure that candidates are not disqualified under the 2018 Childcare Disqualification Regulations and 2006 Childcare Act. Where a candidate falls outside of the scope of these regulations and these checks are not completed, we will retain a record of our risk assessment on the individual's personnel file. This will include our evaluation of risk, control measures, and advice received.

### **Existing Staff**

Where we have concerns about a staff member's suitability to work with children, we will undertake relevant checks to establish their suitability to work in a regulated activity. Full checks must be completed for a staff member moving from an unregulated to regulated activity.

We refer to the DBS anyone who has harmed or poses a risk of harm to a child where any of the following applies:

- We believe they have engaged in relevant conduct.
- They have received a caution or conviction for a relevant offence, or there is reason to believe they have committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009;
- They meet the 'harms test' and may harm a child or put them at risk of harm.
- They have been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left.



## **Agency Staff**

We obtain written notification from any agency that they have carried out the necessary pre-employment checks that we would normally make. We also make identity checks on the person presenting themselves for work, ensuring it is the same person for whom the checks have been made.

## **Contractors**

All contractors must have enhanced DBS and barred list checks if they work unsupervised in a regulated environment. Schools must check the identity of all contractors on arrival at the school.

Checks must be made on self-employed contractors (music teachers, sports coaches, etc) to ensure they are not disqualified under the Childcare Disqualification Regulations 2018 and Childcare Act 2006. When they fall outside of the scope of these regulations and these checks are not made, we must retain a record of our risk assessment, control measures and any advice received.

## **Student Teachers**

We must make all necessary pre-employment checks for student teachers trained directly by the Trust. Where obtained through external providers, we will obtain written confirmation from the training provider that necessary checks have been carried out and they are suitable to work with children.

In primary age provision, we will ensure they are not disqualified under the Childcare Disqualification Regulations 2018 and Childcare Act 2006.

## **Volunteers**

We undertake enhanced DBS and barred list checks for all volunteers new to working in a regulated activity. We will risk assess whether we need to seek enhanced checks for volunteers not working in regulated activities. We will never allow an unchecked volunteer to work unsupervised in a regulated activity.

In primary age provision, we make additional checks to ensure that volunteers are not disqualified under the Childcare Disqualification Regulations (2018) and Childcare Act (2006). Where a volunteer falls outside of the scope of these regulations and we do not carry out these checks, we must retain a record of our risk assessment including evaluation of risks, control measures, and any advice received.

## **Trustees and Governors**

All Trustees, Members and Governors undertake identity, section 128 management, and enhanced DBS checks.

## **Alternative Provision**

When a student is placed with an alternative provision provider, we obtain written confirmation that they have carried out the appropriate safeguarding checks that we would otherwise perform and ensure appropriate risk assessments for vulnerable students are in place.



## **Section 6: Signs and Indicators of Abuse**

### **Common Signs of Abuse**

- Significant behaviour change.
- Extreme anger or sadness.
- Aggressive or attention-seeking behaviour.
- Suspicious bruises with unsatisfactory explanations.
- Lack of self-esteem.
- Self-injury.
- Depression.
- Age inappropriate sexual behaviour.
- Sporadic or poor attendance.

### **Abusive Relationships**

Possible signs include:

- The child appearing frightened of parent/s.
- Acting in a way that is inappropriate for their age and development.:
- Parents persistently avoiding services which benefit the child or treatment of their illnesses.
- Parents with unrealistic expectations of their child.
- Parents frequently complaining about/to the child and failing to provide attention or praise.
- Parental absence.
- Parental abuse of substances.
- Parents persistently refusing access during home visits.
- Domestic abuse.

Schools must also be aware of the potential risk to children when individuals previously known or suspected to have abused children move into the family home.

