



Safeguarding and Child Protection policy

Academic Year 2026-27

PRINCE HENRY'S GRAMMAR SCHOOL

Approved by Senior Leadership Team	June 2026
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This Safeguarding and Child Protection Policy is available on the school website and is reviewed and ratified annually by the local governing committee as events, or legislation requires. Any deficiencies or weaknesses identified will be remedied without delay.

At the date of ratification, Keeping Children Safe in Education 2025 is the current statutory guidance in force. This policy has also been reviewed against the Department for Education's draft/proposed revisions for KCSIE 2026 and will be updated further on publication of the final 2026 statutory guidance.

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Governor	Chair of Governors
2026-27	Lee Wilson	Steve Knight	Jackie Moore	Kathryn Robinson

Prince Henry's Grammar School
Child Protection and Safeguarding Advice
Contact List – September 2026

Role / Agency	Name and role	Contact Details
School Designated Safeguarding Lead (DSL) / Child Protection Coordinator	Lee Wilson	WNL@princehenrys.co.uk (01943) 463524
Deputy DSL	Steve Knight	KTS@princehenrys.co.uk
Other trained designated staff	Kira Combe Gemma Parker Katie McQuire Simon Day Sam Furness Ola Wood Vicki Robinson-Junni Matthew Faulkner Sally Bishop	safeguarding@princehenrys.co.uk
Governor with responsibility for Child Protection and Safeguarding	Jackie Moore	info@princehenrys.co.uk
Chair of Governors	Kathryn Robinson	info@princehenrys.co.uk
Designated Teacher for Looked After and previously Looked After Children	Roz Hunter	HTR@princehenrys.co.uk
SENDCo	Roz Hunter	HTR@princehenrys.co.uk
PSHE/RSE Coordinator	Kate Wakelin	WKK@princehenrys.co.uk
Mental health lead	Lee Wilson	WNL@princehenrys.co.uk
Online Safety Coordinator	Lee Wilson	WNL@princehenrys.co.uk
CSWS Duty and Advice	Urgent Child Protection concerns / initial referral	Professionals – 0113 3760336 Members of the public – 0113 222 4403
CSWS Emergency Duty Team (out of hours)	Urgent Child Protection concerns	0113 535 0600 childrensEDT@leeds.gov.uk
Education Safeguarding Team (professionals only)	Advice / Training / Safeguarding Audit	0113 3789685 estconsultation@leeds.gov.uk
Local Authority Designated Officer	Allegations against adults in school	0113 3789687 lado@leeds.gov.uk
NSPCC Whistleblowing Helpline	Allegations against adults in school	0800 028 0285
Cluster Targeted Services Lead (TSL)	Family Support / Attendance / Early Help / Student Counselling	Lee Wilson (Otley, Pool and Bramhope) opbc@princehenrys.co.uk (01943) 463524
PREVENT Team	Prevent training/advice	0113 535 0810 prevent@leeds.gov.uk
Family Hub	Family hub support	0113 5350185 Family.hubs@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 students 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 students 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 student 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 LA and PLA Children.
- PSHE Personal, Social, Health and Economic
- RSHE Relationships, Sex and Health Education
- CSWS Children's Social Work Services
- KCSIE Keeping Children Safe in Education

Visitors to school

All visitors must sign in on arrival and collect a visitor lanyard, visitor sticker and a School Information Leaflet which outlines safeguarding and child protection procedures in school and how to report any concerns regarding a child/young person. Safeguarding concerns should be reported to a member of the safeguarding team. A visitor lanyard and visitor sticker must be worn at all times when in school. Staff must ensure that visitors to school are supervised as appropriate and the requisite pre-employment checks have been completed as referenced in KCSIE. Further detail can be found in our visitor protocols and visiting speaker policy.

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 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 local governing committee and staff of Prince Henry's Grammar School (hereinafter referred to as "the school") take as our first priority the responsibility to safeguard and promote the welfare of our students, 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 students, staff, governors, visitors/contractors, volunteers, supply staff, students on placement and trainees working within the school. It is fully incorporated into the whole school ethos and is underpinned throughout the teaching of the curriculum, within PSHE and as part of the form time and assembly time programme.

2. Legislation and guidance

2.1 This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education 2025 and Working Together to Safeguard Children 2026. It has also been reviewed against the Department for Education's draft/proposed revisions to Keeping Children Safe in Education 2026 so that the school is prepared for likely changes expected from September 2026. We comply with the current statutory guidance in force 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:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of students at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by

section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that 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
- Sharing nudes and semi-nudes: how to respond to an incident (overview) (updated March 2024) - GOV.UK (www.gov.uk)
- 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](#)
- [Children Missing Education – Statutory guidance for local authorities \(DfE August 2024\)](#)
- [When to call the police – Guidance for schools and colleges \(NPCC – 2020\)](#)
- Restrictive interventions, including use of reasonable force, in schools (DfE April 2026), including statutory recording and reporting requirements for significant incidents involving the use of force or seclusion
- [Education and Training \(Welfare of Children\) Act 2021](#)
- [Alternative Provision Guidance February 2025](#)
- [Working Together To Improve School Attendance 2024](#)

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. It must be read in conjunction with other relevant policies and procedures and the current version of Keeping Children Safe in Education in force at the time of reading.

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 impairment of children's mental or 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 include everyone under the age of 18.

4. Equality statement

4.1 We recognise that discrimination, racism, sexism, homophobia, biphobia, transphobia, faith-based prejudice and other forms of prejudice can increase children's vulnerability. The school will continue to build the inclusive, anti-discriminatory culture in which staff are expected to identify, challenge and respond appropriately to prejudice, discrimination and disproportionality as safeguarding issues where relevant.

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.
- pregnant or a parent themselves.
- showing early signs of abusive / violent / harmful behaviour.

