

Safeguarding and child protection policy

Date: September 2018

Green text: relates to
Scholes (Elmet) Primary only

Purple text: relates to
St James' CE Primary only

Orange text: relates to
Moortown Primary only

Leeds model policy

The model policy contained within this section has been adopted, with minor adaptations, by the headteacher and governing body of Sphere Federation. The original document is available electronically from *Leeds Education Hub – Safeguarding page and directly on request from educationtraining@leeds.gov.uk*. The Education and Early Years Safeguarding Team will review the policy at the end of each academic year in order to ensure the integration of current issues and good practice.

Aims and Principles

The Sphere Federation aims to ensure that:

- 👉 appropriate action is taken in a timely manner to safeguard and promote children's welfare (a child is anyone under 18)
- 👉 all staff are aware of their statutory responsibilities with respect to safeguarding
- 👉 staff are properly trained in recognising and reporting safeguarding issues

The Governing Body and staff of St James' CE Primary, Scholes (Elmet) Primary and Moortown Primary (hereinafter referred to as 'the Federation' or 'our schools') take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our schools to identify, assess and support those children who are suffering harm and to keep them safe and secure whilst in our care.

The responsibilities set out in this policy apply (as appropriate) to all members of our schools' communities including staff, pupils, governors, visitors/contractors, volunteers and trainees working within our schools. It is fully incorporated into the whole school ethos and is underpinned throughout the teaching of the curriculum and within PSHCE and within the safety of the physical environment provided for the pupils.

*"Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance, Working Together to Safeguard Children. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child."*

Keeping Children Safe in Education (KCSiE) DfE September 2018

Legislation and Statutory Guidance

The Safeguarding and Child Protection Policy will be reviewed and ratified annually by the governing body or as events, or legislation requires. Any deficiencies or weaknesses identified will be remedied without delay.

The Sphere Federation will fulfil local and national responsibilities as laid out in the following documents:

- 👉 [Keeping Children Safe in Education](#) – Statutory Guidance for schools and colleges (September 2018)
- 👉 [Working Together to Safeguard Children](#) (DFE 2018 Statutory Guidance)
- 👉 [Governance Handbook](#)
- 👉 [The School Staffing \(England\) Regulations 2009](#) which set out what must be recorded on the Single Central Record and the requirement for at least one person on a school interview / panel to be trained in safer recruitment
- 👉 [Leeds Safeguarding Children Partnership](#) Procedures
- 👉 [Children Act 1989](#) (as amended 2004 Section 52) which provides a framework for the care and protection of children
- 👉 [Education Act 2002](#) which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- 👉 [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

- 👉 [Statutory guidance on Female Genital Mutilation Act](#) which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- 👉 [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
- 👉 [Children Missing Education](#) – Statutory guidance for local authorities (DfE September 2016)
- 👉 [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
- 👉 [Guidance for safer working practice](#) for those working with children and young people in education settings (GSWP) 2015
- 👉 [The Childcare \(Disqualification\) Regulations 2018](#) and [Childcare Act 2006](#) which set out who is disqualified working with children
- 👉 This policy also meets requirements relating to safeguarding and welfare in the [Statutory Framework for the Early Years Foundation Stage](#)

The policy conforms to locally agreed inter-agency procedures in line with the Leeds Safeguarding Children’s Board (LSCB). It is available to all interested parties on our website and on request from any of the three schools. It should be read in conjunction with other relevant policies and procedures and KCSIE.

Definitions

Safeguarding and promoting the welfare of children means:

- 👉 protecting children from maltreatment
- 👉 preventing impairment of children’s 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

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

Equality

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

We give special consideration to children who:

- 👉 have special educational needs or disabilities
- 👉 are young carers
- 👉 may experience discrimination due to their race, ethnicity, religion, gender, identification or sexuality
- 👉 have English as an additional language
- 👉 are known to be living in difficult situations – eg temporary accommodation or where there are issues such as substance abuse or domestic violence
- 👉 are at risk of FGM, sexual exploitation, forced marriage or radicalisation
- 👉 are asylum seekers

In-school procedures for protecting children

Staff

All staff will:

- 👉 read and understand Part one and Annex A of the Department for Education’s statutory safeguarding guidance, Keeping Children Safe in Education (DfE 2018) and review this guidance at least annually
- 👉 be aware of our systems which support safeguarding, including Guidance for Safer Working Practice, the role of the Designated Safeguarding Lead (DSL), the behaviour policy and the safeguarding response to children who go missing in education
- 👉 be aware of the early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification
- 👉 be aware of 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. **A summary of in-school procedures to follow where there are concerns about a child** (page 7) illustrates the procedure to follow if there are concerns about a child’s welfare. Wherever possible, speak to the DSL, deputy DSL or Head of Federation on-site, or contact a DSL in another Sphere Federation school, first to agree a course of action. In the absence of any of the above, staff must not delay in directly contacting Children’s Social Work Duty and Advice Team or the police if they think a child is at immediate risk of significant harm
- 👉 be aware that we work in partnership with other agencies in the best interests of the children. Requests for service to CSWS should (wherever possible) be made by the designated staff, to the 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

- ☛ know what to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as Female Genital Mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- ☛ be alert to signs and indicators of possible abuse. (See Appendix 1 for current definitions of abuse and examples of harm)
- ☛ record concerns on a “Cause for Concern” form (see Appendix 4). Staff have access to blank copies of the “Cause for Concern” form, which, once completed, should be handed to the Designated Staff: **Karen Hague, Keeley Pallister or Lindsey Goodwin; Natalie Beatson, Emma Coster, Gayle Beesley, or Michelle Bald; Clare Weekes, Jackie Freeman, Nicky Russell or Tracey Small.**

The designated staff

Our named Designated Safeguarding Lead (DSL) on the senior leadership team with lead responsibility and management oversight/accountability for child protection are:

academic year	safeguarding lead	other safeguarding officers	nominated governor	chair of governors
2018 - 2019	Clare Weekes Karen Hague Natalie Beatson	Nicky Russell Jackie Freeman Tracey Small Keeley Pallister Lindsey Goodwin Gayle Beesley Michelle Bald David Roundtree	Mandy Quayle	Rachel Greenhalgh

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. If the DSL needs to be contacted out of school hours, contact should be made by email.

