# LEEDS CHILDREN'S SERVICES

# *Hugh Gaitskell Primary School*

# SAFEGUARDING & CHILD PROTECTION POLICY FOR SCHOOLS & COLLEGES

## Academic Year 2024-2025

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This Safeguarding & Child Protection Policy is available on the school website and is reviewed and ratified annually by the governing body/board of trustees or as events, or legislation requires. Any deficiencies or weaknesses identified will be remedied without delay.

**Part 1** of this policy is for all staff and governors.

**Part 2** of this policy document has a suite of model pro-formas for schools to adapt to support their own in-house safeguarding arrangements and is principally for use by Designated Safeguarding Staff, lead governors and senior leadership teams.

| Academic year | Designated Safeguarding Lead | Deputy Designated Safeguarding Lead/s | Nominated Governor | Chair of Governors |
|---|---|---|---|---|
| 2024/2025 | Sarah Belton | Kate McNulty<br>Chantelle Hudson<br>Amanda Armstrong | Malcolm Morrison | Claire Burgess |

| Policy Review date | Date Ratified by governors | Date Shared with staff |
|---|---|---|
| September 2025 | September 2024 | September 2024 |

# *Hugh Gaitskell Primary School*

## Child Protection and Safeguarding Advice
## Contact List – September 2024

| Role / Agency | Name and role | Contact Details |
|---|---|---|
| **School Designated Safeguarding Lead (DSL) / Child Protection Coordinator** | Sarah Belton - DSL | sarah.belton@hg-ps.org |
| **Deputy DSL** | Chantelle Hudson - Senior Deputy Headteacher | chantelle.hudson@hg-ps.org |
| **Other DSLs** | Kate McNulty - Headteacher<br>Amanda Armstrong - Lead Practitioner of Send | kate.mcnulty@hg-ps.org<br>amanda.armstrong@hg-ps.org |
| **Governor with responsibility for Child Protection and Safeguarding** | Malcolm Morrison | malcolm.morrison@hg-ps.org |
| **Chair Of Governors** | Claire Burgess | claire.burgess@hg-ps.org |
| **Designated Teacher for Looked After and previously Looked After Children** | Amanda Armstrong | amanda.armstrong@hg-ps.org |
| **SENDCo** | Amanda Armstrong<br>Cathryn Daniels | amanda.armstrong@hg-ps.org<br>cathryn.daniels@hg-ps.org |
| **PSHE Coordinator** | Clare Keegan | clare.keegan@hg-ps.org |
| **Mental Health Lead** | | |
| **Online Safety Coordinator** | Parvinder Kaur | parvinder.kaur@hg-ps.org |
| **CSWS Duty and Advice / Front Door Safeguarding Hub** | Urgent Child Protection concerns / initial referral | Professionals – 0113 3760336<br>Members of the public – 0113 2223301 |
| **CSWS Emergency Duty Team (out of hours)** | Urgent Child Protection concerns | 0113 535 0600<br>childrensEDT@leeds.gov.uk |
| **Education Safeguarding Team (Professionals only)** | Advice / Training / Safeguarding Audit | 0113 3789685<br>estconsultation@leeds.gov.uk |
| **Local Authority Designated Officer** | Allegations against adults in school | 0113 3789687<br>lado@leeds.gov.uk |
| **NSPCC Whistleblowing Helpline** | Allegations against adults in school | 0800 028 0285 |
| **Cluster Targeted Services Lead** | Family Support / Attendance / Early Help / Pupil Counsellor | Joanne.hainsworth@bcmcluster.org |
| **PREVENT Team** | Prevent training/advice | 0113 535 0810<br>prevent@leeds.gov.uk |

**The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, contractors and visitors to share this commitment**.

**All staff** refers to all adults, volunteers (including governors) or students on placement, working in any capacity in the school or in activities organised by the school which brings them in to contact with pupils of the school.

**Child Protection** refers to the multi-agency arrangements to identify and protect children who are or may be at risk of or suffering significant harm.

**Safeguarding** refers to the protection, safety and promotion of the welfare of all pupils including when in off-site provision or activities and using ICT. This includes the building of resilience and awareness of risk through the formal and informal curriculum.

**Child** is any pupil under the age of 18.

**Glossary:**

- DSL Designated Safeguarding Lead
- DDSL Deputy Designated Safeguarding Lead
- SENDCo Special Education Needs and Disabilities Coordinator
- DT Designated Teacher for Looked After and previously Looked After Children
- PSHE Personal, social, health and economic education
- RSHE Relationships, Sex and Health Education
- CSWS Children's' Social Work Services
- KCSIE Keeping Children Safe in Education (DfE, September 2024)

### Visitors to school

All visitors must sign in on arrival and collect a visitor's sticker and red lanyard and a School Information Leaflet which outlines Child Protection and Safeguarding procedures in school and how to report any concerns regarding a child/young person or another adult in school. Visitor stickers and red lanyard must be worn at all times when in school. All visitors must sign in. Staff must ensure that visitors to school are supervised as appropriate and the requisite pre-employment checks have been completed as referenced in Part 3 of KCSIE. All contractors must follow the school's signing in arrangements as set out in contractual commissioning agreements.

# Part One:

## 1. Aims

1.1 The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding, identifying children in need of early help, at risk of harm or those that have been harmed
- Staff are properly trained in recognising and reporting safeguarding issues
- A culture of vigilance is created and maintained to ensure that we will also act in the best interests of children to protect them online and offline
- Systems for reporting abuse are well promoted, easily understood and easily accessible for children

1.2 The Governing Body and staff of Hugh Gaitskell Primary School (hereinafter referred to as "the school"), take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess and support those children who are suffering harm and to keep them safe and secure whilst in our care.

1.3 The responsibilities set out in this policy apply (as appropriate) to all members of the school community including pupils, staff, governors, visitors/contractors, volunteers, supply staff, students on placement and trainees working within the school. It is fully incorporated into the whole school/college ethos and is underpinned throughout the teaching of the curriculum, within PSHE and within the safety of the physical environment provided for the pupils.

## 2. Legislation and guidance

2.1 This policy is based on the Department for Education's statutory guidance, Keeping Children Safe in Education (KCSIE) 2024 and Working Together to Safeguard Children (WTTSC 2023) and the Governance Handbook. We comply with this guidance and the procedures set out by the Leeds Safeguarding Children partnership (LSCP).

2.2 This policy is also based on the following legislation and guidance:

Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils.

The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques.

The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children.

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.

Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.

The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children.

Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children.

Statutory Guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.

Guidance for safer working practice for those working with children and young people in education settings (GSWP) (Safer Recruitment Consortium Feb 2022) Guidance for safer working practice for those working with children and young people in education settings February 2022

Sharing nudes and semi-nudes: how to respond to an incident (overview) (updated March 2024) - GOV.UK (www.gov.uk)

Safeguarding and remote education during coronavirus (COVID-19) (DfE, 2021b)

Children Missing Education – Statutory guidance for local authorities (DfE September 2016)

When to call the police – Guidance for schools and colleges (NPCC – 2020)

Education and Training (Welfare of Children) Act 2021

Schools and colleges are under a statutory duty to cooperate with the published LSCP arrangements. This policy conforms to locally agreed inter-agency procedures LSCP - Local protocols for Leeds practitioners (leedsscp.org.uk) and has been ratified by the LSCP Education Reference Group. It is available to all interested parties on our website and on request from the main school office. It must be read in conjunction with other relevant policies and procedures and KCSIE (DfE 2024). https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

The Childcare (Disqualification) Regulations 2018 and Childcare Act 2006, which set out who is disqualified from working with children.

This policy also meets requirements relating to safeguarding and welfare in the Statutory framework for the Early years foundation stage for group and school based providers (DfE 2024)

This policy should also be read in conjunction with the school's Online Safety Policy, The Acceptable Use Policies for Staff, Students and Visitors which set out the acceptable use of ICT, including the use of 3/4/5G devices on school site and on the school's website.

## 3. Definitions

3.1 Safeguarding and promoting the welfare of children means:

- providing help and support to meet the needs of children as soon as problems emerge.
- protecting children from maltreatment, whether that is within or outside the home, including online.
- preventing the impairment of children's mental and physical health or development.
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- taking action to enable all children to have the best outcomes.

3.2 **Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

3.3 Appendix 1 explains the different types and indicators of abuse.

3.4 Children includes everyone under the age of 18.

## 4. Equality statement

4.1 Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

4.2 We give special consideration to children who:

- are disabled or have certain health conditions and have specific additional needs.

- have special educational needs (whether or not they have a statutory Education, Health and Care plan)
- have a mental health need.
- are a young carer.
- are showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- are frequently missing/goes missing from education, home or care.
- have experienced multiple suspensions, are at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- are at risk of modern slavery, trafficking, sexual and/or criminal exploitation.
- are at risk of being radicalised or exploited.
- have a parent or carer in custody or is affected by parental offending.
- are in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- are misusing alcohol and other drugs themselves.
- are at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
- are a privately fostered child.

## 5. Roles and responsibilities

5.1 Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff (including those not directly employed by the school), volunteers, contractors and governors in the school. Our policy and procedures also apply to extended school and off-site activities. All staff are expected to read this policy as part of their induction arrangements as well as the documents referenced in section 5.2 (All staff) below and any updates therein.

### 5.2 All staff

5.2.1 All staff working directly with children will read and understand their statutory responsibilities outlined in Part 1 and Annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

5.2.2 Staff who do not work directly with children will read either Part 1 or Annex A as determined by the DSL dependent on their roles, responsibilities and contact with children.

5.2.3 All staff will be aware of:

- Our systems which support safeguarding, including reading and understanding their professional responsibilities as outlined in Guidance for Safer Working Practice (2022) understanding the role of the designated safeguarding lead (DSL/DDSL), reading and understanding the school behaviour policy and their

safeguarding responses to children who go missing from education during the school day or otherwise and reading and understanding the school's online safety policy.

