# SAFEGUARDING POLICY

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| Date reviewed | September 2026 |
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# Contents


## Introduction

## Section 1: School Commitment

## Section 2: Providing a Safe and Supportive Environment

- 2.1 Safer Recruitment and Selection
- 2.2 Safe Working Practice
- 2.3 Risk Assessment
- 2.4 Safeguarding Information for Pupils
- 2.5 Partnership with Parents
- 2.6 Partnership with Others
- 2.7 Role of the Designated Safeguarding Lead
- 2.8 Support, Guidance and Supervision for Staff
- 2.9 Alternative Provision including Work Placements
- 2.10 External Speakers and Charities
- 2.11 Record Keeping and Retention of Child Protection Records
- 2.12 Induction

## Section 3: Ensuring that Children are Safe at School and at Home (Specific Safeguarding Issues)

- 3.1 Child Protection Procedures
- 3.2 Supporting the Child and Partnership with Parents
- 3.3 Preventing Violent Extremism
- 3.4 Child Sexual Exploitation and Child Criminal Exploitation (CCE)
- 3.5 Female Genital Mutilation
- 3.6 Domestic Abuse
- 3.7 Forced Marriage
- 3.8 Peer on Peer Abuse
- 3.9 Making or Sharing of Nudes or Semi-Nudes

- 3.10 Attendance and Children Missing Education
- 3.11 Child Criminal Exploitation: County Lines
- 3.12 Contextual Safeguarding
- 3.13 Children with Family Members in Prison
- 3.14 Sexual Violence and Sexual Harassment between Children
- 3.15 Carrying Knives/Offensive Weapons and Gang Culture
- 3.16 Children who may require Early Help
- 3.17 Looked After Children
- 3.18 Online Safety
- 3.19 Abuse Linked to Faith, Belief, and Culture
- 3.20 Children who are Lesbian, Gay, Bisexual, or Questioning their Gender
- 3.21 Artificial Intelligence (AI) Technology
- 3.22 Cyber Security
- 3.23 Opportunities to Teach Safeguarding
- 3.24 Facilities Based on Biological Sex and Social Transition
- 3.25 Mobile Phone Use
- 3.26 Child to Parent/Caregiver Abuse
- 3.27 Self-Harm
- 3.28 Child Abduction and Community Safety Incidents
- 3.29 Safeguarding Procedures in the Event of a Partial or Full School Closure
- 3.30 Use of Mobile Phones and Cameras by Staff, Volunteers and Visitors
- 3.31 Post-16 Student Parents

## Section 4: Safeguarding Concerns and Allegations Made About Staff

- 4.1 Managing Allegations Procedures
- 4.2 Sharing Low-Level Concerns
- 4.3 Use of School Premises for Non-School Activities
- 4.4 Support for Those Involved in a Child Protection Issue
- 4.5 Complaints

## Annexes and Appendices

- Annexe 1: Useful Contacts within the Local Authority
- Appendix 1: Contact Details
- Annexe 2: Child Protection Procedures Flow Chart
- Forms 1-5 and Body Maps

## Introduction

This policy applies to all adults, including volunteers, working in or on behalf of Eden Springs Girls.

**Eden Springs Girls School:**

Eden Springs Girls is an independent Muslim faith school for girls, located in Bradford. As an independent school, we are inspected by Ofsted, and we follow the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014.

Our governance structure consists of two proprietors rather than a governing body. While we are not statutorily required to have a SENCO as an independent school, we have appointed a SEND Lead to ensure all pupils with special educational needs receive appropriate support.

This policy has been developed specifically for our context as an independent, single-sex, faith school, whilst ensuring we meet all statutory safeguarding requirements and follow best practice guidance.

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## Section 1 – School Commitment

## A Child-Centred and Co-ordinated Approach to Safeguarding

We aim to work in partnership and have an important role in multi-agency safeguarding arrangements as set out by **Working Together to Safeguard Children (2026)** and **Keeping Children Safe in Education (September 2026)**. Everyone working in or for our school shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn and develop in our school setting
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting

Eden Springs Girls is committed to safeguarding and promoting the well-being of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way.
We recognise that they may exhibit concerning behaviours and at times this may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order that we can support all of our pupils.

## Section 2 – Providing a Safe and Supportive Environment

### 2.1 Safer Recruitment and Selection

The school pays full regard to DfE guidance **'Keeping Children Safe in Education' (September 2026)**.

We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the candidate's DBS status, the Children's Barred List, and right to work in England checks.

In line with statutory changes, underpinned by regulations, the school will maintain a **Single Central Record (SCR)**. This document will cover the following people:

- All staff (including supply staff, and teacher trainees on salaried routes) who work at the school
- For independent schools, all members of the proprietor body

The information that must be recorded in respect of all staff members mentioned above is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- An identity check (checking the name on their birth certificate)
- A barred list check
- An enhanced Disclosure and Barring Service (DBS) check
- A prohibition from teaching check
- A section 128 check (for management positions as set out in paragraph 99 of KCSIE 2026 for independent schools)
- Further checks on people who have lived or worked outside the UK, including checks for European Economic Area (EEA) teacher sanctions and restrictions
- A check of professional qualifications
- A check to establish the person's right to work in the United Kingdom
- Criminal records check for overseas applicants
- Obtaining a letter (via the applicant) from the professional regulating authority in the country (or countries) in which the applicant has worked confirming that they have not imposed any sanctions or restrictions, and/or that they are aware of any reason why they may be unsuitable to teach

For supply staff, the school will include written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate

certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received.

In line with KCSIE 2026, Eden Springs Girls School recognises that it shares an active safeguarding duty in respect of anyone working in or on behalf of the school who is not directly employed by the school, including supply teachers, trainee teachers on non-salaried routes, and staff employed by contractors. The school does not simply rely on assurances from employment businesses, training providers, or contractors that appropriate checks have been carried out; the DSL and headteacher retain oversight of these arrangements and will satisfy themselves, before deployment, that the necessary checks are in place and appropriately evidenced.

### Volunteers

In line with The Crime and Policing Act 2026, any volunteer who frequently teaches, trains, instructs, or supervises children is legally in regulated activity and must have an enhanced DBS check with children's barred list information. There is no longer a supervision exemption for such volunteers.

Where volunteers are not in regulated activity (for example, volunteers who only help with one-off events or activities under constant supervision), the school will undertake a risk assessment to determine the appropriate level of checks required. However, under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity with a child.

| **Role** | **Name** |
|---|---|
| Headteacher | Rashta Bibi |
| Proprietor | Feizal Patel |
| Proprietor | Ahmed Ali |

The above named have undertaken Safer Recruitment in Education Training. One of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

### Home Stays (Exchange Visits)

Where children from overseas are staying with UK parents as part of an exchange organised by the school, those parents will be deemed to be in 'Regulated Activity' for the duration of the stay and as such will require an enhanced DBS check including barring check. As a volunteer, all checks will be processed free of charge by the DBS. Where additional people in the host family are aged over 16 (i.e. elder siblings), the school will consider on a case-by-case risk assessment basis whether such checks are necessary.

## 2.2 Safe Working Practice

Our school will comply with current Safe Practice guidance to be found in Bradford Safeguarding Procedures at www.saferbradford.co.uk.

Safe working practice ensures that pupils are safe and that all staff:

- Are aware of how to conduct themselves with students and receive regular training on child protection and safeguarding.
- Have read Part 1 of Keeping Children Safe in Education (September 2026) in its entirety — this applies to all staff members, including those who do not work directly with children (e.g. cleaners, office staff), as the condensed summary previously found in Annex A has been removed from KCSIE 2026 — and re-read it on an annual basis
- Understand that safeguarding and promoting the welfare of children is everyone's responsibility
- Are responsible for their own actions and behaviour and avoid any conduct which would lead any reasonable person to question their motivation and intentions
- Work in an open and transparent way
- Work with other colleagues where possible in situations open to question
- Discuss and/or take advice from school management over any incident which may give rise to concern
- Record any incidents or decisions made
- Apply the same professional standards regardless of gender, sexuality or disability
- Comply with and are aware of the confidentiality policy
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them

**Context for Eden Springs Girls Secondary School:**

As an independent Muslim girls' school, our staff are particularly mindful of maintaining appropriate professional boundaries. Staff must not contact students outside of school hours for personal use or utilise students' skills for services other than those authorised by school. This includes any religious work, services, or organisations that staff may be affiliated with. This policy protects both staff and students and maintains the integrity of our professional relationships.

**Proprietors' Responsibilities:**

Our proprietors ensure that they receive appropriate safeguarding and child protection (including online) training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole-school approach to safeguarding. Their training is regularly updated.

Proprietors are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements. It is unlawful for schools to act in a way that is incompatible with the Convention.

The specific convention rights applying to schools are:

- **Article 3**: the right to freedom from inhuman and degrading treatment (an absolute right)
- **Article 8**: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- **Article 14**: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination
- **Protocol 1, Article 2**: protects the right to education

Being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances.