5. Roles and responsibilities

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 training and support section of this policy.

5.1 All staff, will read and understand Part One of KCSIE as part of induction and at least annually thereafter. The DSL and senior leaders will ensure that staff are supported to understand how Part One applies to their role in practice. Additional annexes or sections of KCSIE will be identified by the DSL where relevant to specific roles.

5.2 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. They should do this by adding an incident for the child/children on CPOMS and alerting the safeguarding team.
- children's behaviours and how they 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 and 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** illustrates the procedures to follow if you have concerns about a child's welfare. Wherever possible, speak to the DSL, DDSL or Headteacher (in the absence of a DSL) first to agree a course of action. In the absence of a DSL or Headteacher 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.
- 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 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.
- Any concern that a child is carrying, has carried, has used, has threatened to use, or intends to use a knife, bladed article or other weapon must be reported to the DSL immediately and treated as a safeguarding concern, with police involvement where required.
- the risks associated with children being absent from education or missing/absconding during the school day including sexual abuse, sexual exploitation or child criminal exploitation.
- a child's readiness to tell someone that they are being abused, exploited, neglected, and/or they may not recognise their experiences as harmful.

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

- 5.3.1 Our DSL is Lee Wilson (Assistant Headteacher). 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 DfE Guidance [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges-filtering-and-monitoring-standards-for-schools-and-colleges-guidance)
- 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 staff absence), 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. The DSL can be contacted at all times by email (WNL@princehenrys.co.uk).
- 5.3.4 When the DSL is absent, the DDSL, Steve Knight (KS4 Director of Key Stage) – will act as cover.
- 5.3.5 If the DSL and DDSL are not available, those Designated Staff named above 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.
 - 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))

- keep the Headteacher informed of any issues and liaise with local authority officers and relevant professionals for child protection concerns as appropriate
- respond to domestic abuse notifications from the local authority and providing support to children and their families as appropriate
- 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
- contribute to the preparation, implementation and review of inter-agency child protection plan or any multi-agency risk management plan that children are subject to
- liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2026). 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 students 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 the relevant KCSIE annex relating to the role of the designated safeguarding lead. All designated safeguarding leads and deputy safeguarding leads must read and comply with this.

5.4 The local governing committee

- 5.4.1 The local governing committee will approve this policy at each review and hold the Headteacher 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 local governing committee will complete safeguarding and child protection training on their strategic roles and responsibilities every three years including online safety training. 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 local governing committee 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 local governing committee. Staff governors cannot be the lead governor with responsibility for safeguarding and child protection.
- 5.4.4 In the event that safeguarding concerns, or an allegation of abuse is made against the Headteacher, the chair of governors will act as the 'case manager'.
- 5.5.6 The local governing committee will ensure that the school has appropriate 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 local governing committee 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.
- 5.5.7 The local governing committee will seek assurance that the school's digital safeguarding arrangements include not only appropriate filtering and monitoring, but also proportionate information security, access management and cyber resilience measures for safeguarding systems and records. This includes assurance about role-based access, secure authentication, management of staff access when roles change or employment ends, incident response arrangements, and business continuity arrangements where safeguarding systems are disrupted. The local governing committee will receive at least annual assurances.
- 5.5.8 The local governing committee, 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 policies/procedures/training in place for all staff. The provision follows safer recruitment processes and have clear allegation management processes.
- 5.5.9 Students 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 students may be vulnerable to and appropriate risk assessments/support plans are in place where students access provision offsite. Safeguarding audits are in place for any provisions used by the school.
- 5.5.10 Where a school places a student with an alternative provision provider, it continues to be responsible for the safeguarding of that student and should be satisfied that the placement meets the student's needs. The guidance set out in [Arranging Alternative Provision February 2025](#) will

be followed.

5.5.11 The DSL will complete the section 175 Annual Review Monitoring documentation and share this with the local governing committee and local authority safeguarding team.

5.5.12 The local governing committee will understand how to comply with data protection laws, develop data policies and processes, know what staff and student data to keep, and follow good practice for preventing personal data breaches

