Appleton Academy

Safeguarding Children & Young People & Promoting Children & Young People Welfare Policy

Approved By	Approval Date	Next Review
Appleton Academy LGB	November 17	2018/19_ Term 1

1.0   Introduction

Appleton Academy is committed to ensuring that all learning activities provide a safe, enjoyable and positive experience for children and young people as participants and for the staff whose involvement is integral to the development of quality opportunities and services. Safeguarding children is a priority for the Academy and all staff are committed to ensuring that our procedures are continuously reviewed, improved and in line with development and government legislation.

This policy now provides a generic statement on what parents/guardians, the community, children and young people and staff can expect from us, as minimum standards, in the area of child protection. The policy and procedures will be transparent and open to inspection by anyone, and detail how concerns about the wellbeing of children and young people will be responded to. It provides a reference point for all, in the quest for making children and young people's lives as safe as possible. We are aware that we cannot do this alone and, will expect staff to adhere to our practices. The term **'staff'** is used to include all employees, full or part time, volunteers and anyone working on a paid or unpaid basis.

This document makes a commitment to review and to adapt to change in a positive stance on all areas of child protection. This policy is mandatory for all staff working for or on behalf of the Academy.

2.0   Policy Statement

2.0   It is the policy that all children and young people have a right to protection and their welfare is paramount. The following Safeguarding Children procedures will be formally adopted and made known to all staff. By the nature of the organisation, it is inevitable that various degrees of contact with children and young people will occur and it is therefore our policy to have in place clear guidelines for safeguarding children and young people and promoting their welfare as well as protecting our employees and other adults in a position of responsibility from potential allegations of abuse.

2.1   We expect agencies and organisations and other stakeholders, with a remit for working with children and young people, that we work with or who hire our facilities, to adhere to our procedures as a minimum standard or operate their own effective Child Protection Policy.

2.2   This policy relates to children and young people under the age of 18 and to vulnerable people over the age of 18. We recognise the needs and vulnerability of children and young people from minority ethnic groups and those who are disabled or who have a Special Educational Need. The policy and procedures apply to all children and young people regardless of gender ethnicity, disability, sexual orientation or religion. The term 'young people' will be used to include those under 18 year's old and vulnerable adults.

2.3   This document should be read in conjunction with the publication Working Together to Safeguard Children (March 2015) - A guide to inter-agency working to safeguard and promote the welfare of children and Keeping Children Safe in Education (September 2016)

2.4   Appleton Academy is committed to providing Early Help where possible. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Bradford's Early Help Strategy (2013/14) emphasises how responses to situations need to be proportionate. Referrals to children's social care should be made only when the needs of the child or young person cannot be met through early help.

3.0   Responsibilities

3.1   The Exceed Academies Trust Board will:

- accept the responsibility to implement procedures to provide a duty of care for children and young people, safeguard their wellbeing and protect them from abuse;
- respect and promote the rights, wishes and feelings of children and young people;
- recruit, train and supervise its staff to adopt best practice to safeguard and protect children and young people from abuse and to reduce the likelihood of allegations made against them;
- require staff to adopt and abide by the Appleton Academy Safeguarding Children Policy and Procedures;
- make people feel confident in reporting any issues on child protection;
- respond to any allegations appropriately and implement the appropriate disciplinary and appeals procedures, if required

3.2   Principles

The guidance given in the procedures is based on the following principles:

- The welfare of children and young people is the primary concern.
- All children and young people, whatever their age, gender, racial origin, religious belief, disability and sexual orientation have the right to protection from abuse.
- It is everyone's responsibility to report concerns but it is the responsibility of Social Services and/or the Police to determine whether or not abuse has taken place.
- All incidents or allegations of suspicious poor practice or abuse will be taken seriously and responded to appropriately.
- Confidentiality will be upheld at all times and in line with the Data Protection Act.
- There is a consistent understanding of acceptable behaviour of children and young people towards other children and young people and staff within any organised activity, service or programme.
- Discrimination, prejudice and oppressive behaviour or language, are unacceptable within all activities, programmes or services.

4.0   Recognition of poor practice, abuse and bullying

It is not always easy to recognise a situation where abuse may occur or has already taken place. Appleton Academy staff have a responsibility to act if

they have any concerns about the behaviour of an individual towards a child or young person. The Academy encourages and expects staff to discuss any concern they may have about the welfare of a child or young person immediately with the Lead Person for Safeguarding at the Academy.

It is important to recognise the difference between a 'concern' and 'immediate danger or at risk of harm', in order that staff are fully equipped to deal with potential at risk situations. If staff are concerned about the welfare of a child they must report their concern both electronically and to the Designated Safeguarding Lead (DSL) by the end of the school day.

If staff believe that there is an immediate danger or risk of harm they must contact the DSL immediately and the emergency services (by calling **999**) if they believe the safety of the child is at immediate risk.

If staff have a concern about the Academy's role in supporting the safeguarding needs of young people they are able to contact the NSPCC Whistle-blowing helpline on 0800 028 0285. The Whistleblowing Advice Line offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation.

4.1   Abuse

There are four main forms of abuse and the effects of each can be highly damaging, both emotionally and physically, to a child and young person. We recognise that perpetrators of abuse can be:

- both male and female (adults and other children and young people) and;

- well known and trusted by the child or young person and;

- peers who study at the Academy together.