The school operates a zero-tolerance approach to all forms of prejudice-based abuse, including misogyny and misandry. Staff will challenge any language, behaviour, or attitudes that demean or discriminate against any person based on their sex.

According to the Equality Act, schools must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics). This includes a duty to make reasonable adjustments for disabled children and young people, including those with long-term conditions.

## School Staff Having Concerns About Another Member of Staff:

- Staff members having concerns about another member of staff will report these to the headteacher
- Where staff members have concerns about the headteacher, these will be reported to the Proprietors
- Where the headteacher is also a proprietor, the concern should be reported to another proprietor or the Local Authority Designated Officer (LADO)

## School Staff Having Concerns About Safeguarding Practices:

We:

- Co-ordinate annual statutory training as well as regular training and information updates for all staff to keep child protection and the welfare of children paramount
- Ensure all staff read and understand the latest version of Keeping Children Safe in Education, this policy, and related policies and guidance as signposted by the DSL and senior leadership team
- Encourage a culture of listening to children, including taking any concerns or disclosures seriously and ensuring children do not feel that they are causing a problem or inconvenience, feel reassured and not shamed, and taking account of their wishes and feelings in any measures the school may put in place to protect them

- Ensure students are not contacted in school and out of hours for personal use and utilised for services other than what is authorised by school. If unsure, staff should ask. This includes other religious work/services/organisations that staff may be affiliated to

All staff and volunteers should feel able to raise concerns about poor or unsafe practices and potential failures in the school's safeguarding regime, and such concerns will be taken seriously by the senior leadership team.

Appropriate whistleblowing procedures are in place within the school and can be read in further detail by accessing the separate school whistleblowing policy.

Where a staff member feels unable to raise an issue with their senior leadership or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them by accessing: www.gov.uk/whistleblowing or alternatively www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline

## 2.3 Rsk Assessments

Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the school's work. Where relevant, risk assessments are carried out for individual pupils and supported by action plans identifying how potential risks would be managed.

Individual risk assessments are also used when deciding a response to a child demonstrating potentially harmful behaviour such as sexually harmful behaviour, or when identifying whether a child who may be particularly vulnerable, such as a child at risk of Child Sexual Exploitation.

## 2.4 Safeguarding Information for Pupils

All pupils in our school are aware of a number of staff to whom they can talk. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have senior members of staff (DSLs) with responsibility for child protection and know who these are. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard, and what steps can be taken to protect them from harm.

PSHE and online safety awareness materials we use to help pupils learn how to keep safe include ChildLine, NSPCC, Police, Stranger Danger, and Anti-bullying resources.

Our school ensures that pupils are made aware that information can be found at helplines such as NSPCC, BSCB, etc.

The school's arrangements for consulting with and listening to pupils are through the school pastoral system as well as peer support and student councils.

We make pupils aware of these arrangements through regular assemblies, posters around the school, and weekly tutor time support.

## Prevention Through Education

All students are supported to make a successful transition between phases and then into adulthood, whether into employment, further/higher education, or training, and to enjoy and achieve throughout their time at school.

Opportunities to teach about safeguarding, including online safety, are personalised and contextualised to take into account children's individual needs as well as making content appropriate for those who have pre-existing vulnerabilities, including having been the victim of abuse.

Sufficient time, including planning and opportunities for responsive intervention, is dedicated to a carefully structured PSHE or equivalent curriculum, including RSE and Health Education (see separate policies), careers, and specific age-appropriate teaching of child protection themes.

**Context for Eden Springs School:**

As an independent Muslim girls' school, our PSHE and safeguarding curriculum is delivered in a way that is sensitive to our faith ethos whilst ensuring all statutory requirements are met. Our approach to Relationships and Sex Education reflects Islamic values whilst ensuring students receive age-appropriate education about healthy relationships, consent, and keeping safe. As Personal, Social, Health and Economic Education (PSHE) is compulsory in independent schools, we ensure our curriculum meets the Independent School Standards whilst being tailored to our students' needs and our school's ethos.

## 2.5 Partnership with Parents

Eden Springs Girls School shares a purpose with parents to educate and keep children safe from harm. The school regularly reminds parents how they can report concerns if they are worried a child is at risk of harm by alerting them to information for parents at www.saferbradford.co.uk, www.nspcc.org.uk, and www.ceop.gov.uk.

We are committed to working with parents positively, openly, and honestly. We ensure that all parents are treated with respect, dignity, and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

Eden Springs Girls School will share with parents any concerns we may have about their child unless doing so may place a child at risk of harm (see Section 3: Action by Designated Safeguarding Lead).

All staff must ensure students are not contacted in school and out of hours for personal use and utilised for services other than what is authorised by school. If unsure, please ask. This includes other religious work/services/organisations that staff may be affiliated to.

We encourage parents to discuss any concerns they may have with:

- The Headteacher: Rashta Bibi
- Any one of the proprietors: Mr Feizal Patel, or Mr Ahmed Ali

The school's child protection policy is available by accessing the school website or a written copy will be provided on request to the school office.

**Important Information for Parents:**

Eden Spring Girls School is committed to ensuring the welfare and safety of all children in school.
All Bradford schools, including Eden Springs , follow the Bradford Safeguarding Children Partnership procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Duty and Advice and/or the Police without parental knowledge (in accordance with Bradford Safeguarding Children Procedures). The school will, of course, always aim to maintain a positive relationship with all parents.

## 2.6 Partnerships with Others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in Bradford Safeguarding Children Partnership.

There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

## 2.7 Role of the Designated Safeguarding Lead (DSL)

On induction, all staff are advised of the names of their Designated Safeguarding Leads (DSL) and wider safeguarding team (sometimes referred to as Deputy DSLs). The school ensures that the DSL and Deputy DSLs have a high profile among staff and students.

**Our Designated Safeguarding Leads are:**

- **DSL**: Rashta Bibi
- **DSL**: Rihah Begum

**Role of the Designated Safeguarding Lead for Child Protection:**

- Lead on all aspects of safeguarding and child protection, including online safety
- Oversee staff referrals through appropriate systems
- Seek advice and guidance in line with the local safeguarding partnership's practice
- Make referrals to children's social care if there is a concern that the child is suffering significant harm or is likely to do so, understanding that all referrals are child-centred and the needs of the child are paramount
- Ensure the voice of the child is heard and that the unique characteristics of the child within their family and community context is communicated
- Make a referral to the National Referral Mechanism if there are any concerns that a child may be a potential victim of slavery or human trafficking

- Be alert to the specific needs of children in need, for example, those with special educational needs and young carers
- Refer promptly all cases of suspected child abuse to the local social services department. In the case of a social worker attending school to see the student following a referral, if the student's parent arrives to collect the student before the social worker, it must be remembered that we have no right to prevent the removal of the student. However, if there are clear signs of physical risk or threat, the police should be called
- Work with the Headteacher in informing the Local Authority Designated Officer (LADO) for child protection concerns (all cases which concern a staff member), Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child), and/or the police (cases where a crime may have been committed)
- Act as a source of support, advice, and expertise to staff on matters of safety and safeguarding, and when deciding whether to make a referral by liaising with relevant agencies
- Attend all child protection multi-agency conferences and contribute to child protection plans. Understand the role of other child protection and safeguarding agencies
- he school's Designated Safeguarding Lead (DSL) with responsibility for child protection undertakes appropriate child safeguarding training and inter-agency working training (provided by the Bradford Safeguarding Children Partnership)
- The DSL and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years. In addition to their formal training, their knowledge and skills will be updated (for example, via e-bulletins, meeting other DSLs, 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
- The designated safeguarding lead also takes lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place)

## Manage Referrals

The designated safeguarding lead is expected to refer cases:

1. Of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
2. To the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
3. Where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
4. Where a crime may have been committed to the Police as required. NPCC - When to call the police

should help understand when to consider calling the police and what to expect when working with the police

## Raising Awareness

The designated safeguarding lead should:

1. Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
2. Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the proprietors regarding this
3. Ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school in this
4. Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
5. Help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school leadership staff

## Holding and Sharing Information

The designated safeguarding lead should be equipped to:

1. Understand the importance of information sharing, both within the school, and with other schools on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
2. Understand relevant data protection legislation and regulations, specifically the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR), and the Data (Use and Access) Act 2025
3. Be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made, including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent programme, etc.

## Providing Support to Staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters.
This includes specifically to:

1. Ensure that staff are supported during the referrals processes
2. Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

The DSL will work closely with Rehana Afzal (SEND Lead) to ensure that children with SEND receive appropriate safeguarding support and that their specific vulnerabilities are understood and addressed.

## 2.8 Support, Advice and Guidance for Staff

Staff will be supported by the school, the Local Authority and professional associations. The Designated Safeguarding Lead for Child Protection will be supported by the Safeguarding advice team. Advice is available from Bradford Safeguarding Children Partnership and the Police Child Safeguarding Unit (See Contacts List Appendix 1) as well as the Safeguarding Duty Co-ordinator or Duty LADO at Bradford Safeguarding Children Partnership.

