

Broadbent Fold Primary School and Nursery



Child Protection and Safeguarding Policy

September 2026

Useful contacts

Head Teacher and DSL Mrs C Parker – 0161 303 9411

Safeguarding Team Ms W Higham and Mrs N Butler – 0161 303 9411

Designated Teacher for Looked after Children Mrs C Parker – 0161 303 9411

Chair/Vice of Governors Mrs J Fendall c/o of Broadbent Fold

Nominated Governor for Safeguarding and Child Protection Mrs J Fendall c/o Broadbent Fold

Local Authority Designated officer – Contact Stephen Mills.

Tameside Children's Hub

Hours – Monday to Wednesday 8.30am to 5pm, Thursday 8.30am to 4.30pm and Friday 8.30am to 4pm Tel 0161 342 4101 Out of hours Tel 0161 342 2222

**“A child centred approach is fundamental to
safeguarding and promoting the welfare of every child.”**

This policy has been developed to ensure that all adults in Broadbent Fold Primary School and Nursery are working together to safeguard and promote the welfare of children and young people. All adults who come into contact with children have a role to play and are responsible for safeguarding Broadbent Fold’s children. This policy has been ratified by the Governing Body and will be reviewed annually.

This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child welfare including protecting pupils and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions or behaviours which are contrary to these fundamental values and the ethos of the school will be vigorously challenged.

The Head teacher (Catherine Parker) or, in her absence, an authorised member of senior staff has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.

Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities and functions of Broadbent Fold Primary School and Nursery. This policy complements and supports other relevant school and Local Authority policies. Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in ‘Working Together to Safeguard Children 2018’, Broadbent Fold Primary School will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

ETHOS

“A co-ordinated approach...everyone who works with children has a responsibility.”

Broadbent Fold Primary School and Nursery aims to create and maintain a safe learning environment; where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. At all times decisions are made in the best interest of the child. Our school is committed to the principles outlined in ‘Working Together to Safeguard Children’ and ‘Keeping Children Safe’ 2018. We implement policies, practices and procedures which promote safeguarding and the emotional and physical wellbeing of children, young people and staff.

The school is committed to supporting the delivery of effective early help through multi-agency working, a consistent application of the thresholds and the use of a single agency assessment. The children have access to appropriate curriculum opportunities, including emotional health and wellbeing, to support the development of the skills needed to help them

stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of other individuals and potentially vulnerable groups. Children are able to recognise when they are at risk and how to get help when they need it.

Staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside of school. All staff will consider the context within which such behaviours occur.

THE CURRICULUM

All children have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British Values of tolerance, respect and empathy for others. There is access to a range of extra-curricular activities, information and materials from a diversity of sources which not only promotes these values but supports the social, spiritual, moral well-being and physical and mental health of the pupils.

Personal Health and Social Education, Citizenship and Religious Knowledge lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.

All pupils will know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

Broadbent Fold Primary School and Nursery takes account of the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation e.g. CSE, Radicalisation and Extremism, Forced Marriage.

ATTENDANCE & EXCLUSIONS

Broadbent Fold Primary School and Nursery views attendance as a safeguarding issue and in accordance with the school's Attendance Policy, absences are rigorously pursued and recorded. The school, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in its care.

The Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases, this may form part of an Early Help Assessment (EHA).

We implement the statutory requirements in terms of monitoring and reporting children - missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people. The school will only place young people in alternative educational provision that is a registered provider and has been quality assured. Young people who require access to alternative provision will have a personalised learning plan designed to meet their needs.

The Designated Safeguarding Lead (Catherine Parker) will be informed when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

The school will follow the DfE's [guidance](#) on improving attendance where there is a need to work with children's services due to school absences indicating safeguarding concerns.

KEEPING RECORDS

Broadbent Fold Primary School and Nursery will keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The school record will also include a chronology of any other significant event in a child's life. Any information sharing will be prompt.