The abuse can happen anywhere (home, Academy, trips, activities)

4.2   Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child or young person. Physical harm may also be caused when a parent/guardian feigns the symptoms of, or deliberately causes ill health to a child or young person whom they are looking after.

4.3   Neglect

Neglect is the persistent failure to meet a child or young person's basic physical and/or

psychological needs, likely to result in the serious impairment of the child or young person's health or development. It may involve a parent/guardian failing to provide adequate food, shelter and clothing, failing to protect a child and young person from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include the neglect of, or unresponsiveness to, a child and young person's basic emotional needs.

4.4   Emotional Abuse

Emotional abuse is the persistent emotional ill-treatment of a child or young person such as to cause severe and persistent adverse effects on the child or young person's emotional development. It may involve conveying to children and young people that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children and young people. It may involve causing children and young people frequently to feel frightened or in danger, or the exploitation or corruption of children or

young people. Some level of emotional abuse is involved in all types of ill - treatment of a child or young person, though it may occur alone.

4.5   Emotional Abuse
can take place through the inappropriate use of technologies which include:

- Cyber - e-mail, internet chat rooms.
- Mobile phone - Threats by text message and calls.
- Other technology - mobile phone cameras, cameras and videos.

4.6   Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not they are aware of what is happening. The activities may involve physical contact, including penetrative or non- penetrative acts. They may include non-contact activities, such as involving children and young people in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging them to behave in sexually inappropriate ways.

4.7.1   Sexual abuse can take place through the inappropriate use of technologies which include;

- Cyber - e-mail, internet chat rooms.
- Mobile phone – Sexualised text message and images
- Other technology - mobile phone cameras, cameras and videos.

4.7   Peer-on-Peer Abuse

DfE guidance Keeping Children Safe in Education (2016) says that "governing bodies should ensure that there are procedures in place to handle allegations against other children". The guidance also states the importance of minimising the risks of peer-on- peer abuse.

In most instances, the conduct of students towards each other is covered by the Academy's behaviour policy. However, some allegations might be of such a serious nature that they become safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation; however, we are aware that the abuse may take any form.

4.8.1   Definition

- The definition for domestic abuse (Home Office 2013) relates to young people aged 16 and 17 who experience physical, emotional, sexual and/or financial abuse, and coercive control, in their intimate relationships

- The definition for child sexual exploitation (Working Together to Safeguard Children March 15) 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.

- The definition for young people who display harmful sexual behaviour refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours) (Hackett 2011, NICE 2014)

- Serious youth violence is defined with reference to offences (as opposed to relationships/contexts) and captures all those of the most serious in nature
- including murder, rape and GBH between young people under-18
(London Safeguarding Children Board 2009)

4.8.2   The safeguarding implications of sexual activity between young people[i]

The intervention of child protection agencies in situations involving sexual activity between children can require professional judgments. Some situations are statutorily clear – for example, a child under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation

4.8.3   Prevention

At our school we will minimise the risk of allegations against other pupils by:

- Providing SMSC as part of the curriculum, and across all key stages, which will help students develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe.

- Having effective systems within our school for students to be able to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be looked into and addressed
- Liaising and working with other professionals to develop robust risk assessments for pupils that are identified as posing a potential risk to other students
- Liaising with specialists to deliver appropriate targeted work to pupils identified as being at potential risk e.g. protective behaviours work.

4.8.4   Allegations against other pupils (safeguarding issues)

Allegations of abuse or that are a safeguarding concern maybe made against other students within our setting. These may include allegations of physical abuse, emotional abuse, sexual abuse and sexual exploitation.

Safeguarding concerns or reports of abuse in any form may be made against students in our setting

It may also be considered a safeguarding issue if the allegation:

- Is being made against an older pupil and refers to their behaviour towards a younger or more vulnerable pupil
- Is of a possible criminal nature
- Puts other pupils in the school at risk, or raises the risk factor for others
- Indicates that other pupils may have been harmed or be at risk or harm
- Includes bullying (under the definition of emotional abuse) or intimidation

Specific safeguarding issues against another student may include:

- Physical abuse:
  o Pre-planned violence
  o Physical altercations
  o Forcing other to carry out violence
  o Forcing others to use drugs, alcohol or other substances

- Emotional abuse:
  o Bullying
  o Threats and Intimidation
  o Blackmail/extortion

- Sexual abuse:
  o Sexual assault
  o Indecent exposure
  o Indecent touching
  o Showing pornography to others
  o Forcing others to create/share/download indecent images
  o Sexting (see full guidance)

- Sexual exploitation
  o Encouraging/enticing other pupils to engage in inappropriate sexual behaviour
  o Photographing or videoing other children performing indecent acts
  o Sharing images through social media

4.8.5   Procedure

- When an allegation is made by a pupil against another student, which is of a safeguarding nature it should be reported to the designated safeguarding lead (DSL) as soon as possible. The DSL will contact the Initial Contact Point for advice (01274 437500) and inform parents of the need to seek advice.
- A factual record must be kept (as per normal safeguarding child protection procedures) and updated with all actions and outcomes
- The incident should not be investigated at this time
- The DSL will contact the Initial Contact Point to discuss the case, and make a formal referral where appropriate
- If the allegation indicates that a potential crime has taken place the DSL will refer the case to the police
- Parents of both the alleged victim and the student being complained about should be informed, this should be discussed during the consultation with the DSL and Initial Contact Point.
- A risk assessment will be considered at this time to protect all parties involved.
- It may be appropriate to exclude the alleged culprit against whom the report has been made for a fixed time in line with our Academy's behaviour policy and procedures.
- Police and social care will lead any investigation, however where neither police nor social care thresholds are met, our school will then undertake a thorough investigation following our Academy's policies and procedures.
- A risk assessment should be considered along with an appropriate supervision plan
- Support should be given to all student involved, and they should be involved in the relevant meetings and sign and agree to the plans that are set
- The plan should be monitored and review dates set

4.8.6   If allegations made directly to other agencies

In some circumstances parents of the alleged victims will report directly to other agencies. In these cases (if not police or social care) these agencies should make referrals to the Initial Contact Point or the police.