**Staff Training:**

The Headteacher and all other school staff, including non-teaching staff, will receive appropriate safeguarding and child protection training which is regularly updated.

In addition, all staff members will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

The Basic Awareness of Child Abuse and Neglect online training can be accessed at www.saferbradford.co.uk.

In addition, the school subscribes to Tes Develop and uses its platform to deliver staff training courses covering a range of safeguarding topics as well as wider areas of school life, ensuring staff knowledge remains current throughout the year.

All staff (including temporary staff and volunteers) are provided with the school's child safeguarding policy and informed of the school's child protection arrangements on induction.

All staff should be aware of systems within the school which support safeguarding, and these are explained to them as part of staff induction.

This includes:

- Child protection policy (which includes the policy and procedures to deal with child-on-child abuse)
- Behaviour policy (which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)
- Staff behaviour policy
- Low-level concerns policy

- Allegations against staff and whistleblowing policy
- Safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods

Staff should be aware of the process for making referrals to local authority children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

All staff receive appropriate safeguarding and child protection training (including online safety which includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring).

We operate a 'zero-tolerance' approach to peer-on-peer abuse, including bullying, cyberbullying, and prejudice-based and discriminatory bullying.

The Designated Safeguarding Lead undertakes formal re-designation training at least every 2 years with a recognised trainer.

### Training Frequency

- All staff: safeguarding training at induction, then updated at least annually
- DSL: formal DSL training at least every 2 years, with knowledge and skills updated at least annually through e-bulletins, meetings with other DSLs, or reading safeguarding developments
- Safer recruitment: at least one person on every recruitment panel must have completed safer recruitment training, refreshed every 2-3 years as good practice
- Prevent duty: the DSL must have Prevent awareness training, updated at least every 2 years; best practice is for all staff to have Prevent training

## 2.9 Alternative Provision

This school is committed to safeguarding our children even if they are placed in alternative provisions for a period of time within the school day/week. We, therefore, seek written reassurance that any Alternative Provision provider has acceptable safeguarding practices in place including:

- Their response to concerns about a child
- Safer recruitment processes
- Attendance and child missing education procedures
- Appropriate information sharing procedures

The school will also obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary for their staff.

When organising work placements, the school will ensure that the placement provider has policies and

procedures in place to safeguard pupils.

Where the school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and will be satisfied that the placement meets the pupil's needs.

The cohort of pupils in Alternative Provision often have complex needs. It is important that proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to.

Pupils placed in Alternative Provision (AP) often have complex needs, which can increase their vulnerability to harm. Eden Springs Girls School remains responsible for the safeguarding of any pupil placed in AP.

The school will:

- Obtain written confirmation from the provider that full safeguarding checks have been completed on all staff, equivalent to those required in school
- Require providers to inform the school of any changes that may affect pupil safety, such as new staff appointments, so that appropriate checks can be verified
- Keep accurate records of the provider's address, along with any subcontracted provision or satellite sites attended by the pupil
- Regularly review each placement, at least half-termly, to ensure pupils are attending, the placement is safe, and it continues to meet the pupil's needs
- Immediately review and, if necessary, end the placement where safeguarding concerns arise, unless or until those concerns are resolved

## 2.10 External Speakers and Charities

Where the school invites external speakers, charities, or other visitors to deliver sessions, workshops, or assemblies to pupils, the school will:

- Undertake appropriate checks on the speaker or organisation prior to the visit, proportionate to the nature of their contact with pupils
- Review the content of any planned session in advance to ensure it is age-appropriate and consistent with the school's values and safeguarding approach
- Ensure a member of staff is present throughout any session involving external visitors and pupils
- Never leave an external speaker unsupervised with pupils

## 2.11 Record Keeping and Retention of Child Protection Records

The school keeps clear, accurate and secure records of child protection concerns, referrals, and decisions in line with statutory guidance. This includes:

- Recording concerns and action taken in a timely manner, using the school's child protection recording forms
- Storing child protection records securely and separately from the pupil's general educational record, with access restricted to those who need it
- Transferring child protection files promptly and securely when a pupil moves to another school, in line with statutory transfer requirements
- Retaining child protection records in line with the school's records retention schedule and relevant data protection legislation

### 2.12 Induction

All new staff, supply staff, volunteers and governors/proprietors receive safeguarding induction before, or as soon as possible after, starting at the school. Induction includes:

- The identity of the DSL, and how to contact them
- The school's child protection policy and procedures, including how to raise a concern
- The staff behaviour policy and low-level concerns policy
- The school's procedures on safer working practice, online safety, and filtering and monitoring responsibilities relevant to their role

## Section 3 - Ensuring that Children are Safe at School and at Home

### 3.1 Child Protection Procedures

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents, and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

All staff must ensure students are not contacted in school and out of hours for personal use and utilised for services other than what is authorised by school. If unsure, please ask. This includes other religious work/services/organisations that staff may be affiliated to.

### Definitions

(Working Together and Keeping Children Safe in Education 2026)

- **A child**: any person under the age of 18 years.
- **Harm**: ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another
- **Development**: physical, intellectual, emotional, social or behavioural development..

- **Health**: includes physical and mental health; maltreatment includes sexual abuse and other forms of ill-treatment which are not physical.
- **Abuse**: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g., via the internet). They may be abused by an adult or adults or another child or children.
- **Physical abuse**: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (Fabricated Induced Illness).
- **Emotional abuse**: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual abuse**: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (defined in the Sexual Offences Act 2003 as the non-consensual penetration of a person's vagina or anus with any part of another person's body or anything else, or non-consensual penetration of a person's mouth with another person's penis) or non-penetrative acts such as sexual assault.
(defined as intentional sexual touching of another person without their consent), masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- **Neglect**: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger;

ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## Abuse, Neglect and Exploitation (Keeping Children Safe in Education 2026)

All staff should be aware of the indicators of abuse, neglect and exploitation, understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

All school staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.

All staff, but especially the designated safeguarding lead (and deputies), should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

All staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases, abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online; this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

All staff follow the school's Child Protection Procedures which are consistent with Working Together to Safeguard Children 2026 and the Bradford Safeguarding Children Partnership guidance.

It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the designated safeguarding lead with responsibility for child protection (or the deputy DSL in the absence of the designated person) prior to any discussion with parents.

Where a member of staff is recognising signs or indicators that a child may have unmet needs or welfare concerns, these will always be passed on to the Designated Safeguarding Lead to ensure that any appropriate interventions and/or referrals can be actioned. The DSL will use the Bradford framework for making safeguarding decisions to determine the threshold of concern and then will determine whether this can be dealt with within school or whether this may require an Early Intervention.

## Upskirting

"Upskirting" typically 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.

Although this harassment is known as "upskirting", people of any gender can be victims. Photos can be taken under any item of clothing including shorts and trousers. Content related to this is added to the sub-section of KCSIE on peer-on-peer abuse, but it is worth noting that staff are at risk of harassment in this way as well as pupils.

## Making or Sharing of Nudes or Semi-Nudes

There are several definitions of sexting, but for this policy, the making or sharing of nudes or semi-nudes is defined as images or videos generated by children under the age of 18, or of children under the age of 18, that are of a sexual nature or are indecent — including images that have been digitally altered or wholly generated by artificial intelligence (such as deepfakes). These images are shared between young people and/or adults via a mobile phone, handheld device or website with people they may not even know. All such incidents mandate a safeguarding response, regardless of whether the images are real photographs or AI-generated content. Incidents may be categorised as:

**Aggravated incidents** of sexting involving criminal or abusive elements beyond the creation of an image. These include further elements, adult involvement or criminal or abusive behaviour by minors, such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a minor who was pictured.

**Experimental incidents** of sexting involve youths taking pictures of themselves to share with established boy or girlfriends, to create romantic interest in other youth, or for reasons such as attention seeking. There is no criminal element (and certainly no criminal intent) beyond the creation and sending of the images and no apparent malice or lack of willing participation.

Young people involved in sharing sexual videos and pictures may be committing a criminal offence. Specifically, crimes involving indecent photographs (including pseudo images) of a person under 18 years of age fall under Section 1 of the Protection of Children Act 1978 and Section 160 Criminal Justice Act 1988.

At Eden Springs Girls School, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and well-being of others, and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The Allegation:

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this student
- Indicates that young people outside the school may be affected by this student

In cases involving the making or sharing of nudes or semi-nudes, Eden Springs Girls School will follow the guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in December 2020: *Sharing nudes and semi-nudes: Advice for education settings working with children and young people - Responding to incidents and safeguarding children and young people*.

In the latest advice for schools and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop, which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated.

This advice does not apply to adults sharing nudes or semi-nudes of under-18-year-olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency.

## 3.2 Supporting the Child and Partnership with Parents

The school recognises that the child's welfare is paramount; however, good child protection practice and outcomes rely on a positive, open, and honest working partnership with parents.

Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.

We will provide a secure, caring, supportive and protective relationship for the child.

Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.