### **Physical Abuse**

Common indicators are:

- An explanation which is inconsistent with an injury.
- Several different explanations provided for an injury.
- Unexplained delays in seeking treatment.
- Parents uninterested or undisturbed by an accident or injury.
- Parents absent without good reason when their child is presented for treatment.
- Repeated presentation of minor injuries which may represent a “cry for help” and if ignored could lead to a more serious injury.
- Family using different doctors and A&E departments.
- Reluctance to give information or mention previous injuries.



## **Bruising**

The following are potential non-accidental causes of bruising:

- Bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies, which may indicate force feeding.
- Two simultaneous bruised eyes without bruising to the forehead. A single bruised eye can either be accidental or indicate abuse.
- Repeated or multiple bruising to the head or places unlikely to be injured accidentally.
- Variation in colour of bruising which may indicate injuries caused at different times.
- The outline of an object used such as belt marks, handprints, or hairbrush.
- Bruising or tears around or behind the earlobe/s indicating injury by pulling or twisting
- Bruising around the face.
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs which may be an indicator of sexual abuse.

## **Bites**

Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the cause of a bite.

## **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds and will require experienced medical opinion. Any burn with a clear outline may be suspicious, as follows:

- Circular burns from cigarettes.
- Linear burns from hot metal rods or electrical fire elements.
- Burns of uniform depth over a large area.
- Scalds that have a line indicating immersion or poured liquid such as a child getting into hot water. Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot bath or liquid.
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation.

## **Fractures**

These are of concern when:

- The reasons provided are vague, non-existent, or inconsistent with the fracture type.
- They are associated with old fractures.
- Medical attention is taken after a period of delay.
- There is an unexplained fracture in the first year of life.



## **Scars**

Are of concern when:

- There are several/many scars.
- Scars of different size or age.
- Scars on different parts of the body.

## **Emotional Abuse**

The signs of emotional abuse are usually behavioural rather than physical. Emotional abuse may also indicate the presence of other kinds of abuse. Indicators include:

- Developmental delay.
- Abnormal nature or level of attachment between a child and parent.
- Aggressive behaviour towards others.
- Scapegoating or blaming of the child within the family.
- Frozen watchfulness, particularly in pre-school children.
- Low self-esteem and lack of confidence.
- Withdrawn or seen as a “loner” with difficulty relating to others.

## **Sexual Abuse**

Students of all genders and age may be sexually abused, and abusers can be all genders and age. Victims are frequently reluctant to disclose sexual abuse due to guilt, fear, or cultural sensitivities. Behavioural indicators include:

- Sexualised conduct or sexually explicit behaviour, play or conversation inappropriate to the child’s age.
- Inappropriate or excessive masturbation.
- Self-harm (including eating disorders), self-mutilation and suicide attempts.
- Involvement in prostitution or indiscriminate choice of sexual partners.
- An anxiousness or unwillingness to remove clothes such as for sports events.

Physical indicators include:

- Pain or itching of genitals.
- Blood on underclothes.
- Pregnancy where the identity of the father is not disclosed.
- Injuries to the genital or anal area, bruising to buttocks, abdomen and thighs
- Incidence of sexually transmitted disease/s.
- Semen on vagina, anus, external genitalia, or clothing.



## **Section 7: Safeguarding Areas of Concern**

This section outlines how schools deal with specific safeguarding issues.

### **Children Absent from Education**

A child absent from education for prolonged periods and/or repeated occasions may signal a range of safeguarding issues. They must always be treated seriously, and where suspected investigated without delay.

Where a child is suffering, likely to suffer from harm or in immediate danger, an immediate referral will be made to CSC and police. We will also inform the LA without delay when a student leaves a school without a new school being named, and sharing information with them when a student is removed from the school roll at a non-standard time. Before any student is taken off roll, the DSL will ensure that all appropriate checks have been carried out by the school/LA prior to removal.

### **Child Criminal Exploitation (CCE)**

CCE occurs when an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity in exchange for something the victim needs or wants to obtain a financial or other advantage. Examples include working in cannabis factories, county lines drug running, forced shoplifting/pickpocketing, threatening other children.