Initial Contact Point or police should liaise directly with the DSL for the school to inform them of the situation, or liaise with a member of the Designated Officer (LADO) and schools safeguarding team who will contact the DSL with the information.

All professional involved can support with the risk assessment and management of such allegations

4.8.7   Police action and responsibility

West Yorkshire Police will make an assessment on a case by case basis as to the legality, proportionality and necessity to share information with partner agencies, including schools.

Where a report is made concerning a school-age child, and the Academy is already involved, the police should keep the DSL for that setting updated with developments in the case and police officer / staff dealing with the matter.

Where a report is made concerning a school-age child and the Academy is not already involved, the police must always give active consideration to sharing relevant information with the Academy. This will ensure that the Academy can take necessary measures to ensure the safety of the children involved and others they may come into contact with. The decision on appropriate measures to take should be made by the Academy with support from the police as necessary.

In the case of police or court bail conditions for safeguarding cases, the police must notify the Academy of the conditions which are relevant to keep the child and others safe in the school.

If a report indicates a safeguarding concern regarding a child or a risk they may pose to others, the presumption is the report will be shared with those who need to know to help keep children safe.

4.8   People with a disability or Special Educational Needs

Children and young people with a disability are particularly vulnerable to abuse for several different reasons more often than not depending on their impairment. Dependency on others may make a child or young person feel powerless to report abusive treatment. Different communication methods or an individual's lack of vocabulary might also prove to be a barrier for a child or young person wanting to communicate their concerns.

SEN or vulnerable children are identified through communication with their primary school, the SENCO, the Educational Psychologist or the Cognition and Learning Team, or Behaviour Support through Bradford Children's Services.

Children are identified and their details kept on a central register. This is shared with all teaching staff. Furthermore, any child identified as Range 3 or 4 (on the Bradford SEN Scale) will have a Learner Passport which provides staff with further information about the child's needs in order to keep them safe.

4.9   Race and Racism

Children and young people from black and minority ethnic groups may experience harassment, racial discrimination or institutional racism. Although racism causes harm, it is not in itself a category of abuse, however it may be categorised as emotional abuse.

4.10   Identifying Signs of Possible Abuse

There are certain signs of abuse, both in a child or young person's appearance and behaviour, which may alert an individual to the possibility that abuse, is occurring. Some of these signs are common to all types of abuse; others are more specific. Knowing the signs to be aware of is

essential for recognising a real or potential problem. However, the presence of any one sign in itself may not necessarily mean abuse is occurring, and conversely, a child or young person who is being abused may show none of the obvious signs. Such factors make the issue of child abuse more complex, but all concerns and suspicions should be reported and acted upon accordingly. The following are indications that a child or young person may be being abused:

- Unexplained bruising or suspicious injuries.
- An injury for which the explanation seems inconsistent.
- The child or young person describes what appears to be an abusive act involving him/her.
- Unexplained changes in behaviour (becoming very quiet, withdrawn, outbursts of temper).
- Inappropriate sexual awareness or engaging in sexually explicit behaviour.
- Distrust of adults, particularly those with whom a close relationship would normally be expected.
- A child or young person has difficulty in making friends.
- Changes in appearance such as weight loss.

4.11.1 Remember that at all times the welfare of the child or young person is paramount. If a child or young person's behaviour or your observations give rise to concern then talk to them sensitively to find out if there is anything wrong or discuss your concerns with the Designated Safeguarding Lead (DSL). It may be appropriate to raise your initial concerns with parents/guardians, but do so only after discussing this with the DSL.

4.11   The Role of the DSL

This person will take the lead on safeguarding for the Academy and they must:

- be a member of the Senior Leadership Team
- have a Disclosure and Barring Service (DBS) check.
- have at least two references which are followed up.

Responsibilities:

1. The DSL is the first point of contact for all staff and volunteers to go to for advice if they are concerned about a child (this may also need to be out of hours so staff and volunteers should always know how to contact them);
2. They have a higher level of safeguarding training and knowledge than the rest of the staff and should have completed Working Together to Safeguard Children and Young People;
3. They are responsible for ensuring that their organisation's safeguarding policy is kept up to date and complete the Section 11 audit tool every 2 years;
4. They ensure that they comply with safe recruitment procedures for new staff members and their induction.
5. They support staff to assist in information regarding concerns and support decision making about whether staff concerns are sufficient enough to notify Children's Social Work Services or whether other courses of action are more appropriate;
6. They make formal referrals to the Duty and Advice Team;
7. They ensure that concerns are logged and stored securely
8. They have joint responsibility with the management committee or Board of Trustees to ensure that the organisation's safeguarding policy and related policies and procedures are followed and regularly updated;
9. They are responsible for promoting a safe environment for children and young people;
10. They know the contact details of relevant statutory agencies eg Children's Social Work Services, Police, Local Safeguarding Children Board, and the Local Authority Designated Officer (LADO) for allegations against staff. This is:

   Dawn Holt
   01274 435 600

It is not the responsibility of the designated safeguarding officer to decide whether a child has been abused or not- that is the responsibility of investigative statutory agencies such as Children's Social Work Services or the police. However, keeping children safe is everybody's business and all staff should know who to go to and how to report any concerns they may have about a child being harmed or at risk of being harmed.