We will always endeavour to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

## 3.3 The Prevent Duty

Under section 26 of the Counter-Terrorism and Security Act 2015, Eden Springs Girls School is aware that we must have due regard to the need to prevent people from being drawn into terrorism, and that this is known as the Prevent Duty.

To fulfil the Prevent Duty, staff have received training to help them identify children who may be vulnerable to radicalisation, and the school is committed to accessing further training to ensure that all staff are up to date and aware of this duty. If staff identify children for whom this may be a concern, they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL).

The Designated Safeguarding Lead will contact the Prevent Coordinator should there be concerns about a child or family linked to potential radicalisation or extremism. The Prevent Coordinator will then assist the DSL regarding whether a referral is appropriate and whether this child or family will need to be referred to the Channel Panel.

Eden Springs Girls School will also incorporate the promotion of fundamental British Values into the Safeguarding Curriculum and/or PSHE to help build pupils' resilience and enable them to challenge extremist views. The school will provide a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Radicalisation will also be considered within current Online Safety policies, procedures and curriculum in terms of having suitable filtering and monitoring in place and also raising awareness with staff, parents and children about the increased risk of online radicalisation, through the use of the internet, social media and gaming. Staff should also be aware that for personal use, they are not to utilise the skills of the students to create, edit, upload and manage any type of social media material on the World Wide Web, both in school and out of school.

For more information about Prevent in Bradford, including referral forms and project examples, please visit the Bradford Prevent website on bso.bradford.gov.uk or contact the Prevent Co-ordinator, Assia Hussain on 07816351420 or via email: assia.hussain@bradford.gov.uk

## 3.4 Child Sexual Exploitation/Child Criminal Exploitation (CCE)

Eden Springs Girls School is aware that Child Sexual Exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (*Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation*, 2017).

Staff have been made aware of some of the key indicators of CSE by training provided by the DSL. In addition, Eden Springs Girls School appreciates that it has a role to play in the prevention of CSE within its Safeguarding curriculum. Liaising outside of hours with students can also lead to such scenarios; hence, the school does not allow any personal contact with students in and outside of school.

If staff identify children for whom CSE may be a concern, they will apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then refer cases where relevant to Bradford Safeguarding Children Partnership. Eden Springs Girls also appreciates that it has a role to play in sharing intelligence relevant to perpetrators of CSE, and therefore, if such information should come to light within the school, the DSL will share this appropriately with the police.

## Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity in exchange for something the victim needs or wants, and/or for the financial or another advantage of the perpetrator or facilitator and/or through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines - see section 3.11 for more information), forced to shoplift or pickpocket, or being threatened by other young people. Some

of the following can be indicators of CCE:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education, or do not take part in education

Both CSE and CCE are forms of abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors, including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may or may not be accompanied by violence or threats of violence.

## Modern Slavery and Financial Exploitation

Staff should also be aware that children can be victims of modern slavery and financial exploitation. This may include:

Modern Slavery:

- Being forced to work in exploitative conditions
- Domestic servitude
- Being trafficked for labour exploitation
- Being forced into criminal activity

- Financial Exploitation:
- Being coerced into fraudulent activity
- Having their benefits or money controlled by others
- Being forced to take out loans or credit in their name
- Being exploited through 'money muling' (where children are used to transfer stolen money)

Where staff have concerns that a child may be a victim of modern slavery or financial exploitation, they should report this to the DSL immediately, who will consider whether a referral to the National Referral Mechanism (NRM) is appropriate.

Victims can be exploited even when activity appears consensual, and it should be noted that exploitation, as well as being physical, can be facilitated and/or take place online.

## 3.5 Female Genital Mutilation (FGM)

Eden Springs Girls understands that Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia, and knows that FGM is illegal in the UK, is a form of child abuse and has long-lasting harmful consequences. Eden Springs Girls is aware that Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers to report to the police where they discover that

FGM appears to have been carried out on a girl under 18 years of age. This mandatory duty commenced in October 2015.

Staff are aware of the indicators of FGM and if they were to indirectly become aware of potential indicators, they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL).

All staff retain their mandatory duty under Section 5B of the FGM Act 2003 to report known cases of FGM to the police. Staff may become aware of FGM through disclosures about students' female siblings or family members. We train all staff on FGM indicators and reporting procedures and educate students about FGM so they can recognize risks and protect female family members. This is part of our broader safeguarding responsibility to all children in our school community.

The DSL can then make appropriate referrals to Duty and Assessment and/or the Police as is their mandatory

duty.

## 3.6 Domestic Abuse

Eden Springs Girls School understands that the cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members, regardless of gender or sexuality.

The abuse can encompass, but is not limited to: psychological, physical, sexual, financial, and emotional harm. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

If staff identify children for whom Domestic Abuse may be a concern, they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then refer cases where relevant to Bradford Safeguarding Children Partnership. Where Domestic Violence Notifications are received from the Domestic Drug and Alcohol Action Team (DAAT), this information will be added to a child's chronology and child protection record to ensure that appropriate support can be provided where necessary.

## 3.7 Forced Marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage, and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

Staff at Eden Springs Girls School understand that this is a potential Safeguarding issue and thus they would pass on concerns by applying the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL).

**Why This Section Applies to Eden Springs Girls Secondary School:**

As a Muslim Girls' school, we want to be clear about our position on forced marriage:

1. **Islamic Position**: Forced marriage is not permitted in Islam. Islamic marriage requires the free consent of both parties. The Prophet Muhammad (peace be upon him) explicitly stated that a woman's consent is required for marriage.
2. **Legal Position**: Forced marriage is illegal in the UK and is a form of abuse. It is different from arranged marriage, where families may introduce potential partners, but the final decision rests with

the individuals involved.

3. **Protecting Our Students**: Our students, particularly as they approach adulthood, may be at risk of forced marriage. Staff need to be aware of the indicators and know how to respond.
4. **Education and Prevention**: By educating our students about the difference between arranged and forced marriage, and their rights, we help prevent them from becoming victims.
5. **Family Safeguarding**: Our students may have sisters or female relatives who could be at risk of forced marriage. Staff awareness helps protect the wider family.

## 3.8 Peer on Peer Abuse

All staff should be aware that children can abuse other children; this can happen both inside and outside of school, as well as online, and that no reports being made does not mean that peer-on-peer

abuse is not taking place. The school will ensure all staff can recognise the indicators and signs of peer-on-peer abuse and know how to identify and respond to it.

Ensuring all staff are knowledgeable about the different forms of peer-on-peer abuse, which includes (but may not be limited to):

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element that facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration, and sexual assault (this may include an online element that facilitates, threatens, and/or encourages physical abuse)
- Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse. This includes harassment based on misogyny (prejudice against females) or misandry (prejudice against males)
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or engage in sexual activity with a third party
- Making or sharing of nudes or semi-nudes (including images digitally altered or wholly generated by artificial intelligence)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or to cause the victim humiliation, distress, or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

**Context for Eden Springs Girls School:**

As a single-sex girls' school, we recognise that peer-on-peer abuse can and does occur in all-girls environments. This includes:

1. **Physical Abuse and Bullying**: Girls may engage in physical aggression, bullying, or intimidation of peers. We maintain a zero-tolerance approach to all forms of bullying.
2. **Sexual Harassment and Violence**: Sexual harassment and violence can occur between girls, including inappropriate sexual comments, unwanted physical contact, and coercion. All such behaviour is taken extremely seriously.
3. **Online Abuse**: Much peer-on-peer abuse now occurs online, including through social media, gaming platforms, and messaging apps. This can include sharing inappropriate images, cyberbullying, and sexual harassment.
4. **Hazing and Initiation**: In some cases, older students may subject younger students to initiation rituals or hazing. This is never acceptable and will be dealt with as a safeguarding matter.
5. **Homophobic, Biphobic and Transphobic (HBT) Abuse**: Students who are, or are perceived to be, LGBT may be particularly vulnerable to peer-on-peer abuse. We are vigilant to such abuse and take all reports seriously.

## 3.9 Making or Sharing of Nudes or Semi-Nudes

Where there is a disclosure or the school becomes aware that a child may have been involved in the making or sharing of nudes or semi-nudes, the school will refer to the guidance in the document *'Sharing nudes and semi-nudes: advice for education settings working with children and young people'* published by UKCIS (2020).

This includes images that have been digitally altered or wholly generated by artificial intelligence (such as deepfakes). All such incidents mandate a safeguarding response, regardless of whether the images are real photographs or AI-generated content.