ROLES AND RESPONSIBILITIES

The Headteacher of Broadbent Fold Primary School and Nursery will ensure that:

The policies and procedures adopted by the Governing Body to safeguard and

- Promote the welfare of pupils are fully implemented and followed by all staff including volunteers.
- Safer recruitment and selection of staff and volunteers is practised.
- A Designated Senior Member of staff for child protection is identified and receives appropriate on-going training, support and supervision.
- Sufficient time and resources are made available to enable the designated member of staff to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
- All staff and volunteers receive appropriate training which is regularly updated.
- All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
- Parents/carers are aware of and understand the school's responsibilities to promote the safety and welfare of its pupils.
- Ensure that the Safeguarding and Child Protection policy is available on the

school's website.

- Ensure that the school co-operates with appropriate agencies and risk-based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE, radicalization and extremism.
- Be aware that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.

The Governing Body of the school will ensure that:

- A member of the Governing Body is identified as the designated governor for Safeguarding and receives appropriate training. The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff.
- A senior member of the school's leadership team is designated to take lead responsibility for safeguarding within the school.
- The school's safeguarding policy is regularly reviewed and updated.
- Complies with local safeguarding procedures.
- The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures.
- All staff and volunteers who have regular contact with children and young people receive appropriate training and information about the school's safeguarding processes as part of induction.
- Ensure that all governors receive appropriate safeguarding and child protection training upon their induction and that this training is updated regularly.
- Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), Data Protection Act 2018, the UK GDPR and the local multi-agency safeguarding arrangements.
- Put in place appropriate safeguarding responses for pupils who become absent from education, particularly on repeat occasions and/or for prolonged periods, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future.

All staff have a responsibility to:

- Consider, at all times, what is in the best interests of the pupil.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Provide a safe environment in which pupils can learn.
- Be prepared to identify pupils who may benefit from early help.
- Be aware of the school's systems which support safeguarding, including any policies, procedures, information and training provided upon induction.

- Be aware of the role and identity of the DSL and deputy DSLs.
- Undertake safeguarding training, including online safety training (which, amongst other things, includes an understanding of the expectations and responsibilities relating to filtering and monitoring), during their induction – this will be regularly updated.
- Receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually.
- Be aware of the local early help process and understand their role in it.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected.
- Be aware that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Speak to the DSL if they are unsure about how to handle safeguarding matters.
- Be aware of safeguarding issues that can put pupils at risk of harm.
- Be aware of behaviours that could potentially be a sign that a pupil may be at risk of harm.
- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'.
- Report any cases to the police where it appears that an act of FGM has been carried out, also referred to as 'known' cases, as soon as possible.

The school co-operates with appropriate agencies to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE, radicalization and extremism. The Designated Senior Member of Staff for Child Protection has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the school.

The Designated Safeguarding Lead will:

- Refer all cases of suspected abuse to Tameside Children's Hub and to the Police if a crime may have been committed. Act as the first point of contact with regards to all safeguarding matters.

- Attend up-dated training every two years.
- Provide relevant information to the LA on how the school carries out its safeguarding duties.
- Provide support and training for staff and volunteers.
- Support staff to make effective referrals to the Children and Families Services and any other agencies where there are concerns about the welfare of a child.
- Keep copies of all referrals to Children and Families Services and any other agencies related to safeguarding children.
- Ensure that all staff and volunteers receive information on Safeguarding policies and procedures from the point of induction.
- Ensure that any staff with specific responsibility for safeguarding children receive the appropriate training to undertake this role.
- Manage and keep secure the school's Safeguarding records.
- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Liaise with the Head teacher about any Safeguarding issues.
- Ensure that the Safeguarding Policy is regularly reviewed and up-dated.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning Safeguarding.
- Send a pupil's child protection or safeguarding file separately from the main file to a new school if a pupil leaves the school. CPOMs online system to retain records.
- Take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place.

During term time, the Designated Safeguarding Lead and or a Deputy should always be available for staff in the school to discuss any safeguarding concerns. It is a matter for individual schools and colleges and the Designated Safeguarding Lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

In addition to their formal training, as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other Designated Safeguarding Leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.