- The early help process and their role in it, including being alert to emerging problems that may warrant Early Help intervention, particularly those identified in Part 1 of KCSiE. All staff should be reporting emerging problems that may warrant early help intervention by adding the concerns to CPOMs and alerting the Safeguarding Team.
- That children's behaviours can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviours that may communicate that poor wellbeing *can* be an indicator of factors such as abuse, neglect or exploitation. Staff should understand the children's experiences such of abuse, neglect, trauma and adverse childhood experiences can impact on children's mental health, behaviour & education.
- The process for making referrals to local authority children's social work service (CSWS) and for statutory assessments that may follow a referral, including the role they might be expected to play. **Fig 1:** Summary of in-school procedures to follow where there are concerns about a child **(Page )** illustrates the procedure to follow if you have concerns about a child's welfare. Wherever possible, speak to the DSL, DDSL or head teacher (in the absence of a DSL) first to agree a course of action. In the absence of a DSL or head teacher being available, staff must not delay in directly contacting children's social work Duty and Advice team or the police if they believe a child is at immediate risk of significant harm.
- Our work in partnership with other agencies in the best interests of the children. Requests for service to CSWS will (wherever possible) be made by the Safeguarding Designated Staff, to the CSWS Duty and Advice team (**0113 3760336**). Where a child already has a child protection social worker, the school will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker.
- What to do if they identify a safeguarding issue or a child tells them they are being abused, neglected or exploited, including specific issues such as Female Genital Mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- In school procedures for recording any cause for concerns and passing information on to DSLs in accordance with school's recording systems.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE) FGM, radicalisation, child-on-child sexual abuse and serious and violent crime. All staff to be aware safeguarding incidents/ behaviours can occur outside school or college or be associated with outside factors. CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.
- Children absent from education or missing/absconding during the school day can also be a sign of a range of safeguarding concerns including sexual abuse, sexual exploitation, or child criminal exploitation.
- Children may not feel ready or know how to tell someone that they are being abused, exploited, neglected, and/or they may not recognise their experiences as harmful.

Appendix 1 details different kinds of abuse.

Appendix 2 provides guidance to staff on how to respond to children who report abuse.

## 5.3 The designated safeguarding lead (DSL) and deputy designated staff.

5.3.1 Our DSL is Sarah Belton. The DSL takes lead responsibility for child protection and wider safeguarding (including online safety and understanding the filtering and monitoring systems which are in place). Refer to D f E Guidance Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)

5.3.2 The optimal scenario is to have a trained DSL or DDSL available on site. Where this is not possible (e.g., due to self-isolating), a trained DSL or DDSL will be available to be contacted via phone or online video – for example when working from home.

5.3.3 During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

DSL can also be contacted out of school hours, if necessary, by email to sarah.belton@hg-ps.org.

5.3.4 When the DSL is absent, the [deputy/deputies] Chantelle Hudson and Amanda Armstrong – will act as cover.

5.3.5 If the DSL and deputy are not available, Kate McNulty - Headteacher will act as cover (for example, during out-of-hours/out-of-term activities).

5.3.6 The DSL will be given the time, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of children by providing as much information as possible as part of the referral process to help social care assessments consider contexts outside the home and enable a contextual approach to harm.
- Refer suspected cases, as appropriate, to the relevant body (children's social care Duty and Advice team, Channel programme, Disclosure and Barring Service, Teaching Regulation Agency and/or police), and support staff who make such referrals directly. Provide support for staff to comply with their mandatory reporting duties in cases where FGM has been identified.
- Kate McNulty - HT will ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues, have access to regular safeguarding supervision. (Ref: LCC Framework for Supervision (2021)).
- The DSL will also keep the Head teacher/ Principal informed of any issues and liaise with local authority officers and relevant professionals for child protection concerns as appropriate.

- The DSL is responsible for responding to domestic abuse notifications from the local authority and providing support to children and their families as appropriate.
- The school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- Provide reports as required for meetings. Reports will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- Where a child in school is subject to an inter-agency child protection plan or any multi-agency risk management plan, the DSL will contribute to the preparation, implementation, and review of the plan as appropriate.
- The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2023). When to call the police (NPCC 2020) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- Promote the educational outcomes of children with a social worker and other pupils deemed vulnerable. It is essential therefore that the DSL works in close collaboration with the DT and SENDCO as children who are in need of help and protection must also have their learning needs prioritised in planning to ensure education is a protective factor and not only by way of regular attendance at school.

- Undertake a Prevent risk assessment which is shared with all staff

**The full responsibilities of the DSL are set out in Annex C of KCSIE – Role of the designated safeguarding lead. All designated safeguarding leads and deputy safeguarding leads must read and comply with this.**

## 5.4 The governing body

5.4.1 The governing body will approve this policy at each review and hold the head teacher to account for its implementation and any actions/recommendations made by the Local Authority in respect to strengthening the school's safeguarding arrangements.

5.4.2 The governing body will complete the LA safeguarding and child protection briefing on their strategic roles and responsibilities every three years including online safety training at induction. The governing board will ensure that all policies, procedures and training are effective and comply with the law at all times. The governing body will ensure that all staff undergo safeguarding and child protection training, including online safety training providing an understanding of the expectations and applicable roles and responsibilities in relation to filtering and monitoring.

5.4.3 The governing body will appoint a lead governor to monitor the effectiveness of this and other related safeguarding policies (i.e.online safety, whistleblowing, behaviour etc.) in conjunction with the full governing body. Staff governors cannot be the lead governor with responsibility for safeguarding and child

protection. Lead governors should access the LA designated safeguarding governor training every three years including online safety training at induction.

5.4.4 In the event that safeguarding concerns, or an allegation of abuse is made against the head teacher, the chair of governors will act as the 'case manager'. Refer also to Section 16.2.

5.4.5 The governing body will ensure that the school has robust IT filtering and monitoring systems in place and should be informed in part, by the risk assessment required by the Prevent Duty in order to limit children's exposure to online risks. The governing body should consider the number and age range of children, those who are potentially at greater risk of harm and how often they access the IT system.

5.4.6 The governing body, along with the school's senior leadership team, are responsible for satisfying themselves and obtaining written assurances from any relevant school lettings and alternative/off site providers and provisions that their safeguarding arrangements are secure, in keeping with the requirements set out in KCSIE. This includes ensuring that the provision has effective safeguarding policy/procedures/training in place for all staff. The provision follows safer recruitment processes and have clear allegation management processes. Pupils who attend alternative provisions can often have complex needs and it is important that these settings are aware of the additional risk of harm that their pupils may be vulnerable to, and appropriate risk assessments/support plans are in place where pupils access provision offsite. Hugh Gaitskell Primary School use the following alternative or off-site providers and have written evidence of safeguarding arrangements:

- REACH Primary Learning Centre

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

5.4.7 The governing body will supply information as requested by the LSCP and the Local Authority Education Safeguarding Team.

**5.4.8** The governing body will understand how to comply with data protection law, develop their data policies and processes, know what staff and pupil data to keep and follow good practices for preventing personal data breaches. Data protection in schools - Guidance - GOV.UK (www.gov.uk) (2024)

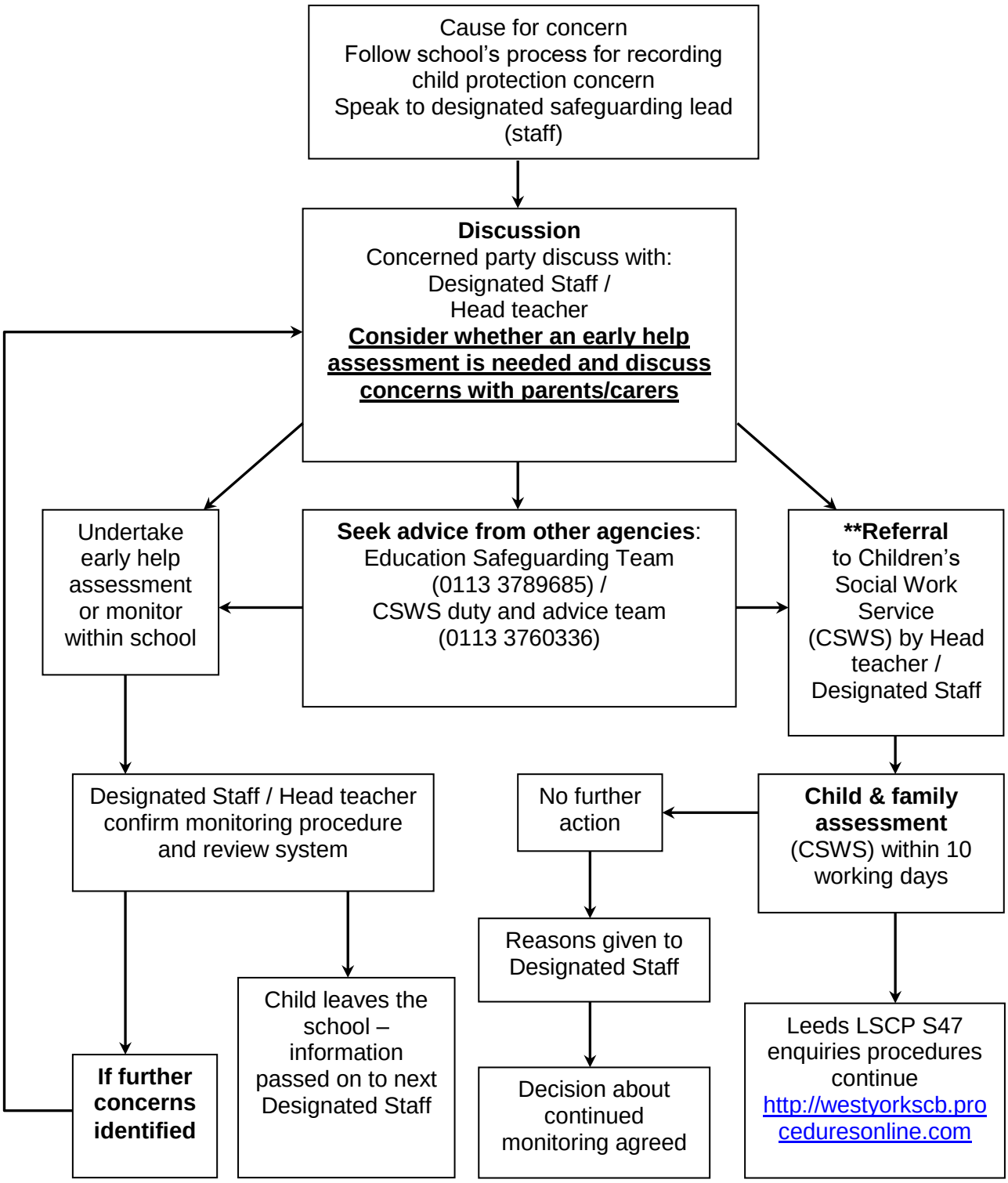
**The full responsibilities of the governing body are set out in Part Two of KCSIE - The management of safeguarding. The governing body will ensure that the school is fully compliant with their statutory safeguarding responsibilities.**

## 5.5 The head teacher/principal

5.5.1 The head teacher is responsible for the implementation of this policy, including:

- Ensuring that staff, (including temporary and supply staff), and volunteers are informed of this policy as part of their induction.
- Communicating this policy to parents when their child joins the school and via the school website.
- Ensuring that the roles and responsibilities of the DSL/DDSL as referenced in Annex C of KCSiE (2024), are reflected in their job description.
- Ensuring that the DSL has appropriate time, training, and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that they complete the one day LA course for head teachers/principals on safeguarding and child protection and that all staff undertake appropriate safeguarding and child protection training and update every three years.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff (including supply staff) or volunteer, where appropriate.
- Ensuring that all recommendations made by the Local Authority in relation to strengthening the school's safeguarding arrangements are actioned in a timely fashion.