The DSL's lead responsibility should not be delegated to other members of staff within the Academy.

4.12   The role of the Virtual School Headteacher

Under section 22 (3A) of the Children Act 1989, local authorities have a duty to promote the educational achievement of Looked After Children. Section 99 of the Children and Families Act

2014 imposes a requirement for an officer to be appointed to discharge this duty – sometimes referred to as a 'Virtual School Head' ('VSH').

Governing bodies of schools and colleges must appoint a Designated Teacher to promote the educational achievement of children who are Looked After and to ensure that this person has appropriate training.

Social workers, Virtual School Heads and Independent Reviewing Officers (IROs), school admission officers and Special Educational Needs departments should work together to ensure that - except in an emergency - appropriate education provision for a child is arranged at the same time as a care placement.

Governing bodies should ensure that appropriate staff have the information they need in relation to a child's Looked After legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full Care Order), and contact arrangements with birth parents or those with Parental Responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer.

The designated safeguarding lead, through the Designated Teacher for Looked After children, should have details of the child's social worker and the name of the Virtual School Head.

The Virtual School Head should promote a culture that takes account of the child's views according to age and understanding in identifying and meeting their educational needs.

In Bradford, the Virtual School Headteacher's contact details are as follows:

Ken Poucher **Tel: 01274 439623 E -mail**: ken.poucher@bradford.gov.uk

Designated Teacher: Stella Taylor

4.13   Bullying

In child abuse cases it is important to recognise that it is not always an adult who abuses a child or young person. For example, in the case of bullying the abuser may be another child or young person. Bullying is defined as 'The conscious desire to hurt, threaten, frighten or make someone feel uncomfortable over a period of time, where it is difficult for those being bullied to defend themselves'.

- Bullying behaviour can take a variety of forms including;

- Emotional: Being unfriendly, excluding and tormenting;
- Physical: Pushing, punching, kicking and any other violence;
- Racist: Taunts, graffiti and gestures;
- Sexual: Unsolicited contact or sexually abusive comments;
- Disability: Picking on people because of their physical or mental disabilities or those children and young people with special educational needs;
- Homophobic: Putting individuals down because of their sexuality;
- Verbal: Teasing, name calling, spreading rumours;
- Cyber: e-mail, internet chat rooms;
- Mobile phone: Threats by text message and calls;
- Other technology: mobile phone cameras, cameras and videos

4.14   The Academy Anti-bullying Policy covers more detailed information about the Academy approach

to bullying and should be referred to if bullying is suspected.

4.15   Female Genital Mutilation (FGM)

FGM is a criminal offence – it is child abuse and a form of violence against women and girls, and therefore should be treated as such. Cases should be dealt with as part of existing structures, policies and procedures on child protection and adult safeguarding. There are, however, particular characteristics of FGM that front-line professionals should be aware of to ensure that they can provide appropriate protection and support to those affected.

If staff receive a disclosure that FGM has been carried out they must personally inform the police, as well as the DSL.

The following principles should be adopted by all agencies in relation to identifying and responding to those at risk of, or who have undergone FGM, and their parent(s) or guardians:

• the safety and welfare of the child is paramount;

• all agencies should act in the interests of the rights of the child, as stated in the United Nations Convention on the Rights of the Child (1989);

• FGM is illegal in the UK (see Chapter 3);

• FGM is an extremely harmful practice - responding to it cannot be left to personal choice;

• accessible, high quality and sensitive health, education, police, social care and voluntary sector services must underpin all interventions;

• as FGM is often an embedded social norm, engagement with families and communities plays an important role in contributing to ending it; and

• all decisions or plans should be based on high quality assessments (in accordance with *Working Together to Safeguard Children (2015)5* statutory guidance in England, and the *Framework for the Assessment of Children in Need and their Families in Wales (2001)6*).

4.16   Honour-Based Violence

HBV is a collection of practices which are used to control behaviour within families to protect perceived cultural and religious beliefs and/or honour. It may be referred to in some communities as 'Izzat'. It is often committed with some degree of approval and / or collusion from family and / or community members. Such violence can occur when perpetrators perceive that a relative has shamed the family and / or community, by breaking their honour code.

Women are predominantly (but not exclusively) the victims of 'so called honour based violence', which is used to assert male power in order to control female autonomy and sexuality.

'Honour Based Violence' can be distinguished from other forms of violence, as it is often committed with some degree of approval and/or collusion from family and / or community members.

HBV, which may include forced marriage and / or female genital mutilation, is perpetrated against children and young people for a number of reasons. These include:

- Protecting family 'honour' or 'Izzat';

- To control un-wanted behaviour and sexuality (including perceived promiscuity or being lesbian, gay, bisexual or transgender);

- As a response to family, community or peer group pressure;

- Strengthening family links;

- Protecting perceived cultural and/or religious ideals (misguided or dated);

- Retaining wealth, property or land within the family;

- Assisting claims for residence and citizenship in the UK;

- Perceived immoral behaviour could include:

    o Inappropriate make-up or dress;

    o Possession and / or use of a mobile telephone;

    o Kissing or showing other forms of intimacy in public;

    o Rejecting a forced marriage;

    o Being a victim of rape or other serious sexual assault;

    o Inter-faith relationships;

    o And seeking a divorce.