SAFER RECRUITMENT AND SELECTION OF STAFF

The school's recruitment and selection policies and processes adhere to the DfE guidance "Keeping Children Safe in Education". The Head teacher and governing body will ensure that all staff and volunteers in supplementary schools using the mainstream school site will have been vetted and checked. On entry to our school they will receive our policies.

WORKING WITH OTHER AGENCIES

Broadbent Fold Primary School and Nursery has developed effective links with other relevant agencies and co-operates as required with any enquiries regarding child protection issues. The school will notify Children's Services if:

- A child subject to a child protection plan is about to be permanently excluded.
- There is an unexplained absence of a pupil who is subject to a child protection plan of more than two days from school.
- It has been agreed as part of any child protection plan or core group plan.

Early Help – School will identify children who may benefit from Early Help support. Staff will liaise appropriately with each other to determine the level of support needed. School will share information with other professionals in order to support a problem within a child's life. This will be kept under regular review and if the child's situation is not improving, to contact Children's Services.

CONFIDENTIALITY AND INFORMATION SHARING

Staff ensure that confidentiality protocols are followed and information is shared appropriately. The Head teacher or Designated Safeguarding Lead only discloses information about a pupil to other members of staff on a need to know basis. This is done promptly. All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets. All staff are aware that GDPR and Data Protection Act 2018 do not prevent or limit the sharing of information for the purposes of keeping children and young people safe.

TRAINING FOR STAFF AND VOLUNTEERS

All staff should be made aware of the school's safeguarding systems as part of their induction. New staff will complete training for basic Safeguarding and Prevent.

All staff will receive appropriate child protection training which includes basic Safeguarding information about the school's policies and procedures, signs and symptoms of abuse (emotional and physical), how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child.

In accordance with "Keeping Children Safe in Education" all staff receive training at induction. The Designated Safeguarding Lead completes refresher training every two years. All staff receive appropriate child protection training which is regularly updated. All staff receive training or briefings on particular safeguarding issues, for example, County Lines, Forced Marriage, Female Genital Mutilation, Domestic Abuse and Child Sexual Exploitation, Preventing Violent Extremism.

Staff receive all updates promptly via email and this information is also available on our staff Safeguarding board.

Appropriate child protection and safeguarding training, including online safety training – which, amongst other things, includes an understanding of expectations, applicable roles and responsibilities in relation to filtering and monitoring.

RECORDING AND REPORTING CONCERNS

All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously. If a concern arises all staff, volunteers and visitors must:

- Speak to the Designated Person or the person who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using the school's safeguarding recording system CPOMs
- Record decisions and discussions via CPOMs.

INFORMING PARENTS/CARERS

Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised. Parents and carers may be informed if a referral is to be made to the Children's Social Care Service or any other agency, however, parents/carers will not be informed if it is believed that by doing so would put the child at risk.

In such cases the Designated Safeguarding Lead/Headteacher will seek advice from Children's Services.

EARLY HELP

Early help means providing support as soon as a problem emerges, at any point in a child's life. Any pupil may benefit from early help, but in particular, staff will be alert to the potential need for early help for pupils who:

- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory EHC plan.
- Have mental health needs.
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Are at risk of being radicalised or exploited.
- Have family members in prison, or are affected by parental offending.
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.

- Misuse drugs or alcohol.
- Have returned home to their family from care.
- Are privately fostered.
- Are persistently absent from education, including persistent absences for part of the school day.
- Show early signs of abuse and/or neglect in other ways.

DEFINITIONS

For the purposes of this policy, **“abuse”** is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

Children are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.

Child protection is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

Early help means providing support as soon as a problem emerges, at any point in a child’s life, from the foundation years to teenage years.

Harm is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another. Safeguarding children is the action we take to promote the welfare of children and protect them from harm.

All staff will be aware of the indicators of abuse and neglect and understand that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. All staff will be aware that abuse, neglect and other safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL. All staff, especially the DSL and deputy DSLs, will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a pupil being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

CATEGORIES OF ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development.

It may involve:

- Making a child feel worthless, unloved, inadequate, high criticism and low warmth
- Only there to meet another's needs
- Inappropriate age or developmental expectations
- Overprotection and limitation of exploration, learning and social interaction
- Seeing or hearing the ill treatment of another, e.g. domestic abuse
- Serious bullying (including cyberbullying)
- Exploitation or corruption Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Neglect is the persistent failure to meet a child's basic physical 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 misuse. Once a child is born, it may involve a parent failing to:

- Provide adequate food, clothing and shelter, including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision, including the use of inadequate care givers
- Ensure access to appropriate medical care or treatment.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, 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.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

DOMESTIC ABUSE

The school is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within

the family situation and is a safeguarding issue. Children and young people react to domestic abuse in similar ways to other types of abuse and trauma. Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse. Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the Tameside Children's Service contact Centre will be contacted as soon as possible.

For further information consult "Domestic Violence and Abuse" -

<https://www.gov.uk/domestic-violence-and-abuse>

FORCED MARRIAGE

Forced Marriage became a criminal offence in June 2014. It is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Child abuse cannot be condoned for religious or cultural reasons.

Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.

It is an offence to do anything intended to cause a child to marry before the child's eighteenth birthday, whether or not the conduct amounts to violence, threats, or any other form of coercion or deception. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

If a case of forced marriage is suspected, parents and carers will not be approached or involved about a referral to any other agencies.

Staff can contact the Forced Marriage Unit on 020 7008 0151 or email fmufco.gov.uk for advice or information.

FEMALE GENITAL MUTILATION / BREAST IRONING

Female Genital Mutilation (FGM) is illegal in the United Kingdom and is a violation of human rights of girls and women. Information on FGM will be incorporated into staff Safeguarding and Child Protection training and briefings.

The Serious Crime Act 2015 strengthened further the legislation on FGM and now includes a new statutory duty placed on professionals (including teachers) to notify the police when they discover that FGM appears to have been carried out on a girl under 18.

Further statutory guidance has been issued under Section 5c (1) of the Female Genital Mutilation Act 2003 "Multi Agency Statutory Guidance on Female Genital Mutilation – April 2016"

Staff are aware that they should speak with DSL regarding FGM immediately. If they discover that an act of FGM has been carried out on a girl under the age of 18, they must report this to the police – following Annex A from KCSIE 2018.

CHILD SEXUAL EXPLOITATION (CSE)

The school is aware Child Sexual Exploitation can take many forms including exploitative situations, contexts and relationships. The school understands that CSE involves coercion, cyber bullying and grooming. Information on CSE will be incorporated into staff Safeguarding and Child Protection training.

School recognises that some young people who are being sexually exploited do not exhibit signs of this abuse. Within the curriculum, school will support young people to help them to develop the knowledge and skills they will need to make healthy choices, and targeted prevention work for groups of children known to be more vulnerable to exploitation. Staff will be trained and made aware of the indicators to look for, which raise concerns.

Any concerns related to a young person being at risk is to be referred to the appropriate safeguarding agencies.

PREVENTING RADICALISATION and EXTREMISM

Protecting children from the risk of radicalisation is seen as part of Broadbent Fold Primary School's wider Safeguarding duties, it is acknowledged that it is similar in nature to protecting children from other forms of harm and abuse and the importance of early intervention by our school. We follow the guidance set out in Keeping Children Safe in Education.

Broadbent Fold Primary School can produce evidence to show fulfilment of the Prevent duty in the 5 duty areas (Leadership and Management, Risk Assessment, Working in Partnership, Staff Training, IT Policies). We also support our children to be resilient against radicalisation.

We have named leads for Prevent on the schools SLT and Governing body. Prevent is part of the safeguarding role of our Designated Safeguarding Lead. We have conducted a risk assessment to ensure that we give 'due regard' to all areas of the duty. We have clear procedures in place for protecting children at risk of radicalisation. These procedures are set out in this safeguarding document and other existing policies where relevant. DSL to refer to Channel to provide support.

We work in partnership with others including the Local Authority to share concerns and improve practice in this area. We regularly review our IT policies in school to ensure that IT use across the school is safe. Children and young people are supported to know how to stay safe on line and when accessing social media both in and out of school.

Staff training and knowledge on Prevent is regularly reviewed and monitored. Staff in school are aware that Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Staff know that there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology but they are alert to the signs and changes of behaviour which may be indicators. Staff are confident to challenge and

support young people who may be vulnerable. Staff also know what to do if they have concerns that a young person is being radicalised.

School actively builds students resilience to radicalisation through the curriculum and a whole school ethos which promotes British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Protecting pupils from the risk of radicalisation is part of the school's wider safeguarding duties. The school will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in pupils' behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify pupils who may be susceptible to extremist ideologies and radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The school will work with local safeguarding arrangements as appropriate.

Broadbent Fold Primary School and Nursery seeks to have effective engagement with parents and families in order to work in partnership to protect our children and young people.

The Department for Education has published The Prevent Duty Departmental advice for educational establishments and childcare providers at:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

E-SAFETY/Social Media/Personal Devices

The school will adhere to the Computing/E-Safety Policy at all times.

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

Through training, all staff members will be made aware of:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a pupil's online activity.

The school will ensure that suitable filtering systems are in place on ICT equipment to prevent children accessing inappropriate material, in accordance with the school's Cyber-security Policy. The school will, however, ensure that the use of filtering and monitoring systems does not cause "over blocking", which may lead to unreasonable restrictions as to what pupils can be taught online. The school will also ensure that it meets the [filtering and monitoring standards](#) published by the DfE.

Staff will be aware of the filtering and monitoring systems in place and will know how to escalate concerns where they are identified. Staff will be made aware of their expectations and responsibilities relating to filtering and monitoring systems during their induction.

Communicating with parents - As part of the usual communication with parents, the school will reinforce the importance of pupils being safe online and inform parents that they will find it helpful to understand what systems the school uses to filter and monitor online use.

The school will also make it clear to parents what their children are being asked to do online for school.

Reviewing online safety - The school will carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by pupils.

Personal electronic devices - The use of personal electronic devices, including mobile phones and cameras, by staff and pupils is closely monitored by the school, in accordance with the Staff Acceptable Use Policy.

Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy. The DPO will oversee the planning of any events where photographs and videos will be taken.

Where photographs and videos will involve pupils who are LAC, adopted pupils, or pupils for whom there are security concerns, the headteacher will liaise with the DSL to determine the steps involved. The DSL will, in known cases of pupils who are LAC or who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.

Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures.

Upskirting - Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. **"Operating equipment"** includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion-activated camera.

Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

The school will ensure that staff are aware to treat the consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual images) as a safeguarding concern.

Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around how to deal with instances of sharing nudes and semi-nudes in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how and when to report instances of this behaviour.

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed

by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.

Where a member of staff becomes aware of an incidence of sharing nudes and/or semi-nudes, they will refer this to the DSL as soon as possible.

It is the duty of Broadbent Fold Primary School and Nursery to ensure that every child and young person in its care is safe and this applies equally to the 'virtual' or digital world.

Broadbent Fold Primary School and Nursery has an Acceptable Use Policy (AUP). Where both staff and children have access, it will be necessary for us to have separate AUPs for staff and pupils.

SEXTING

Sexting among children and young people can be a common occurrence, where they often describe these incidents as 'mundane'. Children involved in sexting incidents will be dealt with by the police as victims as opposed to perpetrators, unless there are mitigating circumstances. The DSL should record all incidents of sexting. This should include both the actions taken and the actions not taken, together with justifications. In applying judgement to the sexting incident consider the following:

- Significant age difference between the sender/receiver involved.
- If there is any external coercion involved or encouragement beyond the sender/receiver.
- If you recognise the child is more vulnerable than is usual.
- If the image is of a severe or extreme nature.
- If the situation is not isolated and the image has been more widely distributed.
- If this is not the first time children have been involved in a sexting act.

If other knowledge of either the sender or recipient may add cause for concern. If these characteristics present a cause for concern, then escalate or refer the incident. If not, manage the situation accordingly, recording details of the incident, action and resolution.

See CEOP website for further information.

CHILD ON CHILD ABUSE

For the purposes of this policy, "**child-on-child abuse**" is defined as abuse between children.

The school has a zero-tolerance approach to abuse, including child-on-child abuse. All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenge inappropriate behaviour between peers, and will not tolerate abuse as "banter" or "part of growing up".

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers – sometimes known as ‘teenage relationship abuse’.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff will be clear as to the school’s policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

The school’s procedures for managing allegations of child-on-child abuse are outlined in the Child-on-child Abuse Policy. Staff will follow these procedures, as well as the procedures outlined in the school’s Anti-bullying Policy and Attendance Policy, where relevant.

CHILD CRIMINAL EXPLOITATION

Staff are aware of this form of harm in terms of county lines and criminal activity. Any concerns regarding potential involvement of exploitation will be directed to the DSL. The DSL will use the National Referral Mechanism to assess the behaviour / incident.

SEXUAL VIOLENCE AND SEXUAL HARASSMENT

Staff are aware sexual violence in relation to the Sexual Offences Act 2003 in relation to rape and sexual assaults. Sexual harassment refers to unwanted conduct of a sexual nature e.g. sexual comments, online harassment and sexual jokes. Victims are reassured that they are being taken seriously and they will be supported and kept safe.

VULNERABLE PUPILS

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

The school recognises that some groups of pupils can face additional safeguarding challenges, both online and offline, and understands that further barriers may exist when determining abuse and neglect in these groups of pupils. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outlined below.

- Certain indicators of abuse such as behaviour, mood and injury may relate to the pupil's disability without further exploration
- Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers.

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

LGBTQ+

The fact that a pupil may be LGBTQ+ is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQ+ pupils can be targeted by other individuals. Staff will also be aware that, in some cases, a pupil who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as pupils who identify as LGBTQ+.

Staff will also be aware that the risks to these pupils can be compounded when they do not have a trusted adult with whom they can speak openly with. Staff will endeavour to reduce the additional barriers faced by these pupils and provide a safe space for them to speak out and share any concerns they have.

PRIVATE FOSTERING

Parents and carers often fail to notify schools about private fostering arrangements even though they are legally required to notify Children's Services. Often this is because they are unaware of the requirements. They believe that this is a private family arrangement which does not concern anybody else. This lack of awareness means that many privately fostered children remain hidden and can be vulnerable.

Private Fostering definition:

Private fostering occurs when a child under 16 (or 18 if the child is disabled) is cared for and lives with an adult who is not a relative for 28 days or more. Private fostering is a private arrangement made by the parent(s), (or those with parental responsibility) for someone to care for their child because they are unable to do so (permanently or temporarily). This may be due to a number of reasons such as parental ill health, a parent going abroad or in to prison, a child being brought to the UK to study English or the relationship between the child and parent has broken down. School staff play an essential role in identifying privately fostered children.

If you know a child is being privately fostered, you should advise the parent/carer that they have a legal obligation to report the arrangement to Children Social Care at least six weeks before it happens or within 48 hours if the arrangement is current having been made in an emergency. Alert your Designated Safeguarding Lead who will ensure this is followed up with Children Social Care and the arrangement is assessed, approved and monitored.

CHILD PROTECTION CONFERENCES AND CORE GROUP MEETINGS

Members of staff are likely to be asked to attend a child protection conference or other relevant core group meetings about an individual pupil and will need to have as much relevant updated information about the child as possible. A child protection conference will be held if it is considered that the child/children are suffering or at risk of significant harm.

All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and wellbeing as well as relevant family related issues. This information will be shared with the parents/carers.

MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.

We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary they will speak with the Head teacher, the chair of the governing body or with the Local Authority Designated Officer.

The school follows the government guidance Keeping Children Safe in Education; when dealing with allegations made against staff and volunteers. This document is available in every classroom and signed by the adults working there.

All allegations made against a member of staff or volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

Where staff members feel unable to raise an issue with the Head teacher, other whistle blowing channels are made available. The Whistle Blowing Policy is available in the staff room safeguarding board. Should staff not feel able to raise concerns they can call the NSPCC whistleblowing helpline 0800 028 0285. We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice.

We actively seek the views of children, parents, carers and staff members on our child protection arrangements through surveys, questionnaires and other means.

COMPLAINTS OR CONCERNS BY PUPILS, STAFF OR VOLUNTEERS

Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

SERIOUS CASE REVIEWS

The Tameside Safeguarding Children Board will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:

Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people.

Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.

Improve inter-agency working to better safeguard and promote the welfare of children and young people.

If required Broadbent Fold Primary School and Nursery will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

DEALING WITH A DISCLOSURE MADE BY A CHILD – ADVICE FOR ALL MEMBERS OF STAFF

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should follow this guidance.

- Listen to what is being said without displaying shock or disbelief.
- Only ask questions when necessary to clarify.
- Accept what is being said.
- Allow the child to talk freely – do not put words in the child's mouth.
- Reassure the child that what has happened is not his or her fault.
- Do not make promises that you may not be able to keep.
- Do not promise confidentiality – it may be necessary to refer the child to Children's Social Care.
- Stress that it was the right thing to tell someone.
- Do not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Inform the DSL without delay.
- Complete the child protection CPOMs concern and pass it to the DSL.

Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

It is expected that concerns are discussed with the parents and seek their agreement to making a referral to Children's Social Care, unless you consider that this would place the child at increased risk of significant harm.

Staff will be aware that pupils may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. Staff will be aware that this must not prevent them from having professional curiosity and speaking to the DSL, or deputy DSL, if they have a concern about a pupil.

VISITORS/SITE SECURITY

All staff members have a responsibility to ensure our buildings and grounds are secure. All visitors are subject to the school's safeguarding protocols while on site. We check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge whilst on site. Any individual who is not known or identifiable will be challenged for clarification and reassurance. The school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school.

USE OF SCHOOL PREMISES

Where the governing board hires or rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate safeguarding arrangements are in place to keep pupils safe. The school will refer to the DfE's [guidance](#) on keeping children safe in out-of-school settings in these circumstances.

Where the governing board provides the activities under the direct supervision or management of school staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the governing board will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The governing board will also ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing board will ensure safeguarding requirements are included in any transfer of control agreement, i.e. a lease or hire agreement, as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement.

EXTRA CURRICULAR CLUBS

External bodies that host extracurricular activities and clubs at the school, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff

understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.

All national governing bodies of sport that receive funding from either Sport England or UK Sport must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

ALTERNATIVE PROVISION

The school will remain responsible for a pupil's welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

WORK EXPERIENCE

When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place. Where the school has pupils conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16.

This policy reviewed annually.

**“Understanding whether there are systemic issues, and whether and how policy and practice need to change, is critical to the system being dynamic and self-improving.”
Working Together.**

Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- Marriage and Civil Partnership (Minimum Age) Act 2022
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- [Schools providing education to pupils under the age of eight only] The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021

Statutory guidance

- DfE (2015) 'The Prevent duty'
- DfE (2023) 'Working Together to Safeguard Children'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE 'Keeping children safe in education 2025
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- Home Office and Foreign, Commonwealth and Development Office (2022) 'Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage'

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2017) 'Child sexual exploitation'
- DfE (2018) 'Information sharing'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2021) 'Teachers' Standards'
- DfE (2022) 'Recruit teachers from overseas'
- DfE (2022) 'Working together to improve school attendance'
- Meeting digital and technology standards in schools and colleges'