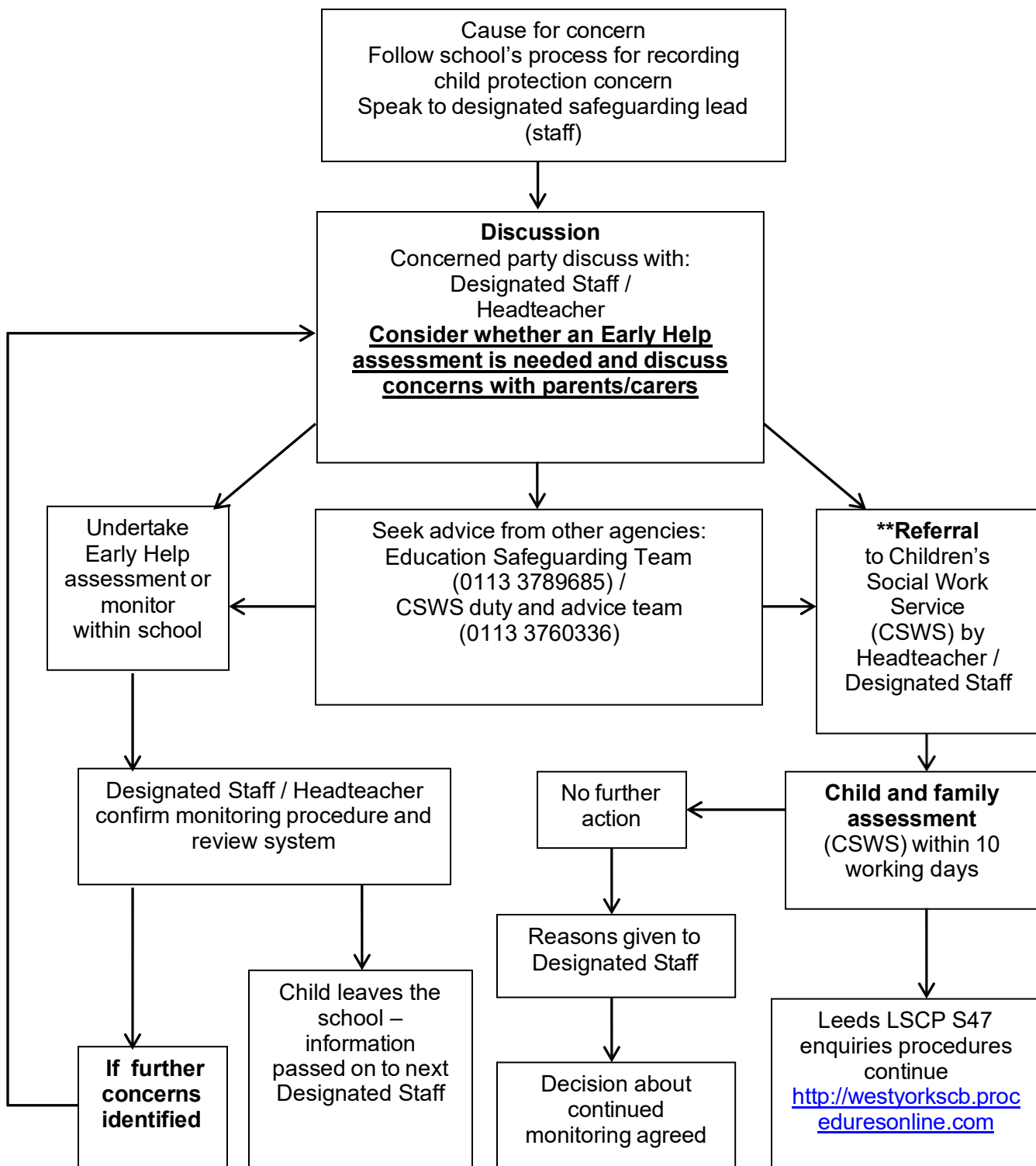
5.5.13 The full responsibilities of the local governing committee are set out in KCSIE. The local governing committee will ensure that the school is fully compliant with their statutory safeguarding responsibilities.

5.5 The Headteacher

5.5.1 The Headteacher 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 KCSIE 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 Headteachers 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: [http://www.leedslscb.org.uk/Practitioners/Local-protocols Concerns Resolution](http://www.leedslscb.org.uk/Practitioners/Local-protocols%20Concerns%20Resolution).**

6. Confidentiality and Information Sharing

- 6.1 Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding.
- 6.2 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 member of the safeguarding team.
- 6.3 Confidentiality is addressed throughout this policy with respect to record-keeping, dealing with reports of abuse, allegations of abuse against staff, information sharing and working with parents.
- 6.4 Timely information sharing is essential for effective safeguarding. This school will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance document, [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.
- 6.5 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 where appropriate. In this policy, the term “data protection laws” refers to the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR), and the Data (Use and Access) Act 2025.
- 6.6 The school will maintain appropriate information security and access management arrangements for safeguarding information, including role-based access controls, secure authentication, timely removal or amendment of access when staff leave or change role, secure storage and transfer of records, and clear incident reporting arrangements where cyber incidents, data breaches or system failures affect the confidentiality, integrity or availability of safeguarding information. Any concern that safeguarding information or systems may have been compromised will be escalated without delay to the DSL, Headteacher and Data Protection Officer, and managed in accordance with safeguarding, data protection and business continuity procedures.
- 6.7 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 DSL’s or DDSL’s as appropriate.
- 6.8 If staff are in any doubt about sharing information, they must speak to the designated staff, or the Head Teacher

7. Working with parents and other agencies to protect children

- 7.1 Parents/carers will be made aware of our in-school procedures in respect to taking any reasonable action to safeguard the welfare of its students. 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.
- 7.2 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.
- 7.3 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.
- 7.4 Parents/carers are informed about our Safeguarding and Child Protection policy through the school website and newsletters etc.
- 7.5 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, this would be before a final decision has been made. This is vital 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.
- 7.6 **Multi-agency work**
 - 7.6.1 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.
 - 7.6.2 In the best interests of our students, we will work with all relevant professionals and agencies as required to safeguard children and promote their welfare.

8. Opportunities to teach safeguarding – Preventative Curriculum

8.1 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.

- 8.1.1 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.
- 8.1.2 This curriculum will also explicitly address respectful relationships, misogyny, sexist language, consent, coercive control, online influences and the impact of harmful attitudes on safety and equality.
- 8.1.3 As part of providing a broad and balanced curriculum, the PSHE/RSHE curriculum will reflect the statutory [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(DfE 2025\)](#). Relevant issues identified through the online My Health My School student 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, relationship and sex education, online safety, online bullying, sexting, child exploitation (CSE/CCE), consensual and non-consensual self-generated intimate images and/or videos, including those generated, manipulated or altered using artificial intelligence (AI), for example deepfake, female genital mutilation (FGM), preventing radicalisation, child-on-child abuse, consent, anti- bullying, unhealthy and abusive family relationships.
- 8.1.4 Relevant issues will be addressed through other areas of the curriculum.