## Fig 1: Summary of in-school procedures to follow where there are concerns about a child




** If unhappy about the outcome of the referral to Children's Services Social Care, please refer to: Leeds LSCP Local Protocol: Concerns Resolution.

- Ensuring the relevant staffing ratios are met where applicable.

- Making sure each child in the Early Years Foundation Stage, is assigned a key person.

## 6. Confidentiality and Information Sharing

6.1.1 Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding.

6.1.2 School recognises that the only purpose of confidentiality in this respect is to benefit the child. Staff/volunteers and visitors to school should never promise a child that they will not tell anyone about an allegation/report of abuse and must pass any cause for concerns immediately to a designated safeguarding lead.

6.1.3 Confidentiality is addressed throughout this policy with respect to record-keeping (see section 18), dealing with reports of abuse (see Appendix 2), allegations of abuse against staff (see section 16.2 ), information sharing and working with parents (see section 6.2).

6.1.4 Timely information sharing is essential for effective safeguarding. This school/college will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance Information sharing advice for practitioners providing safeguarding services for children, young people, parents and carers DfE 2024 . This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being.

6.1.5 Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

6.1.6 All staff must have due regard for the relevant data protection principles which allow them to share (in the context of their role) and withhold personal information, as provided for the in the Data Protection Act 2018 and GDPR.

6.1.7 In order to promote positive educational outcomes for vulnerable children, including children with social workers information that can help to support positive outcomes being achieved will be shared with colleagues in school that are not DSLs or DDSLs as appropriate.

6.1.8 If staff are in any doubt about sharing information, they must speak to the designated staff, or the head teacher/principal.

## 6.2 Working with parents and other agencies to protect children

6.2.1 Parents/carers will be made aware of our in-school procedures in respect to taking any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child may be suffering significant harm, ill treatment, neglect or other forms of harm, staff will follow the procedures for responding to suspected cases of child abuse or neglect outlined in this policy document and contact CSWS Duty and Advice team to discuss their concerns.

6.2.2 In keeping with KCSIE, we will endeavour wherever possible to obtain at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.

6.2.3 In general, we will discuss concerns with parents/carers before approaching other agencies and will seek to inform parents/carers and receive their consent when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the child.

6.2.4 Parents/carers are informed about our Safeguarding & Child Protection policy through school prospectus, website, newsletters etc. A safeguarding & child protection statement is prominent in the school foyer/reception area.

6.2.5 Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will, working in partnership with the LA and other key professionals invite parents/carers to a meeting where possible Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of the child. This is especially important where a child has SEND, is vulnerable, and/or has a social worker.

## 6.3 Multi-agency work

6.3.1 We will co-operate with CSWS in accordance with the requirements of the Children Act 1989 and allow access to child and child protection records for them to conduct section 17 or section 47 assessments.

6.3.2 In the best interests of our pupils, we will work with all relevant professionals and agencies as required to safeguard children and promote their welfare.

# 7. Opportunities to teach safeguarding – Preventative Curriculum

### 7.1 Our role in the prevention of abuse

We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

7.1.1 We will ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children may be needed.

7.1.2 As part of providing a broad and balanced curriculum, the PSHE/RSHE curriculum with reflect the statutory Relationship Education, Relationship and Sex Education and Health Education (DfE 2020). Relevant issues identified through

the online My Health My School pupil perception survey will be addressed through the PSHE curriculum to ensure it is needs led. Some of these include self-esteem, emotional literacy, assertiveness, power, relationships and sex education, online safety, online bullying, sexting, child exploitation (CSE/CCE), sharing nudes and semi-nudes, female genital mutilation (FGM), preventing radicalisation, child on child abuse, consent, anti-bullying, unhealthy and abusive family relationships. Further support on both the My Health My School Survey and PSHE/RSE curriculum can be obtained from the Health and Wellbeing Service (schoolwellbeing@leeds.gov.uk)

7.1.3 Relevant issues will be addressed through other areas of the curriculum. For example, English, History, Drama, Art and assemblies.

## 7.2 Other areas of work

7.2.1 All our policies that address issues of power and potential harm, e.g., Anti-Bullying, Equalities, Positive Handling, Behaviour, On-line Safety and PSHE/RSHE will be linked to ensure a whole school approach.

7.2.2 Our Safeguarding and Child Protection policy cannot be separated from the general ethos of the school which is to ensure that children are treated with respect and dignity, feel safe, and are listened to.

7.2.3 The school's online safety policy is reflective of the requirements set out in KCSIE (2024) in regard to content, contact, conduct and commerce. The school's online safety policy is aligned to the school behaviour policy and reflects our approach to issues of online safety (including the sharing of nudes and semi-nudes) that empowers us to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

## 8. Our role in supporting children

**We will offer appropriate support to individual children who have experienced abuse or who have abused others.**

8.1 In cases where children have experienced abuse/abused others, the DSL will ensure that appropriate support is offered. An individual support plan will be devised, implemented and reviewed regularly should the pupil or others affected require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e., learning mentor, key worker) and the child's wishes and feelings. A copy of the individual support plan will be kept in the pupil's child protection record (see Appendix 5).

8.2 For children who have sexually harmed or may have sexually harmed peers, where appropriate an AIM Risk Assessment Management Plan (RAMP) will be completed that includes safety and support planning.

## 9. Children with special educational needs, disabilities, or health issues

9.1 We recognise that while all children have a right to be safe, some children *may* be more vulnerable to abuse e.g., those with a disability, special educational needs, mental health issues or those living with domestic violence or drug/alcohol abusing parents, parents' mental health issues, learning disabilities, children who are in care or previously looked after, children having adverse childhood experiences etc. Additional barriers can exist when recognising abuse, neglect **and exploitation** in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- **Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.**

9.1

9.2 When the school is considering excluding, either for a fixed term period or permanently, a vulnerable pupil/a child with additional needs and/or a pupil who has social care involvement is either subject to a S47 Child Protection plan/child in need plan or there are/have previously been child protection concerns, we will undertake an informed (multi-agency where other professionals are involved) risk-assessment prior to making the decision to exclude. Schools would be advised to speak to the named social worker for the child where the exclusion will be to the home to ensure that any risk is assessed and speak to Area Inclusion Partnership for support if required. Schools should note advice in the Suspension and permanent exclusion guidance September 2023 (DfE) Section 3. In situations that a looked after child is at risk of exclusion the school will notify the Virtual School. In the event of a one-off serious incident resulting in an immediate decision to permanently exclude, the risk assessment must be completed prior to convening a meeting of the governing board.

9.3 All staff have a role in preventing impairment of children's mental health/emotional wellbeing, including promoting positive mental health and identifying where students are struggling with their Mental Health. We regularly communicate messages to students regarding wellbeing and the promotion of positive mental health strategies through the curriculum, PSHCE and Form Time. Support on programmes, resources and guidance is available from the Health and Wellbeing Service (schoolwellbeing@leeds.gov.uk).

9.4 Concerns regarding a student's mental health/emotional wellbeing should be reported to a member of the school the safeguarding team in keeping with the school's safeguarding reporting arrangements so that students can be offered appropriate support, this may include local or national online services where appropriate. In addition, the school can make referrals to a wide range of external services to secure additional appropriate support for students.

## 10. Children at risk of specific forms of abuse

10.1 This school follows the Leeds LSCP (www.leedsLSCP.org.uk) online locally agreed multi-agency procedures, in circumstances where children are at risk of or specific forms of abuse as outlined in Part 1 and Annex of B KCSIE.

## 11. Remote Learning and Remote Welfare

11.1 If children are being asked to learn online at home, for example because of the coronavirus pandemic, schools and colleges should follow advice from the DfE on safeguarding and remote education (DfE, 2021b). In addition to following the Guidance for Safer Working Practice (Safer Recruitment Consortium, 2022)

11.2 Where children are remote learning and the DSL has identified a child to be vulnerable, on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. The communication plans can include remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded. Details of this plan must be recorded, as should a record of contact made.

11.3 We recognise that school is a protective factor for children and situations such as periods of national lockdown can affect the mental health of pupils and their parents/carers. Staff will be aware of these issues and have due regard for them in setting expectations of pupils' work where they are at home.

## 12. Female Genital Mutilation: The Mandatory Reporting Duty

12.1 The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

12.2 FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

12.3 **Any teacher** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must immediately (in consultation with the DSL) report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

12.4 The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff must not examine pupils.

12.5 **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18**, must speak to the DSL and follow our local safeguarding procedures.

12.6 **Any member of staff** who suspects a pupil is *at risk* of FGM must speak to the DSL and follow our local safeguarding children's partnership procedures

## 13. Radicalisation and Terrorism

13.1 Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

13.2 If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) consider the 'NOTICE, CHECK SHARE' process for making a referral where required (see appendix 9). If you require further support or information, contact the Education Safeguarding Team or the Leeds Prevent Team on 0113 5350810.