Involvement may be:

- Consensual or enforced through violence/threats of violence.
- Conducted online or offline.
- Be a one-off or regular occurrence.

Indicators include:

- Appearing with unexplained gifts or new possessions.
- Associating with other young people involved in exploitation.
- Changes in emotional well-being.
- Using drugs and/or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regular absence or non-attendance in school.

Where CCE is suspected, staff should immediately discuss their concerns with the DSL, who will take appropriate actions which may include a referral to CSC and police.

### **Child Sexual Exploitation (CSE)**

CSE occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. This is often in exchange for something the victim needs or wants, and/or for the financial advantage or status of the perpetrator. It may be accompanied by violence or threats of violence.

Abuse may be:

- Perpetrated by males or females, children, or adults.
- Be a one-off or regular occurrence.
- Opportunistic or organised.



- Involve contact or non-contact.
- Online or offline. Online abuse includes being forced to share sexually explicit images, having sexual conversations by text, or taking part in sexual activities using a webcam.

Victims may be exploited even when the activity appears to be consensual as they may trust the abuser and believe they are in a loving, consensual relationship. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

Indicators of CSE include:

- Having an older boy/girlfriend.
- Suffering from sexually transmitted infections.
- Pregnancy

When CSE is suspected, staff should immediately report their concerns to the DSL who will follow local safeguarding procedures which may include referral to CSC and police.

### **Domestic Abuse**

Domestic abuse may:

- Be psychological, physical, sexual, financial, or emotional.
- Involve children or adults.

Children may see hear or experience domestic abuse at home or in their own personal relationships (teenage relationship abuse). Abuse can have a detrimental long-term impact on their health, well-being, development, and ability to learn.

If police are called to a domestic abuse incident which children have witnessed, they will inform the DSL before the child arrives at school the following day. The DSL will support according to the child's needs.

### **Homelessness**

Where occurring, the DSL will contact the local housing authority so they can raise concerns at the earliest opportunity.

### **So-called 'Honour-based' Abuse (HBA)**

So-called HBA are crimes committed to protect or defend the honour of the family or community which include Female Genital Mutilation (FGM), forced marriage, and breast ironing. It often involves a wider network of family or community including multiple perpetrators. All forms of HBA must be treated as abuse and concerns should be referred to the DSL without delay.

### **FGM**

Is illegal and comprises all procedures involving the partial or total removal of external female genitalia or other injury to the female genital organs.

Any **teacher** who discovers that an act of FGM appears to have been carried out, ***must immediately report this to the police***. This is a statutory duty, and they may face disciplinary sanctions for failing to do this. They should also inform the DSL and CSC, unless specifically informed otherwise. This duty does not apply when a student is deemed as being *at risk of FGM*.





**Other members of staff** who suspect a student is *at risk* of FGM or suspect that FGM has been carried out must inform the DSL without delay.

Staff must **never** examine students for evidence of FGM.

Signs of FGM taking place include:

- Disclosure from a student or family member that FGM has taken place.
- Difficulty walking, sitting, sitting still for long periods, standing, or looking uncomfortable.
- Spending longer than normal in the bathroom or toilet indicating a difficulty to urinate.
- Frequent urinary, menstrual or stomach problems.
- Avoiding physical exercise.
- Repeated or prolonged absence.
- Increased emotional or psychological needs such as withdrawal, depression, or changes to behaviour.
- Reluctance to undergo medical examination.
- Asking for help but not being explicit about the problem.
- Talking about pain or discomfort between the legs.