Staff understand that when an incident involving the making or sharing of nudes or semi-nudes comes to their attention:

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm, a referral should be made to children's social care and/or the police immediately

**What to do if an incident comes to your attention:**

- Report it to your Designated Safeguarding Lead (DSL) immediately. Your setting's child protection policy should outline codes of practice to be followed
- Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL and seek support
- Do not delete the imagery or ask the young person to delete it
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers
- Do not say or do anything to blame or shame any young people involved
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL

We will also refer to: The DfE guidance *Sharing nudes and semi-nudes: advice for education settings working with children and young people* (UKCIS, 2020)

## 3.10 Attendance and Children Missing from Education

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, **unexplainable and/or persistent absences from education**, serious violence (including that linked to county lines), radicalisation and the making or sharing of nudes or semi-nudes (including images digitally altered or wholly generated by artificial intelligence) can be signs that children are at risk. (*Keeping children safe in education* 2026)

Eden Springs Girls School understands that poor attendance can be an indicator of concern for children with welfare and safeguarding concerns and thus ensures that information is shared with relevant agencies. Likewise, the school understands that a parent failing to inform the school that a child has an authorised absence could be a cause for concern, and thus the school will follow the 'First Day Calling' procedure.

Eden Springs Girls Secondary School appreciates that the Local Authority has a Statutory Duty to ensure that all children and young people of compulsory school age receive suitable and appropriate education. Eden Springs Girls School will support the Authority in ensuring that this duty is carried out effectively. There are specific duties in respect of Children Missing Education (CME), and there are strict guidelines in respect of both the definition of CME and the legalities of deleting a pupil from a school roll.

Eden Springs Girls School understands that it is essential that the school will contact the Local Authority Education Safeguarding Team on 01274 434361 to inform them where any pupil has been absent for 10

consecutive days without a reason being provided for the absence.

In accordance with the School Attendance (Pupil Registration) (England) Regulations 2024, Eden Springs Girls School will make a return to the local authority when a pupil's name is deleted from the admission register. (*Keeping children safe in education* 2026)

## 3.11 Child Criminal Exploitation: County Lines

Eden Springs Girls School recognises that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. The school will consider whether a referral to the National Referral Mechanism (NRM) should be undertaken in order to safeguard that child and/or other children. (National Referral Mechanism Guidance)

## 3.12 Contextual Safeguarding

Eden Springs Girls School recognises that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead, will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. The school will provide as much information as possible to children's social care as part of any referral undertaken.

## 3.13 Children with Family Members in Prison

Eden Springs Girls School understands that children who have members of their family in prison are more likely to underachieve and fail to reach their potential than their peers and may require specific services and support. Families and children of people in prison will be seen as families first, and the school will work to ensure their needs are appropriately met. This will include providing support to ensure the voice of the child is considered when seeking contact with a family member in prison.

## 3.14 Sexual Violence and Sexual Harassment Between Children

Sexual violence and sexual harassment involving children at the school is a form of peer-on-peer abuse. Sexual violence involves the criminal sexual offences defined in the Sexual Offences Act 2003. Sexual Harassment is defined as unwanted conduct of a sexual nature and can include online behaviour. Neither is acceptable and will not be tolerated by the school.

### Understanding Harmful Sexual Behaviour (HSB)

KCSIE 2026 recognises a continuum of sexual behaviours in children, from normal and healthy sexual development through to harmful sexual behaviour and sexual violence.

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour displayed by children which is harmful to another child or adult, or to themselves. This may include:

- Using sexually explicit words and phrases
- Inappropriate touching
- Sexual violence or threats
- Full penetrative sex with other children or adults

The school will refer to NSPCC resources on typical stages of sexual development to help staff understand what constitutes age-appropriate sexual behaviour and what may indicate HSB requiring intervention.

Where HSB is identified, the school will:

- Conduct a thorough assessment of the child's needs and circumstances
- Consider whether the behaviour indicates the child themselves may be experiencing abuse
- Provide appropriate support and intervention, which may include early help services
- Work in partnership with parents and relevant agencies
- Monitor the situation to prevent escalation to more serious sexual violence

## Understanding Consent

Staff should understand that:

- Consent is about having the freedom and capacity to choose
- Consent can be withdrawn at any time
- A child under 13 can never legally consent to sexual activity
- Sexual activity with a child under 16 is a criminal offence
- Where there is a significant power imbalance (e.g. due to age, physical strength, or status), consent may not be freely given

The school takes all such reports seriously, and they will receive the same high standard of care that any other safeguarding concern receives. A multi-agency approach will be undertaken when responding to all such complaints; however, the school will always take immediate action to protect children despite the actions of any other agency. These actions may include an immediate risk assessment in respect of the needs of the child victim and will address any risks identified to any child in respect of an alleged perpetrator of sexual violence or sexual harassment to ensure children are protected from harm. Any risk assessment will be fluid and may change to reflect any developments during the management of the case.

All such reports will be managed by the Designated Safeguarding Lead. There are several options the school

may consider with respect to the management of a report of sexual violence or sexual harassment between children, and each case will receive an appropriate bespoke response once all the facts are known. Irrespective of any potential criminal outcome, the school has a duty to safeguard all children and may deal with any such report on a balance of probability basis when considering the outcomes for children involved. Should an outcome involve a move to an alternative school for any child, then full information sharing of the case will be undertaken with the Designated Safeguarding Lead professional at that school.

The school will make sure victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously.

Victims will not be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

The designated safeguarding lead is likely to have a complete safeguarding picture and be the most appropriate person to advise on the initial response by the school. Important considerations will include:The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's duty and responsibilities to protect other children

- The nature of the alleged incident(s), including whether a crime may have been committed and/or whether harmful sexual behaviour (HSB) has been displayed
- The ages of the children involved
- The developmental stages of the children involved
- Any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well-known social standing? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- That sexual violence and sexual harassment can take place within intimate personal relationships between children
- Importance of understanding intra-familial harms and any necessary support for siblings following incidents
- Are there ongoing risks to the victim, other children, adult students or school staff
- Other related issues and wider context, including any links to child sexual exploitation and child

criminal exploitation

**Context for Eden Springs Girls School:**

As a girls' school, we recognise that sexual violence and sexual harassment can occur between girls. This includes:

1. **Sexual Harassment**: Unwanted sexual comments, jokes, or physical contact between students.
2. **Sexual Violence**: This can include sexual assault between girls, which is always treated as a serious safeguarding matter and may involve police investigation.
3. **Online Sexual Harassment**: Sharing inappropriate images, making sexual comments online, or pressuring peers to share images.
4. **Power Imbalances**: Older or more physically developed students may exploit younger or more vulnerable peers.
5. **Harmful Sexual Behaviour**: Some students may display harmful sexual behaviour that requires intervention and support.

All staff are trained to recognise and respond to sexual violence and sexual harassment between girls, understanding that this is a safeguarding issue that requires immediate action.

## 3.15 Carrying Knives/Offensive Weapons and Gang Culture

Bringing and carrying a knife/offensive weapon onto school premises is a Criminal Offence and immediate action will be taken by calling the police and informing parents. The guidance on *Searching, Screening and Confiscation for Headteachers, Schools and Governors* will be consulted, and the school will consider and may apply the disciplinary procedure. If a member of staff suspects a pupil is involved in gang culture, this is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead, who will seek advice from agencies and professionals, including reference to the Safeguarding procedures as outlined by the local authority. The pupil may be an exploited child and a victim to whom the school will offer support.

## 3.16 What School Staff Should Look Out For: Children Who May Require Early Help

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- Has a mental health need
- Is a young carer
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and

association with organised crime groups or county lines

- Is frequently missing/goes missing from education, home or care
- Has experienced multiple suspensions, is at risk of being permanently excluded from school, or is in Alternative Provision or a Pupil Referral Unit
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Has a parent or carer in custody, or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing alcohol and other drugs themselves
- Is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- Is a privately fostered child

(*Keeping children safe in education* 2026)

## Young Carers

The school recognises that children who are young carers may be particularly vulnerable. Young carers may:

- Take on practical and/or emotional caring responsibilities that would normally be expected of an adult
- Care for a parent, sibling, or other family member who has a physical or mental illness, disability, or substance misuse problem
- Experience educational disadvantage and social isolation
- Be at risk of emotional harm if caring responsibilities are inappropriate or excessive The

school will:

- Identify young carers through sensitive enquiry and observation
- Ensure young carers receive appropriate support, which may include early help services
- Work with families and relevant agencies to ensure caring responsibilities are appropriate and do not harm the child's development or education
- Provide flexibility and understanding regarding attendance and homework where appropriate
- Ensure young carers know how to access support

## Children with Medical Conditions

The school recognises that children with specific medical conditions may be more vulnerable to abuse and require additional safeguarding support. This may include children with:

- Long-term or complex health conditions
- Conditions that affect their mobility, communication, or cognitive function
- Conditions that require intimate care or medication administration
- Mental health conditions

The school will:

- Ensure individual healthcare plans are in place where needed
- Train staff in recognising when a medical condition may increase vulnerability
- Be alert to signs that a child's medical needs are being neglected
- Work closely with parents and healthcare professionals
- Ensure that any intimate care or medication administration is carried out safely and in accordance with the school's intimate care policy

## Temporary Accommodation

The school is aware that local housing authorities have a duty to notify the relevant local authority when a child is placed in temporary accommodation within their area. The school will:

- Be alert to children who may be living in temporary accommodation
- Understand that such children may be particularly vulnerable due to housing instability
- Work with the local authority and other agencies to ensure appropriate support is in place
- Ensure that children in temporary accommodation can access education and support services
- Monitor attendance and wellbeing carefully for children known to be in temporary accommodation

These children are therefore more vulnerable. Eden Springs Girls School will identify who their vulnerable children are, ensuring all staff and volunteers know the processes to secure advice, help and support where needed. When using reasonable force, this is in line with national guidelines and takes

into account individual pupil needs and risk management/care plans, and in particular with regard to SEND.

Schools, as relevant agencies, should be part of discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as part of the local arrangements.

In line with managing internally, the school may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse.

Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence. It is particularly important that the designated safeguarding lead (and their deputies) know what the local early help process is and how and where to access support.

In line with KCSIE 2026, the school distinguishes between universal services and community-based early help (support generally available to all families, such as PSHE, pastoral care, and community and faith-based resources) and the targeted early help level of Family Help (a more structured, coordinated multi-agency response for families with emerging or more complex needs). The designated safeguarding lead (and their deputies) will consider which level of support is appropriate to a family's circumstances and will make referrals to the local authority's Family Help offer where a more targeted, coordinated response is needed.

## 3.17 Looked After Children

All staff recognise that Looked After Children, children in kinship care (living with wider family members or friends under a formal or informal arrangement), and care leavers are more vulnerable than other children, often having poorer educational outcomes. Therefore, ensuring their wellbeing, safety and

welfare, and helping them to reach their potential is paramount, which includes supporting the looked after child who is moving on. The school will also ensure that care leavers are supported with pathways including liaison with the local authority, and will identify pupils in kinship care so that their specific circumstances and any additional support needs are understood.

## 3.18 Online Safety

The school recognises that its pupils will use mobile phones and computers at some time in their lives. They are a source of fun, entertainment, communication, and education. Despite the published age restrictions, children increasingly use electronic equipment daily to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, Discord, Snapchat, and Instagram.

The school recognises that it is essential that children are safeguarded from potentially harmful and inappropriate material online. In response to this, the school is committed to:

- Ensuring a whole school approach to online safety that protects and educates both staff and students in their use of technology and establishes mechanisms to identify, intervene in and escalate concerns where possible
- Ensuring staff do not contact students for personal use to safeguard them from any form of accusation
- Ensuring awareness of the 'four Cs' of online risk – content, contact, conduct, and commerce – amongst both staff and students and having policies and procedures in place to address all areas of risk

- Where children are being asked to learn online at home, having regard to the DfE advice regarding remote education as well as the safeguarding advice provided by the NSPCC and PSHE Association, as reflected in the Online Safety and Acceptable Use of Technology policy

Pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity. Four main areas of risk include:

**Content**: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views.

**Contact**: being subjected to harmful online interaction with other users; for example, commercial advertising, as well as adults posing as children or young adults.

**Conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

**Commerce**: risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

- The school has senso filtering and monitoring technology on all devices used by staff and students in the school
- The school has appropriate levels of e-security/cybersecurity protection procedures for staff and students, and these are regularly reviewed to keep up with changes in the sector
- All aspects of online safety are regularly reviewed to keep up with the latest changes to technology, risk, and potential harms in this rapidly evolving sector

The school does not allow access to social media sites on its computers and blocks them at the computer router level. Other harmful sites are also blocked, such as gambling, pornography, extremist sites, etc. Whilst no blocking system can fully eliminate access to harmful sites, the school monitors the use of its computers, both live and historically, regularly as an additional measure of protection for pupils.

## Prepare for the Next Harmful Online Challenge and Online Hoax

The safeguarding lead will undertake a case-by-case assessment, establishing the scale and nature of the possible risk to children and young people, including considering (where the evidence allows) if the risk is a national one or is localised to the area, or even just the institution. Quick local action may prevent a local online hoax or local harmful online challenge going viral (quickly and widely spread).

The DSL should check the factual basis of any harmful online challenge or online hoax with a known, reliable and trustworthy source, such as the Professional Online Safety Helpline from the UK Safer Internet Centre. Where harmful online challenges or online hoaxes appear to be local (rather than large scale national ones), local safeguarding advice, such as from the local authority or local police force, may also be appropriate and helpful.

Eden Springs Girls School is in regular contact with parents and carers to reinforce the importance of children being safe online and explain what systems the school uses to filter and monitor online use. We also make

parents and carers aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.

### Monitoring and Filtering

In line with the Department for Education's filtering and monitoring standards, Eden Springs Girls School will:

- Assign Rihah Begum the responsibility for managing filtering and monitoring systems
- Review the effectiveness of filtering and monitoring provision at least once a year

### Annual Review of Filtering and Monitoring

In line with KCSIE 2026, the school will conduct a formal review of its filtering and monitoring systems at least once every academic year. This review will be conducted by:

- Lead Reviewer: Rihah Begum (SLT member responsible for filtering and monitoring)

The review will assess:

- The effectiveness of current filtering and monitoring systems
- Any incidents or concerns that have arisen during the year
- Whether systems remain appropriate for the school's context and pupils' needs
- Any necessary updates or improvements to systems
- Staff and pupil awareness and understanding of online safety measures

A written record of this review will be maintained and presented to the proprietors annually.

- Block harmful or inappropriate online content while ensuring that teaching and learning are not unreasonably restricted
- Maintain effective monitoring strategies that reflect the school's safeguarding needs

## 3.19 Abuse Linked to Faith, Beliefs, and Culture

Child abuse is never acceptable in any community, in any culture, in any religion, under any circumstances. However, some children are subject to certain kinds of child abuse linked to their faith, belief or culture and this includes abuse that might arise through a belief in spirit possession or other spiritual or religious beliefs.

This kind of abuse can also include:

- Belief in concept of witchcraft, magic or voodoo
- Demons or the devil acting through children or leading them astray
- The evil eye or djinns and dakini

- Ritual or muti murders
- Breast Ironing
- Female Genital Mutilation
- Honour-based violence and Forced Marriage
- Chastisement of a child in a Place of Worship

**Context for Eden Springs Girls School:**

As a Muslim faith school, we want to be absolutely clear about our position on abuse linked to faith and culture:

1. **Islamic Position**: Islam categorically prohibits all forms of child abuse. The protection and welfare of children is paramount in Islamic teachings.
2. **Cultural vs Religious Practices**: We distinguish between cultural practices and Islamic teachings. Some harmful practices (such as FGM, forced marriage, or excessive physical punishment) are cultural practices that have no basis in Islam and are strictly forbidden.
3. **Safeguarding Over Culture**: Where there is any conflict between cultural expectations and child safeguarding, safeguarding will always take precedence. We will not tolerate any form of abuse justified by cultural or religious reasoning.
4. **Staff Awareness**: All staff are trained to recognise that abuse can occur in any community and that faith or culture can never be used as an excuse for harm to children.
5. **Open Dialogue**: We maintain open dialogue with parents and the community about what constitutes abuse and our legal and moral obligations to protect children.

## 3.20 Children Who Are Lesbian, Gay, Bisexual, or Questioning Their Gender

Eden Springs Girls School understands that a young person may be LGBT, which is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

When supporting a gender-questioning child, the school will take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child). This will include any clinical advice that is available and how to address wider vulnerabilities, such as the risk of bullying.

**Context for Eden Springs Girls School:**

As a Muslim Girls' school, we recognise our duty to safeguard all students, including those who may identify as LGBT or who are questioning their identity:

1. **Zero Tolerance of Bullying**: We operate a zero-tolerance approach to homophobic, biphobic and transphobic (HBT) bullying. All students have the right to feel safe and respected.
2. **Safeguarding Priority**: Regardless of our faith ethos, safeguarding is our paramount concern. Any student who discloses concerns about their sexual orientation or gender identity will be supported and protected.
3. **Parental Partnership**: We will work in partnership with parents, recognising that families may have different views. However, where there is a safeguarding concern, the child's welfare will be our priority.
4. **Confidentiality and Support**: Students will have access to confidential support through our pastoral team and DSLs. We will respect students' wishes about disclosure to parents, balanced against our safeguarding duties.
5. **Preventing Harm**: We are particularly vigilant to students who may be at risk of harm from family or community members due to their actual or perceived sexual orientation or gender identity.

## 3.21 Artificial Intelligence (AI) Technology

As part of its child protection and safeguarding policies and processes, the school will ensure that its pupils continue to be protected from harmful content online, including that produced by AI technology, and that any AI tools used are assessed for appropriateness for individual pupils' age and educational needs.

We will ensure that staff are aware of the risks of AI, which may be used to generate harmful content, including deepfakes and impersonation materials.

Pupils will be permitted to explore and experiment with age-appropriate AI-based projects, allowing them to learn how to use AI for knowledge building, problem-solving, data analysis, and creative expression.

Engaging pupils in conversations about data privacy, bias, safeguarding, and the social impact of AI applications will foster a culture of responsible AI use.

Pupils will be taught not to enter personal, sensitive or confidential data into Generative AI tools, including any information that could be used to identify them.