13.3 Schools and colleges are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. For further guidance please see Managing risk of radicalisation in your education setting - GOV.UK (www.gov.uk)

13.4 Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. Our school will ensure that as far as possible all front-line staff will undertake Prevent awareness training. DSLs and those with a responsibility for Prevent will ensure they attend Prevent training every two years, in particular focussing on local threat and risk and ideology training as outlined in the Prevent Duty Guidance.

## 14. Channel

14.1 Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

## 15. Child on child abuse

15.1 We recognise that children are capable of abusing their peers and that child on child abuse can manifest in many different ways, including bullying, cyber bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, sharing of nudes and semi-nudes, up skirting (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) and abuse within intimate partner relationships. It is very clear that this type of abuse should always be treated seriously, and never just as banter, part of growing up or boys being boys. Our school has a zero tolerance approach to such attitudes and behaviours.

We will take steps to minimise the risk of child-on-child abuse by ensuring students can learn about this through the PSHE/RSHE curriculum. The PSHE curriculum will support pupils to recognise behaviour that is not appropriate and understand how to stay safe and challenge and report unwanted behaviours. Support for this is available through the Health and Wellbeing Service (schoolwellbeing@leeds.gov.uk). We will also regularly review the school site and school activities to further minimise the risk of child on child abuse occurring.

We recognise that abuse can often go unreported or be reported latterly. We will encourage and support students to report child-on -child abuse to trusted adults in school or the NSPCC helpline.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

All concerns around child-on-child abuse will be taken seriously, reported, investigated, recorded and managed in line with the child protection procedures outlined in this policy. Our school will ensure that at least one member of the school's safeguarding team has completed the 1 day AIM Project training on understanding and managing harmful sexual behaviour in education settings AIM Project Understanding & Managing HSB in Education settings The DSL is responsible for providing support to all children involved in incidents of peer on peer sexual abuse. Where incidents of child-on-child abuse involve children attending another school setting we will liaise with the relevant DSL/DO at the setting to ensure appropriate information is shared.

15.2 We recognise that sexual violence and/or sexual harassment can happen anywhere including educational settings. Where concerns of sexual violence or sexual harassment are witnessed, disclosed or reported to the school (including those that have happened outside of school or online) the concern will be taking seriously. We recognise that sexual violence and harassment exist on a continuum and may overlap; they can occur online and face to face (both physical and verbal) and are never acceptable. In responding to such concerns DSL must (where appropriate) always complete an AIM (Assessment, Intervention, Moving On) checklist and contact the Duty and Advice team if appropriate and follow the principles set out in Part 5 of KCSIE

15.3 Children who may have/have sexually harmed others will be considered separately from the needs of those who have/may have been subject to sexual harm. Children who have/may have sexually harmed others will be responded to in a way that meets their needs as well as protecting others within the school

community through a multi-agency risk assessment management plan (RAMP). Where appropriate there must be a coordinated multi-agency approach to risk assessment which will include involvement of parent/carers, social care, health, police and youth justice (where appropriate). Further support and advice on AIM Checklists and/or undertaking a RAMP can be obtained from the Education Safeguarding Team.

15.4 We will ensure that all children who may have/has been sexually harmed will be taken seriously and that they will be supported and kept safe. Where appropriate support plans will be put in place for children subjected to sexual harm.

15.5 In cases where allegations of sexual violence and/or harassment are found to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child or person who has made the allegation is in need of support or may have been abused by someone else. In cases where the report is found to be deliberately invented or malicious the school will consider whether it is appropriate to take any disciplinary action in keeping with the school's behaviour management policy.

15.6 Where child exploitation (ie, criminal, sexual, trafficking, modern day slavery etc), or the risk of it, is suspected, frontline practitioners must notify the designated member of staff for child protection, in line with the child protection policy reporting systems.

15.7 The DSL must complete the child exploitation response checklist for partners (see Appendix 7) and refer to the table at the end of the tool to help decide how to proceed. A copy of the completed tool must be kept in the child's child protection records for future reference. The DSL can also refer a pupil to the monthly Multi-agency Child Exploitation (MACE) meeting (see Appendix 8), if it is felt that the criteria for referral is met, and a discussion is warranted. Information should be emailed to chs.mace@leeds.gov.uk. Information provided should include name; date of birth; what the risks are; what has been put in place to lessen the risk; and the plan that the child is subject to. Referrals will be triaged and if selected, the social worker, team manager or other relevant practitioner involved will be invited to attend the MACE meeting for a short discussion.

15.8 If the child /young person already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about child exploitation. Where children may currently be looked after or previously looked after the DSL should also notify the Designated Teacher for children looked after.

15.9 A copy of the child exploitation risk identification tool for partners (see Appendix 7) can be obtained from the LSCP Website.

15.10 We will ensure the school, works in partnership with parents / carers and other agencies as appropriate. This includes facilitating return to home interviews as requested.

## 16. Sharing Nudes and Semi Nudes

**Staff responsibilities when responding to an incident**

16.1 If any adult in school is made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), they must report it to the DSL immediately. The DSL will refer to DfE guidance: Sharing nudes and semi-nudes: how to respond to an incident (overview) (updated March 2024) - GOV.UK (www.gov.uk)

They must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

**DSL Responsibilities**

16.2 Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care.
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed).
- What further information is required, to decide on the best response.
- Whether the image(s) has been shared widely, and via what services and/or platforms, (this may be unknown).
- Whether immediate action should be taken to delete or remove images, or videos, from devices or online services.
- Any relevant facts about the pupils involved which would influence risk assessment.
- If there is a need to contact another school, college, setting or individual.
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult.

- There is reason to believe that a young person has been coerced, blackmailed, or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent.
- The imagery involves sexual acts and any pupil in the images or videos is under 13.
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

16.3 If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

## 17. Children who are absent from education

17.1 A child who is absent as well as missing from education is a potential indicator of abuse or neglect. Where a child is reported to be missing education we will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in Children Missing Education – Statutory guidance for local authorities (DfE September 2016) and follow the Leeds Children's Services LA procedure and contact: cme@leeds.gov.uk. Tel: 0113 3789686.

17.2 Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse, neglect, CSE or CCE including involvement in county lines. School and college staff members must follow the school's or college's procedures for dealing with children who are absent/ go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future (see Appendix 10).

## 18. A Safer School Culture

**The governing board will ensure that the following appropriate policies, and procedures are in place and shared with staff at the point of induction, in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare:**

- Whistle Blowing/Confidential reporting policies (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult's behaviour)
- School's procedures for managing children who are missing from education.
- Guidance on Safer Working Practices.
- Safeguarding and Child Protection policy (including online safety).
- School behaviour policy.

- The names, roles and responsibilities of the designated safeguarding lead and any deputies.

## 19. Safer Recruitment, selection and pre-employment vetting

19.1 The school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSiE.

19.2 The school will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK. (see Part 3 of KCSIE).

19.3 All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils. (see Appendix 6)

19.4 The school will ensure that all recruitment panels include at least one person that has undertaken the safer recruitment consortium, safer recruitment training as recommended by the Local Authority/Leeds LSCP.

19.5 For individuals who have lived or worked outside the UK, in addition to the same checks as all other staff, the school will complete any additional checks required to satisfy themselves that the individual is suitable to work with children. This may include obtaining a letter from the professional regulatory authority in the country (countries) in which the candidate has worked confirming that they have not imposed any sanctions or restrictions, and /or that they are aware of any reason why they are unsuitable to teach where possible.

19.6 The school/ will ensure that written risk assessments are undertaken in situations where information provided on DBS certificates necessitates so. Written risk assessments must be undertaken for all volunteers **not** engaging in regulated activity. Advice and support for carrying out risk assessments can be accessed through the school's HR Advisor/Provider/Contact or the Education Safeguarding Team.

19.7 The school will inform shortlisted candidates that online searches may be done as part of due diligence checks.

19.8 Copies of documents used to verify the successful candidate's identity, right to work and required qualifications should be kept in their personnel file.

## 20. Managing allegations or safeguarding concerns against a member of staff or person in school procedures.

20.1 These procedures must be followed in any case in which it is alleged that a member of staff (including supply staff), governor, visiting professional or volunteer has met the harm test, this includes where an adult has:

- behaved in a way that has harmed a child or may have harmed a child.
- possibly committed a criminal offence against or related to a child.
- behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. *(This includes any behaviour that may have happened outside of school that might make the individual unsuitable to work with children. This is known as transferable risk.)*

20.2 All adults working in school have duty to disclose to the head teacher/principal (or chair of governors where appropriate) where their relationships and associations both within and outside of the workplace (including online) may have implications for safeguarding children in school.

20.3 Examples of behaviours that would warrant an allegation or safeguarding concern by a member of staff could include:

- Physical, for example intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- Emotional, for example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, sex, disability, or sexuality.
- Sexual, for example sexualised behaviour towards pupils, grooming, sexual harassment, sexual assault, and rape, sending inappropriate messages through social media and other technologies.
- Neglect which may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.

20.3.1 A safeguarding complaint that meets the above criteria must be reported to **Kate McNulty** - Head teacher immediately. If the complaint involves the head teacher, then the next most senior member of staff must be informed and the chair of governors. In our school the named case manager is Kate McNulty. They will follow the processes outlined in this section.

20.3.2 Where a Headteacher determines that a safeguarding allegation does not meet the harm threshold in line with the criteria above they will refer the matter to be managed in line with paragraphs 20.8 - 20.9 (inc.) by a designated manager with appropriate safeguarding training. It is important for Head teachers to carefully consider who in school is best placed to manage concerns that do not meet the harm threshold and ensure appropriate action is taken given the sensitive and confidential nature of the information relating to staff over time. In many cases Head teachers may decide to retain this role if they have appropriate safeguarding training.

20.4 All staff must fully understand that any adult behaviours that deviate from the Guidance for Safer Working Practice, including inappropriate conduct outside of work are a concern, even if they are low-level. Low-level concerns are concerns that do not meet the harm test/allegations threshold. Examples of such behaviour include:

- Being over familiar with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
- Humiliating pupils

20.5 Schools may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children *(e.g., Community groups, sports associations or service providers that run extra-curricular activities).* As with any safeguarding allegation, schools should follow their safeguarding policies and procedures, including informing the LADO.

20.6 The case manager should ensure that the child is not at risk and where appropriate ensure that the child is referred to the local authority Duty and Advice team as referenced in Part 1 of KCSIE.

20.7 The case manager should gather as much information about the alleged incident as necessary to establish whether there is substance to the allegation. In situations where the case manager determines that the harm test has not been met the case manager must ensure that there is a clear record of the incident, include any actions (including whether any HR advice had been sought and actioned) taken to address the concern raised. This record must be kept confidential, stored securely, and comply with the Data Protection Act 2018 and the UK GDPR (2018). Records of low level concerns will be reviewed so that any patterns of recurring low level concerns can be identified and responded to appropriately, this may include a referral to the LADO where repeated behaviours indicate an individual may not be suitable to work with children.

20.8 All low level concern records will be kept until such a time that the person levels their employment.

20.9 In situations where the case manager has sufficient information to suggest that the harm test/allegations threshold has been met, the case manager must use the local authority designated officer (LADO) notification form (see Appendix 12) in order to assess the level of concern, **prior to contacting the LADO**. As part of this initial consideration, the case manager should consult with their school's HR Advisor/provider/contact or in the case of a supply member of staff the supply agency safeguarding lead/senior manager. The completed LADO notification form must be sent to lado@leeds.gov.uk **within one working day of the allegation being made**. This will assist the case manager and HR/supply agency senior manager in consultation with the LADO to decide on the most appropriate course of action. This includes when to inform the member of staff of the concerns raised. Parents or carers of the child or children involved should be told about the allegation as soon as possible if they do not already know of it.

20.10 The case manager **must** not carry out an investigation or **directly interview** any child/ witness/ or the individual whom the concern relates too, until the above process has been duly completed and relevant partners have been consulted. However, statements of any alleged incidents of harm should be obtained as

appropriate at the earliest opportunity in order to establish facts from relevant individuals.

20.11 A multi-agency allegations management meeting may be arranged to look at the complaint in its widest context. The case manager must attend this meeting, which will be arranged by the LADO. All issues must be recorded, and the outcome reached must be noted to ensure closure.

20.12 In many cases it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about the expectations for their conduct.

20.13 In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children/young people may be at further risk and/or evidence/witnesses may be compromised and/or the allegations and so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the school's Disciplinary Policy.

20.14 Any staff/volunteers who are dismissed by the school for gross misconduct or cumulative misconduct relating to safeguarding of children/young people will be referred to the DBS for consideration of barring. Similarly, where the school has a reasonable belief that the member of staff/volunteer would have been dismissed by the school had they been employed at the time of the conclusion of investigations, they will be referred to the DBS. The school will keep written records of all of the above.

- **LADO Contacts: Claire Ford, or Jo Peake Tel: 0113 3789687**

- **Advice can also be sought from Deborah Jobson – Team Manager Education Safeguarding Team 0113 3789475**

20.15 Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, staff can contact any of the professionals named in the above paragraph, in addition to other whistleblowing channels which may be open to them.

20.16 The Leeds City Council whistleblowing policy states that concerns can be raised by the following methods:

- Whistleblowing hotline 0113 3788008 (dedicated hotline answered by a member of the Internal Audit team or an answerphone).
- E-mail concerns@leeds.gov.uk
- In writing Internal Audit, 3rd Floor West, Civic Hall, Leeds, LS1 1JF
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: **0800 028 0285** – line is available from 8:00am to 8:00pm, Monday to Friday and Email: help@nspcc.org.uk.

## 21. Training and Support

All staff members will be made aware of systems within our school that support safeguarding, and these will be explained to them as part of our staff induction. This includes: the school's/college's safeguarding/child protection policy; the school's safer working practice document and the school's whistleblowing procedures, as well as their responsibilities to read and understand KCSIE Part 1 and Annex B, this must be done as part of their induction and reviewed annually.

21.1 We recognise the stressful and traumatic nature of child protection work. Support Is available for any member of staff from Kate McNulty, Chantelle Hudson and Sarah Belton. Access to regular and timely supervision is an essential form of support for all designated safeguarding staff. Children's Services Education Safeguarding team are also potentially available for advice and support (Tel: **0113 3789685**).

21.2 Designated Safeguarding staff must have attended the 3-day Children's Services Education child protection training course. **They will attend refresher training at least every two years.** The DSL will undertake Prevent Awareness Training (e.g., Workshop to Raise Awareness of Prevent every two years to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation).

21.3 The school will ensure all staff including temporary and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the school. All staff will access basic child protection training including online safety as part of the school's induction arrangements and refresher training at least every three years. Training can be accessed via the Education Safeguarding Team – estconsultation@leeds.gov.uk. All staff should access PREVENT training every three years. All staff should have regular safeguarding, child protection training and online safety updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Training will include briefings on how to manage a report of child-on-child sexual violence or harassment to enable staff to identify children at risk. Training can be accessed via the Prevent Team – prevent@leeds.gov.uk

21.4

21.5 The Head teacher will attend the local authority child protection training for head teachers at least every three years.

21.6 Governors, including the nominated governor will attend specific training for their role, updated at least every three years.

21.7 Any training accessed through third party/independent providers must reflect the LSCP protocols and the LSCP minimum standards checklist. This training will be recorded by the school on a separate database.

21.8 The Head teacher and at least one member of the governing body that is not a staff governor must complete the National Safer Recruitment Consortium Training and refresh this training every three years.

## 22. Child Protection Records

22.1 **The responsibility to maintain, process, share, transfer and store child protection and safeguarding records in accordance with the Data Protection Act 2018 and the GDPR principles is the responsibility of the DSL and any safeguarding deputies. Child protection information will be held securely, with access being restricted to the DSL and their deputies, head teacher and in cases of Early Help, the nominated lead professional, if this is not a designated safeguarding lead/officer. For further information please see** Early Help**. The following information must be kept securely with restricted access, whether paper or electronic:**

- Chronology (summary of significant events and the actions and involvement of the school/college)
- A clear and comprehensive summary of the concern.
- Details of how the concern was followed up and resolved.
- A note of any action taken, decisions reached and the outcome.
- All completed child protection cause for concern records.
- Any child protection information received from the child's previous educational establishment.
- Records of discussions, telephone calls and meetings with colleagues and other agencies or services.
- Professional consultations.
- Letters and emails sent and received relating to child protection matters.
- Referral forms sent to CSWS, other external agencies or education-based services.
- Record of instances where referrals were or were not made to another agency such as CSWS or Prevent
- Minutes or notes of meetings, e.g., child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate.
- Formal plans for, or linked to, the child e.g., child protection plans, Early Help (previously known as CAF's), risk assessments etc.
- A copy of any support plan for the pupil concerned (see Appendix 5)

22.2 Where a pupil leaves their existing provision, we will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known) as soon as possible and within 5 school days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes.

22.3 Where there is an existing risk management plan/assessment in place for behaviours that are deemed potentially harmful to the pupil or others (i.e., self-harming or harmful sexualised behaviour), this information must be shared with the destination provision prior to the pupil starting so that appropriate care and

control measures can be put in place to mitigate the potential of any risk of further harm occurring. The DSL will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving, for example prior to a transfer programme.

22.4 Where a child leaves a school before statutory school leaving age, the child protection file must be transferred to the new school or college. There is no need to keep written or electronic copies of the child protection records. The exception to this rule will be in any of the following instances:

- Where a vulnerable young person is moving to a Further Education establishment, consideration will be given to the pupil's wishes and feelings about their child protection information being passed on, in order that the FE establishment can provide appropriate support. In cases where it is deemed appropriate, relevant child protection information must be shared via the FE Safeguarding Information Sharing Form only. The original records will be retained and archived by the school/college. Due consideration must be given to the sharing of any additional information requested by the receiving establishment.
- Where the destination school is not known *(the original records will be retained by the school/college)*
- Where the child has not attended the nominated school *(the original records will be retained by the school/college)*
- There is any on-going legal action *(the original file will be retained by the school and a copy sent)*
- Where a child moves to a different school outside of the Leeds authority a copy of the child protection record will be retained for reference.

22.5 Pupil records will be transferred in a secure manner, for example, through secure electronic file transfer or by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school/college they are being transferred to must be made and a signature obtained from the receiving school/college as proof of receipt. When sending records through secure electronic file transfer, a delivery and read receipt of the must be retained for audit purposes.

22.6 If a pupil moves from our school, child protection records will be forwarded onto the named DSL at the new school, with due regard to their confidential nature. Good practice suggests that this will always be done with a face to face handover between designated staff or a verbal conversation is had over the telephone if a face to face handover is not possible. A signed receipt of file transfer or electronic delivery and read receipt must be obtained for audit purposes by the delivering school.

22.7 If sending by post, children records will be sent "Special Delivery". A note of the special delivery number will also be made to enable the records to be tracked and traced via Royal Mail.

22.8 For audit purposes a note of all pupil records transferred or received will be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and/or

received. A copy of the child protection chronology will also be retained for audit purposes and kept securely.

22.9 If a pupil is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records.

22.10 If a parent chooses to electively home educate, (EHE) their child, please contact the EHE team on ehe@leeds.gov.uk or 0113 3785028 for information on where the child protection record must be sent.

22.11 When a DSL member of staff resigns their post or no longer has child protection responsibility, there will be a full face to face handover/exchange of information with the new post holder.

22.12 In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the head teacher to ensure that the new post holder is fully conversant with all procedures and case files.

22.13 All DSLs receiving current (live) files or closed files must keep all contents enclosed and not remove any material.

22.14 All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

## 23. Children's and parents' access to child protection files

23.1 Under Data Protection legislation (General Data Protection Regulation & Data Protection Act 2018) a pupil or their nominated representative have several legal rights in respect of information relating to them. These rights include the right to access and the right to rectification of inaccurate data. Therefore, all information will be accurately recorded, objective in nature and expressed in a professional manner.

23.2 Any child who has a child protection file has a right to request access to it. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:

- could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person; or
- could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or
- is likely to prejudice an on-going criminal investigation; or
- information about the child also relates to another person who could be identified from it, or the information has been given by another person who

could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.

23.3 It is best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice can be sought from the Leeds Adults, Health and Children's Information Governance Hub.

Contact email: IMG.AC@leeds.gov.uk

Telephone: 0113 3784251.

23.4 The establishment's report to the child protection conference will (wherever possible) be shared with the child, if old enough, and parent at least two days before the conference.

## 24. Archiving

24.1 The school that the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining any child protection records they may hold. The recommended retention periods is 35 years from closure when there has been a referral to CSWS. If no referral has been made to CSWS, the child protection record will be retained until the child's 25th birthday, after which point the file will be deleted from our electronic system. The decision of how and where to store child protection files will be made by the school via the governing board. Due to sensitivity of the information, the records will continue to be held in a secure area with limited access e.g., designated officer or head teacher. The DSL is responsible for ensuring that all CP files are archived in accordance with the timescales referenced above. The DSL is responsible for ensuring that the appropriate timeframes for archiving and destroying child protection records referenced above are set on electronic systems accordingly for each pupil.

## 25. Safe Destruction of the pupil record

25.1 Where records have been identified for destruction, they will be disposed of securely at the end of the academic year (or as soon as practical before that time). Records which have been identified for destruction will be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of Data Protection legislation, or they will contain information which is confidential to school or the Local Education Authority. Information will be shredded (or deleted as appropriate) prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes the school will maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format.

## 26. Safeguarding responsibilities for pupils in transition

26.1 In the event that a pupil transitions full-time from a primary setting into a high school setting before the end of their academic school year 6, the high school

must place a pupil on their admissions register on the first day that the pupil attends and submit a new starter form to the local authority admissions team. Once the pupil is registered at the new school, the previous school can remove the pupil from their register. All safeguarding responsibilities, including attendance management, for the pupil will transfer to the head teacher and/or the senior designated safeguarding lead of the secondary setting. All child protection files, and risk assessments will be transferred in keeping with the guidance outlined In section 18 of this policy – Child Protection Records

26.2 Where a vulnerable pupil transitions from a high school setting to a post-16 provision the school must complete the FE Safeguarding Information Sharing Form only (Appendix 11). All existing child protection records must be archived in keeping with the guidance outlined in section 18.3 of this policy –Archiving.

## Appendix 1: Definitions and indicators of abuse

**Neglect:** Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result 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)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Examples which may indicate neglect (it is not designed to be used as a checklist):

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Untreated illnesses/injuries
- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour

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

Examples which may indicate physical abuse (not to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations, wealds
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning

- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

**Sexual abuse**: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Examples which may indicate sexual abuse (it is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness, or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate
- Thrush, Persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, Enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area

**Emotional abuse**: Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child in

participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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.

Examples which may indicate emotional abuse (it is not designed to be used as a checklist):

- Over-reaction to mistakes, continual self-deprecation
- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away / Going missing
- Compulsive stealing
- Masturbation, Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

**N.B.** Some situations where children stop communication suddenly (known as “traumatic mutism”) may indicate maltreatment.

**Child Sexual Exploitation:** Child sexual exploitation 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.

**Reference**: Child Sexual Exploitation. *Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation* (DfE 2017)

**Child Criminal Exploitation**: is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity (**a**) in exchange for something the victim needs or wants, and/or (**b**) for the financial advantage or other advantage of the perpetrator or facilitator, and/or (**c**) through violence or the threat of violence.

All staff should ensure they are aware of and respond to wider safeguarding issues outlined in KCSIE 2024 Annex B, this includes further information on:

- Child abduction and community safety incidents
- Children and the court system
- Children who are absent from education
- Children with family members in prison

- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- County lines
- Modern Slavery and the National Referral Mechanism
- Cybercrime
- Domestic abuse
- Homelessness
- So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)
- Preventing radicalisation (including the Prevent duty and Channel)
- Child on child abuse
- Sexual violence and sexual harassment between children in schools and colleges (including upskirting)
- Mental Health
- Serious Violence

## Responses from parents

Research and experience indicate that the following responses from parents may suggest a cause for concern across all four categories:

- An unexpected delay in seeking treatment that is obviously needed.
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development.
- Reluctance to give information or failure to mention other known relevant injuries.
- Frequent presentation of minor injuries.
- Unrealistic expectations or constant complaints about the child.
- Alcohol misuse or other drug/substance misuse.
- Parents request removal of the child from home.
- Violence between adults in the household.

## Children with special educational needs and disabilities

When working with children with special educational needs and disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child. The LSCP have a multi-agency protocol to support professionals in making informed judgements for bruising in non-independently mobile children. https://www.leedsscp.org.uk/LSCB/media/Images/pdfs/Multi-agency-Bruising-Protocol-for-Children-Not-Independently-Mobile-V4.pdf

- Not getting enough help with feeding leading to malnourishment.
- Poor toileting arrangements.
- Lack of stimulation.
- Unjustified and/or excessive use of restraint.
- Rough handling, extreme behaviour modification e.g., deprivation of liquid medication, food or clothing, disabling wheelchair batteries.
- Unwillingness to try to learn a child's means of communication.
- Ill-fitting equipment e.g., callipers, sleep boards, inappropriate splinting.
- Misappropriation of a child's finances.
- Invasive procedures.

## Appendix 2: Responding to children who report abuse.

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty, or bad.
- Do not take photographs or make videos of any injuries reported by a child.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

**NB** It is not education staff's role to investigate reports of abuse. Their role is to observe that something may be wrong, ask about it, listen, be available and respond appropriately.

### Immediately afterwards

You must not deal with this yourself. All reports of abuse must be recorded and responded to in keeping with the professional roles and responsibilities outlined in Fig 1: Summary of in-school procedures to follow where there are concerns about a child (Page )

**Appendix 4: Cause for Concern Form**

Page 1 of 2

*Strictly Confidential*

Note: Please do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the Designated Teacher.

Name of child…….. Class / Tutor group……

Name of staff member completing form……

Day…….. Date……. Time…….. Place…… …
(of observed behaviour / discussion / report of abuse)

**Nature of incident / concern including relevant background** (Record child's word verbatim and any wishes and feelings expressed)

Signed: _____

Action/passed to _____

For: Designated Safeguarding Lead Officer Use

Name: _____ Date: _____ Time_____

| Action Taken | By whom | Outcome |
|---|---|---|
| Discuss with child<br><br>Ensure the child's wishes and feelings are ascertained where appropriate and fully recorded. | | |
| Monitoring sheet | | |
| Check behaviour database, for recent incidents, that might be significant to inform assessment | | |
| Contact parents<br>Please tick<br><br>Telephone Call: ___<br>Meeting: ___<br>Email : ____ | | |
| Refer as appropriate (i.e., CSWS, cluster, family support etc.) | | |
| Other (Please specify) | | |

## Appendix 5: SMART Plan

Example: Overview of Pupil Support/SMART Plan

| Child Protection Pupil Support Plan Information | Name of Pupil: | | |
|---|---|---|---|
| Current Care/living arrangements | | | |
| Support needs identified | | | |
| | Support/Intervention | | |
| Type of support/intervention | Provider | Start Date | End Date |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | Agencies Involved | | |
| Name of professional | Agency | Email | Telephone |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

# Part Two:

## Appendix 6: Recruitment and Selection Checklist

Post _____

Date_____

| Recruitment and selection checklist | **Initials** | **Date** |
|---|---|---|
| **Pre-interview:** | | |
| **Planning -** Timetable decided: job specification and description and other documents to be provided to applicants, reviewed and updated as necessary. Application form seeks all relevant information and includes relevant statements about references etc | | |
| **Vacancy advertised** (where appropriate) Advertisement includes reference to safeguarding policy, that is, statement of commitment to safeguarding and promoting welfare of children 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 | | |
| **Short-list prepared** | | |
| **References – seeking** Sought directly from referee on short-listed candidates; ask recommended specific questions; include statement about liability for accuracy | | |
| **References – on receipt** Checked against information on application; scrutinised; any discrepancy/issue of concern noted to take up with referee and/or applicant (at interview if possible) (**If received by email – accompanying email to verify authenticity. If not from professional email address, follow up to ensure authenticity)** | | |
| **Invitation to interview -** Includes all relevant information and instructions and the **self-disclosure form.** | | |
| **Interview arrangements -** At least two interviewers; panel members have authority to appoint; have met and agreed issues and questions/assessment criteria/standards | | |
| **Online checks –** Exploring any content publicly available online that might compromise their professional role so this can be discussed with candidates at interview | | |
| **Self-Disclosure –** Completed self-disclosure is submitted and seen by the member of the panel who is safer recruitment trained. | | |
| **Interview -** Explores applicants' suitability for work with children as well as for the post | | |
| **Note:** identity and qualifications of successful applicant verified on day of interview by scrutiny of | | |