8.2 Other areas of work

- 8.2.1 All our policies that address issues of power and potential harm, e.g. Anti- Bullying, Equalities, and Behaviour will be linked to ensure a whole school approach.
- 8.2.2 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.
- 8.2.3 The school's Computing Facilities Guidance and Acceptable Use policy is reflective of the requirements set out in KCSIE in regards to content, contact, conduct and commerce.
- 8.2.4 The Trust's Online Safety policy is aligned to the school Behaviour policy and reflects our approach to issues of online safety 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.
- 8.2.5 The school recognises that safeguarding incidents can involve the consensual or non-consensual creation and/or sharing of self-generated intimate images and/or videos. This includes content that has been generated, manipulated or altered using artificial intelligence (AI), for example 'deepfake' or digitally edited intimate images or videos. Such behaviour may constitute child-on-child abuse, sexual harassment, coercive behaviour, online abuse, or a broader safeguarding concern, and

will be responded to in line with this policy, the school's online safety procedures, and relevant national guidance.

9. Our role in supporting children

- 9.1 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 student or others affected require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e., Year Manager, Student Wellbeing Officer etc) and the child's wishes and feelings.
- 9.2 For children who have sexually harmed or may have sexually harmed peers, where appropriate a Risk Assessment Management Plan (RAMP) will be completed that includes safety and support planning.
- 9.3 For children who have been found to be in possession of a knife or bladed implement whilst on an education setting/grounds, where information suggests this may be the case or where the young person has threatened the use of a weapon, a Weapons Risk Assessment Management Plan (WRAMP) will be completed that includes safety and support planning [Weapons Risk Assessment Management Plan and guiding principles](#)

10 Children with special educational needs, disabilities, or health issues

- 10.1 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 need, 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 and neglect 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
 - Students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students
 - The potential for students with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
 - Communication barriers and difficulties in managing or reporting these challenges
- 10.2 When the school is considering suspending, either for a fixed term period or permanently exclude, a vulnerable student and/or a student 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. The school will speak to the named social worker for the child where the suspension 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 [DfE Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement \(2024\) section 3](#). In situations that a looked after child is at risk of suspension/permanent 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 local governing committee.

- 10.3 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.
- 10.4 We regularly communicate messages to students regarding wellbeing and the promotion of positive mental health strategies through the curriculum, with a particular focus in PSHCE, RSE and Form Time.
- 10.5 Support on programmes, resources and guidance is available from the Health and Wellbeing Service (schoolwellbeing@leeds.gov.uk)
- 10.6 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 arrangement so that students can be offered appropriate support, this may include local or national online services where appropriate. In addition, the school are able to make referrals to a wide range of external services to secure additional appropriate support for students.
- 10.7 The school recognises that, in some cases, mental health concerns may themselves become safeguarding concerns, particularly where there is an immediate or escalating risk of harm to the child or to others, or where mental health needs are linked to abuse, neglect, exploitation, suicidal ideation, self-harm, severe emotional distress, disordered eating, trauma or coercion. In such cases, concerns will be treated as safeguarding concerns and responded to through this policy, rather than solely as pastoral or medical issues.

11 Children who are questioning their gender

- 11.1. The school will respond to concerns relating to children who are questioning their gender in a child-centred, safeguarding-led and legally informed way, having regard to any current Department for Education guidance in force at the time. Decisions will be made on a case-by-case basis, taking account of the child's welfare, the views of the child, parental involvement wherever it is safe and appropriate, relevant equality and safeguarding duties, and any specific risks of harm.
- 11.1 The school recognises that children who are questioning their gender may, in some circumstances, experience vulnerability associated with bullying, discrimination, child-on-child abuse, online abuse, social isolation, mental

health difficulties, family conflict, or barriers to seeking help. Staff should remain professionally curious, avoid making assumptions, and refer any safeguarding concerns to the DSL in line with this policy.

- 11.2. In the vast majority of cases, parents/carers will be involved as a matter of priority. Where there is a concern that involving a parent/carer could place the child at risk of significant harm, the DSL will complete and record a safeguarding risk assessment before any decision is made about contact, support or information sharing, and will seek advice from children's social care and/or other relevant agencies where appropriate. All decisions will be clearly recorded, including the child's views, parental engagement, safeguarding analysis, rationale and review arrangements.

12 Children at risk of specific forms of abuse

- 12.1 This school follows the Leeds LSCP (<https://www.leedsscp.org.uk/>) locally agreed multi-agency procedures, in circumstances where children are at risk of or specific forms of abuse as outlined in KCSIE Part 1 and the annexes.

13 Remote Learning and Remote Welfare

- 13.1 If children are being asked to learn online at home, for any reason, schools and colleges should follow advice from the DfE on [safeguarding and remote education \(DfE, 2022\)](#). In addition to following the Guidance for Safer Working Practice (Safer Recruitment Consortium, 2022).
- 13.2 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.
- 13.3 We recognise that school is a protective factor for children and situations such as periods of national lockdown can affect the mental health of students and their parents/carers. Staff will be aware of these issues and have due regard for them in setting expectations of students' work where they are at home.

14 Female Genital Mutilation: The Mandatory Reporting Duty

- 14.1 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”.

- 14.2 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’.
- 14.3 **Any teacher** who discovers that an act of FGM appears to have been carried out on a **student 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.
- 14.4 The duty above does not apply in cases where a student is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff must not examine students.
- 14.5 **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **student under 18** must speak to the DSL and follow our local safeguarding procedures.
- 14.6 **Any member of staff** who suspects a student is *at risk* of FGM or discovers that a **student age 18 or over** appears to have been a victim of FGM, must speak to the DSL and follow our [local safeguarding children’s partnership procedures](#).

15 Prevent and Channel

- 15.1 The Prevent Agenda was set up in 2006 by the Labour government as part of the wider counter-terrorism strategy called CONTEST. It is a UK-wide strategy that aims to stop people becoming radicalised and/or supporting terrorism.
- 15.2 The strategy’s three objectives are:
- To challenge the ideology that supports terrorism.
 - To protect vulnerable people.
 - To support sectors and institutions where there are risks of radicalisation.
- 15.3 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.