AI education will be incorporated into the curriculum to help pupils understand AI's capabilities, limitations, and ethical implications. Guidance will be provided on identifying reliable and trustworthy AI sources and evaluating the credibility and accuracy of AI-generated information.

AI tools and technologies may be integrated into teaching and learning activities across various subjects and year groups, providing pupils with hands-on experience and opportunities to develop AI literacy and skills.

## 3.22 Cybersecurity

Our school will take appropriate measures to guarantee the technical robustness and safe functioning of AI technologies, including:

- Implementing rigorous cybersecurity protocols and access controls through encryption, security patches and updates, access controls and secure storage
- Establishing oversight procedures and controls around data practices, system changes, and incident response to maintain integrity
- Ensuring that any suspected or confirmed security incidents are reported to the Data Protection Officer
- Maintaining vigilance against material that may be a deepfake (synthetic media that can be used to create realistic and convincing videos or audio of people saying or doing things they haven't). These can be used to spread misinformation or impersonate someone to commit cyber fraud
- Training staff and pupils to be aware of the importance of Cyber Security and the potential involvement of AI to carry out cybercrime

## 3.23 Opportunities to Teach Safeguarding

Eden Springs Girls School ensures that safeguarding is embedded in the curriculum, so children learn how to keep themselves and others safe, including online. Teaching is tailored to meet the needs of individual pupils, including those with SEND and those who may be more vulnerable.

Safeguarding content is delivered through our PSHE programme and Relationships Education.

Preventative education is most effective when delivered as part of a whole-school approach that promotes a culture of respect, equality, and zero tolerance of bullying, harassment, or violence.

Our programme, reinforced across the curriculum, is inclusive and age-appropriate. It will cover:

- Building positive relationships
- Respect, boundaries, consent, and kindness
- Equality, stereotyping, and prejudice
- Body confidence and self-esteem
- Recognising and reporting abusive or controlling behaviours
- Understanding the law on harassment, abuse, and violence
- Accessing support and emphasising that victims are never at fault

**Context for Eden Springs Girls School:**

As an independent Muslim girls' school, our approach to safeguarding education is:

1. **Faith-Informed**: Our teaching about relationships, respect, and safeguarding is informed by Islamic values of dignity, respect, and protection of all people.
2. **Age-Appropriate**: Content is carefully tailored to be age-appropriate and sensitive to our students' developmental stages and our school's ethos.
3. **Culturally Sensitive**: We recognise that our students come from diverse cultural backgrounds within the Muslim community and ensure our teaching is respectful of this diversity whilst maintaining safeguarding as the priority.
4. **Independent School Flexibility**: As an independent school, we have flexibility in how we deliver PSHE, but we ensure all statutory requirements are met and that students receive comprehensive safeguarding education.
5. **Preparing for Adulthood**: We prepare our students to be respectful, responsible adults who understand consent, healthy relationships, and their role in preventing harm to others.

## 3.24 Facilities Based on Biological Sex and Social Transition

In line with KCSIE 2026, Eden Springs Girls School will ensure that:

### Facilities

- Children are prohibited from entering toilets, changing rooms, and any boarding or residential accommodation designated for the opposite biological sex
- No exceptions to this requirement are permitted
- PE classes and sports participation will be organised based on biological sex where appropriate for safety and fairness

### Recording Biological Sex

The school is legally required to record a child's biological sex accurately wherever it is recorded in school systems, records, and documentation.

### Social Transition

- The school will not initiate any action regarding a child's social transition
- The school will only respond to requests for support with social transition if a child or their parent specifically requests it
- Any such requests will be handled on a case-by-case basis, with particular caution, and in partnership with the child's parents (except in exceptionally rare circumstances where involving parents would pose a greater risk to the child)
- Support for full social transition will be agreed very rarely and only after careful consideration of the child's individual needs, clinical advice where available, and wider vulnerabilities

- Staff will not adopt any changes relating to social transition without a decision involving the parents, except in exceptionally rare cases where doing so would pose a greater risk to the child

### Sports Participation

Eden Springs may organise PE classes and sports based on biological sex where this is necessary for reasons of safety and fairness. This is lawful under the Equality Act 2010 and does not constitute unlawful discrimination.

### Context for Eden Springs Girls Secondary School

As a single-sex girls' school, these requirements primarily apply to our toilet and changing facilities. We will ensure all students use facilities designated for their biological sex. Where students have questions or concerns about gender identity, they will be supported through our pastoral system in partnership with parents, with safeguarding remaining our paramount concern.

## 3.25 Mobile Phone Use

In line with KCSIE 2026, Eden Springs School operates as a mobile phone-free environment. Students are not permitted to access or use mobile phones during:

- Lessons
- Breaktimes
- Lunchtimes

Mobile phones must be switched off and handed in / stored securely (as per the school's day-to-day arrangements) for the duration of the school day. Any breach of this policy will be dealt with in line with the school's behaviour policy.

This policy protects students from the risks associated with mobile phone use, including cyberbullying, access to inappropriate content, and distraction from learning. The policy will be clearly communicated to students and parents and consistently enforced.

## 3.26 Child to Parent/Caregiver Abuse

The school recognises that in some cases, children may direct abusive behaviour towards their parents or caregivers. This is known as child to parent abuse or child to parent violence.

This may include:

- Physical violence or threats of violence
- Emotional or psychological abuse
- Financial abuse or exploitation
- Controlling or coercive behaviour

Child to parent abuse is a safeguarding concern because:

- It may indicate that the child is experiencing abuse or trauma themselves
- It may indicate unmet needs, including mental health needs or SEND
- It can cause significant harm to family relationships and the wellbeing of parents and siblings
- Parents may be reluctant to seek help due to shame or fear of their child being criminalised

Where staff become aware of child to parent abuse, they will:

- Report concerns to the DSL
- Consider whether the child's behaviour indicates they are experiencing harm or have unmet needs
- Work with the family to access appropriate support, which may include early help services
- Liaise with relevant agencies including children's social care, CAMHS, or specialist family support services
- Ensure the safety and wellbeing of all family members, including siblings

## 3.27 Self-Harm

The school recognises that self-harm can be a sign that a child is experiencing distress or an underlying difficulty, and that it is a safeguarding matter requiring a sensitive, non-judgemental response.

Where a member of staff becomes aware, or suspects, that a pupil is self-harming, they will:

- Report the concern to the DSL as soon as possible, following the usual referral process
- Never promise confidentiality to a pupil who discloses self-harm
- Avoid reacting with shock, alarm, or judgement, and reassure the pupil that they have done the right thing in telling someone
- Not ask the pupil to show staff any injuries

The DSL will consider the level of risk, whether a referral to children's social care, CAMHS, or the pupil's GP is appropriate, and how to involve parents in line with the school's usual safeguarding decision-making. The school will provide access to pastoral support and, where needed, signpost to specialist external services.

## 3.28 Child Abduction and Community Safety Incidents

The school recognises that pupils may occasionally be at risk from attempted abduction or from wider community safety incidents (for example, a credible local threat, a person of concern near the school site, or an incident affecting the local area).

Where such a concern arises, the school will:

- Report the concern to the DSL and headteacher immediately
- Contact the police where there is any indication of an immediate risk to pupils
- Review and, where necessary, adjust arrival, departure and site security arrangements
- Communicate proportionately with parents and staff, taking care not to cause undue alarm
- Record full details of the incident and any action taken

## 3.29 Safeguarding Procedures in the Event of a Partial or Full School Closure

In the event of a partial or full closure of the school (for example, due to severe weather, a building issue, or a public health incident), the school will maintain its safeguarding responsibilities and will:

- Ensure the DSL and at least one deputy DSL remain contactable throughout any closure period
- Communicate to staff, parents and pupils how safeguarding concerns should be reported during the closure
- Maintain contact with pupils known to be vulnerable or open to children's social care, in line with any remote or blended learning arrangements in place
- Continue to follow local authority and Bradford Safeguarding Children Partnership guidance relevant to the closure
- Review attendance and welfare concerns promptly on the school's return

## 3.30 Use of Mobile Phones and Cameras by Staff, Volunteers and Visitors

In addition to the pupil mobile phone policy set out at Section 3.25, the school requires that staff, volunteers and visitors:

- Do not use personal mobile phones or cameras to take photographs or recordings of pupils; only school-issued devices approved for this purpose may be used
- Store personal mobile phones securely and do not access them in areas where pupils are present, such as changing rooms or toilets
- Ensure any authorised photography or recording (for example, for school events or displays) is carried out in line with the school's image consent and data protection arrangements
- Report any concern about inappropriate use of a mobile phone or camera by a member of staff, volunteer or visitor to the DSL or headteacher immediately

## 3.31 Post-16 Student Parents

As a school with pupils up to the age of 21, the school recognises that a small number of older students may themselves become parents. Where the school becomes aware that a student is a parent or is expecting a child, it will:

- Ensure the student continues to receive appropriate pastoral support and is not stigmatised or excluded from school life
- Consider, in partnership with the student and their family, any adjustments needed to support their continued education
- Treat any safeguarding concerns relating to the student or their child with the same seriousness as any other safeguarding matter, liaising with children's social care and health services where appropriate

## Section 4 - Safeguarding Concerns and Allegations Made About Staff, Including Supply Teachers, Volunteers and Contractors

### 4.1 Managing Allegations Procedures

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

We will apply the same principles as in the rest of this document and we will always follow the West Yorkshire Consortium Safeguarding Children Procedures that can be accessed at http://westyorkscb.proceduresonline.com/

Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely in the safe room in school.