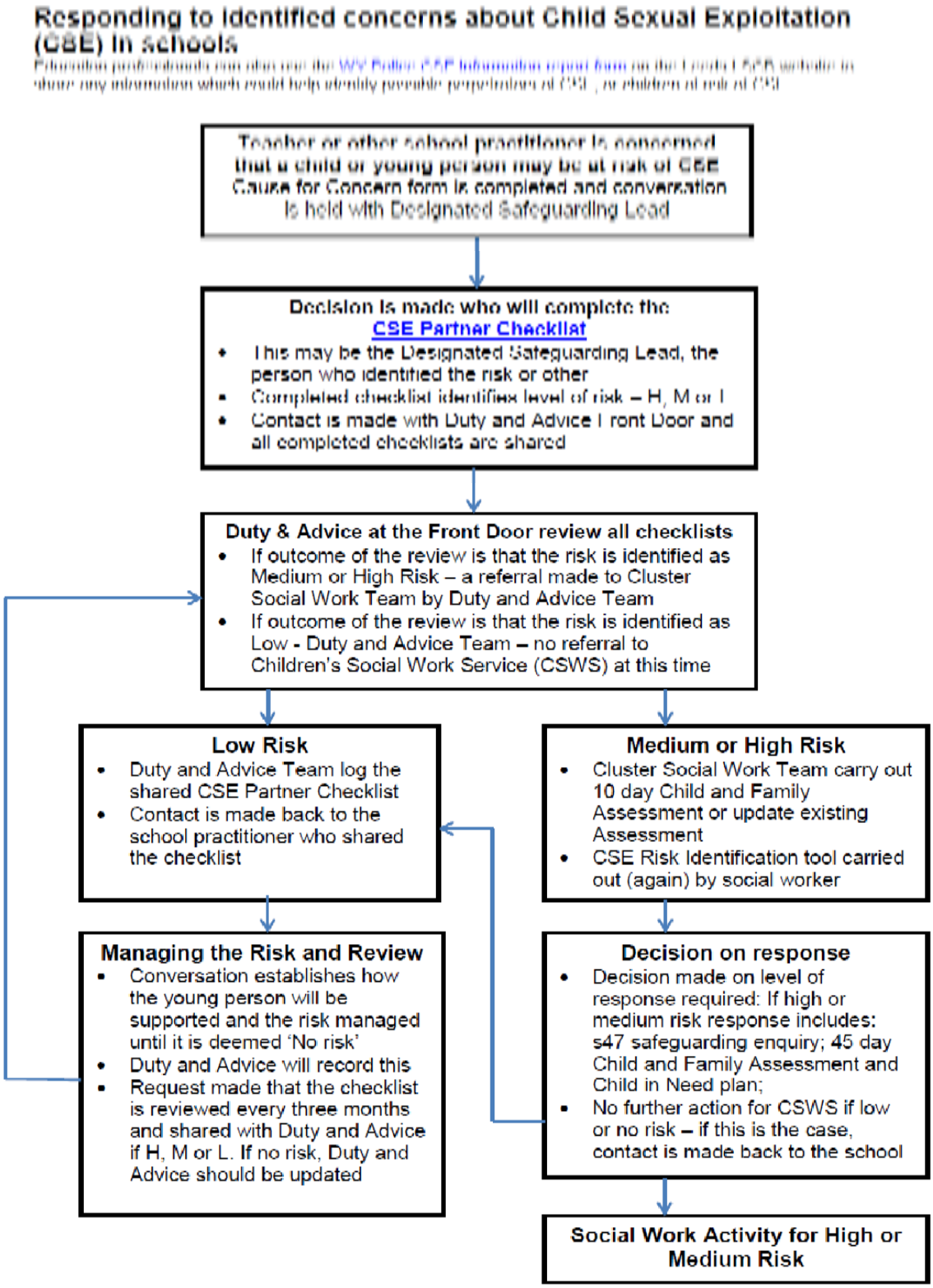
| | | |
|---|---|---|
| appropriate original documents; copies of documents taken and placed on file, where appropriate applicant completed application for DBS disclosure | | |
| **Conditional offer of appointment:** pre appointment checks. Offer of appointment is made conditional on satisfactory completion of the following pre- appointment checks and, for non-teaching posts, a probationary period | | |
| **References before confirmation of appointment:** (if not obtained and scrutinised previously) (**If received by email – accompanying email to verify authenticity. If not from professional email address, follow up to ensure authenticity)** | | |
| **Identity** (if that could not be verified at interview)<br><br>Evidence to be kept in HR file | | |
| **Qualifications** (if not verified on the day of interview)<br>Evidence to be kept in HR file | | |
| **Permission to work in UK, if required**<br>Evidence to be kept in HR file | | |
| **School record sight of DBS certificate** - where appropriate satisfactory DBS certificate. | | |
| **DBS Barred list check** – applicant is not barred from working with Children **(this must be completed before the applicant commences work)** | | |
| **Childcare (Disqualification) Regulations 2009 Letter** – for any staff who work in childcare provision or who are directly concerned with the management of such provision as defined in the statutory guidance. | | |
| **Health** – the candidate is medically fit<br>Medical Pre Employment Questionnaire | | |
| **Prohibition from Teaching Work Check** – For those carrying out teaching work **(see below)** the teacher has not been included in the prohibition list or interim prohibition list or has a GTCE sanction. | | |
| **Qualified Teacher Status (QTS) Check** – (for teaching posts in maintained schools) the teacher has obtained QTS or is exempt from the requirement to hold QTS (for teaching posts in FE colleges) the teacher has obtained a Post Graduate Certificate of Education (PGCE), or Certificate of Education (Cert. Ed) awarded by a higher education institution, or the FE Teaching Certificate conferred by an awarding body | | |
| **Overseas Checks** – for individuals who have lived or worked abroad in the last 5 years. **(For those carrying out teaching work within the EEA area this will include an EEA prohibition order check through Employer Access until Jan 21, after this date it will include a reference from any** | | |

| | | |
|---|---|---|
| **education employer overseas in the same period)** | | |
| **Statutory Induction Completed** (for teachers who obtained QTS after 7 May 1999 and are not employed as NQTs) | | |
| **Risk Assessment –** for Volunteers a written Risk assessment in relation to undertaking an Enhanced DBS | | |
| **Child Protection & Online safety training** and other induction such as H&S, Safe Working Practice / code of staff behaviour, etc<br>Including:<br>**Safeguarding & Child Protection Policy**<br>**Safer Working Practice Guidance**<br>**Whistleblowing procedures**<br>**KCSiE Part 1 or Annex A & Annexe B**<br>**ICT Acceptable Use Policy**<br>**Online Safety Policy & Guidance**<br>Children Missing Education Policy<br>Behaviour Policy | | |

**Each of the following activities is teaching work: planning and preparing lessons and courses for pupils, delivering* lessons to pupils; assessing the development, progress, and attainment of pupils; and reporting on the development, progress, and attainment of pupils.**

*** "delivering" includes delivering lessons through distance learning or computer aided techniques. The activities specified above are not teaching work for the purposes of the Regulations if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher(2) or other person nominated by the head teacher to provide such direction and supervision.**

## Appendix 7: Child Exploitation Response Checklist



## Appendix 8: MACE Panel Referral Form

Please submit this form via email to CHS.MACE@leeds.gov.uk

**Referrer's Details**

| | |
|---|---|
| Referrer's Name: | |
| Referrer's Agency: | |
| Telephone: | |
| Email: | |
| Date of Referral: | |

**Child's Details**

| | | | |
|---|---|---|---|
| Name: | | | |
| DOB: | | Mosaic ID: | |
| Ethnicity: | | Gender: | |
| Address: | | Sibling(s): | |
| Is the child open to CSWS? | Yes / No | Is the child open to Early Help? | Yes / No |
| Does the child have a disability or SEN? | | Is the child attending an educational provision? *(Please state)* | Yes / No |
| What type of educational provision does the child attend? *(Please state details of their timetable and attendance)* | | | |
| What service(s) are currently working with the child? | | | |
| Type of Exploitation: (please tick) | CSE ☐ | CCE ☐ | Both CSE & CCE ☐ |
| Has the child experienced online abuse? *(If yes, please state which online platforms/names)* | Yes / No | | |
| Has a Child Exploitation Risk Assessment (Toolkit) been completed? *(please tick)* | | (please delete) Yes / No | Date of last toolkit: |

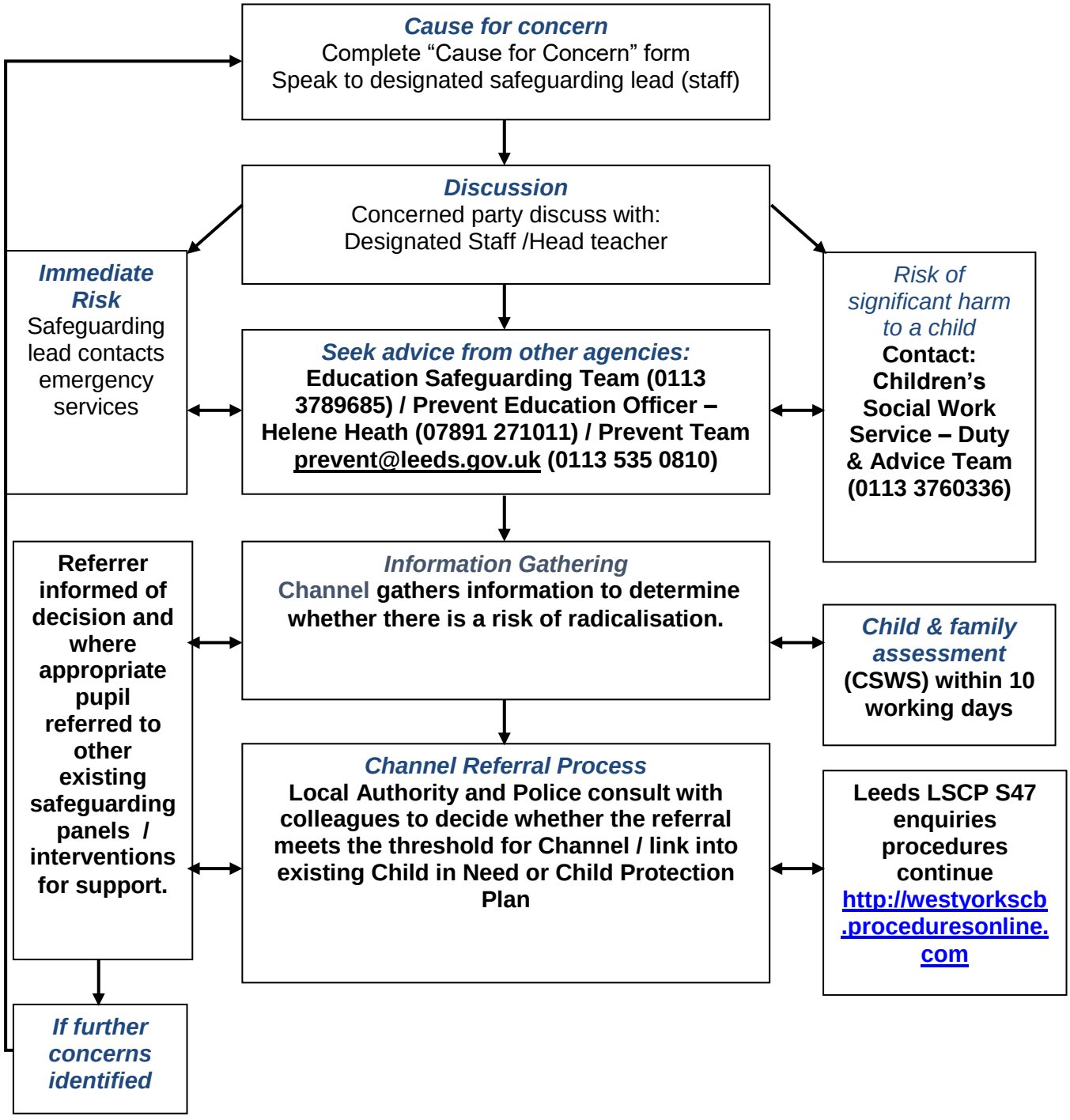
| | | | |
|---|---|---|---|
| Assessed Level of Risk: | No Risk ☐ Low Risk ☐ Medium Risk ☐ High Risk ☐ | | |
| VRMP in place? | Yes / No | Has there been an FGC? | Yes / No |
| Has a Mapping Meeting taken place? | Yes / No | Is the child part of a peer group of children identified as being at risk of exploitation? | Yes / No |
| Has the child been discussed at MACE previously?<br>*If so, please provide a summary of previous MACE actions / interventions.* | | | |
| What is the main presenting issue(s):<br>*What is happening right now for the child that you are concerned about in relation to potential exploitation? (e.g., If the child is going missing, how often, where do they go missing to if known, what do missing episodes look like?) Consider what the associated risk(s) are.* | | | |
| What concern(s) are the presenting issue(s) causing?<br>*What are you worried will happen to the child?* | | | |
| What or who are protective factor(s) in the child's life? | | | |