Scholes (Elmet) Primary 0113 2649149	St James' CE Primary 01937 583379	Moortown Primary 0113 2685915
Karen Hague karenhague@spherefederation.org	Natalie Beatson nataliebeatson@spherefederation.org	Clare Weekes clareweekes@spherefederation.org

The designated safeguarding lead officers are supported by the following trained designated staff:

Keeley Pallister keeleyallister@spherefederation.org Lindsey Goodwin lindseygoodwin@spherefederation.org Gayle Beesley gaylebeesley@spherefederation.org	Michelle Bald michellebald@spherefederation.org	Nicky Russell nickyrussell@spherefederation.org Jackie Freeman jackiefreeman@spherefederation.org Tracey Small traceysmall@spherefederation.org
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Along with the head of federation, David Roundtree, they are responsible for co-ordinating all child protection activity.

- ☛ The DSL must 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 (Refer: LCC Safeguarding Supervision: Policy and Guidance – Revised 2013)
- ☛ Where the school has concerns about a child, the DSL, will act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- ☛ The DSL is responsible for referring all cases of suspected abuse to the relevant body (CSWS, Channel programme, and / or the police) and support staff to comply with their mandatory reporting duties in cases where FGM has been identified.
- ☛ The DSL will liaise with the headteacher to inform of any issues and liaise with local authority officers and relevant professionals for child protection concerns where appropriate
- ☛ Designated staff have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so, including out of term time as agreed by the LSCB education reference group.
- ☛ The DSL or designated staff will provide reports as required for meetings. If school is unable to attend a meeting, a written report will be sent. Reports will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.
- ☛ Where a child in school is subject to an inter-agency child protection plan or any multi-agency risk assessment plan, the DSL will contribute to the preparation, implementation and review of the plan as appropriate.

- 👉 The DSL will take part in strategy discussions and inter-agency meetings and / or support other staff to do so.
- 👉 The DSL will contribute to the assessment of children.

The full responsibilities of the DSL are set out in Annex B of KCSIE – all designated safeguarding leads and designated staff must read and comply with this.

The governing body

The governing body ensures the following points and procedures:

- 👉 The nominated Safeguarding Governor for child protection within the Sphere Federation is **Mandy Quayle**.
- 👉 They are responsible for liaising with the Headteacher / Designated Staff over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils.
- 👉 The nominated Safeguarding Governor will support the DSL in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity.
- 👉 In the event that an allegation of abuse is made against the headteacher, the chair of governors, Rachel Greenhalgh, will act as the 'case manager'.
- 👉 The governing body, along with the senior leadership, are responsible for satisfying themselves and obtaining written assurances from any relevant school lettings and an alternative / off site providers and provisions that their safeguarding arrangements are secure and in keeping with KCSIE. Sphere Federation use the following alternative or off-site providers and have written evidence of safeguarding arrangements:
North East Primary Area Inclusion Partnership (NEPAIP).

The full responsibilities of the governing body are set out in Part two of KCSIE – the management of safeguarding. All governing bodies should read Part two of KCSIE in order to ensure that the school is fully compliant with their statutory safeguarding responsibilities.

The Head of Federation / Head of School

The Head of Federation or Head of School is responsible for the implementation of this policy, including:

- 👉 Ensuring that staff (including temporary 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 DSL has appropriate time, training and resources, and that there is always adequate cover if the DSL is absent
- 👉 Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- 👉 Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- 👉 Ensuring the relevant staffing ratios are met, where applicable
- 👉 Making sure each child in the Early Years Foundation Stage is assigned a key person

Safeguarding and child protection

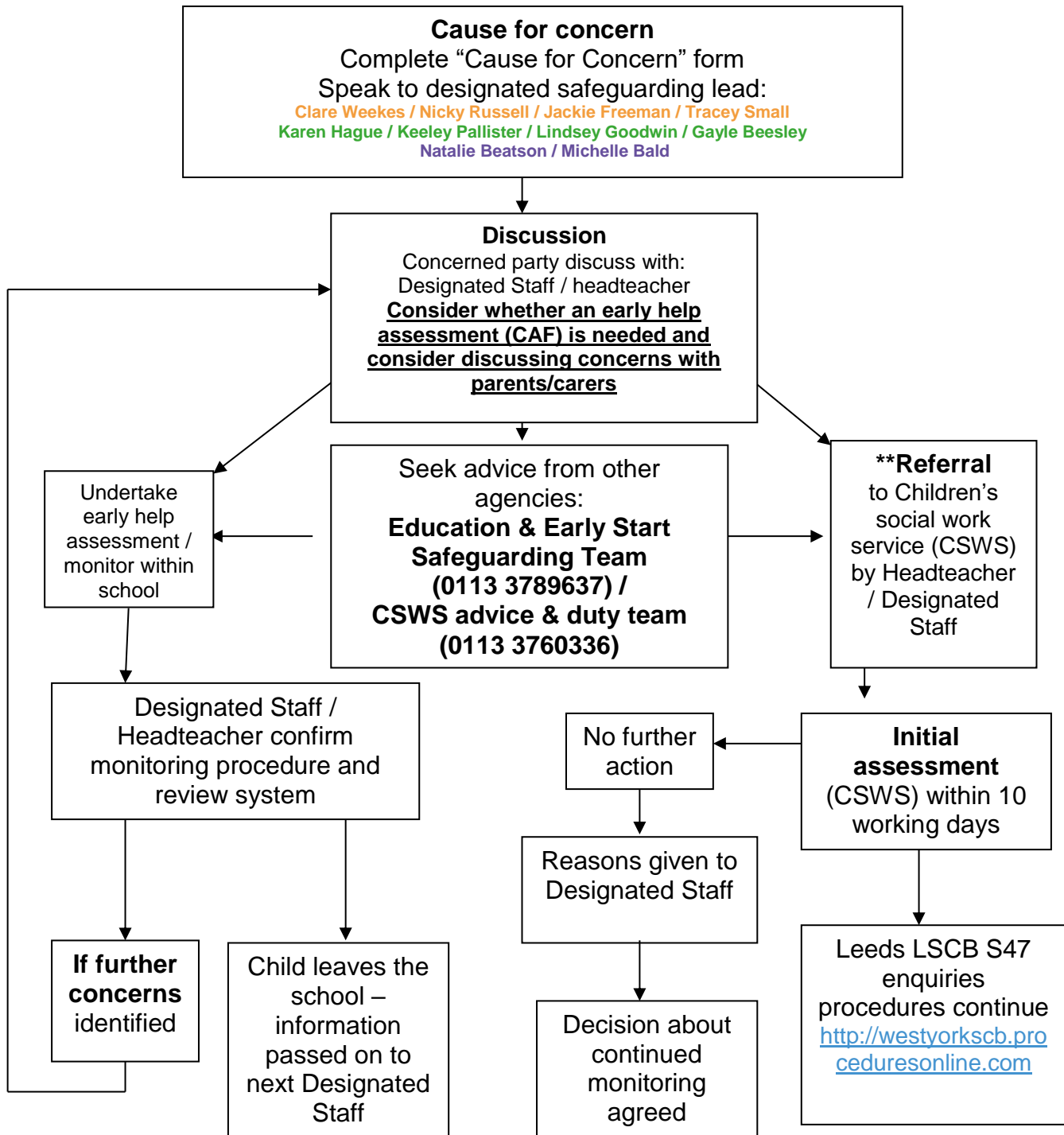
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In-school procedures to follow where there are concerns about a child



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

<https://www.leedsscp.org.uk/LSCB/media/Images/pdfs/Concerns-Resolution-Process-v3-jan-18-final.pdf>

Confidentiality and Information Sharing

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

- The Sphere Federation 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 / disclosure, and must pass any cause for concerns immediately to a designated member of staff.
- Confidentiality is addressed throughout this policy with respect to record-keeping (p15), dealing with disclosure (Appendix 2), allegations of abuse against staff (p13), information sharing and working with parents (see below).

Information Sharing

- Timely information sharing is essential for effective safeguarding. Sphere Federation will share safeguarding information as appropriate in keeping with principles outlined in the government guidance document: Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (DFE 2018). 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.

Working with parents and other agencies to protect children

- Parents/carers should be aware that our school will take any reasonable action to safeguarding the welfare of its pupils. In cases where the school has reason to be concerned that a child maybe suffering significant harm. ill treatment or neglect or other forms of harm staff have no alternative but to follow the Leeds Safeguarding Partnership (LSCP) procedures and contact CSWS Duty and Advice team to discuss their concerns.
- In keeping with KCSIE, we will endeavour wherever possible to obtain at least two emergency contacts for every child in the federation in case of emergencies, and in case there are welfare concerns at home.
- In general, we will discuss concerns with parents / carers before approaching other agencies, and will seek consent/to inform parents/carers 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.
- Parents/carers are informed about our safeguarding and child protection policy through: website, newsletters etc. A safeguarding/child protection statement is prominent in the school reception area.

Multi-agency work

- In the best interests of our pupils, we will work with all relevant professionals and agencies as required to safeguard children and promote their welfare.
- We will co-operate with CSWS in accordance with the requirements of the Children Act and allow access to child and child protection records for them to conduct section 17 or section 47 assessments.

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.

The curriculum

- Relevant issues will be addressed through the PSHCE curriculum, including self-esteem, emotional literacy, assertiveness, power, sex and relationship education, online safety, online bullying, sexting, child sexual exploitation (CSE), youth generated images, Female Genital Mutilation (FGM), preventing radicalisation, peer on peer abuse and anti- bullying. Schools can seek advice on the PSHCE curriculum from the Health and Wellbeing Service (schoolwellbeing@leeds.gov.uk).
- Relevant issues will be addressed through other areas of the curriculum. For example, circle time, English, History, Drama, SRE, Art and assemblies.

Other areas of work

- All our policies which address issues of power and potential harm (eg Positive Relationships and Behaviour including Anti-Bullying, Equal Opportunities, Handling, Positive Behaviour) are linked to ensure a whole school approach.
- Our Safeguarding and child protection policy cannot be separated from the general ethos of the school, which should ensure that children are treated with respect and dignity, feel safe, and are listened to.
- **STOP** is something that the children are taught to help them if they are concerned about bullying - it has two meanings; one is to help children define behaviour that might be seen as bullying: **Several Times On Purpose** and the other is to help children know what to do if they are worried about themselves or someone else: **Start Telling Other People**.

Our role in supporting children

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

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

Children with additional needs

Sphere Federation recognises that while all children have a right to be safe, some children *may* be more vulnerable to abuse e.g. those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

When the school is considering excluding, either fixed term or permanently, a vulnerable pupil and/or a pupil who is either subject to a S47 Child Protection plan or there are/have previously been child protection concerns, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Governing Body.

Children in specific circumstances

This school follows the Leeds LSCP (<https://www.leadsscp.org.uk>) online multi-agency procedures and will where necessary have due regard to the government guidance for children in specific circumstances as outlined in Part one and Annex A of KCSIE.

Female genital mutilation: The mandatory reporting duty

- ☛ KCSIE 2018 explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.
- ☛ 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’.
- ☛ **Any teacher** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must immediately (in consultation with the DSL) report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.
- ☛ The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.
- ☛ **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.
- ☛ **Any member of staff** who suspects a pupil *is at risk* of FGM, must speak to the DSL and follow the local safeguarding children's partnership procedures.

Radicalisation

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. For further information on this subject please refer to p83 – 85 of KCSIE 2018.

Responding to concerns about radicalisation

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**) they should seek advice appropriately with the designated safeguarding lead who should contact the Education & Early Years Child Protection Team or the Prevent Education Officer – Julia Holden, 07891273720 for further advice (see Appendix 9).

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. The Education & Early Years Child Protection Team and the Prevent team can advise and identify local referral pathways.

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. The Federation will ensure that as far as possible all front-line staff will undertake Prevent awareness training (eg Workshop to Raise Awareness of Prevent).

Peer-on-peer abuse

We recognise that children are capable of abusing their peers and that peer-on-peer abuse can manifest in many different ways, including on-line bullying, youth-produced imagery (sexting), criminal and sexual exploitation, initiation/hazing and inappropriate/harmful sexual behaviours. It is very clear that this abuse should always be treated seriously, and never just as banter or part of growing up. Any concerns around peer on peer abuse must be reported and recorded in line with the child protection procedures outlined in this policy. The DSL is responsible on responding to such concerns in keeping with LSCP protocols referenced below. The DSL is responsible for providing support to any victims, and the perpetrators.

Where children and young people have exhibited inappropriate/harmful sexualised behaviour and/or exhibited inappropriate/harmful sexualised behaviour towards others an AIM (Assessment, Intervention, Moving On) checklist must be completed and contact made with Children's Social Work Service if appropriate (Ref Appendix 9). Good practice dictates that there should be a co-ordinated multi-agency approach through a risk assessment management plan (RAMP) to respond to their needs, which will include, parents/carers, youth justice (where appropriate), children's social work and health. Further support and advice on AIM checklists and / or undertaking a RAMP can be obtained from the Education and Early Years Safeguarding Team on 0113 3789685.

- ☛ We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- ☛ Children and young people who abuse 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.
- ☛ Where child sexual exploitation, or the risk of it, is suspected, frontline practitioners should complete a cause for concern form and pass on to a designated member of staff.
- ☛ Designated staff, preferably the DSL, should complete the CSE checklist tool for partners (see Appendix 7) and refer to the table at the end of the tool to help decide how to proceed. A copy of the completed tool must be kept in the child's child protection records for future reference.
- ☛ 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 sexual exploitation.
- ☛ A copy of the CSE checklist tool for partners can be obtained from the LSCP Website: CSE Checklist Tool for Partner Agencies
- ☛ 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.

Children missing from education

A child missing from education is a potential indicator of abuse or neglect. Staff members must follow the Leeds Children's Services LA procedure. Contact: cme@leeds.gov.uk; telephone: 0113 3789686

Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. Staff members should follow the Federation'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 (Appendix 10).

We will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in Children Missing Education – Statutory Guidance for Local Authorities (DfE September 2016).

A safer school culture

Governors have agreed and ratified the following policies which must be read in conjunction with this policy.

- ☛ Whistle Blowing / Confidential reporting; Sphere Federation's Whistle Blowing / Confidential reporting policy provides 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)
- ☛ Positive Relationships policy

Safer Recruitment, selection and pre-employment vetting

- ☛ The Federation pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined part three of Keeping Children Safe in Education (2018).
- ☛ The three schools will maintain a single central record which demonstrates the relevant vetting checks required including: identity, qualifications, prohibition order and right to work in the UK. (see Part three of KCSIE 2018).
- ☛ All recruitment materials will include reference to the Federation's commitment to safeguarding and promoting the wellbeing of pupils.

- The Federation will ensure that all recruitment panels include at least one person that has undertaken safer recruitment training as recommended by the Local Authority/Leeds LSCP.
- The Federation 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 the risk assessments can be accessed through the Federation's HR Advisor/Provider/Contact or the Education Safeguarding Team.
- All staff must self-declare that they are not disqualified to work with children with regards to 'Disqualification under the Childcare Act 2006'.

Procedures in the event of an allegation against a member of staff or person in school

As mentioned earlier, **STOP** is an acronym which is used to help children handle bullying behaviour. This acronym is also valid to members of staff as well if they have any worries about the behaviour of another member of staff or a pupil.

These procedures must be followed in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:

- a. behaved in a way that has harmed a child or may have harmed a child
- b. possibly committed a criminal offence against or related to a child
- c. behaved in a way that indicates s/he may pose a risk of harm to children.

Inappropriate behaviour by staff/volunteers could take the following forms:

- 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, disability or sexuality.
- Sexual, for example, sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.
- 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.

Staff have a duty to disclose to the Head of School or Head of Federation where their relationships and associations both within and outside of the workplace (including online) may have implications for safeguarding children in school.

A safeguarding complaint that meets the above criteria must be reported to the Head teacher immediately. If the complaint involves the headteacher ('case manager') then the next most senior member of staff must be informed and the Chair of Governors. The case manager should gather as much information about the alleged incident as much as possible in order to establish whether there is substance to the allegation. The case manager must use the local authority designated officer (LADO) notification form (Appendix 11) in order to assess the level of concern. As part of this initial consideration, the case manager should consult with their school's HR Advisor. The completed LADO notification form must be sent to lado@leeds.gcsx.gov.uk **within one working day of the allegation being made.** This will assist the case manager and HR in consultation with the LADO to decide on the best course of action.

The case manager **should not** carry out any 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.

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.

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.

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 a 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.

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 will be referred to the DBS. The school will keep written records of all of the above.

LADO Contacts: Claire Ford or Carolyn Hargreaves - 0113 3789687

Advice can also be sought from Raminder Aujla – Team Manager Education and Early Years Safeguarding Team 0113 3789637

Where a member of staff 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 above, in addition to other whistleblowing channels which may be open to them.

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

- ☛ Phone: Whistleblowing hotline 0113 3788008(dedicated hotline answered by a member of the Internal Audit team or an answerphone)
- ☛ Email: 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 0280285 – line is available from 8.00 am to 8.00 pm, Monday to Friday and email: help@nspcc.org.uk.

Training and Support

All staff members should be aware of systems within our school which support safeguarding and these will be explained to them as part of our staff induction. This includes: the school's safeguarding and child protection policy; the school's safer working practice document, the Federation's whistleblowing procedures and the DSL and their cover or nominated deputy.

We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from **Clare Weekes, Nicky Russell, Jackie Freeman or Tracey Small**; **Karen Hague, Keeley Pallister, Lindsey Goodwin or Gayle Beesley**; **Natalie Beatson or Michelle Bald**. Access to regular and timely supervision is an essential form of support for all designated safeguarding staff. The Children's Services Education and Early Years Safeguarding team are also available for advice and support (Tel: 0113 3789685).

- ☛ Designated Safeguarding Staff must have attended the 3-day Children's Services Education child protection training course, and the Leeds LSCP multi-agency Working Together to Safeguard Children and Young People training. They will attend refresher training at least every two years. The DSL will undertake Prevent Awareness Training (eg Workshop to Raise Awareness of Prevent [WRAP]) to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- ☛ 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 refresher training at least every three years and regular safeguarding and child protection updates (eg via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Access to training can be via the Children's Services Education and Early Years Safeguarding Team and the LSCP.
- ☛ The Head of Federation will attend appropriate safeguarding training at least every three years.
- ☛ Governors, including the Nominated Governor, attend specific training on their role, updated at least every three years.
- ☛ Any training accessed through third party/independent providers must reflect the LSCP protocols and the LSCP minimum standards checklist. This training should be recorded by the Federation/school on a separate database.

Child protection records

Child protection and safeguarding records will be held securely, with access being restricted to the DSL or headteacher or in cases of Early Help, the nominated lead professional, if this is not a designated safeguarding lead/officer. For more information, please see Early Help Assessment guidelines. 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)
- ☛ 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 Children's Social Care, other external agencies or education based services)
- ☛ Minutes or notes of meetings, eg 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, eg child protection plans, early help, risk assessments etc
- ☛ A copy of the support plan for the young person (Appendix 5)

Where a pupil leaves their existing provision, the school/college will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known), within 15 school days. This is a legal requirement set out under regulation 9 of 'The Education (Pupil Information – England) Regulations 2005'. A copy of the chronology must be retained for audit purposes.

If there is an existing risk management plan/assessment in place for behaviours that are deemed potentially harmful to the pupil or others (ie self-harming or harmful sexualised behaviour), the risk management plan/assessment must be shared with the destination provision prior to the pupil starting. This is to ensure that appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring. The DSL should also consider if it would be appropriate to share any information with the new school in advance of a child leaving, for eg prior to a transfer programme.

There is no need to keep copies of the child protection records, apart from the chronology summary. 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 should be given to the pupil's wishes and feelings about their child protection information being passed on, in order that the FE establishment can provide appropriate support. In cases where it is deemed appropriate, child protection information must be shared via the FE Safeguarding Information Sharing Form only. The original records should 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 should be retained by the school)*
- Where the child has not attended the nominated school *(the original records should be retained by the school)*
- There is any on-going legal action *(the original records should be retained by the school and a copy sent)*

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

If a pupil moves from any of our schools, 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 should always be done with a face to face handover or a verbal conversation is had over the telephone if a face to face handover is not possible. A signed receipt of file transfer obtained for audit purposes by the delivering school.

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

For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received. A copy of the child protection chronology sheet will also be retained for audit purposes.

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

If a parent chooses to electively home educate (EHE) their child, the child protection record must be forwarded to Julia Green, Admin Co-ordinator, EHE Team, Adams Court, Kildare Terrace, Leeds, LS12 1DB, following the above procedure for delivery of the records.

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

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

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

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

Archiving

The school which the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining the child protection record. 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 should be retained until the 25th birthday after which point the file will be destroyed confidentially. The decision

of how and where to store these files must be made by the school via the governing body. (NB. Due to sensitivity of the information, the records should continue to be held in a secure area with limited access e.g. designated officer or headteacher). The DSL is responsible for ensuring that all CP files are archived in accordance with the timescales referenced above.

Children's and parents' access to child protection files

Data Protection legislation (General Data Protection Regulation & Data Protection Act 2018), a pupil or their nominated representative have 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, it is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.

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
- the 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.

It is best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice can be sought from the Leeds Adults, Health and Children's Information Governance Hub. Contact email: IMG.AC@leeds.gov.uk or telephone 0113 3784251

The establishment's report to the child protection conference should be shared with the child, if old enough and parent at least two days before the conference.

Safe destruction of the pupil record

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

Appendix One:

Definitions and indicators of abuse

Reference: Working Together to Safeguard Children (Dfe 2018). See also KCSIE Part one and Annex A.

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 and clothing, shelter including exclusion from home or abandonment;**
- **protect a child from physical harm or danger;**
- **ensure adequate supervision including the use of inadequate care-takers;**
- **ensure access to appropriate medical care or treatment.**

It may also include neglect or, 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 (it is not designed to be used as a checklist):

Patterns of bruising; inconsistent account of how bruising or injuries occurred

Finger, hand or nail marks, black eyes

Bite marks

Round burn marks, burns and scalds

Lacerations, wealds

Fractures

Bald patches

Symptoms of drug or alcohol intoxication or poisoning

Unaccountable covering of limbs, even in hot weather

Fear of going home or parents being contacted

Fear of medical help

Fear of changing for PE

Inexplicable fear of adults or over-compliance

Violence or aggression towards others including bullying

Isolation from peers

Sexual abuse

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

NB: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

Child Sexual Exploitation

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 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.

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

Disabled Children

When working with children with 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
- ☛ 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 Two

Dealing with a disclosure of abuse

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

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

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. All disclosures of abuse must be responded to in keeping with the professional roles and responsibilities outlined in the summary of in-school procedures on p7.

pastoral	safeguarding	<i>We want to ensure staff never fail to record a concern. Sometimes, these concerns may be more pastoral rather than an actual safeguarding issue. Designated child protection staff will make this decision. We will continue to keep pastoral concerns alongside child protection issues, but we may not send these to secondary school.</i>
Action Taken	By whom (signed)	Outcome
discuss with child		
set up monitoring sheet		
behaviour database		
contact parents (note how parents were contacted)		
check SEN Register		
refer to Social Care		
seek additional advice		
other (please specify)		

Appendix Five

St James' C of E Primary School

Child Protection SMART Plan (Confidential)

(Specific, Measurable, Agreed, Realistic, Timely)



ST JAMES'
Church of England
Primary School

Child Protection Pupil Support Plan Information		name of pupil:		
support needs identified (highlight as appropriate)	<ul style="list-style-type: none"> • <i>emotional issues</i> • <i>home / parental issues</i> • <i>issues with clothing / food / parental engagement</i> • <i>concerns over use of internet</i> • <i>any other issues (add details)</i> • <i>no other specific additional support needed at this stage</i> 			The four main indicators of abuse are: Emotional Physical Sexual Neglect
		support / intervention		
Regular "first wave" provision which supports all children appropriately when needed (highlight as appropriate):		start	end	
<ul style="list-style-type: none"> • weekly "Living and Learning" sessions with encouragement to share problems if appropriate • Living and Learning" worry boxes • comprehensive adult support – teacher or TA or • additional support if required (see below) 				
type of support / intervention	start date	end date	Impact	CP file archived Y / N
<i>Learning mentor time</i>				
<i>Nurture / small group work</i>				
<i>Parental support</i>				
<i>Other support (add details)</i>				

Appendix Six

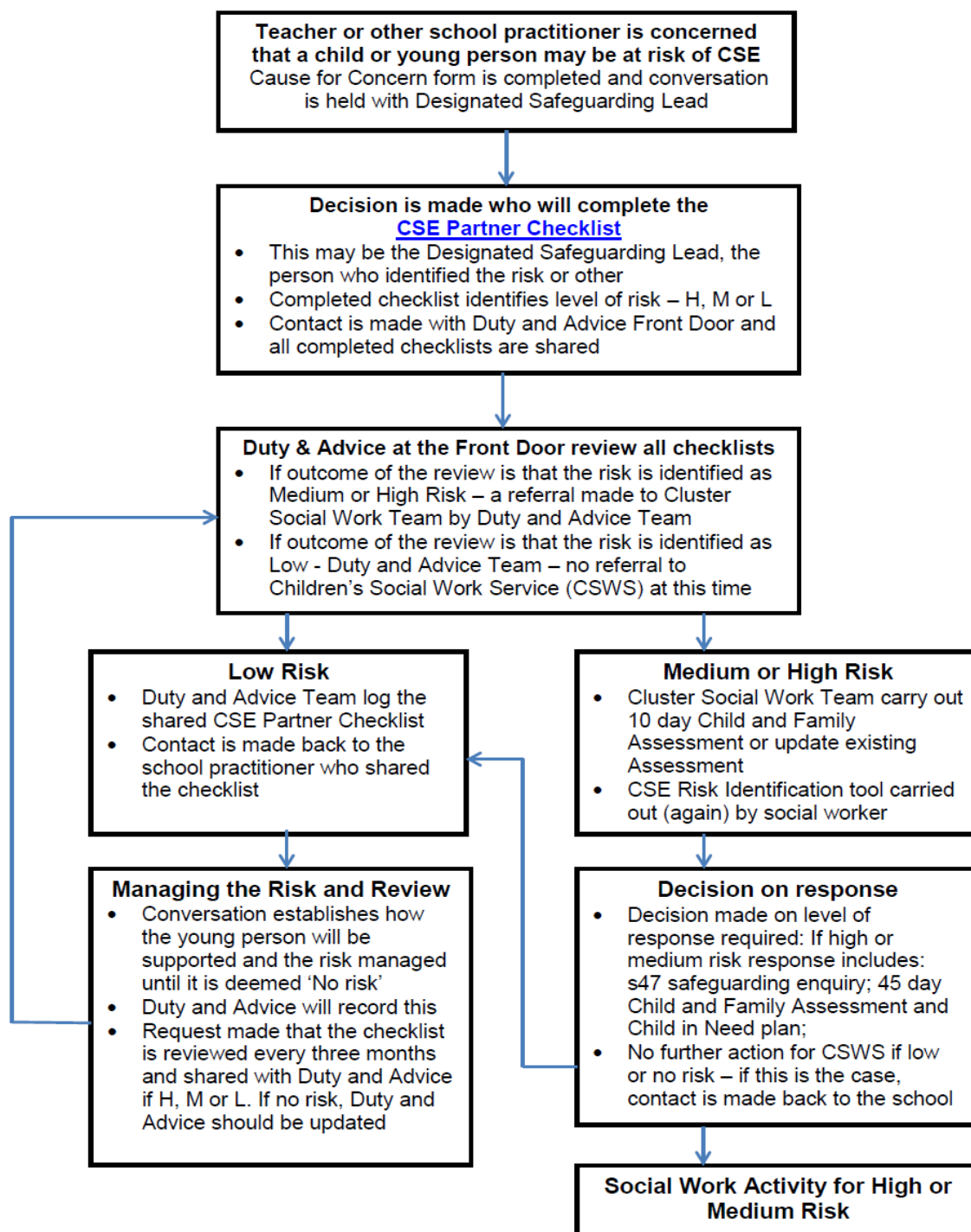
Recruitment and Selection Checklist

Pre-interview:	Initials	Date
Vacancy advertised (where appropriate) Advertisement includes reference to safeguarding policy, that is, statement of commitment to safeguarding and promoting welfare of children and need for successful applicant to be DBS checked		
Applications on receipt - Scrutinised – any discrepancies/anomalies/gaps in employment and signed to confirm that the applicant accepts the content is true.		
2 x references – seeking Sought directly from referee on short-listed candidates; ask recommended specific questions; include statement about liability for accuracy		
References – on receipt Checked against information on application; scrutinised; any discrepancy/issue of concern noted to take up with referee and/or applicant (at interview if possible)		
Invitation to interview - Includes all relevant information and instructions		
Interview arrangements - At least two interviewers; panel members have authority to appoint; have met and agreed issues and questions/assessment criteria/standards – evidence to verify that at least one member of the panel has completed safer recruitment training.		
Interview - Explores applicants' suitability for work with children as well as for the post – copy of interview notes will evidence this		
Note: identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents; copies of documents taken and placed on file; where appropriate applicant completed application for DBS disclosure		
Conditional offer of appointment: pre appointment checks. Offer of appointment is made conditional on satisfactory completion of the following pre- appointment checks and, for non-teaching posts, a probationary period		
Identity (if that could not be verified at interview) – copies of relevant documents kept in file		
Qualifications (if not verified on the day of interview) - copies of relevant documents kept in file		
Evidence of Permission to work in UK, if required		
DBS certificate - where appropriate satisfactory DBS certificate received		
DBS Barred list – person is not prohibited from taking up the post		
Childcare(Disqualification) Regulations 2009 - For staff who work in childcare provision or who are directly concerned with the management of such provision, as defined in the statutory guidance.		
Health – the candidate is medically fit		
Prohibition – (for teaching posts in any type of school) the teacher has not been included in the prohibition list or interim prohibition list		
Qualified Teacher Status (QTS) – (for teaching posts in maintained schools) the teacher has obtained QTS or is exempt from the requirement to hold QTS (for teaching posts in FE colleges) the teacher has obtained a Post Graduate Certificate of Education (PGCE) or Certificate of Education (Cert. Ed) awarded by a higher education institution, or the FE Teaching Certificate conferred by an awarding body		
Statutory induction (for teachers who obtained QTS after 7 May 1999)		
Each member of staff must have been given a copy of the following documents, with signed verification of receipt and that they have read and understood them		
Safeguarding and Child Protection Policy		
Guidance for Safer Working Practice		
Whistleblowing Procedures		
Keeping Children Safe in Education (most updated version) + Annex A		
ICT Acceptable Use Policy		
Online Safety Policy		
Child Protection Training and Induction		

Appendix Seven

Responding to identified concerns about Child Sexual Exploitation (CSE) in schools

Education professionals can also use the [WY Police CSE information report form](#) on the Leeds LSCB website to share any information which could help identify possible perpetrators of CSE, or children at risk of CSE.



<http://www.leedslscb.org.uk/LSCB/media/Images/CSE-Checklist-Tool-for-Partner-Agencies.docx>

HSB – Initial Response

Sexual incident occurs within the school setting



Designated staff to complete cause of concern and record;

- Nature of sexual behaviour observed/disclosed
- Relationship between the children/young people involved
 - What was the reaction of the aggrieved?
- What was the reaction of the child when challenged on their behaviour?
 - What was the context within which the behaviour occurred?



Complete the AIM Checklist; AIM Education Guidelines;

- Two members of staff to complete the checklist; designated CP lead to be one member
 - Use the cause for concern sheet to inform the checklist
 - ☛ Child checklist – page 38/39
 - ☛ Adolescent checklist - page 41 /42
 - ☛ SEN checklist – page 45/46
 - ☛ Complete Chronology template from guidelines



Checklist outcome and response

**Healthy/ Low
Problematic**

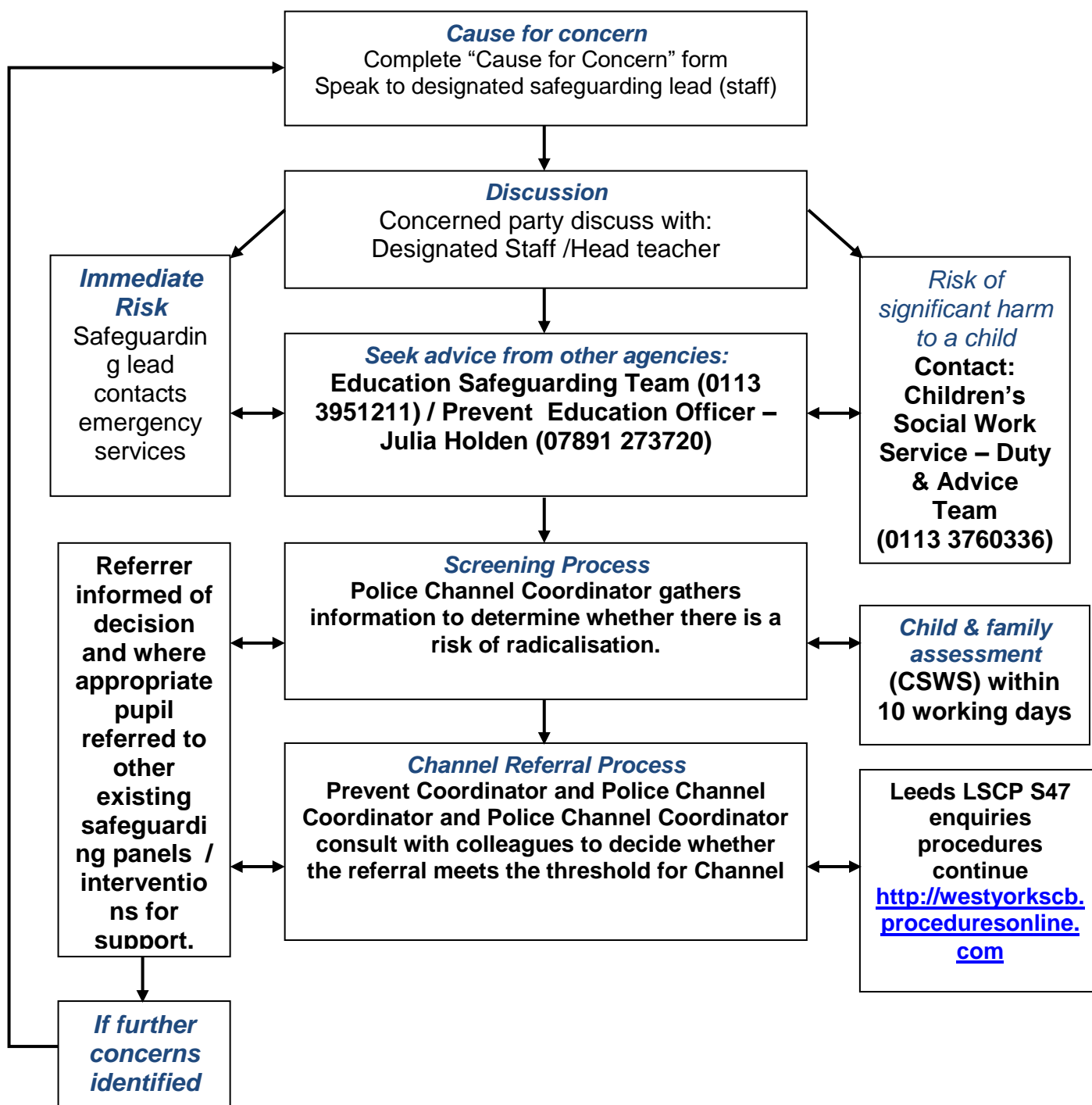
- If checklist results are: healthy, low problematic use your school behaviour policy, expectations and resources from the AIM curriculum tools section of your AIM guidance.
- Continue to monitor behaviours and support young person.

**Medium Problematic/
Harmful**

- If checklist results are: medium Problematic to Harmful, seek support from the Education and Early Start Safeguarding Team, Parents will need to be informed and A referral to social care MUST be made.
- Medium Problematic to Harmful - A RAMP assessment may need to be undertaken with either the Education or safeguarding Team or the Health and Safety Team.
- RAMP to be reviewed three monthly & de-escalation of supervision to occur when appropriate

Appendix Nine

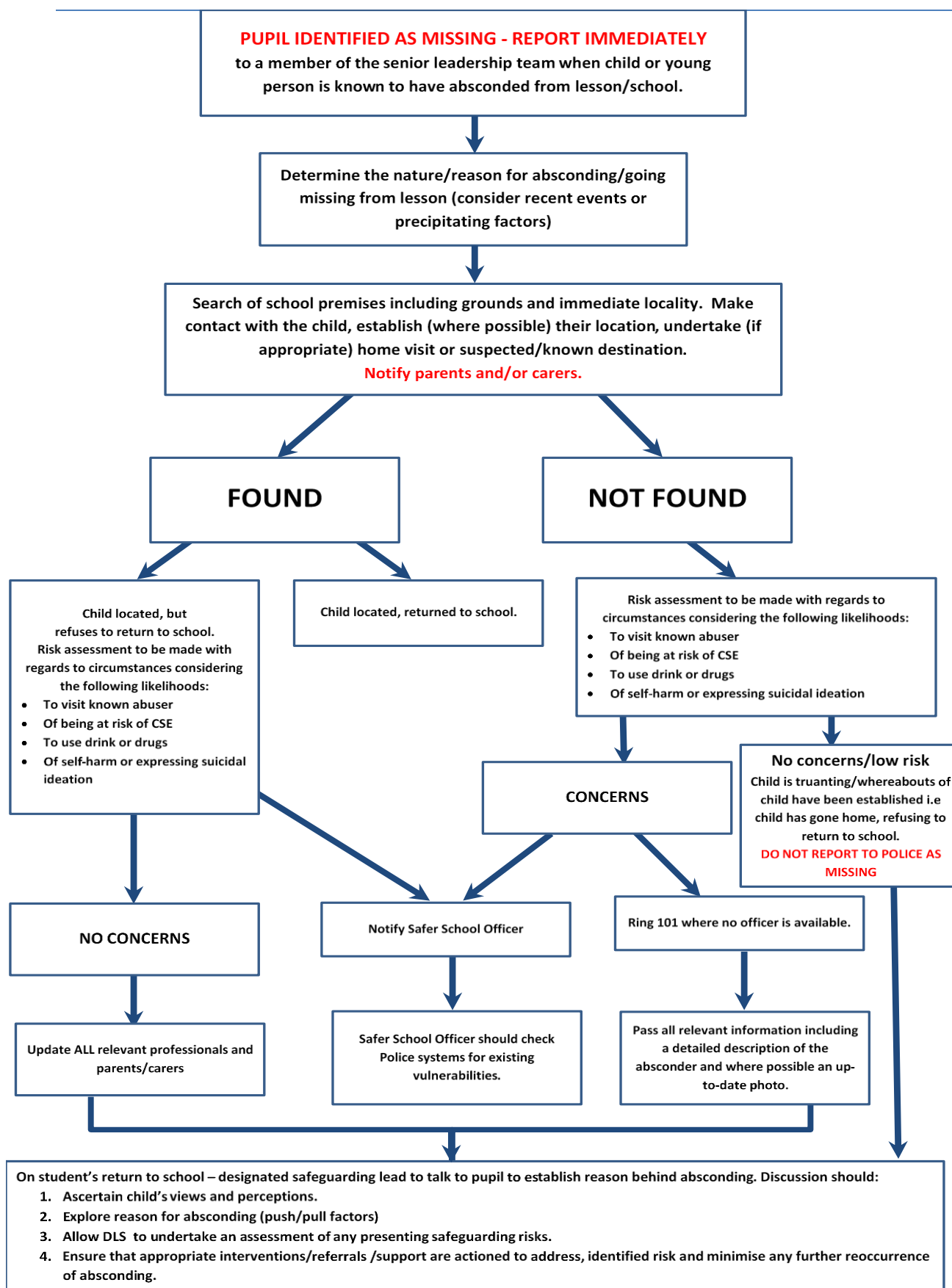
Summary of in-school procedures to follow where there are potential radicalisation concerns about a child/member of staff



Further information and relevant guidance documents referred to, are available electronically from Leeds Education Hub – Safeguarding Page and directly upon request from education.training@leeds.gov.uk.

Appendix Ten

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



Appendix Eleven: 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.

PLEASE PROVIDE AS MUCH INFORMATION AS YOU CAN AND SEND TO LADO@leeds.gcsx.gov.uk WITHIN ONE WORKING DAY

Date of Notification:	
Date of Alleged Incident:	
Name of Referrer:	
Agency:	
Contact Details:	

Professional’s Details :

Name :	D.O.B :	Employment Sector:	Occupation:	Employer:

Home Address :

Child/ren’s Details (if applicable):

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

Address :

Detail of Allegation	Referral Details (to include name of referrer, date, time, detail of allegation and professional (s) involved)
-----------------------------	---

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

Parent or carer's view	Has the parent/carer been notified and their views sought: Yes/No (to include: when, by whom and detail of interview) If not please specify reason)
-------------------------------	---

Have you discussed this concern with the appropriate Line Manager and Human Resources within your organisation?
--

<i>What is their view</i>

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

--

Previous concerns of a safeguarding nature:

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

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?

Please explain your rationale for both a Yes or No 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 (i.e. an agency worker). Have you discussed this concern with the appropriate Line Manager for the organisation concerned? (If not, please contact the employer and complete the section below, prior to submitting this notification)

What is their view

Name of employer:

Contact details:

LADO Discussion

Please provide relevant details