16 Radicalisation and Terrorism

- 16.1 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.
- 16.2 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. If you require further support or information, contact the Education Safeguarding Team or the Leeds Prevent Team on 0113 5350810.
- 16.3 Schools 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 \(www.gov.uk\)](https://www.gov.uk/guidance/managing-risk-of-radicalisation-in-your-education-setting)
- 16.4 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](#).

17 Child-on-child abuse

- 17.1 The school recognises that children are capable of abusing their peers and that child-on-child abuse can manifest in many different ways, including bullying (including cyberbullying), child criminal exploitation, child sexual exploitation, sexual harassment, sexual violence, initiation/hazing, abuse within intimate partner relationships, upskirting, and the consensual or non-consensual creation and/or sharing of self-generated intimate images and/or videos, including content that has been generated, manipulated, or altered using AI (for example deepfakes).
- 17.2 The school recognises that AI-generated or digitally manipulated sexualised imagery can be used to humiliate, threaten, coerce, exploit or abuse children, and such incidents will always be taken seriously, recorded, risk assessed and managed as safeguarding concerns.
- 17.3 The school recognises that misogyny, sexist, sexualised or degrading language, and the minimisation of harmful behaviour as 'banter', 'just having a laugh' or 'boys being boys' can create an unsafe culture in which

harmful sexual behaviour is normalised. Such behaviour will always be taken seriously. It will be challenged, recorded, and responded to through safeguarding, behaviour and the curriculum as appropriate.

- 17.4 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 students to recognise behaviour that is not appropriate and understand how to stay safe and challenge and report unwanted behaviours. We will also regularly review the school site and school activities to further minimise the risk of child-on-child abuse occurring.
- 17.5 We recognise that abuse can often go unreported or be reported later. We will encourage and support students to report child-on-child abuse to trusted adults in school.
- 17.6 Most cases of students hurting other students will be dealt with under our school's Behaviour policy, but this Safeguarding and Child Protection policy will apply to any allegations that raise safeguarding concerns.
- 17.7 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 safeguarding team has completed appropriate specialist training in understanding and managing harmful sexual behaviour in education settings, including AIM Project training where appropriate. The DSL is responsible for ensuring support is provided to all children involved in incidents of child-on-child abuse and, where incidents involve children attending another school or setting, for ensuring appropriate information is shared with the relevant DSL/DDSL.
- 17.8 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) the concern will be taken 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, the DSL must (where appropriate) complete an AIM (Assessment, Intervention, Moving On) checklist and contact the Duty and Advice team if appropriate and follow the principles set out in KCSIE.
- 17.9 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.

- 17.10 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.
- 17.11 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 policy.
- 17.12 Where child exploitation (i.e. 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 safeguarding and child protection policy reporting systems.
- 17.13 The DSL must complete the child exploitation response checklist for partners 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 **on CPOMS** for future reference. The DSL can also refer a student to the monthly Multi-Agency Child Exploitation (MACE) meeting (see Appendix 3) 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.
- 17.14 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.
- 17.15 A copy of the child exploitation risk identification tool for partners can be obtained from the LSCP Website.

17.16 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.

17.17 Consensual and non-consensual self-generated intimate images and/or videos, including those generated, manipulated or altered using artificial intelligence (AI), for example deepfakes.

Staff responsibilities when responding to an incident

- If any adult in school is made aware of an incident involving the consensual or non-consensual creation and/or sharing of a self-generated intimate image and/or video, including content that has been generated, manipulated or altered using AI (for example a deepfake image), they must report it to the DSL immediately. The DSL will respond in line with national guidance and the child protection procedures set out in this policy.
- The school recognises that a child may be harmed where an image or video is wholly or partly fabricated, digitally manipulated, or falsely attributed to them. In such cases, the absence of an original self-generated image does not reduce the safeguarding response required. The impact on the child, including humiliation, coercion, blackmail, isolation, reputational harm, and emotional distress, will be considered in the risk assessment and support plan.
- They must **not** edit, circulate, store, screenshot, print, forward, or further distribute intimate images or videos, including AI-generated, manipulated, or suspected deepfake content, except where this is explicitly required by safeguarding or law enforcement processes and directed by the DSL/police.

17.4 DSL Responsibilities

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 student(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 students 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 students 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 student in the images or videos is under 13
- The DSL has reason to believe a student is at immediate risk of harm arising from consensual or non-consensual self-generated intimate images and/or videos, including content generated, manipulated or altered using artificial intelligence (AI), for example deepfakes.
- 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.

18 Children who are absent from education

18.1 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 student who falls within the reporting notification requirements outlined in [Children Missing Education – Statutory guidance for local authorities \(DfE September 2025\)](#) and follow the Leeds Children's Services LA procedure and contact: cme@leeds.gov.uk. Tel: 0113 3789686.

18.2 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.

18.3 The DfE statutory guidance on school attendance [Working together to improve school attendance](#) will be followed and school must work with local authority children's services where school absence indicates safeguarding concerns.

19 A Safer School Culture

19.1 The local governing committee 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:

- whistleblowing/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 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.

19.2 The school's procedures and expectations in relation to restrictive interventions, including the use of reasonable force, seclusion, and the statutory recording and reporting of significant incidents; further detail is set out in the school's Care and Control policy.

19.3 Where restrictive intervention, including the use of reasonable force, restraint or seclusion, is used, the school will respond in line with current DfE guidance and statutory recording/reporting duties. Significant incidents will be recorded promptly, reported in accordance with legal requirements and local procedures, reviewed by leaders to identify patterns or lessons, and considered from a safeguarding, SEND, equality and wellbeing perspective. Where a child is injured or distressed, appropriate medical assessment and pastoral support will be arranged.

20 Safer Recruitment, selection and pre-employment vetting

20.1 The school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in KCSIE.

20.2 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).