Signs that a student may be at risk of FGM include:

- Family history of FGM (biggest risk factor).
- FGM practiced in the community or country of origin.
- Parent or family member expressing concern that FGM may be carried out.
- A family not engaging with professionals (health, education, other) or already known to social care in relation to safeguarding issues.
- Having a mother, sibling or cousin who has undergone FGM.
- Limited level of integration within UK society.
- Confiding that she is to have a “special procedure” or attending a special occasion to “become a woman”.
- Talking about a long holiday to her country of origin or another country where FGM is prevalent or parents saying that they or a relative will take the girl out of the country for a prolonged period.
- Child requesting help because they are aware or suspect they are at risk of FGM.
- Talking about FGM in conversation with others.
- Unexpected absence.
- Having sections missing from their Child Health Record ‘Red Book’ or attending a travel clinic or equivalent for vaccinations or medication.

### **Forced Marriage**

Is a criminal offence and occurs when one or both parties is coerced into a marriage through physical, emotional, or psychological threats. It is also illegal to carry out any conduct whose purpose is to cause a child to marry before the eighteenth birthday even if violence, threats or other form of coercion are not present.

Staff must be vigilant and aware of the ‘one chance’ rule, which acknowledges the need for swift action in such cases. Therefore, where forced marriage is suspected, staff should report their concerns to the DSL without delay.

The DSL will speak to the student about the concerns in a secure and private place and where appropriate activate local safeguarding procedures. They can also seek advice from the Forced Marriage Unit (020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk))



## **Radicalisation**

Is when a child supports terrorism and extremist ideologies associated with terrorist groups and schools have a duty to prevent students from being radicalised. Radicalisation may occur over a short or longer period with students who have low-esteem, victims of bullying or discrimination most at risk.

Signs of radicalisation include:

- Changes in behaviour, friendship groups or appearance.
- Refusal to engage with or abusive to peers who are different from themselves.
- Becoming susceptible to conspiracy theories and feelings of persecution.
- Rejecting activities they used to enjoy.
- Conversion to a new religion.
- Isolating themselves from family and friends.
- Talking as if from a script.
- An unwillingness or inability to discuss their views.
- A sudden disrespectful attitude towards others.
- Increased levels of anger.
- Increased secretiveness especially around internet use.
- Expressions of sympathy for extremist ideologies/groups and justifying their actions.
- Possessing extremist literature, accessing extremist material online including social media.
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations.

Staff should immediately communicate any concerns to the DSL, who have all undertaken 'Prevent' awareness training. The DSL must ensure all staff have access to appropriate training to allow them to identify children susceptible to extremist ideology and radicalisation.

School safeguarding teams must be alert to the potential threats of radicalisation based on an understanding of the local area and advice from the LA and police.

Suitable internet filtering and monitoring is used across Trust networks to prevent students accessing extreme sites while at school, with in-school training to enable them to stay safe online at home.



## **Section 8: Vulnerable Students**

**SEND:** Present additional barriers to the detection and identification of abuse and neglect due to:

- Assumptions that indicators of abuse such as behavior, mood or injury relate to SEND rather than abuse or neglect.
- SEND students being more prone to peer group isolation or bullying.
- Communication difficulties or cognitive understanding.

Consequently, extra school support is provided for SEND students to prevent and enable early detection of any safeguarding concerns.

Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the SENDCO.

### **Students with a Social Worker**

Some students may have the support of a social worker due to their safeguarding and/or welfare needs. The DSL and other staff will work with them to support them and deal with issues should they arise.

### **Looked-After Children (LAC) and Previously Looked-After Children (PLAC)**

The DLAC is responsible for promoting the educational achievement of LAC and PLAC. They will be aware of and liaise with relevant social workers and VSH's, to optimise educational progress and attainment and ensure any concerns are dealt with quickly and effectively.

The DSL will also hold information about looked-after legal status, and contact arrangements with parents or those with parental responsibility.

### **Mental Health Concerns**

Mental health issues may be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. If you have concerns about a child's mental health, inform the DSL without delay.

### **Non-Collection of Children**

If a child is not collected at the end of the session/day, we will contact parents to establish reasons. If staff have concerns, they should immediately contact the DSL, who will make appropriate records.

### **Home Tuition**

Students receiving home tuition organised through an LA provider remain the safeguarding responsibility of the school and must remain in regular contact with the student, parents, provider, and relevant agencies to ensure their safety.



## **Section 9: Training and Administration**

### **Training**

In accordance with statutory guidance, all staff undertake safeguarding and child protection and Prevent training during induction to the Trust and at the start of each academic year. This is supplemented by updates throughout the year. Staff are also issued the Safeguarding and Child Protection policy so that they may familiarise with its' contents.

The DSL and any Deputy DSL's undertake child protection and safeguarding training at least every two years, whilst regularly updating their knowledge and skills at least annually through e-bulletins, meetings, or wider study. They also undertake Prevent awareness training, with the Prevent co-ordinator providing training every two years.

Trustees receive safeguarding and child protection training at induction to ensure they have the knowledge to understand their responsibilities and perform their functions.

### **Visitors**

All visitors must sign in at reception and wear a visitors' badge/lanyard throughout the duration of their stay. If the visitor is unknown, the school must check their identity, credentials, and reason for visiting before allowing them entry into any area where they can be in contact with children.

Those visiting for a professional purpose such as school nurses or educational psychologists will be asked for:

- Photo ID
- DBS certificate - or alternatively the organisation sending them will have provided prior written confirmation that an enhanced DBS check with barred list information have been undertaken.

All other visitors must always be accompanied by a member of staff. Schools should also make reasonable checks to ensure that any visitors working with or meeting students do not have extreme views, contravene school/Trust rules or the law.

### **Record Keeping**

All safeguarding concerns, discussions, and decisions made with reasons, must be recorded on CPOMs. If staff are unsure whether something should be recorded, please refer to the DSL for advice. Confidential information and records will be securely stored and only available to relevant personnel.

Student safeguarding records will be retained for an appropriate period after they have left school. When a student with a record of safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely within five school days, separate from their main student file. Where concerns are significant or complex, the DSL will liaise with the DSL of the receiving school to facilitate a safe transition.

### **Confidentiality**

All matters relating to child protection are confidential. However, timely information sharing is essential to ensure effective safeguarding, and fears about sharing information must not be allowed to stand in the way of the need to protect and promote the welfare of students.



The following guidelines apply to personal data in the context of child protection and safeguarding:

- The Data Protection Act (DPA) 2018 and GDPR do not prevent or limit the sharing of information for the purposes of safeguarding children. Where staff need to share 'special category' personal data, the DPA contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent where: It is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk.
- If staff are in doubt about sharing information, they should seek advice from the DSL.

The government's 'Information Sharing Advice for Safeguarding Practitioners' provides further guidance relating to information sharing.

### **Online Safety**

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

Online safeguarding threats are numerous, but risks fall in to four main categories:

- **Content:** Exposure to illegal, harmful, or inappropriate material.
- **Contact:** Being subjected to harmful online interactions.
- **Conduct:** Personal online behaviour that increases the likelihood of harm or causes harm.
- **Commerce:** Risks such as online gambling, inappropriate advertising, phishing, or financial scams.

Schools should counter these threats through informing and educating students about online safety, with provision coordinated through a school E-Safety Officer. Any potential safeguarding issues will be reported to the DSL, who will escalate with LA Children's Services and police, as appropriate.

When students use the school network or devices to access the internet they are protected from inappropriate content by our filtering and monitoring systems which are reviewed annually.

### **Mobile Phones and Cameras**

Staff, students, and visitors must not take pictures or recordings in school on their personal mobile phones, cameras, or other devices.

### **Contextual Safeguarding**

DSLs in all Trust schools must be aware of the major safeguarding issues facing their students, and work within school, families, and external agencies such as the police and LA to counter these threats.

External factors beyond the family environment often exert a significant influence on students. These include their peer group, criminal sub-cultures, and online influences. Factors such as deprivation and mental health may increase these risks. Staff must remain vigilant to these pressures and report any concerns to the DSL/safeguarding team.



## Appendix 1: DSL School Contact Details

<b>Carlton Bolling</b>	
<b>Designated Safeguarding Lead</b>	Mr A. Ingham <a href="mailto:aim@cb.catrust.uk">aim@cb.catrust.uk</a>
<b>Deputy Designated Safeguarding Staff</b>	Miss H. Byrne Miss A. Akhtar Miss B. North Mr N. Charlton Mr R. Mezals Mr I. Laher Ms A. Chomanicz Mr J. Bennett

<b>Carlton Keighley</b>	
<b>Designated Safeguarding Lead</b>	Mrs A. Leggett <a href="mailto:alt@ck.catrust.uk">alt@ck.catrust.uk</a>
<b>Deputy Designated Safeguarding Staff</b>	Mrs S. Cox Mr M. Beesley Ms M. Blackmore Mr P. Chapman Mr M. Turvey Mrs H. Petrik-Davies Mrs C. Gudgeon

<b>Carlton Mills</b>	
<b>Designated Safeguarding Lead</b>	Mrs C. McDonald <a href="mailto:clm@cm.catrust.uk">clm@cm.catrust.uk</a>
<b>Deputy Designated Safeguarding Staff</b>	Mr J. Dunn Mr R. Seedher Ms C. Goode

<b>Marshfield</b>	
<b>Designated Safeguarding Lead</b>	Mrs Z Kearns <a href="mailto:zak@ma.catrust.uk">zak@ma.catrust.uk</a>
<b>Deputy Designated Safeguarding Staff</b>	Mr S. Ali Ms A. Price Ms. S. Azam Mr A. Perkins Ms O. Ali Ms S. Sugden



<b>Thorpe Primary</b>	
<b>Designated Safeguarding Lead</b>	Mr P. Mennell <a href="mailto:pml@th.catrust.uk">pml@th.catrust.uk</a>
<b>Deputy Designated Safeguarding Staff</b>	Mrs M. Fletcher Mr C MacKinnon Ms V. Webb

<b>High Park Special School</b>	
<b>Designated Safeguarding Lead</b>	Sarah Tollemache <a href="mailto:st1@hp.catrust.uk">st1@hp.catrust.uk</a>
<b>Deputy Designated Safeguarding Staff</b>	Bridie Dorning Hannah Copeland Wendy Yates Scott Shepherd

<b>Beechcliffe – Keighley Site</b>	
<b>Designated Safeguarding Lead</b>	Laura Bownass <a href="mailto:laura.bownass@beechcliffeschool.org">laura.bownass@beechcliffeschool.org</a>
<b>Deputy Designated Safeguarding Staff</b>	Michelle Nichols Aimee Humphreys Rob Slater Adriarna Cracknell Witney Lesley Fahy

<b>Beechcliffe – Thackley Site</b>	
<b>Designated Safeguarding Lead</b>	Richard Senior <a href="mailto:richard.senior@beechcliffeschool.org">richard.senior@beechcliffeschool.org</a>
<b>Deputy Designated Safeguarding Staff</b>	Michelle O'Neill Caroline Staveley Matthew Hawthorn

<b>Children's Social Care Practitioner's Contact / Referral</b>	01274 433999
<b>Children's Social Care Initial Contact Point</b>	01274 435600
<b>Children's Social Care Out of Hours Emergency Duty Team</b>	01274 431010
<b>Bradford Child Sexual Exploitation Hub</b>	01274 435049
<b>Bradford Education Safeguarding Team</b>	01274 437043



<b>Local Authority Designated Officer (LADO)</b>	01274 435600
<b>Bradford CME Team</b>	01274 438877
<b>Bradford Access Team</b>	01274 439393
<b>Bradford Council's Early Help Gateway</b>	01274 435600
<b>Bradford Prevent Team</b>	01274 376215
<b>The School Nursing Team</b>	01274 221203