TO BE COMPLETED INTERNALLY:

| | | | |
|---|---|---|---|
| Screened By: | Date: | Has the referral been accepted? Yes / No | MACE Panel Date: |
| If referral not accepted, please state why: | | | |

## Appendix 9: Radicalisation Response Checklist

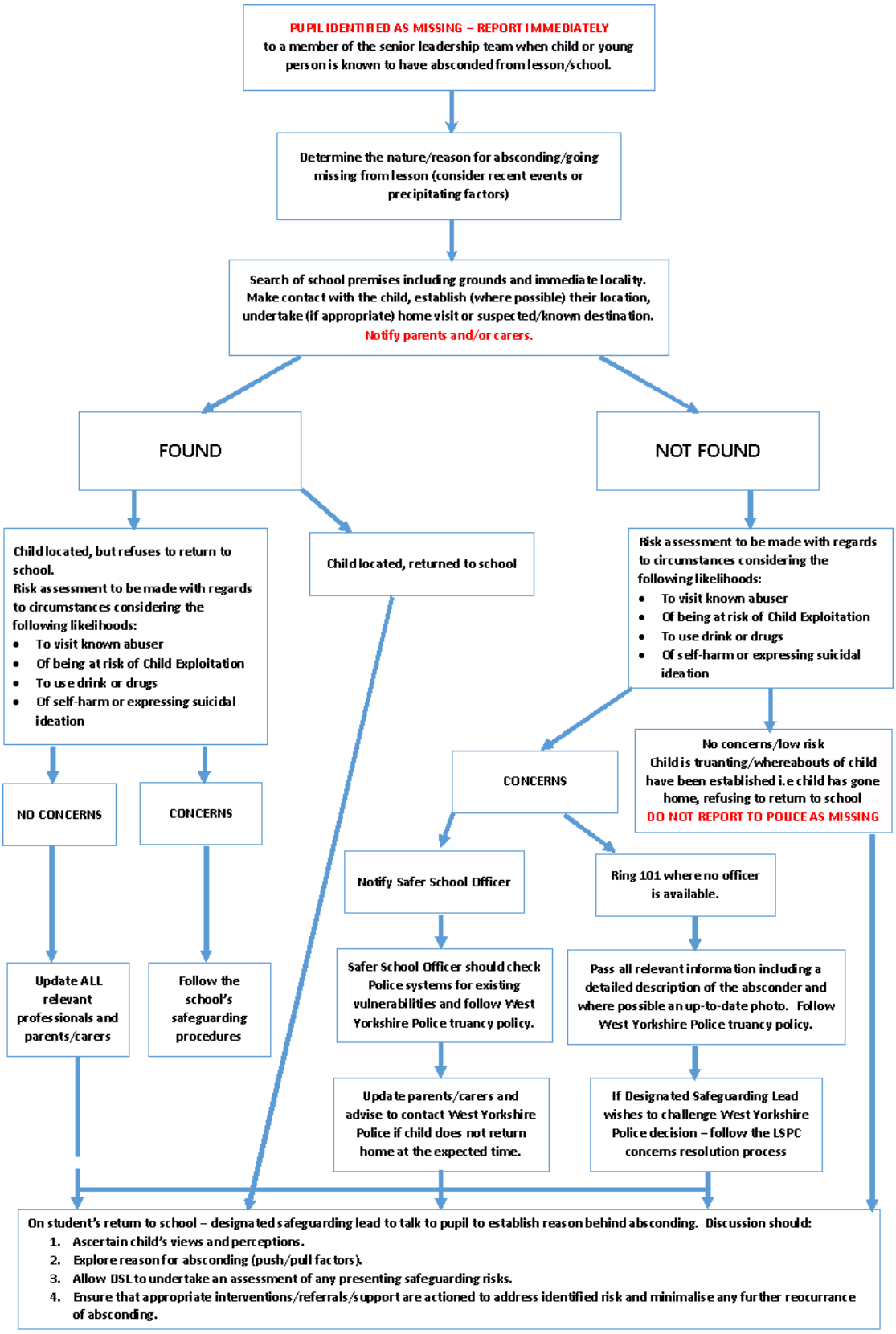
Summary of in-school procedures to follow where there are potential radicalisation concerns about a child/member of staff




Further information and relevant guidance documents are available from the Prevent Team – prevent@leeds.gov.uk

## Appendix 10: Missing from School Response Checklist

Referral pathway for reporting children and young people missing /absconded during the school day



**Appendix 12**

# Children's Services
# Integrated Safeguarding Unit
# Notification to Local Authority Designated Officer (Managing Allegations)

**ALLEGATIONS OR CONCERN ABOUT A PERSON WORKING WITH CHILDREN**
This form has been designed to help all agencies working with children record and refer information when it has been alleged that a person who works with children has:

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

**N.B. PLEASE PROVIDE AND ENSURE ALL OF THE BELOW INFORMATION IS RECORDED ON THIS DOCUMENT INCLUDING YOUR NAME/ PHONE NUMBER & EMAIL AND SEND TO LADO@leeds.gov.uk WITHIN ONE WORKING DAY.**
**N.B. THIS INFORMATION MAY BE SHARED WITH PARTNER AGENCIES.**

| | |
|---|---|
| **Date of Notification:** | Click here to enter a date. |
| **Date of Alleged Incident:** | Click here to enter a date. |
| **Name of Referrer:** | |
| **Agency:** | |
| **Contact Details & Email:** | |

**Professional/s Named in the Allegation:**

| Name : | D.O.B : | Employment Sector: | Occupation: | Employer: |
|---|---|---|---|---|
| | | Select A-H.<br>Select N-R.<br>Select S-Y. | | |

| | |
|---|---|
| Home Address: | |

**Child/ren's Details (if applicable):**

| Name : | D.O.B : | Legal Status i.e. Looked after child (S.31,S.20,LASPO) | Social Worker or Case Worker: | Independent Reviewing Officer: |
|---|---|---|---|---|
| | | | | |
| | | | | |

| | |
|---|---|
| Address : | |

| | |
|---|---|
| **Summary of Allegation** | **Notification Summary:** *(to include name of referrer, date, time, detail of allegation and professional (s) involved)* |

| | | |
|---|---|---|
| **Category of Alleged Abuse** | **Primary Category of Alleged Abuse:** **Choose an item.** | **Secondary Category of Alleged Abuse:** **Choose an item.** |

| | |
|---|---|
| **Child or young person's view** | **Has the young person's views been sought?: Yes/No** *(to include when, by whom and detail of interview) If not please specify reason and date when young person will be seen)* |
| **Parent or carer's view** | **Has the parent/carer been notified, and their views sought?*:* Yes/No** *(to include when by whom and detail of interview) If not please specify reason )* |

| |
|---|
| **Have you discussed this concern with the appropriate Line Manager and Human Resources within your organisation?** |
| **What is their view?** |

| |
|---|
| **Does the professional have children of their own? if known please give names & ages** |
| |

| | |
|---|---|
| **Previous concerns of a safeguarding nature:** | *Please identify (in chronological order) any previous/historical concerns of a safeguarding nature by the professional concerned.* |

| | |
|---|---|
| | |

| | |
|---|---|
| **Previous concerns of a safeguarding nature:** | *Please identify (in chronological order) any previous/historical concerns of a safeguarding nature by the professional concerned.* |

| **Does the professional work with children in any other capacity?** |
|---|
| |

| **Does the professional acknowledge the concern?**<br>**Please consult with HR if advice is required about talking to the member of staff** |
|---|
| **What is their view?** |

| **Do you believe that the individual concerned poses a current risk of significant harm to children a young people in your organisation?** |
|---|
| **YES ☐ NO ☐ Please explain your rationale for the response.** |

| **In your professional opinion what action should be taken in regard to the individual facing the allegation or concern?** |
|---|
| |

| **If the professional who these concerns are about, is not a member of staff directly employed by your organisation *(e.g., an agency worker) have you discussed this concern with the appropriate Line Manager for the organisation concerned?*** |
|---|
| **What is their view?** |
| **Name of employer:** |

| **Contact details:** |
|---|

| **LADO Discussion** |
|---|
| *Have you already discussed this matter with a LADO? If so, please provide details here.* |

**Form Completed by:**

**Contact details:**

## Appendix 13: National Prevent Referral Form

To access the updated National Referral Form, please follow the link or website address below:

National Prevent Referral Form

https://www.leedsforlearning.co.uk/Pages/Download/9b802366-38eb-4df4-90ab-c49acf00e168/PageSectionDocuments