- 20.3 All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of students.
- 20.4 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.
- 20.5 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.
- 20.6 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 or the Education Safeguarding Team.
- 20.7 The school will inform shortlisted candidates that online searches may be done as part of due diligence checks.
- 20.8 Where students undertake work experience or other off-site placements, the school will carry out appropriate safeguarding due diligence and risk assessment, including clarifying who will supervise the student, what checks are required, how concerns will be reported, what induction they will receive, and how the school will maintain oversight of the placement.
- 20.9 Copies of documents used to verify the successful candidate's identity, right to work and required qualifications should be kept in their personnel file.

21 Managing allegations or safeguarding concerns against a member of staff or person in school procedures

21.1 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.*)

21.2 All adults working in school have a duty to disclose to the Headteacher (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.

21.3 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 students, 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.

21.4 A safeguarding complaint that meets the above criteria must be reported to the Headteacher ("case manager") immediately. If the complaint involves the Headteacher then the next most senior member of staff must be informed along with the chair of governors. In our school the named case manager is Miss Sally Bishop. They will follow the processes outlined in this section.

21.5 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 section 21 by a designated manager with appropriate safeguarding training. It is important for Headteachers 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 Headteachers may decide to retain this role in the event that they have appropriate safeguarding training.

21.6 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 students*

21.7 The school 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 extracurricular activities*). As with any safeguarding allegation, schools will follow their safeguarding policies and procedures, including informing the LADO.

21.8 Staff should report such concerns to the Headteacher using the low-level concern form which is found on the school SharePoint in a folder titled Safeguarding. The Headteacher will agree next steps and if necessary will appoint an investigating officer. All reports will be taken seriously.

21.9 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.

21.10 The case manager should gather as much information about the alleged incident as necessary in order 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. All low-level concern records will be kept until the individual leaves their employment.

21.11 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 LADO notification form (see Appendix 6) 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.

21.12 The case manager **must not** carry out an investigation or **directly interview** an individual about whom there is a concern 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.

- 21.13 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.
- 21.14 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.
- 21.15 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 are 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.
- 21.16 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 Louise Cornwell and Angela Marshall – Team Managers Education Safeguarding Team**

21.17 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.

21.18 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.

22 Training and Support

- 22.1 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 staff induction. This includes the school's Safeguarding and Child Protection policy, the staff behaviour/safer working practice expectations, the whistleblowing procedures, the Behaviour policy, the safeguarding response to children who are absent from education, and the role of the DSL and any deputies. All staff, must read and understand Part One of KCSIE as part of induction and at least annually thereafter. Staff will be supported by the DSL and senior leaders to understand how safeguarding expectations apply to their role.
- 22.2 We recognise the stressful and traumatic nature of child protection work. Support is available for any members of staff – please refer to “Child Protection and Safeguarding Advice Contact List” in this policy. 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).
- 22.3 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).
- 22.4 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 two years. All staff 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.
- 22.5 The Headteacher will attend appropriate 1-day safeguarding training at least every three years.
- 22.6 Governors, including the nominated governor will attend specific training for their role, updated at least every three years.
- 22.7 Any training accessed through third party/independent providers must reflect the LSCEP protocols and the LSCEP minimum standards checklist. This training will be recorded by the school on a separate database.

22.8 The Headteacher and at least one member of the local governing committee that is not a staff governor must complete the National Safer Recruitment Training and refresh this training every three years.

23 Child Protection Records

23.1 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 on CPOMS, with access being restricted to the DSL and their deputies, Headteacher and in cases of Early Help, the nominated lead professional, if this is not a DSL. 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

23.2 Where a student leaves their existing provision, we will ensure that the child protection file is transferred securely and separately from the main student 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.

23.3 Where there is an existing risk management plan/assessment in place for behaviours that are deemed potentially harmful to the student or others (i.e self-harming or harmful sexualised behaviour), this information must be

shared with the destination provision prior to the student 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.

23.4 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, therefore these will be deleted from electronic systems once the successful transfer has been confirmed. 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 student'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)*
- Where the child has not attended the nominated school *(the original records will be retained by the school)*
- There is any on-going legal action *(the original file will be retained by the school and a copy sent)*

23.5 Student records will be transferred in a secure manner, for example, through secure electronic file transfer or by hand. When hand-delivering student records, a list of the names of those students 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.

23.6 If a student 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.

23.7 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.

- 23.8 For audit purposes a note of all student records transferred or received will be kept in 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.
- 23.9 If a student 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 (Student Information – England) Regulations 2005, following the above procedure for delivery of the records.
- 23.10 If a parent chooses to electively home educate (EHE) their child, please contact the EHE team on ehes@leeds.gov.uk or 0113 3785028 for information on where the child protection record must be sent.
- 23.11 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.
- 23.12 In exceptional circumstances when a face-to-face handover is unfeasible, it is the responsibility of the Headteacher to ensure that the new post holder is fully conversant with all procedures and case files.
- 23.13 All DSLs receiving current (live) files or closed files must keep all contents enclosed and not remove any material.
- 23.14 All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

Children's and parents' access to child protection files

- 23.15 Under Data Protection legislation (General Data Protection Regulation and Data Protection Act 2018) a student or their nominated representative has a number of 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.
- 23.16 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.

23.17 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 Collaborative Learning Trusts Data Protection Officer (DPO)- Richard Lewis-Ogden ACG.

Contact email: richard@bywaterkent.co.uk

24 Archiving

24.1 The school that the student attended until statutory school leaving age (or the school where the student completed sixth form studies) is responsible for retaining any child protection records they may hold. The recommended retention period 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. Due to sensitivity of the information, the records will continue to be held in a secure area with limited access e.g. DSL or Headteacher. 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 student.

25 Safe-Destruction of the student 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. If we retain paper files, these will be shredded prior to disposal.