A child or young woman who is at risk of honour based violence is at significant risk of physical harm (including being murdered), and / or neglect. They may also suffer significant emotional harm, as a result of a threat of violence or witnessing violence directed towards a sibling or other family member

Any concerns the Academy has about its children being potentially involved in HBV will be passed on to the DSL who will immediately inform, and collaborate with, the LADO. Appleton Academy's LADO is:

Suzanne Ellis/Alina Khan – Behaviour Support Service

Manager

Floor 6,
Margaret McMillan Tower,
Princes Way,
Bradford,
BD1 1NN

01274 437043/01274 439384

5.0   Prevention of Abuse

5.1   Recruitment and training of employees who will have direct or indirect contact with children and

young people.

5.2   This guidance should be considered alongside Keeping Children Safe in Education (September 2016)

- The term 'direct' contact with children and young people refers to a member of staff who has responsibility for children and young people in a supervisory role. It is usual in this situation for parents/guardians not to be present.
- The term 'indirect' contact with children and young people refers to an employee that may come into contact with children and young people during the course of their work.

6.0   Procedures for Recruitment

6.1   Guidance in the DfE Keeping Children Safe in Education (September 2016) and Safeguarding Children and Safer Recruitment in Education documents must be followed. The appendices in this guidance give the following order of events;

- vacancy advertised (where appropriate);
- advertisement includes reference to safeguarding policy, i.e. statement of commitment to safeguarding and promoting welfare of children and young people, and need for successful applicant to be DBS checked;
- applications on receipt scrutinised – any discrepancies/anomalies/gaps in employment noted to explore if candidate considered for short listing;
- shortlist prepared;
- references sought directly from referee on short listed candidates: ask recommended specific questions: include statement about liability for accuracy;
- on receipt - checked against information on application; scrutinised; any discrepancy/ issue of concern noted to take up with applicant (at interview if possible)

6.2   The recruitment and selection checklist

6.2.1   Invitation to interview -includes all relevant information and instructions.

6.2.2   **Interview arrangements** – It is recommended that there must be at least 2 interviewers: panel members must have authority to appoint and have met and agreed issues and questions/assessments criteria/standards. From January 2010 one panel member needs to be Safer Recruitment trained, as provided by the Children's Workforce Development Council.

6.2.3   **Interview** - Explores applicants' suitability for work with children and young people as well as for the post, N.B Identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate **original** documents; copies of documents taken and placed on file; where appropriate applicant completed application for DBS Disclosure.

6.2.4   **Conditional offer of appointment** –pre appointment checklist
Offer of appointment is made conditional on satisfactory completion of the following pre-appointment checks and for non-teaching posts a probationary period.

6.2.5   **References** (if not obtained and scrutinised previously).

6.2.6   **Identity** (if that could not be verified straight after the interview).

6.2.7   **Qualifications** (if not verified on the day of interview).

6.2.8   **Permission** to work in UK if required.

6.2.9   **DBS** – Where appropriate satisfactory DBS Disclosure received

6.2.10   **LIST 99** – person is not prohibited from taking up the post.

6.2.11   **Health** – the candidate is medically fit.

6.2.12   **GTC England** – (for teaching posts in maintained schools and non- maintained special schools) the teacher is registered with the GTC or exempt from registration.

6.2.13   **QTS** – (for teaching posts in maintained schools the teacher has obtained QTS or is exempt from the requirement to hold QTS).

6.2.14   **Statutory Induction -** (For teachers who obtained QTS after 7 May 1999)

6.2.15   **The Prohibition from teaching** check must be completed for everyone engaged   in 'teaching work', whether a qualified teacher or not, and recorded on the Single Central Record.

6.2.16   For agency staff, it is now a requirement that schools check that the person presenting at the school is the same person that the agency has provided the vetting checks for.

Independent Safeguarding Authority - From July 2010 new employees will not be able to be employed unless they are ISA registered. From 2011 all employees and volunteers must be registered. See website - www.isa- gov.org.uk

7.0   Training

7.1   In addition to pre-selection checks, the safeguarding process includes training after recruitment to help employees to:

- analyse their own practice against established good practice, and ensure their practice reduces the likelihood of allegations against them;
- recognise their responsibilities and report any concerns about suspected poor practice or possible abuse;
- respond appropriately to concerns expressed by a young person;
- work safely and effectively with young people

7.2   The Academy requires:

- staff working with children and young people to attend recognised Child Protection awareness training as soon as this can be arranged following their appointment. Staff should also complete the Channel General Awareness programme to support the Academy's and Government's Prevent agenda;
- all staff receive regular safeguarding and child protection updates via staff meetings, INSET days and through emails.
- training levels are appropriate to staff contact with children and young people and their responsibilities for child welfare within the Academy. This training will be completed at least annually;
- for staff who may have indirect contact with children and young people during the course of their work;
- the DSL will receive specific training, with yearly updates, to support their more enhanced role

8.0   Code of Behaviour for Staff

8.1   In order to ensure adherence and understanding, all individuals working for or on behalf of the Academy will behave in an appropriate manner towards all children and young people. Children and young people taking part in Academy activities will be expected to treat each other with mutual respect and dignity. Academy staff will ensure that acceptable standards of behaviour are communicated to children and young people.

9.0   Guidance and Procedures relating to activities and services

In the course of preventing abuse to children and young people, the Academy has established guidance and procedures related to activities and services.

9.1.1   Use of photography, video recording, image recording and mobile phone cameras

9.1.2   There is national evidence that some people have used events as an opportunity to take inappropriate photographs or film footage of children and young people.

9.1.3   When using professional photographers or inviting the press to an Academy activity, the Academy will:

- provide a clear brief about what is considered appropriate in terms of content and behaviour;
- not allow unsupervised access to young people or one to one photo sessions at events;
- ensure individuals registered to use photographic equipment will have identification;
- ensure children and young people and their parents/guardians will be informed to report any concerns to the event organiser;
- ensure concerns raised over inappropriate or intrusive photography will be reported to the event organiser and recorded as a child protection concern

9.2.1   Organised photographic opportunities

9.2.2   The majority of promotional and press releases are organised through the Academy's Senior Leadership Team (SLT). These are generally agreed by both parties in advance. We undertake not to use the children or young person's images unless we have written consent for both, the taking and publication of films or photographs, from the parent/guardian. Specific permission will be sought if the images are to be used on the Academy website.

9.2.3   When a media photographer arrives at our venue he/she will be required to have formal ID and have it to hand at all times.

9.2.4   If there is any doubt about the ID, the Principal of the Academy should be contacted. The Academy will ensure that the child or young person's name is not mentioned in publications if requested by the parents/guardians.

9.3.1   Internet

9.3.2   Children and Young people on work experience or others participating in one of our clubs may need supervised access to the internet. At the Academy there is a block through the Internet provider on inappropriate websites and chat rooms. There are systems in place for monitoring usage of the internet and all employees have log in passwords, which can easily be traced. Any employees discovered to have accessed or placed inappropriate material on the Internet will be subject to the ICT Policy and Procedures.

9.3.3   The Academy will promote safe internet use and ensure all children and young people are taught how to protect themselves when using the internet.

9.3.4   As the children at the Academy increasingly work online it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place.

Governing bodies and proprietors should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PSHCE.

Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place; they should be careful that 'over blocking' does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

10.0   Responding to disclosures, suspicions and allegations

10.1   Please refer to the separate Academy Child Protection and Training policy for guidance.

11.1   Links to other policies

- Child protection and Training policy.
- Behaviour policy.
- Recruitment and Procedures Policy.
- Complaints Procedure.
- Equality and Diversity Policy.
- Health and Safety Policy.
- ICT Policy and Procedures.
- Preventing Extremism and Radicalisation Guidance.
- Anti-bullying Policy.

12.0   Essential Contacts

Lead Person for Safeguarding: Clare Barber

Principal of Academy: Helen Jones

Contact: Craig Armitage

Tel: 01274 600550

Preventing Extremism and Radicalisation Guidance – 2017/18

1. Introduction

The current threat from terrorism extremism in the United Kingdom can involve the exploitation of vulnerable people, including children, young people and vulnerable adults to involve them in terrorism or activity in support of terrorism.

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard young children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalization.

Appleton Academy is committed to providing a secure environment for students, where children feel safe and are kept safe. All adults at Appleton Academy recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

In adhering to this guidance, and the procedures therein, staff and visitors will contribute to Appleton Academy's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004*. This Preventing Extremism and Radicalisation Guidance is one element within our overall academy arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002 (s157 of the Education Act 2002).

Our academy's Preventing Extremism and Radicalisation Safeguarding Guidance also draws upon the guidance contained in DfE Guidance "Keeping Children Safe in Education, 2016"; and specifically DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and Peter Clarke's Report of July 2014.

the physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training and recreation of children; the contribution made by them to society; and their social and economic well-being.

2. Academy Ethos and Practice

When operating this guidance Appleton Academy uses the following accepted Governmental definition of extremism:

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

There is no place for extremist views of any kind in our academy, whether from internal sources — students, staff or governors, or external sources - academy community, external agencies or individuals. Our students see our academy as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this — we have a duty to ensure this happens.

As an academy we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this guidance. We also recognise that if we fail to challenge extremist views we are failing to protect our students.
Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, at Appleton Academy we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

Furthermore, at Appleton Academy we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for students and the Code of Conduct for staff.

As part of wider safeguarding responsibilities academy staff will be alert to:

- disclosures by students of their exposure to the extremist actions, views or materials of others outside of academy, such as in their homes or community groups, especially where students have not actively sought these out;
- graffiti symbols, writing or art work promoting extremist messages or images;
- students accessing extremist material online, including through social networking sites;
- parental reports of changes in behaviour, friendship or actions and requests for assistance;
- partner academies, local authority services, police reports of issues affecting students in other academies or settings;
- students voicing opinions drawn from extremist ideologies and narratives;
- use of extremist or 'hate' terms to exclude others or incite violence;
- intolerance of difference, whether secular or religious or, in line with our equalities guidance, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture;
- attempts to impose extremist views or practices on others;
- anti-western or anti-British views.

Our academy will closely follow any locally agreed procedure as set out by the Local Authority and/or Bradford's Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

At Appleton Academy, we have determined "British Values" to be:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those with different faiths and beliefs

As an academy we aim to develop and nurture these by:

- Planning a vibrant, engaging assembly programme with core ethical values and beliefs at its heart
- A forward-thinking and comprehensive tutor time programme that tackles key aspects of British Values
- A well-structured Personal, Social, Health and Citizenship education programme which addresses all of the requirements of the programmes of study (looking at Democracy, Freedom, the rule of law, Human Rights and responsibilities)
- A strong Religious Studies and Ethics programme at every Key Stage
- Effective and well-managed student voice enabling students to actively participate in the democratic process
- A broad and balanced curriculum which addresses many of these core values across a range of subject areas
- Having a clearly communicated and consistently applied Behaviour Policy so that students understand what is expected of them and the consequences of both meeting and failing to meet these expectations
- A Code of Conduct which is regularly referred to and communicated with students, reiterating that we are a

academy community built on mutual respect and understanding
- Adopting restorative approaches, where possible, to resolve any difficulties between members of our academy community
- Having a rigorous commitment to student safety (for example: trips and visits policy and procedures, Safeguarding procedures, Code of Conduct and Health and Safety procedures)

3. Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our academy this will be achieved by good teaching, primarily via PSHCE; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

We will ensure that all of our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success as set out in the Table in Appendix 1 taken from the DfE document above and we will apply the methodologies set out in that document following the three broad categories of:

- making a connection with young people through good teaching and a student centered approach;
- facilitating a 'safe space' for dialogue, and
- equipping our students with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore this approach will be embedded within the ethos of our academy so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our academy's approach to the Spiritual, Moral, Social and Cultural development of students as defined in OfSTED's Academy Inspection Handbook and will include the sound use of assemblies to help further promote this rounded development of our students.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- open discussion and debate;
- work on anti-violence and a restorative approach addressed throughout curriculum and the behaviour policy;

We will also work with local partners, families and communities in our efforts to ensure our academy understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our students' experiences and horizons.

We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that that student is offered mentoring. Additionally in such instances our academy will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At Appleton Academy we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage students to respect one another and to respect and tolerate difference, especially those of a different faith or no

faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.

4. Use of External Agencies and Speakers

At Appleton Academy we encourage the use of external agencies or speakers to enrich the experiences of our students.

These external agencies will be vetted to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in compete opposition to, the academy's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the academy curriculum so we need to ensure that this work is of benefit to students.

Our academy will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- any messages communicated to students are consistent with the ethos of the academy and do not marginalise any communities, groups or individuals;
- any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies;
- activities are properly embedded in the curriculum and clearly mapped in the document 'PSHCE Across the Curriculum' to ensure adequate coverage and no unnecessary duplication or contradictory messages;
- activities are matched to the needs of students;
- activities are carefully evaluated to ensure that they are effective.

We recognise, however, that the ethos of our academy is to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

Therefore by delivering a broad and balanced curriculum and enrichment programme augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

5. Whistle Blowing

Where there are concerns of extremism or radicalisation students, staff and governors will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence.

They must inform the Principal straight away (or if it relates to the Principal inform the Chair of Governors).

6. Safeguarding

Please refer to our Safeguarding Policy for the full procedural framework on our Safeguarding and Child Protection duties.

Staff at Appleton Academy will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive).

Therefore, all adults working in Appleton Academy (including visiting staff, volunteers, contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or Principal.

In Appleton Academy our Safeguarding reporting arrangements are set out fully in our Safeguarding Policy.

The Designated Safeguarding Lead is: **Clare Barber**
Deputy Designated Safeguarding Officers**: Kat Lang, Nikki Tregay, Stella Taylor, Charlotte Wightman, Liz Holland, Sarah Bingham**

The Designated Safeguarding Lead works in line with the responsibilities as set out in the DfE Guidance 'Keeping Children Safe in Education' which is detailed in the Safeguarding Policy.

All staff have also received Prevent Training.

7. Role of Governing Body

The Governing Body of our academy undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The Governing Body of our academy support the ethos and values of our academy and will support the academy in tackling extremism and radicalisation.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, September 2016' the governing body will challenge the academy's senior management team on the delivery of this guidance and monitor its effectiveness.

8. Review

Governors review this guidance annually.

Appendix 1: 'Key Ingredients' for successful teaching in the context of 'push' and 'pull' factors

PUSH FACTORS –	KEY INGREDIENTS	PULL FACTORS –
factors that push an individual/make an individual vulnerable to extremist messages	**Teacher confidence** in many cases it will be the use of existing teaching skills and methods which may well be the most effective approach. From prison settings, staff who are more confident in their abilities tend to perform much better even though they have not received specialist training	factors that draw young people into extremist messages
Lack of excitement, frustration		Charismatic/confident individuals (recruiters)
Lack of sense of achievement – seen as significant 'lack of purpose'// confidence in the future, life goals	**Teacher attitudes and behaviours** - Willingness to admit you don't know - Acknowledging controversial issues exist - Awareness that I have a role to play - Willingness to turn to others for help when you don't know about something	Network/sense of belonging
Lack of an outlet for views		Broader community views, which enable or do not oppose extremism.
Gaps in knowledge or understanding of Islam – both young people and their parents	**Specific knowledge:** - Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering') - Knowledge of an alternative values framework	
Sense of injustice	**Teaching practice/pedagogy:** - Boosting critical thinking (seeing through propaganda, singular messages etc.)	Persuasive, clear messages. Exploiting knowledge gaps.
Actual or perceived humiliating experiences (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely/to sense of injustice)	- Helping to see multiple perspectives - Using multiple resources/methods - Embedding or sustaining dialogue following specialist interventions - Enabling students to tackle difficult issues	
Exclusion – lack of belonging to peer or community networks, associations etc.	- Linking academy work to the wider community - Drawing evidence from across the curriculum - Developing in young people a sense of multiple identities. Help young people become aware of, and comfortable with, multiple personal identity	
Below the line: factors that are out of scope of this study		
Disaffection with wider societal issues Disruptive home life	Other factors Support from senior leaders Pupil support processes	Sense of dignity and importance and loyalty Exciting (non-teaching) activities Sense of purpose in life

[1] Taken from The safeguarding implications of events leading to the closure of Stanbridge Earls School – A Serious Case Review (2015)

Prevention

At our school we will minimise the risk of allegations against other pupils by:

- Providing PHSE as part of the curriculum, which will help students develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe.
- Having effective systems within our school for students to be able to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be looked into and addressed
- Liaising and working with other professionals to develop robust risk assessments for pupils that are identified as posing a potential risk to other students
- Liaising with specialists to deliver appropriate targeted work to pupils identified as being at potential risk e.g. protective behaviours work.

Allegations against other pupils (safeguarding issues)

Allegations of abuse or that are a safeguarding concern maybe made against other students within our setting. These may include allegations of physical abuse, emotional abuse, sexual abuse and sexual exploitation.

Safeguarding concerns or reports of abuse in any form may be made against students in our setting

It may also be considered a safeguarding issue if the allegation:

- Is being made against an older pupil and refers to their behaviour towards a younger or more vulnerable pupil
- Is of a possible criminal nature
- Puts other pupils in the school at risk, or raises the risk factor for others
- Indicates that other pupils may have been harmed or be at risk or harm
- Includes bullying (under the definition of emotional abuse) or intimidation

Specific safeguarding issues against another student may include:

- Physical abuse:
  - Pre-planned violence
  - Physical altercations
  - Forcing other to carry out violence
  - Forcing others to use drugs, alcohol or other substances
- Emotional abuse:
  - Bullying
  - Threats and Intimidation
  - Blackmail/extortion
- Sexual abuse:
  - Sexual assault
  - Indecent exposure
  - Indecent touching
  - Showing pornography to others
  - Forcing others to create/share/download indecent images
  - Sexting (see full guidance)
- Sexual exploitation
  - Encouraging/enticing other pupils to engage in inappropriate sexual behaviour
  - Photographing or videoing other children performing indecent acts
  - Sharing images through social media

Procedure

- When an allegation is made by a pupil against another student, which is of a safeguarding nature it should be reported to the designated safeguarding lead (DSL) as soon as possible.
- A factual record must be kept (as normal safeguarding child protection procedures) and updated with all actions and outcomes
- The incident should not be investigated at this time. The DSL will contact the Children's Initial Contact Point for advice.
- Parents of both the alleged victim and the student being complained about should be informed, this should be discussed during the consultation with the Children's Initial Contact Point.
- A risk assessment will be considered at this time to protect all parties involved.
- It may be appropriate to exclude the alleged culprit against whom the report has been made for a fixed time in line with our schools behaviour policy and procedures.
- Police and social care will lead any investigation, however where neither police nor social care thresholds are met, our school will then undertake a thorough investigation following our schools policies and procedures.
- A risk assessment should be considered along with an appropriate supervision plan
- Support should be given to all student involved, and they should be involved in the relevant meetings and sign and agree to the plans that are set
- The plan should be monitored and review dates set

If allegations made directly to other agencies

In some circumstances parent or the alleged victims will report directly to other agencies. In these cases (if not police or social care) these agencies should make referrals to the Children's Initial Contact Point or the police.

Children's Initial Contact Point or police should liaise directly with the DSL for the school to inform them of the situation, or liaise with a member of the Designated Officer (LADO) and schools safeguarding team who will contact the DSL with the information.

All professional involved can support with the risk assessment and management of such allegations

Police action and responsibility

Thames Valley Police will make an assessment on a case by case basis as to the legality, proportionality and necessity to share information with partner agencies, including schools.

Where a report is made concerning a school-age child, and the school / educational establishment is already involved, the police should keep the DSL for that setting updated with developments in the case and police officer / staff dealing with the matter. In Oxfordshire, schools receive domestic abuse reports where children are involved in those cases where the police identify a safeguarding need.

Where a report is made concerning a school-age child and the school / educational establishment is not already involved, the police must always give active consideration to sharing relevant information with the setting. This will ensure that the setting can take necessary measures to ensure the safety of the children involved and others they may come into contact with. The decision on appropriate measures to take should be made by the setting with support from the police as necessary.

In the case of police or court bail conditions for safeguarding cases, the police must notify the setting of the conditions which are relevant to keep the child and others safe in the setting.

If a report indicates a safeguarding concern regarding a child or a risk they may pose to others, the presumption is the report will be shared with those who need to know to help keep children safe. A review strategy meeting may be the most appropriate way of communicating and agreeing a suitable course of action.

Contact numbers

Suzanne Ellis/Alina Khan – Behaviour Support Service

Manager

Floor 6,
Margaret McMillan Tower,
Princes Way,

Bradford,
BD1 1NN

01274 437043/01274 439384

LADO Referral No: 01274 435600

Children's Initial Contact Point
01274 437500