Whilst we acknowledge such allegations (as all others) may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

**Initial Action to be Taken:**

- The person who has received an allegation or witnessed an event will immediately inform the headteacher and make a record
- If an allegation is made against the headteacher, the matter will be reported to the Chair of Proprietors, who will proceed as the 'headteacher'
- The headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs

- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The headteacher may need to clarify any information regarding the allegation; however, no person will be interviewed at this stage
- The headteacher (or Chair of Proprietors if the allegation is about the Headteacher) will consult with the Local Authority Designated Officer for Child Protection immediately, to determine if it is appropriate for the allegation to be dealt with by the school or whether there needs to be a multi-agency response to the matter
- The needs of the child or children will remain at the centre of all action taken. With this in mind, any referral to the Local Authority Designated Officer should also be accompanied by consultation with Bradford Safeguarding Children Partnership. This is to establish from the outset whether the concerns identified meet the threshold for a Section 47 child protection investigation and/or the police in respect of any criminal investigation

Consideration will be given throughout to the support and information needs of pupils, parents, staff and the employee, the subject of the allegation

- The headteacher will inform the proprietors of any allegation against a member of school staff
- If consideration needs to be given to the individual's employment and immediate management of risk, advice will be sought from Bradford Council

## 4.2 Sharing Low-Level Concerns

Eden Springs Girls School ensures that its low-level concerns policy contains a procedure for sharing confidentially such concerns, which is clear, easy to understand and implement. All low-level concerns are shared initially with the DSL and headteacher. The headteacher ultimately makes decisions in respect of all low-level concerns.

If the school is in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, they will consult with their LADO.

## 4.3 Use of School Premises for Non-School Activities

When proprietors hire or rent out school facilities/premises to organisations or individuals (for example, to community groups, sports associations, and service providers to run community or extra-curricular activities), they will ensure that appropriate arrangements are in place to keep children safe.

The proprietors will therefore seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed) and ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. This applies regardless of whether the children who attend any of these services or activities are children on the school roll.

## 4.4 Support for Those Involved in a Child Protection Issue

The school recognises that being involved in a child protection issue, whether as the child concerned, a parent, a witness, or a member of staff subject to an allegation, can be distressing. The school will:

- Offer pastoral support to any pupil involved in a child protection issue
- Ensure staff who raise or are involved in a concern are supported and kept informed as far as is appropriate
- Provide staff who are the subject of an allegation with a named point of contact and information about sources of support, including their union or professional association
- Signpost staff, pupils, or parents to external support services where appropriate

## 4.5 Complaints

Where a parent, pupil, or member of staff wishes to raise a complaint about how a safeguarding matter has been handled, this will be dealt with under the school's complaints policy. Complaints of a safeguarding nature will always be shared with the DSL, and, where the complaint concerns the DSL or headteacher, with the Chair of Proprietors or the LADO as appropriate. A complaint being raised does not delay or prevent any ongoing safeguarding action being taken to protect a child.

## Annexe 1 - Useful Contacts within the Local Authority Introduction

This policy is in line with:

- West Yorkshire Consortium Safeguarding Children Procedures (see link from Bradford Safeguarding Children Partnership website at www.bscb.org.uk or go direct to the manual at: http://www.proceduresonline.com/westyorkscb/)
- Working Together to Safeguard Children (2026)
- Keeping Children Safe in Education (2026)
- Information Sharing (2018)
- What to do if a child is being abused (2015)
- Children Act 1989 and Children Act 2004
- Education Act 2002
- Teaching Standards (Dec 2021)
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (SWP Consortium Feb 2022)

- Sharing nudes and semi-nudes: advice for education settings working with children and young people (Dec 2020)
- UK Council for Internet Safety UKCIS (Sep 2020)

**Safeguarding is defined as:**

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

(Working Together to Safeguard Children, 2026)

The term "Child" or "Children" refers to anyone under the age of 18 years.

## Appendix 1 - Contact Details

**Local Authority Designated Officer (LADO)**: 01274 434339

- Dawn Holt (dawn.holt@bradford.gov.uk)
- The LADO referral form can be found: https://saferbradford.co.uk

Children's Safeguarding and Reviewing Unit, Margaret McMillan Tower, Princess Way, Bradford, BD1 1NN

**Duty Social Workers Bradford Safeguarding Children Partnership**: 01274 434361

**Out of Hours Emergency Duty Service**: 01274 431010

**Elective Home Education (EHE)**: 01274 439340 ElectiveHEducation@bradford.gov.uk

**Children Missing Education**: 01274 439651

**CSE Team - Child Sexual Exploitation**: 01274 435049 childrens.enquiries@bradford.gcsx.gov.uk

**Child Employment**: 01274 437607 cee@bradford.gov.uk

**Prevent Local Contact**: Assia Hussain on 07816351420 assia.hussain@bradford.gov.uk

**Police: Javelin House, Child Protection Unit**: 01274 376061

**Early Help Access Team**: 01274 432121

**The Female Genital Mutilation Helpline**: 0800 028 3550 fgmhelp@nspcc.org.uk

**Whole School Basic Awareness in Child Safeguarding and Designated Safeguarding Lead – Full Course and Refresher training Safeguarding Officer for Schools**: 01274 437043

**Children's Social Care Initial Contact Point**: 01274 437500

## NSPCC

NSPCC Regional Centre Suite 1-3, 5th Floor, St. John's Offices, Albion Street, Leeds, LS2 8LQ

**West Yorkshire Police - Temporary Chief Constable** Dee Collins West Yorkshire Police, PO Box 9, Wakefield, WF1 3QP

**Forced Marriage Unit**

Foreign & Commonwealth Office Old Admiralty Building London SW1A 2PA Tel: 020 7008 0151 Email: fmu@fco.gov.uk Web: www.fco.gov.uk/forcedmarriage

**Global Response Centre (for out of hours emergencies)** Tel: 020 7008 1500

**Operation Encompass**

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The helpline is available 8AM to 1PM, Monday to Friday on

0204 513 9990 (charged at local rate).

**City of Bradford MDC**

www.bradford.gov.uk

**Annexe 2 - Child Protection Procedures Flow Chart**

City of Bradford MDC
www.bradford.gov.uk

**Child Protection Procedures Flow Chart**

| |
|---|
| On discovery or suspicion of child abuse If in doubt – ACT |
| Inform your Designated Safeguarding Lead<br><br>DSLs: Rashta Bibi, Rihah Begum<br><br>Who should then take the following steps |
| Where it is clear that a Child Protection Referral is needed, contact Children's Initial Contact Point without delay: Tel 01274 437500<br>Out of Hours Emergency Duty Team: Tel 01274 431010<br>Named Persons may also seek advice from the Education Social Work Service: Tel 01274 439651 |
| If you are asked to monitor the situation, make sure you are clear what you are expected to monitor, for how long, and how and to whom you should feedback information. |
| Remember: always make and keep a written record of all events and action taken, date and sign each entry to this record. Keep records confidential and secure and separate from the child's curriculum file. |
| Ensure immediate completion and dispatch of the appropriate concern/referral form (see Forms 1-5 below).<br>Retain a copy in school. Send copies to:<br>• Children's Social Care, Margaret McMillan Tower, Princess Way, Bradford BD1 1NN<br>• The relevant Education Social Worker |

**Logging a Concern about a child's Safety and Welfare**

| | |
|---|---|
| Student's Name: | Year Group: |
| Date: | Time: |
| Name: (Print) | Signature: |
| Position: | |
| Note the reason(s) for recording the incident. | |
| Details of concern/incident - record the who/what/where/when factually (continue on reverse of sheet if necessary): | |
| Any other relevant information (witnesses, immediate action taken) | |
| Action taken<br><br>Reporting staff signature<br>…… | Date<br>…… |
| DSL – Response/Outcome<br><br>DSL signature<br>…….. | Date<br>…… |

Check to make sure your report is clear now - and will also be clear to a stranger reading it next year.

**Chronology – Log of Incidents**

Name of pupil: _____ Date of birth: _____

| Date/time | Event – disclosure/observation/meeting etc. | Supporting Documentation | Staff Initials |
|---|---|---|---|
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**Log of Concerns Reported to the Designated Safeguarding Lead**

School: _____ DSL: _____

| Date concern raised | Name/role of person raising concern | Name/dob of child | Actions (e.g. discussed with parents, monitor, referred to Social Care) | Outcomes (e.g. no further concern, parents agreed to address, referred to Early Help, SC opened for assessment) |
|---|---|---|---|---|
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