26 Safeguarding responsibilities for students in transition

26.1 In the event that a student 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 student on their admissions register on the first day that the student attends and submit a new starter form to the local authority admissions team. Once the student is registered at the new

school, the previous school can remove the student from their register. All safeguarding responsibilities, including attendance management, for the student will transfer to the Headteacher 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 23 of this policy – Child Protection Records.

- 26.2 Where a vulnerable student transitions from a high school setting to a post-16 provision the school must liaise with the post 16 destination to share this information.

Appendix 1: Definitions and indicators of abuse

Reference: Working Together to Safeguard Children. See also KCSIE.

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 of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate caregivers)
- 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, weals
- 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, penetration of the vagina or anus with a part of the body or an object, or causing a person to engage in penetrative sexual activity without consent 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 the current version of KCSIE:

- 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
- Sexual Violence

Responses from parents

Research and experience indicates 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 them you are pleased they are speaking to you.
- Never enter into a pact of secrecy with the child. Assure them 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 them that you believe them. Children very rarely lie about abuse; but they may have tried to tell others and not been heard or believed.
- Tell the child that it is not their 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 they have a right to be safe and protected.
- Do not tell the child that what they 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 they have 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 on CPOMS 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.**

Appendix 3: 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? <i>(Please state)</i>	Yes / No
What type of educational provision does the child attend? <i>(Please state details of their timetable and attendance)</i>			
What service(s) are currently working with the child?	☐	☐	☐
Type of Exploitation: (please tick)	CSE	CCE	Both CSE and CCE
Has the child experienced online abuse? <i>(If yes, please state which online platforms/names)</i>	Yes / No		
Has a Child Exploitation Risk Assessment (Toolkit) been completed? <i>(please tick)</i>	(please delete) Yes / No	Date of last toolkit:	

Assessed Level of Risk:	No Risk Risk	Low Risk	Medium Risk	High
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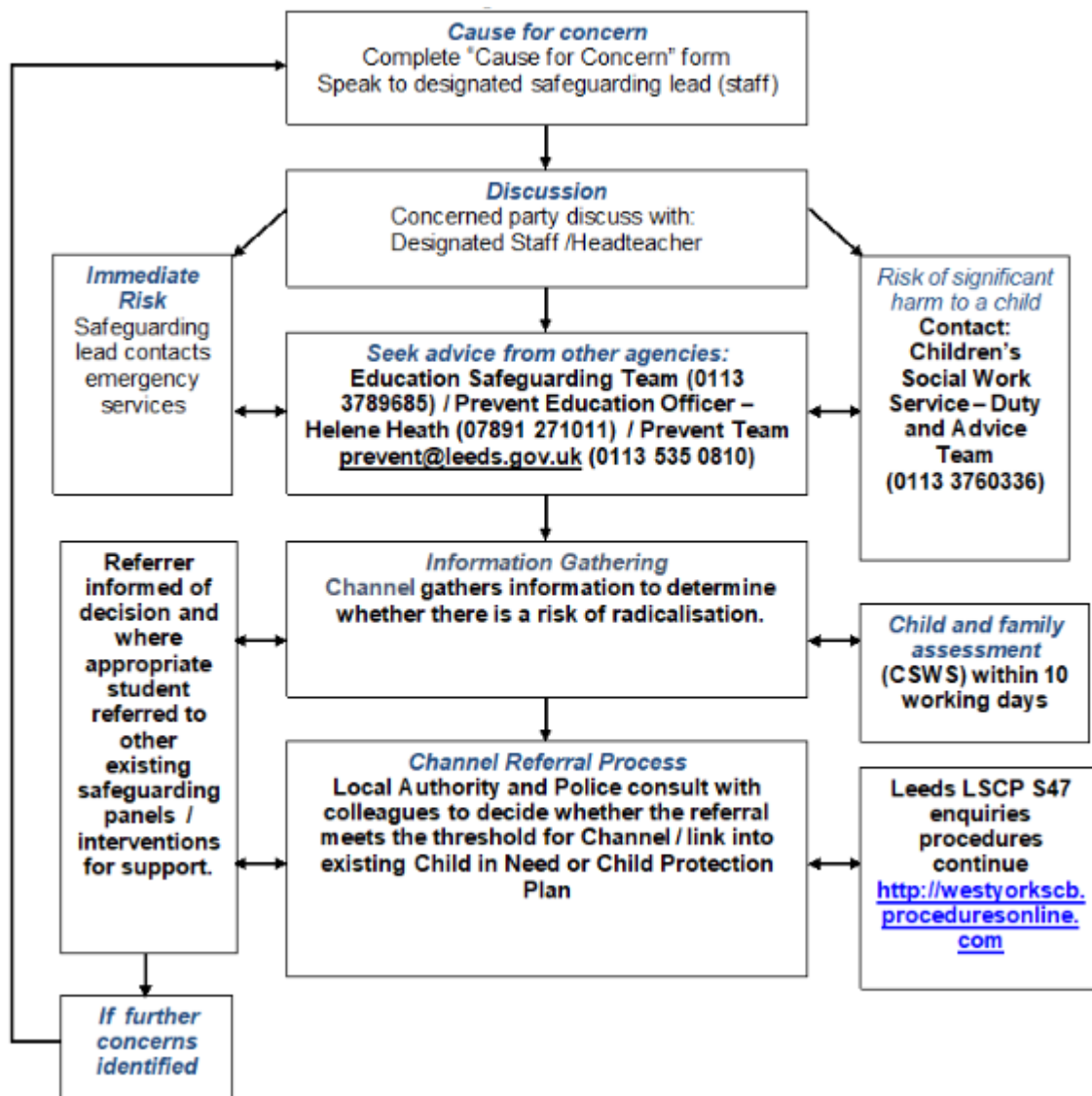
	☐	☐	☐	☐
VRMP in place?	Yes / No	Has there been an FGC?	Yes / No	
Has a Mapping Meeting taken place?	Yes / No	Is the child part of a peer group of children identified as being at risk of exploitation?	Yes / No	
Has the child been discussed at MACE previously? <i>If so, please provide a summary of previous MACE actions / interventions.</i>				
What is the main presenting issue(s): <i>What is happening right now for the child that you are concerned about in relation to potential exploitation? (eg. 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.</i>				
What concern(s) are the presenting issue(s) causing? <i>What are you worried will happen to the child?</i>				
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 4: Radicalisation Response Checklist

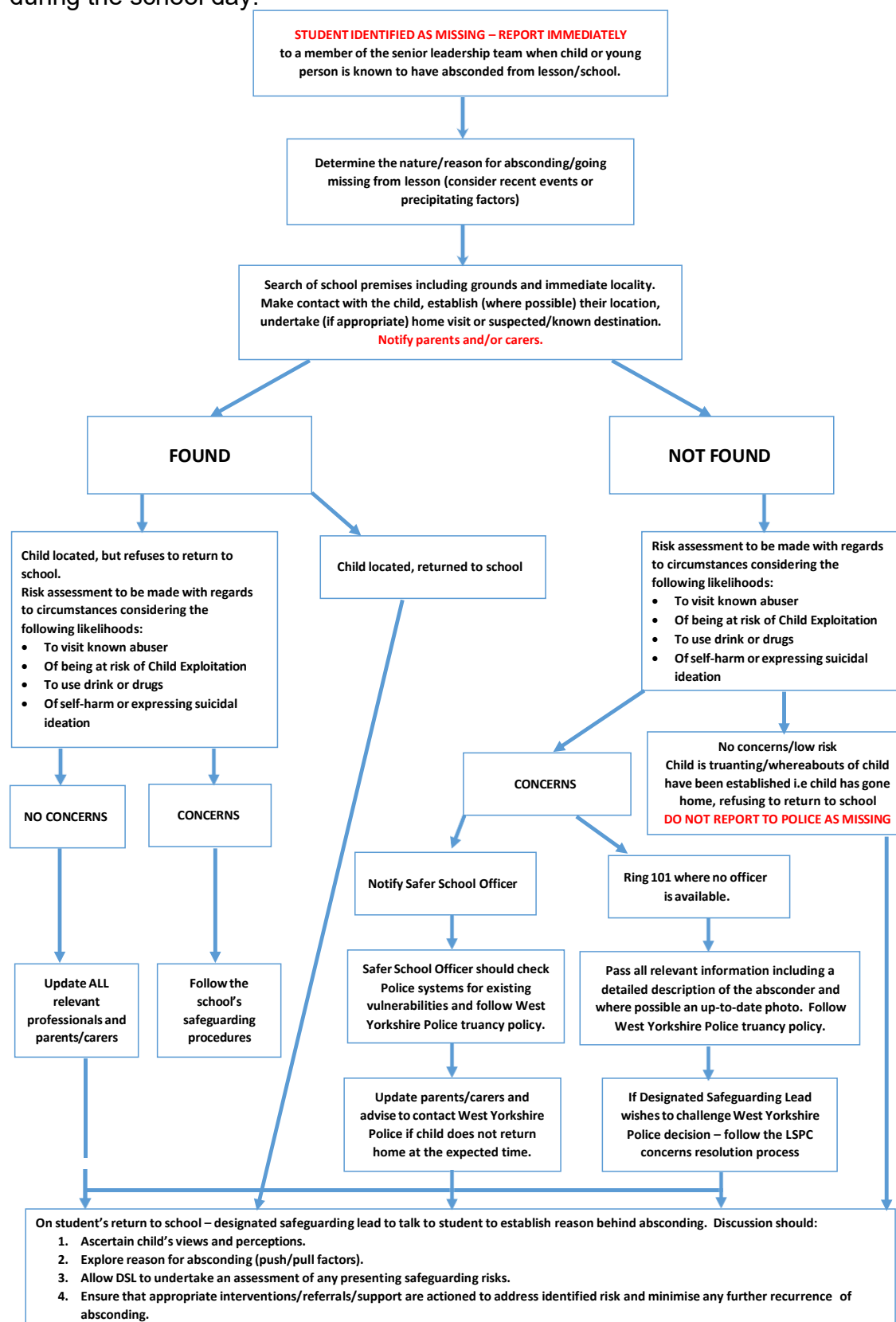
Summary of in-school procedures to follow where there are potential radicalisation concerns about a child/member of staff.



Further information and relevant guidance documents are available from the Prevent Team or directly upon request from education.training@leeds.gov.uk

Appendix 5: Missing from School Response Checklist

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



Appendix 6: LADO Notification Form



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 . Select N-R . Select S-Y .		

Home Address:

Child/rens' 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 :	
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Summary of Allegation	Notification Summary: <i>(to include name of referrer, date, time, detail of allegation and professional (s) involved)</i>
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Category of Alleged Abuse	Primary Category of Alleged Abuse: Choose an item.	Secondary Category of Alleged Abuse: Choose an item.
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Child or young person's view	Has the young person's views been sought?: Yes/No <i>(to include: when, by whom and detail of interview) If not please specify reason and date when young person will be seen)</i>
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Parent or carer's view	Has the parent/carer been notified and their views sought?: Yes/No <i>(to include: when, by whom and detail of interview) If not please specify reason)</i>
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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:	<i>Please identify (in chronological order) any previous/historical concerns of a safeguarding nature by the professional concerned.</i>
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Does the professional work with children in any other capacity?

Does the professional acknowledge the concern? 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 and 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
<i>Have you already discussed this matter with a LADO? If so, please provide details here.</i>

Form Completed by:

Contact details:

