



Policy: Safeguarding and Child Protection

Member of Staff Responsible

Richard Sheriff

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Safeguarding

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This document represents one policy that is divided into three sections:

1. **Section A** explains the overview of safeguarding and child protection across the Trust and must be read by all staff.
2. **Section B** explains the procedures surrounding child protection in detail and should be read by those members of staff directly involved in child protection. The online Trust training is based upon this section and ensures that all staff are fully aware of child protection procedures.
3. **Section C** should be modified by each Trust school and contains named key staff, records of training and further sources of information.
4. **Section D** contains out E-Safety and Social Media policy. The online E-Safety course, based on this section, ensures that all staff are fully aware of E-Safety procedures.
5. **Section E** should be modified by each Trust school and contains school specific documentation relevant to E-Safety.
6. **Section F** should be modified by each trust school and contains specific procedures pertaining to self-harm.

1. Introduction

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centered. This means that they should consider, at all times, what is in the best interests of the child.

The Red Kite Learning Trust (RKLT) is committed to safeguarding and promoting the welfare of Pupils and expects all staff and volunteers to share this commitment.

The Trust recognises that the welfare of the pupil is paramount and takes seriously its responsibility to safeguard and promote the welfare of the Pupils in its care.

The Trust will act in accordance with Section 175 of the Education Act 2002 and the supporting statutory guidance in Working Together to Safeguard Children (2018), Keeping Children Safe in Education (2020) and school's duty under the Children Act 2004 to co-operate with other organisations and agencies.

The nominated Trustee for Safeguarding is Dr Tricia Stowell.

Each Local Governing Body (LGB) within the Trust is expected to have a link governor for safeguarding.

2. RKLT Commitment

RKLT is committed to safeguarding and promoting the welfare of all of its Pupils. Each Pupil's welfare is of paramount importance. We recognise that some Pupils may be especially vulnerable to abuse e.g. those with Special Educational Needs and Disabilities, those living in adverse circumstances. We recognise that Pupils who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some Pupils who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our Pupils. **Each school within the RKLT will have an appropriately trained Designated Safeguarding Lead and routinely update section C of this policy.**

All staff members receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

The Trust is committed to the monitoring of the application of this policy by:

- DSLs meet half termly with their link governor to review this policy and report on its use in the school. Governors prepare a link report that is sent to the Trust DSL and CEO.
- The Trust's DSL meets with the school's DSLs on a termly basis to review the suitability of the policy and share concerns and cases that are relevant to the effective delivery of their duties. Updates to the Trust and local guidance will also be reviewed at this meeting
- The Trust HR Director reviews the SCR in each school on a yearly basis.

- Each school has an annual Peer Review with the support of an independent Education Lead, safeguarding will be a standing item on all reviews within the RKLT to allow an external verification of the efficacy of the policy.
- Safeguarding is a standing item on the agenda of all LGB and Trust meetings.
- Carrying out the annual safeguarding audit, reporting the results to the Trustees and following up any points for action.
- Ensuring that effective procedures of supervision are in place; giving opportunities to engage in critical reflection, building emotional resilience and fully supporting relevant staff in their safeguarding duties.
- Ensuring appropriate support and procedures are in place regarding self-harm – Section F

3. Scope of the Policy

Members, Trustees, Governors, staff and volunteers in RKLT schools understand the importance of working in partnership with Pupils, their parents/carers and other agencies in order to promote Pupils' welfare and safety.

All Pupils have the right to be safeguarded from harm or exploitation whatever their

- race, religion, first language or ethnicity
- gender or sexuality
- age
- health or disability
- political or immigration status

This policy applies to the Chief Executive Officer, all staff (including supply and peripatetic staff), volunteers, Members, Trustees, Governors or anyone working on behalf of RKLT.

4. Definition of Safeguarding

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

A child is anyone who has not yet reached his/her 18th birthday. All Pupils in the Trust, including over-18s, follow the remit of this policy.

The Trust has a pivotal role to play in multi-agency safeguarding arrangements that will replace the current local arrangements, and contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children 2018.

5. Aim of the Policy

The purpose of this policy is to:

- afford protection for the Pupils within the RKLT
- enable staff and volunteers to safeguard and promote the welfare of Pupils

- promote a culture across the RKL that ensures schools are a safe place to learn

6. Safeguarding Policy

We will endeavour to safeguard Pupils by:

- valuing them, listening to and respecting them
- involving them in decisions which affect them
- building pupils' resilience to radicalisation through a broad and balanced curriculum that promotes fundamental values and enables Pupils to challenge extremist views.
- making sure all staff and volunteers are aware of and committed to the Safeguarding policy, Working Together to Safeguard Children and the Child Protection policies/procedures within their school. All staff read at least part one of DfE statutory Guidance *Keeping Children safe in Education 2020* .
- **all** staff know what to do if a child tells them he/she is being abused or neglected. Staff know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.
- sharing information about concerns with agencies who need to know, and involving Pupils and their parents/carers appropriately
- recruiting staff and volunteers safely, ensuring all necessary checks are made
- adopting a code of conduct for all staff and volunteers
- providing effective management through induction, support and training
- ensuring staff and volunteers understand about 'whistle blowing'
- dealing appropriately with allegations/concerns about staff or volunteers, in accordance with Government guidance

Safeguarding covers more than the contribution made to child protection in relation to individual Pupils. It also encompasses all aspects of pupil's health, safety and well-being and needing to protect children and learners from and including:

- the rigour with which absences are followed up;
- adopting appropriate arrangements to ensure the security of school premises;
- ensuring freedom from bullying, including any form of abuse, harassment and discrimination;
- neglect
- physical abuse
- sexual abuse
- emotional abuse
- racist, disability and homophobic, transphobic and biphobic abuse;
- implementing appropriate procedures to manage any complex or challenging behaviour, including the use of physical intervention to safeguard Pupils and staff;
- providing effective guidance to Pupils on risky behaviours and having robust procedures for dealing with them, including drug and substance misuse and e-safety;
- children missing education;
- child missing from home or care;

- child sexual exploitation (CSE) and trafficking;
- child criminal exploitation and county lines
- teenage relationship abuse
- the impact of new technologies on sexual behaviour, for example Youth Produced Sexual Imagery, (sexting) and accessing pornography;
- peer on peer abuse:
 - bullying (including cyberbullying and prejudice-based bullying)
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - sexual violence and sexual harassment
 - sexting (also known as youth produced sexual imagery)
 - initiation / hazing type violence and rituals.
- substance/drug misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic violence;
- fabricated or induced illness;
- faith abuse;
- female genital mutilation (FGM);
- forced marriage;
- gangs and youth violence;
- gender-based violence/violence against women and girls (VAWG);
- hate;
- mental health;
- poor parenting
- preventing radicalisation;
- having robust procedures to ensure Pupils' safety when engaged in learning beyond the classroom, such as educational visits or work experience;
- meeting the needs of Pupils' with medical conditions, including the provision of intimate care;
- ensuring that safe working practices are adopted by all staff;

providing first aid.

It relates to aspects of care and education, including:

- children missing from education
- children with family members in prison
- homelessness
- children's and learners' health and safety and well-being including their mental health
- meeting the needs of children who have special educational needs and/or disabilities
- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- alternative provision
- intimate care and emotional well-being
- online safety and associated issues
- appropriate arrangements to ensure children's and learners' security, taking into account the local context.
- children not collected from school
- lost children.

7. Prevent Duty

Radicalisation (prevent strategy)

“The process by which a person comes to support terrorism and forms of extremism leading to terrorism.”

Extremism (prevent strategy)

“Vocal or active opposition to fundamental Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faith and beliefs.”

From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.

The RKLТ has assessed the risks associated with extremism and radicalisation in consultation with the local agencies, RKLТ schools build pupils’ resilience to radicalisation through a broad and balanced curriculum that promotes fundamental values and enables Pupils to challenge extremist views.

All staff receive relevant training and are able to identify children who may be vulnerable to radicalisation, and follow the procedures set out in this policy. E-safety across the RKLТ puts measures in place to ensure online-safety.

8. School Central Record

Each school within the RKLТ will hold and keep up to date its School Central Record of Recruitment and Vetting Checks in accordance with DfE guidance Guidance for Safer Working Practices 2019 and Keeping children Safe in Education 2020. The Trust HR team will ensure that each school adopts a standardised approach that meets the requirements of the guidance and provide support to the Headteacher and DSL to make sure they are able to do this.

Schools will maintain an electronic record of the checks which have been carried out on:

- All staff employed at the school
- Supply staff employed by the school
- Supply staff engaged through an agency
- All others who have regular contact with children at the school including:
 - Volunteers
 - Governors
 - Others brought into school to provide additional instruction to pupils e.g. sports coaches, artists etc.
 - ‘Contractors’

The Single Central Record (SCR) will be complete for all persons (listed above) engaged at each school on an ongoing basis – irrespective of how long they are actually at the school.

9. Access Control

All schools with the RKLТ are expected to put in place appropriate arrangements to ensure the security of school premises.

Section B: Child Protection Policy (Leeds)

LEEDS CHILDREN'S SERVICES

SAFEGUARDING & CHILD
PROTECTION POLICY FOR
SCHOOLS & COLLEGES

Academic Year 2020-21



Leeds Safeguarding
Children Partnership



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

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

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead/s	Nominated Governor	Chair of Governors
2021-2022	Gemma Sargeant: sargeantg@rslt.co.uk 07513 121588	Helen Kerr: kerrh@rslt.co.uk 07545 604369 (Mondays)		

Policy Review date	Date Ratified by governors	Date Shared with staff

**TNCP Cluster Team
Child Protection and Safeguarding Advice
Contact List –**

Role / Agency	Name and role	Contact Details
School Designated Safeguarding Lead (DSL) / Child Protection Coordinator	Gemma Sargeant Cluster Leader	sargeantg@rslt.co.uk 07513 121588
Deputy DSL	Helen Kerr TSL (Mondays)	kerrh@rslt.co.uk 07545 604369
Other DSLs	N/A	
Governor with responsibility for Child Protection and Safeguarding	N/A	
Chair Of Governors	Cluster Chair: Caroline Johnson: Colton Primary Head	johnsonc@cps.rslt.co.uk
Designated Teacher for Children who are looked after	CLA Champion: Gemma Sargeant	
SENDCo	N/A	
PSHE / RSE Coordinator	N/A	
Online Safety Coordinator	N/A	
CSWS Duty and Advice / Front Door Safeguarding Hub	Urgent Child Protection concerns / initial referral	Professionals – 0113 3760336 Members of the public – 0113 2223301
CSWS Emergency Duty Team (out of hours)	Urgent Child Protection concerns	0113 535 0600 childrensEDT@leeds.gov.uk
Education Safeguarding Team	Advice / Training / Safeguarding Audit	0113 3789685 estconsultation@leeds.gov.uk
Local Authority Designated Officer	Allegations against adults in school	0113 3789687
NSPCC Whistleblowing Helpline	Allegations against adults in school	0800 028 0285
Cluster Targeted Services Lead	Family Support / Attendance / Early Help / Pupil Counsellor	
PREVENT Team	Prevent training/advice	0113 535 0810 prevent@leeds.gov.uk

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

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

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

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

Child is any pupil under the age of 18.

Glossary

- DSL Designated Safeguarding Lead
- SENDCo Special Education Needs and Disabilities Coordinator
- PSHE Personal, social health and economic
- SRE Sex and relationships education
- CSWS Childrens' Social Work Services

Visitors to school

All visitors must sign in on arrival and collect a visitor's badge and a School Information Leaflet which outlines Child Protection and Safeguarding procedures in school and how to report and concerns regarding a child/young person or another adult in school. This badge must be worn at all times. Staff must remain with their visitors at all times

COVID-19

This policy will run concurrently with the following addendums issued in April 2020 during the COVID-19 period.

- Safeguarding & Child Protection Policy for Schools and Colleges Addendum - COVID-19 school closure arrangements for Safeguarding and Child Protection and:
- Guidance for safer working practice for those working with children and young people in education settings Addendum April 2020

Part One:

1. Aims

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
- Staff are properly trained in recognising and reporting safeguarding issues

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

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

2. Legislation and guidance

This policy is based on the Department for Education's statutory guidance, Keeping Children Safe in Education and Working [Together to Safeguard Children \(WTTSC 2018\)](#) and the Governance [Handbook](#). We comply with this guidance and the procedures set out by our Local Safeguarding Children partnership (LSCP).

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 pupils 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 ["https://www.gov.uk/government/publications/prevent-duty-guidance"](https://www.gov.uk/government/publications/prevent-duty-guidance) [uidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
Guidance for safer working practice for those working with children and young people in education settings (GSWP) (Safer Recruitment Consortium May 2019)

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

[When to call the police – Guidance for schools and colleges \(NPCC – 2020\)](#)

Schools and colleges are under a statutory duty to cooperate with the published LSCP arrangements. This policy conforms to locally agreed inter-agency procedures and has been ratified by the LSCP Education Reference Group. It is available to all interested parties on our website and on request from the main school office. It must be read in conjunction with other relevant policies and procedures and KCSiE.

The The Childcare (Disqualification) Regulations

20 ["http://www.legislation.gov.uk/ukxi/2018/794/contents/made"](http://www.legislation.gov.uk/ukxi/2018/794/contents/made)18 Childcare [Act 2006](#), which set out who is disqualified from working with children

This policy also meets requirements relating to safeguarding and welfare in the ["https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2"](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2) [tatutory framework for the Early Years Foundation Stage](#).

This policy also complies with our funding agreement and articles of association.

3. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- 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

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

- Appendix 1 explains the different types and indicators of abuse.
- **Children includes** everyone under the age of 18.

4. Equality statement

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, disability, religion, gender reassignment, sex or sexual orientation.
- Have English as an additional language
- Are known to be living in difficult situations – for example, 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

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, and governors in the school. Our policy and procedures also apply to extended school and off-site activities.

All staff

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping [Children Safe in Education](#), and review this guidance at least annually.

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 (2019/2020), understanding the role of the designated safeguarding lead (DSL), reading and understanding the behaviour policy, and their safeguarding responses to children who go missing from education during the school day or otherwise.
- 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 and assessment.
- That children's behaviours can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviours that may communicate that poor wellbeing can be an indicator of factors such as abuse, neglect or exploitation. Staff should understand the children's experiences such of abuse, neglect and adverse childhood experiences can impact on children's mental health, behaviour & education.
- The process for making referrals to local authority children's social work service (CSWS) and for statutory assessments that may follow a referral, including the role they might be expected to play. Fig 1: Summary **of in-school procedures to follow where there are concerns about a child** (Page 13) illustrates the procedure to follow if you have concerns about a child's welfare. Wherever possible, speak to the DSL, deputy DSL or head teacher (in the absence of a DSL) first to agree a course of action. In the absence of a DSL or head teacher being available, staff must not delay in directly contacting children's social work duty and advice team or the police if they believe a child is at immediate risk of significant harm.
- Our work in partnership with other agencies in the best interests of the children. Requests for service to CSWS will (wherever possible) be made by the Safeguarding Designated Staff, to the CSWS advice and duty 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 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.
- In school procedures for recording any cause for concerns and passing information on to DSLs in accordance with school's recording systems.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE) FGM, radicalisation and serious and violent crime. All staff to be aware safeguarding incidents/behaviours can occur outside school or college or be associated with outside factors CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.
- Children missing education/absconding during the school day can also be a sign of CCE, including involvement in County Lines.

Appendix 1 details different kinds of abuse.

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

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

Our DSL is Gemma Sargeant. The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

Cluster Team can use work or personal mobile numbers out of usual office hours: Work: 07513 121588/ Personal: 07841 481176

When the DSL is absent, Helen Kerr and Caroline Johnson will act as cover. Contact details above.

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

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
- Refer suspected cases, as appropriate, to the relevant body (children's social care duty and advice team, Channel programme, and/or police), and support staff to comply with their mandatory reporting duties in cases where FGM has been identified.
- Gemma Sargeant will ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues, have access to regular safeguarding supervision. (Ref: LCC Safeguarding Supervision: Policy and Guidance - Revised 2013).
- The DSL will also keep the Head teacher/ Principal informed of any issues, and liaise with local authority officers and relevant professionals for child protection concerns as appropriate.

- The school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- Provide reports as required for meetings. 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 management plan, the DSL will contribute to the preparation, implementation and review of the plan as appropriate.
- The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2018). NPCC (2020). When to call the police (NPCC 2020) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- Promote the educational outcomes of children with a social worker and other pupils deemed vulnerable.

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

The Governing Board

The governing board will approve this policy at each review, and hold the head teacher to account for its implementation.

The governing board will appoint a lead governor to monitor the effectiveness of this policy in conjunction with the full governing board. Staff governors cannot be the lead governor with responsibility for safeguarding and child protection.

In the event that safeguarding concerns or an allegation of abuse is made against the head teacher, the chair of governors will act as the ‘case manager’. See also 10.2

The governing board, 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 and in keeping with KCSIE. Insert **name of school** use the following alternative or off-site providers and have written evidence of safeguarding arrangements: Insert **name of providers**..... N/A to Cluster apart from when commissioning services during school holiday periods.

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

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

The Headteacher

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 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 (including supply staff) or volunteer, where appropriate.

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

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

- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

6. Confidentiality and Information Sharing

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

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

Confidentiality is addressed throughout this policy with respect to record-keeping (see section 10), dealing with reports of abuse (see Appendix 2), allegations of abuse against staff (see section 10.2), information sharing (see section 6.4) and working with parents (see section 6.5). The schools/college confidentiality *policy for sharing reports of pregnancy by pupils is (please insert your organisational policy statement as appropriate)*. *These procedures must always take into account the organisation's responsibility to safeguard the pupil and promote their welfare.*

Information sharing

Timely information sharing is essential for effective safeguarding. This school/college will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance 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.

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

Working with parents and other agencies to protect children

Parents/carers will be made aware of our in-school procedures in respect to taking any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason

to be concerned that a child may be suffering significant harm, ill treatment or 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.

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.

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.

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

Multi-agency work

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.

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

7. 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.

Opportunities to teach safeguarding

As part of providing a broad and balanced curriculum relevant issues will be addressed through the PSHE curriculum, including self-esteem, emotional literacy, assertiveness, power, relationship and sex education, online safety, online bullying, sexting, child exploitation (CSE/CCE), youth generated images, female genital mutilation (FGM), preventing radicalisation, peer on peer abuse, consent, online safety, anti-bullying, unhealthy and abusive family relationships. The curriculum will reflect the statutory Relationship Education, Relationship and Sex Education and Health Education (DfE 2020). Further support can be obtained from the Health & Wellbeing Service (schoolwellbeing@leeds.gov.uk).

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

Other areas of work

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

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.

The school's online safety policy is reflective of the requirements set out in Keeping Children Safe in Education 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. 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 will 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 (i.e. learning mentor, key worker) and the child's wishes and feelings. A copy of the individual support plan will be kept in the pupil's child protection record (see Appendix 5).

Children with additional needs

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 etc.

When the school is considering excluding, either for a fixed term period or permanently, a vulnerable pupil and/or a pupil who has social care involvement is either subject to a S47 Child Protection plan/child in need plan or there are/have previously been child protection concerns, we will undertake an informed (multi-agency where other professionals are involved) risk-assessment prior to making the decision to exclude. Schools would be advised to speak to the named social worker for the child where the exclusion will be to the home to ensure that any risk is assessed and speak to Area Inclusion Partnership for support if required. Schools should note advice in the DFE Exclusions Guidance September 2017 Section 3. In the event of a one-off serious incident resulting in an immediate decision to permanently exclude, the risk assessment must be completed prior to convening a meeting of the governing board.

Children in Specific Circumstances

This school follows the Leeds LSCP ([www.leeds "https://www.leedsscp.org.uk/Practitioners/Local-protocols"](https://www.leedsscp.org.uk/Practitioners/Local-protocols)LSCP "[https://www.leedsscp.org.uk/Practitioners/Local-protocols".org.uk](https://www.leedsscp.org.uk/Practitioners/Local-protocols)) online multi-agency procedures and will, where necessary, have due regard to the government guidance for children in specific circumstances as outlined in Part 1 and Annex A of KCSIE.

Female Genital Mutilation: The Mandatory Reporting Duty

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".

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 must 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 our local [safeguarding children's partnership procedures](#).

Radicalisation and Terrorism

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. 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.

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 must seek advice appropriately with the DSL who must contact the Education Safeguarding Team or the Prevent Education Officer– Julia Holden, 07891 273720 for further advice (see appendix 10).

Schools and colleges are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. The Education Safeguarding 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. Our school will ensure that as far as possible all front line staff will undertake Prevent awareness training (e.g. Workshop to Raise Awareness of Prevent [WRAP]).

Channel

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.

Peer on peer abuse/ child on child

We recognise that children are capable of abusing their peers and that peer on peer abuse can manifest in many different ways, including bullying, cyber bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, inappropriate/harmful sexualised behaviours, up skirting and youth produced imagery (sexting) and abuse within intimate partner relationships. It is very clear that this type of abuse should always be treated seriously, and never just as banter or part of growing up. Any concerns around peer on peer /child on child 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 behaviours towards others, an AIM (Assessment, Intervention, Moving On) checklist must be completed and contact made with Children's Social Work Service if appropriate (see Appendix 9). There must be a co-ordinated multi-agency approach through a risk assessment management plan (RAMP) to respond to their needs which will include parent/carers, youth justice (where appropriate), children's social work service and health. Further support and advice on AIM Checklists and/or undertaking a RAMP can be obtained from the Education 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 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 child protection policy reporting systems.

The DSL must complete the child exploitation risk identification tool for partners (see Appendix 8) and refer to the table at the end of the tool to help decide how to proceed. A copy of the completed tool must be kept in the child's child protection records for future reference. The DSL can also refer a pupil to the monthly Multi-agency Child Exploitation (MACE) meeting 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.

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.

A copy of the child exploitation risk identification tool for partners (see Appendix 8) for partners can be obtained from the LSCP

Website: <https://www.leedsscp.org.uk/Practitioners/Child-Exploitation-and-Children-Missing-from-Home/County-Lines>

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.

9. Children missing from education

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

Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse, neglect, CSE or CCE including involvement in county lines. School and college staff members must follow the school's or college's procedures for dealing with children who are absent/ go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future (see Appendix 11).

10. A Safer School Culture

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

- Whistle Blowing/Confidential reporting policies (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult's behaviour)
- School's procedures for managing children who are missing 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.

Safer Recruitment, selection and pre-employment vetting

The school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSiE (2020). 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 2020).

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils. (see Appendix 7)

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.

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

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

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:

- 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.

Inappropriate behaviour by staff or person in school 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, sex, disability or sexuality.
- Sexual, for example sexualised behaviour towards pupils, grooming, 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 duty to disclose to the head teacher 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/Principal ("case manager") immediately. If the complaint involves the head teacher then the next most senior member of staff must be informed and the chair of governors/chair of the management committee.

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. The case manager must use the local authority designated officer (LADO) notification form (see Appendix 13) 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/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.

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.

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

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

- **Advice can also be sought from Raminder Aujla – Team Manager Education Safeguarding Team 0113 3789637**

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.

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](mailto: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](mailto:help@nspcc.org.uk).

Training and Support

All staff members will be made aware of systems within our school that support safeguarding and these will be explained to them as part of our staff induction. This includes: the school's/college's safeguarding/child protection policy; the school's safer working practice document and the school's whistleblowing procedures.

We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from designated safeguarding staff. 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).

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 (e.g. 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 basic child protection training (including online safety) and refresher training at least every three years and regular safeguarding and child protection 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. Access to training can be via the Children's Services Education Safeguarding Team and the LSCP.

The Head teacher will attend appropriate 1 day safeguarding training at least every three years.

Governors, including the nominated governor will attend specific training for 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 will be recorded by the school on a separate database.

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

11. Child Protection Records

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 designated safeguarding lead and any safeguarding deputies. Child protection information will be held securely, with access being restricted to the DSL and their deputies, head teacher and in cases of Early Help, the nominated lead professional, if this is not a designated safeguarding lead/officer. For further information please see ["https://www.leedsscp.org.uk/Practitioners/Early-Help-Introduction"](https://www.leedsscp.org.uk/Practitioners/Early-Help-Introduction)ly ["https://www.leedsscp.org.uk/Practitioners/Early-Help-Introduction"Help](https://www.leedsscp.org.uk/Practitioners/Early-Help-Introduction). 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)
- 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
- Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate

- Formal plans for, or linked to, the child e.g. child protection plans, Early Help (previously known as CAF's), risk assessments etc
- A copy of any support plan for the pupil concerned (see Appendix 5)

Where a pupil leaves their existing provision, we will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known) as soon as possible and within 15 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.

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

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

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

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

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.

For audit purposes a note of all pupil records transferred or received will be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology will also be retained for audit purposes and kept securely. 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 Coordinator, EHE Team, Adams Court, Kildare Terrace, Leeds LS12 1DB, following the above procedure for delivery of the records.

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.

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.

Children's and parents' access to child protection files

Under Data Protection legislation (General Data Protection Regulation & Data Protection Act 2018) a pupil or their nominated representative have a number of legal right 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.

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.

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 Childrens Information Governance Hub.

Contact email: IMG.AC@leeds.gov.uk
Telephone: 0113 3784251.

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

Archiving

The school that the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining any child protection records they may hold. The recommended retention 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 destroyed confidentially/deleted from our electronic system. The decision of how and where to store child protection files will be made by the school via the governing board. Due to sensitivity of the information, the records will continue to be held in a secure area with limited access e.g. designated officer or head teacher. The DSL is responsible for ensuring that all CP files are archived in accordance with the timescales referenced above. The DSL is responsible for ensuring that the appropriate timeframes for archiving and destroying child protection records referenced above are set on electronic systems accordingly for each pupil.

Safe Destruction of the pupil record

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

12 Safeguarding responsibilities for pupils in transition

In the event that a pupil transitions full-time from a primary setting into a high school setting before the end of their academic school year 6, the high school must place a pupil on their admissions register on the first day that the pupil attends and submit a new starter form to the local authority admissions team. Once the pupil is registered at the new school, the previous school can remove the pupil from their register. All safeguarding responsibilities, including attendance management, for the pupil will transfer to the head teacher and/or the senior designated safeguarding lead of the secondary setting. All child protection files and risk assessments will be transferred in keeping with the guidance outlined in section 11 of this policy – Child Protection Records

Where a vulnerable pupil transitions from a high school setting to a post-16 provision (refer 11.1.4), the school must complete the FE Safeguarding Information Sharing Form only (Appendix 12). All existing child protection records must be archived in keeping with the guidance outlined in section 11.2 of this policy – Archiving.

Appendix 1: 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 maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

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

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

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

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

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

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations, wealds
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware

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

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

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

Emotional abuse: Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child in participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment

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

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

N.B.: Some situations where children stop communication suddenly (known as "traumatic mutism") may indicate maltreatment.

Child Sexual Exploitation: Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate

or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

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

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 LSCEP have a multi-agency protocol to support professionals in making informed judgements for bruising in non-independently mobile children. <https://www.leedsscp.org.uk/LSCB/media/Images/pdfs/Multi-agency-Bruising-Protocol-for-Children-Not-Independently-Mobile-V4.pdf>
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances
- Invasive procedures

Appendix 2 Responding to children who report abuse.

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

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

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

Immediately afterwards

You must not deal with this yourself. All reports of abuse must be recorded and responded to in keeping with the professional roles and responsibilities outlined in Fig 1: Summary of in-school procedures to follow where there are concerns about a child (Page 13)

Appendix 4 Cause for Concern Form

Page 1 of 2

Strictly Confidential

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

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

Name of staff member completing form.....

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

Signed: _____

Action/passed to _____

For: Designated Safeguarding Lead Officer Use

Name: _____ Date: _____ Time _____

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

Appendix 5 SMART Plan

Example: Overview of Pupil Support/SMART Plan

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

Part Two:

The following Appendices reflect our LSCP referral pathways and procedures for responding to specific circumstances, which must be read and followed by all staff as appropriate when responding to individual concerns and circumstances and pre-appointment checks...

Appendix 7 Recruitment and Selection Checklist

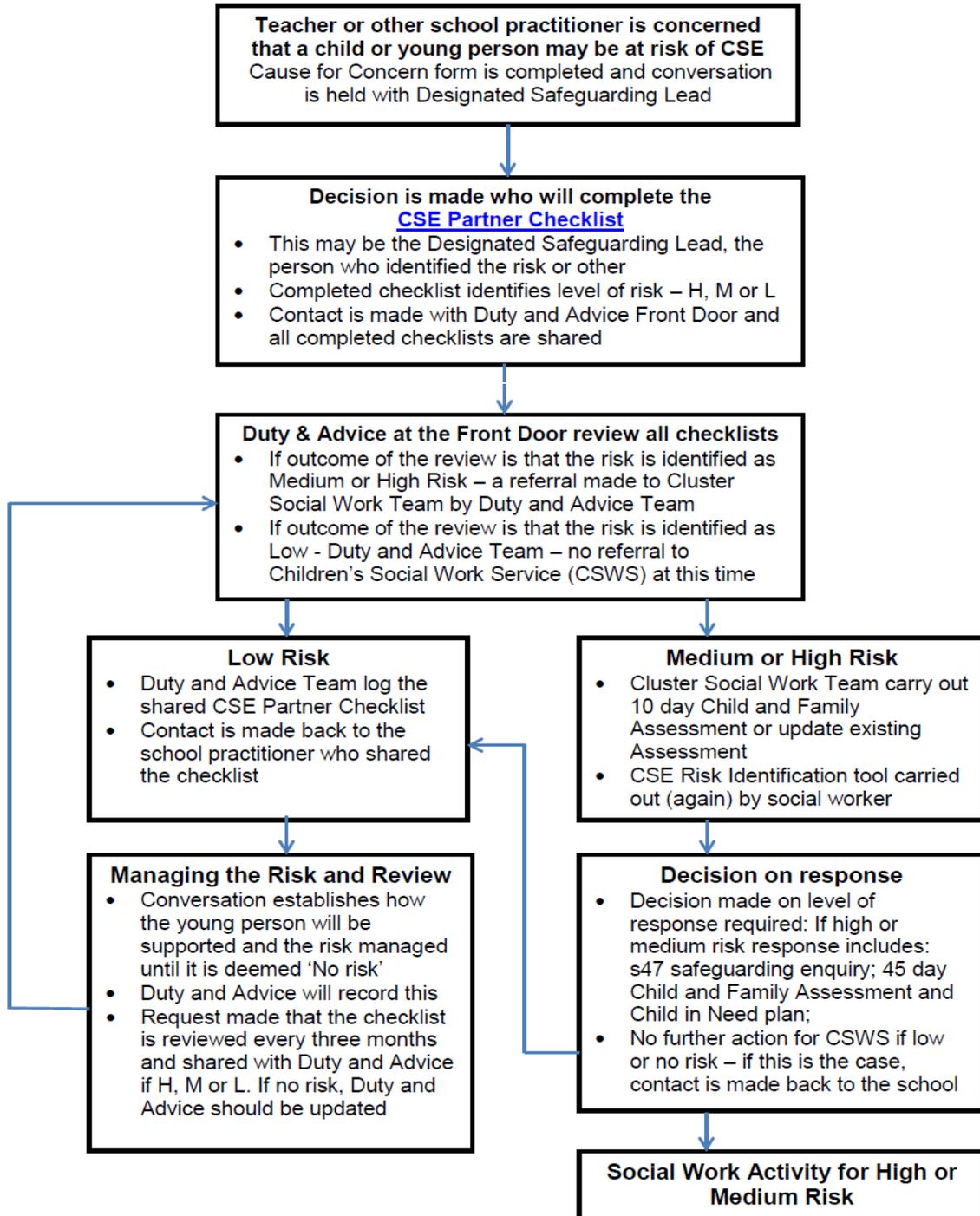
	Initials	Date
Vacancy advertised. Advertisement includes reference to safeguarding policy, that is, statement of commitment to safeguarding and promoting welfare of children and need for successful applicant to be DBS checked		
Application form on receipt - Scrutinised – any discrepancies/anomalies/gaps in employment and signed to confirm that the applicant accepts the content is true.		
Two References. Sought directly from referee on short-listed candidates. This should be the head teacher (or most senior manager) within the organisation; ask recommended specific questions around suitability to work with children.		
Interview arrangements - Supporting evidence to verify that at least one member of the interview panel for recruitment has completed safer recruitment training.		
Copy of Interview notes - Explores applicants' suitability for work with children as well as for the post		
Note: identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents; copies of documents taken and placed on file; where appropriate applicant completed application for DBS disclosure		
Conditional offer of appointment: pre appointment checks. Offer of appointment is made conditional on satisfactory completion of the following pre- appointment checks and, for non-teaching posts, a probationary period		
Identity - copies of relevant documents kept in file		
Qualifications - copied of relevant documents kept in file		
Evidence of permission to work in UK, if required		
DBS certificate - satisfactory DBS certificate checked		
DBS Barred list – person is not prohibited from taking up the post		
Childcare (Disqualification) Regulations 2009 Letter- For any staff who work in childcare provision or who are directly concerned with the management of such provision as defined in the statutory guidance.		
Health – the candidate is medically fit		
Prohibition – (for anybody undertaking teaching work in any type of school) the member of staff 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		
Copy of organisation's safeguarding and child protection policy		
Copy of the school's behaviour policy		
Copy of Guidance for safer working practice		
Copy of organisation's whistleblowing procedures		

Copy of Keeping Children Safe in Education (most updated version) including a copy of Annex A		
Copy of the school's ICT Acceptable use policy		
Copy of the organisations online safety policy		
Child Protection training and induction		
Information of the school's CME processes		

Appendix 8 Child Exploitation Response Checklist

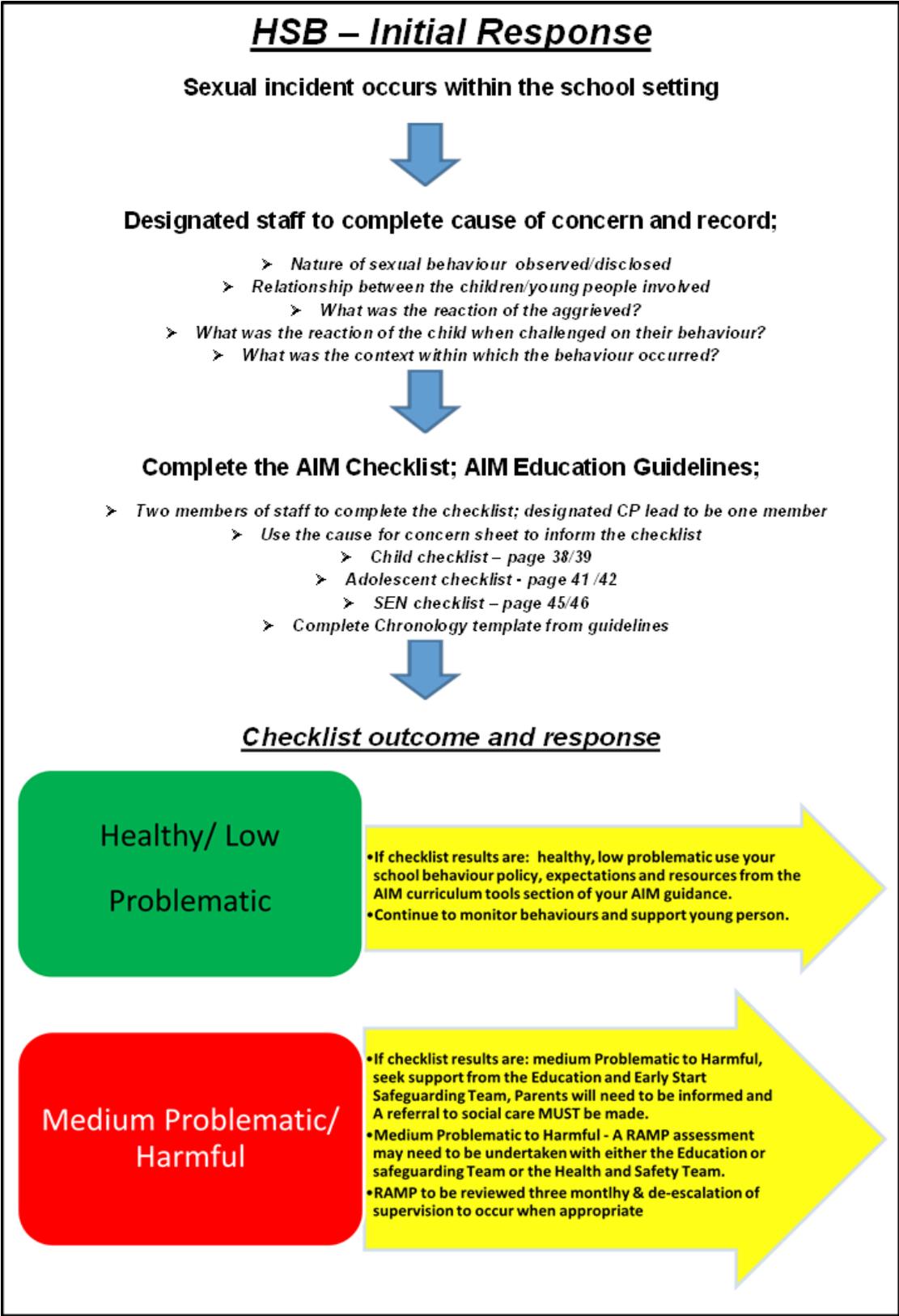
Responding to identified concerns about Child Sexual Exploitation (CSE) in schools

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.



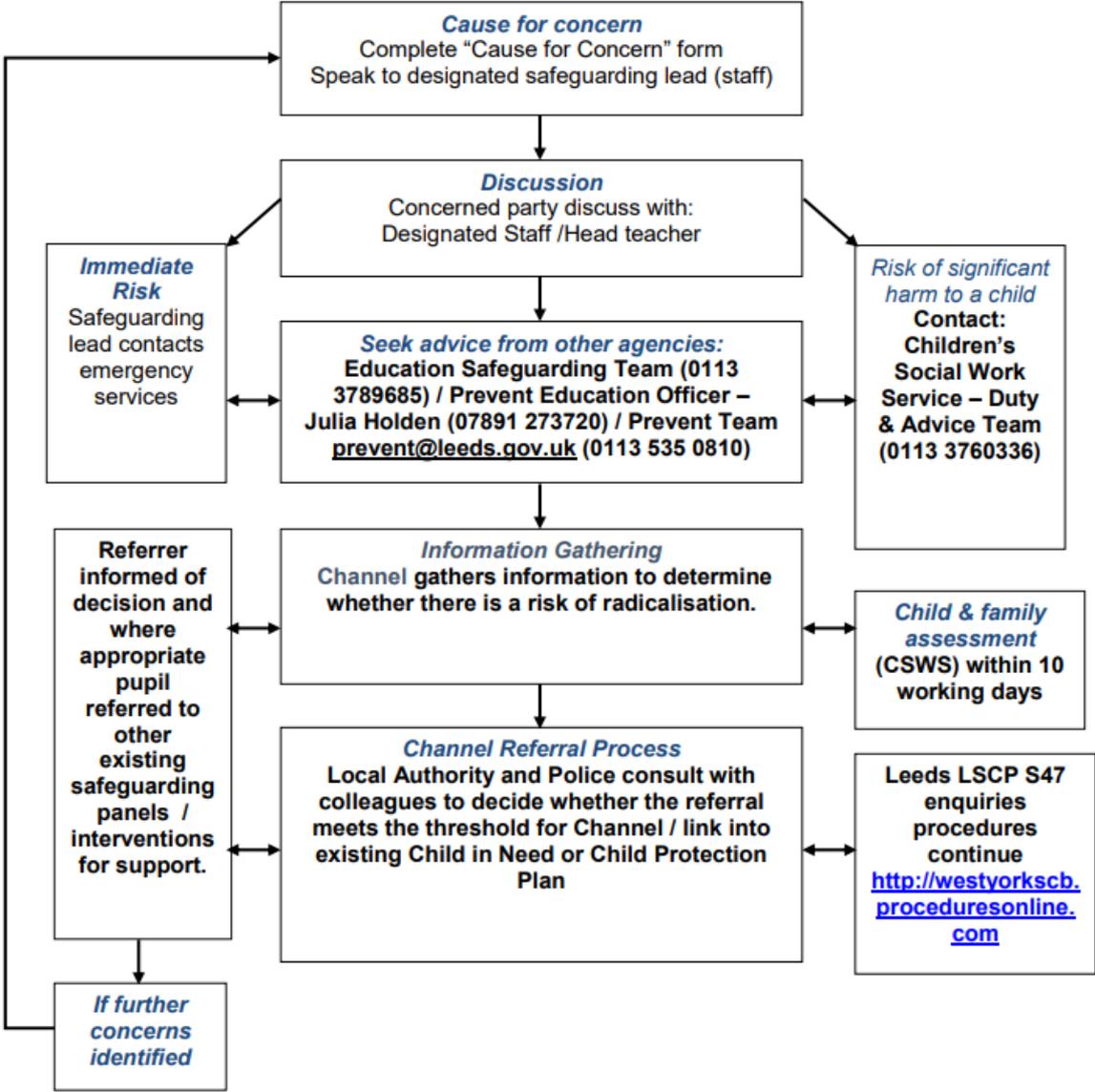
Appendix 9 Harmful Sexual Behaviour Response Checklist

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 10 Radicalisation Response Checklist

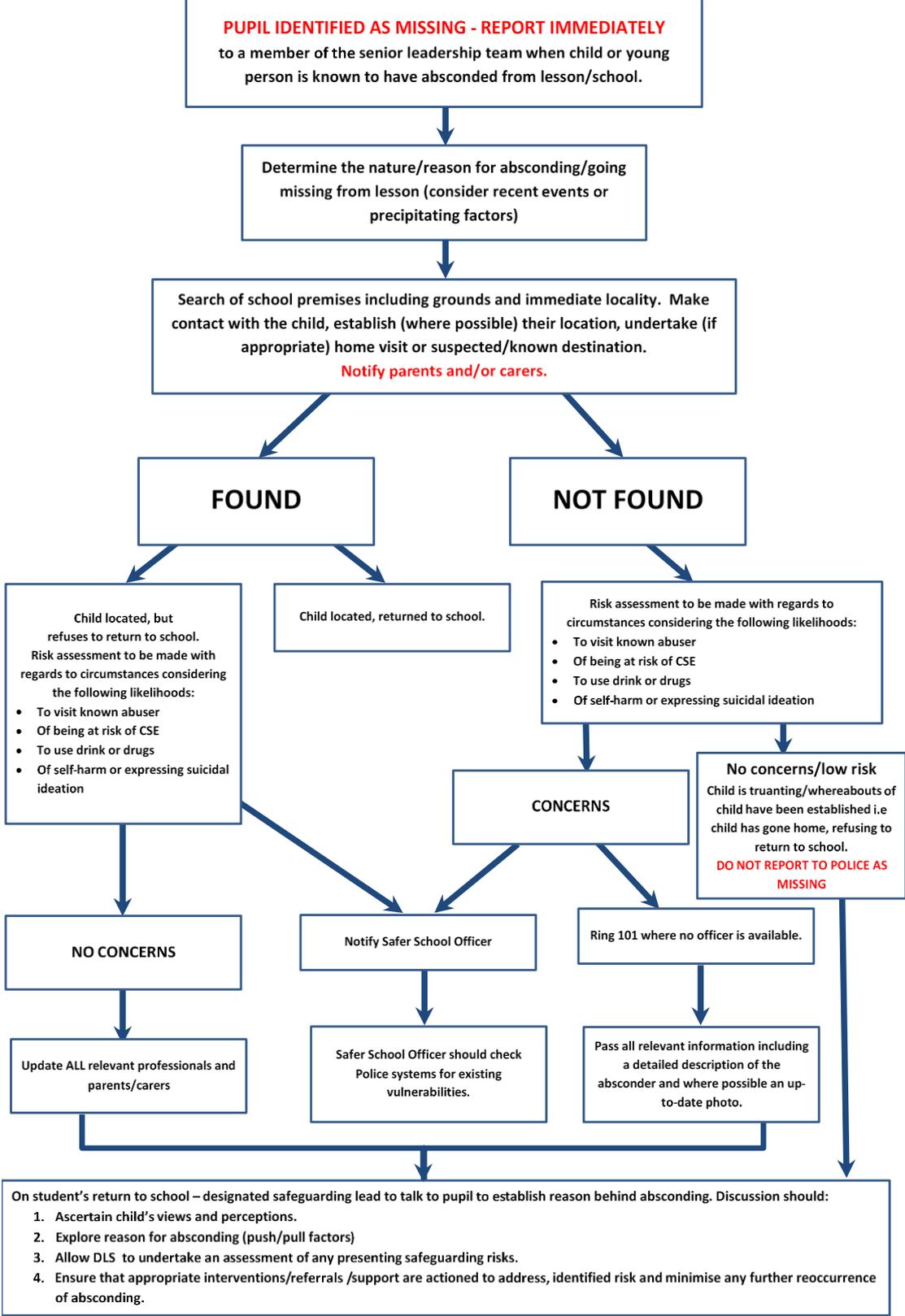
Summary of in-school procedures to follow where there are potential radicalisation concerns about a child/member of staff



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

Appendix 11 Missing from School Response Checklist

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



Appendix 12 FE Safeguarding Information Sharing Form

Name			
Date of Birth			
Gender Identity	Male	Female	Transgender
	Non-Binary	Genderqueer	Gender-fluid

Please indicate the nature of the incident or safeguarding issue that you have been concerned about either in the past or currently?

Physical Abuse		Sexual Abuse		Emotional Abuse	
Neglect		Mental ill Health		Suicidal intent	
Self-Harm		Forced Marriage		Risk to others	
Prevent		CSE		Faith Abuse	
Financial Abuse		Domestic Violence		Female Genital Mutilation	
Fabricated/Induced Illness		Gangs and Youth Violence		Harmful Sexual Behaviour	
Institutional abuse		Missing from home		Sexting	
Trafficking		Missing in education		Substance abuse	
*Child Looked After					

Other(Please State):

Are there any current or relevant historical safeguarding concerns?

Please can you provide details of the concerns that you have noted. Please also indicate if the concern was referred to any agencies (i.e. children’s social work services, adult social care, police) and the outcome of the referral? Feel free to use additional sheets if required.

Safeguarding Issue	Date	What action was taken / Referred to agency?

Please can you give full details including contact details of which agencies are currently working with the student?			
Children's Social Work Services		Adult Social Care	
Probation		Youth Offending Services	
CAMHS		Police	
Other, Please state			

Has the student been subject to a Child in Need Plan, a Child Protection Plan, Early Help Plan, Education Health Care Plan or Personal Education Plan Please <i>give further details about the support they are currently receiving.</i>

What areas of support would you recommend the student will need at College?					
Additional Learning Support		Life Skills		Family support	Substance Misuse
Risk of offending or re-offending		Financial <i>*CLA are entitled to bursaries and discretionary funding.</i>		Health Advice	Emotional Wellbeing
Basic Skills		Housing		Counselling	Other, please state below
Risk Management Plan		<i>(Please indicate if this is for risk to others, risk to themselves or relating to sexually harmful behaviour)</i>			

Please can you provide further information concerning any recommendations for support?

Please can you provide your details below:	
Name:	Position:
Organisation:	Tel No:
Email Address:	Date:

CONSENT TO SHARE INFORMATION PRIOR TO ENROLMENT

To be completed by student

I **Insert** Name give **consent for the above information to be shared with Insert** name of provider

Date	
Signature of student	

If consent from student has not been sought or you wish the FE provider to contact you directly for further information pertaining to this pupil, please provide a contact name and number of the relevant designated safeguarding lead.

Name of contact	
Telephone number	

Thank you for taking the time to gather the information requested. Please ensure that the completed form is returned securely to the relevant designated safeguarding officer listed below.

Please return this form to the relevant contact listed below:

Leeds College of Building	
Name of contact	Charlotte Duffy
Job Title	Safeguarding Officer
Name of organisation / service	Leeds College of Building, HR Unit, North Street, Leeds, LS2 7QT
Email address	cduffy@lcb.ac.uk
Contact telephone number	T: 0113 2226000 Ex: 3845 M: 07872693424

Notre Dame Catholic 6th Form College	
Name of Contact	Sarah Dumont
Job Title	Deputy Principal
Name of organisation / service	Notre Dame College– St Mark’s Ave, Leeds LS2 9BL
Email address	s.dumont@notredamecoll.ac.uk
Contact telephone number	0113 2946644

Leeds City College	
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Name of Contact	Andrew Ottey
Job Title	Head of Safeguarding
Name of organisation / service	Leeds City College, Park Lane Campus, room A2.20
Email address	andrew.ottey@leedscitycollege.ac.uk
Contact telephone number	Tel: 0113 2162055/ 07710138460

	Leeds Arts University
Name	Katrina Welsh
Job Title	Head of Student Support
Name of organisation / service	Leeds Arts University
Email address	katrina.welsh@leeds-art.ac.uk
Contact telephone number	0113 202 8000

	Elliott Hudson College
Name	Rosie Quashie
Job Title	Assistant Principal
Name of organisation / service	Elliott Hudson College
Email address	rosiequashie@elliottHUDSONcollege.ac.uk
Contact telephone number	0113 3239777

Appendix 13 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?

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>
--	--

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 <i>What is their view</i>

Do you believe that the individual concerned poses a current risk of significant harm to children and young people in your organisation?
<i>Please explain your rationale for both a Yes or No response.</i>

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

Form Completed by:

Contact details:

Information entered on MOSAIC: YES

NO

Appendix 14 Prevent Referral Form

REFERRAL PROCESS	
<p>Once you have completed this form, please email via secure email arrangements to: prevent@leeds.gov.uk and nectu.fimu@westyorkshire.pnn.police.uk</p> <p>All public sector organisations (including schools) have appropriate email security in place. Please contact prevent@leeds.gov.uk if you wish to refer from outside this sector.</p> <p>If you have any questions whilst filling in the form, please call: 0113 535 0810 (Leeds City Council Prevent Team) or 0113 395 4141 (Police Prevent Team).</p>	
INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS	
Forename(s):	First Name(s)
Surname:	Last Name
Date of Birth (DD/MM/YYYY):	D.O.B.
Approx. Age (if DoB unknown):	Please Enter
Gender:	Please Describe
Known Address(es):	Identify which address is the Individual's current residence
Nationality / Citizenship:	Stated nationality / citizenship documentation (if any)
Immigration / Asylum Status:	Immigration status? Refugee status? Asylum claimant? Please describe.
Primary Language:	Does the Individual speak / understand English? What is the Individual's first language?
Contact Number(s):	Telephone Number(s)
Email Address(es):	Email Address(es)
Any Other Family Details:	Family makeup? Who lives with the Individual? Anything relevant.

DESCRIBE CONCERNS	In as much detail as possible, please describe the specific concern(s) relevant to Prevent.
Please Describe	
<p>FOR EXAMPLE:</p> <ul style="list-style-type: none"> • How / why did the Individual come to your organisation's notice in this instance? • Does it involve a specific event? What happened? Is it a combination of factors? Describe them. • Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How? • Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact? • Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information? • Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly? • Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider <i>any</i> extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures. • Please describe any other concerns you may have that are not mentioned here. 	

Section C: Trust School Named DSL, Training Records and Resources

Each school within the RKLТ has an appropriately trained Designated Safeguarding Lead and routinely updates this section of the Child Protection policy.

Contents	Page(s)
Item 1 Named personal with designated responsibility for Child Protection	54
Item 2 Dates of Staff Training and details of course title and training provider	54
Item 3 Contacts	55
Item 4 Resources	55
Item 5 DFE Links	59

Item 1 **Named personnel with designated responsibility for Child Protection**

Academic year	Designated Safeguarding Lead	Other trained DSL's	Nominated Governor	Chair of Governors

Item 2 **Dates of Staff Training and details of course title and training provider**

Whole School	Designated Safeguarding Lead	Designated Safeguarding Lead	Headteacher

Item 3 Contacts

Item 4 Resources

- **Children Missing from Home or Care**
<http://www.safeguardingchildren.co.uk/professionals/missing/>
<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>
- **Children Privately fostered**
<http://www.safeguardingchildren.co.uk/professionals/private-fostering>
- **Child Sexual Exploitation/Grooming**
<http://www.safeguardingchildren.co.uk/professionals/practice-guidance>
<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

Online training: <http://www.safeguardingchildren.co.uk/learning-improvement/training-courses>

- **Children who are Bullied**
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- **Children who self-harm and suicidal behaviour**
<http://www.safeguardingchildren.co.uk/pink-book>

Online training: <http://www.safeguardingchildren.co.uk/learning-improvement/training-courses>

- **Children who Sexually Harm**
<http://www.safeguardingchildren.co.uk/professionals/YPWSH>
- **Domestic Abuse and Impact on Children**
<http://www.safeguardingchildren.co.uk/professionals/domestic-abuse>

Training: <http://www.safeguardingchildren.co.uk/learning-improvement/training-courses>

- **Female Genital Mutilation**
<http://www.safeguardingchildren.co.uk/professionals/fgm>

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Online training: <http://www.safeguardingchildren.co.uk/learning-improvement/training-courses>

- **Forced Marriage** <https://www.gov.uk/forced-marriage>

Online training: <http://www.safeguardingchildren.co.uk/learning-improvement/training-courses>

- **Modern Slavery and Human Trafficking**

<http://www.safeguardingchildren.co.uk/admin/uploads/resources/nyp-modern-slavery-toolkit.pdf>

Online training: <http://www.safeguardingchildren.co.uk/learning-improvement/training-courses>

- **Parental Mental Health**

Online Training

<http://www.safeguardingchildren.co.uk/learning-improvement/training-courses>

- **Private Fostering**

<http://www.safeguardingchildren.co.uk/professionals/private-fostering>

- **Radicalisation to extremist behaviour**

Prevent Guidance

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Channel Guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

DfE Safeguarding advice for schools:

<https://www.gov.uk/government/news/new-safeguarding-advice-for-schools-and-childcare-providers>

DfE and Home Office Social media guide:

<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>

Online training <https://www.elearning.prevent.homeoffice.gov.uk/>

[Understanding Pathways to Extremism and the Prevent Programme](https://nyscb.safeguardingchildren.co.uk/Understanding_Pathways_to_Extremism_and_the_Prevent_Programme)

<https://nyscb.safeguardingchildren.co.uk>

- Youth Produced Sexual Imagery
Sexting- Responding to incidents and safeguarding young people
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF

Domestic abuse	<p>Expect Respect Educational Toolkit designed to help schools to address the issue of domestic abuse from KS1-5 www.womensaid.org.uk</p> <p>A website to help children and young people understand domestic abuse (KS2-5) www.thehideout.org.uk</p> <p>Independent domestic abuse service provides a range of information for staff and young people. www.idas.org.uk</p>
Sexual Abuse Healthy Relationships Child Sexual Exploitation	<p>NSPCC pants- the underwear rule (EYFS and KS1-2) http://www.nspcc.org.uk/ (also has a section for parents/carers)</p> <p>Friend or Foe who can you trust? A sexual exploitation and relationships education programme (KS3,4) www.safeguardingsheffieldchildren.org.uk</p> <p>Can you see me? An educational resources to explore teenage relationship abuse (KS3,4) www.canyouseeme.coop</p>
E safety	<p>Adventures of Smartie the penguin for EYFS and KS1 and Smart rules with Kara, Winston and the Smart Crew for KS2 http://kidsmart.org.uk</p> <p>Think u know has a range of supporting resources for KS1-5 http://www.thinkuknow.co.uk/ (It also has a section for parents/carers)</p> <p>E-safety resources for young people, teachers and professionals, parents and carers www.childnet-int.org including Jenny's Story for secondary age pupils</p> <p>E-safety activities at www.childnet.com.KS1-4</p> <p>Digital Citizenship Scheme http://www.digital-literacy.org.uk/Home.aspx</p> <p>South West Grid for Learning has a range of eSafety resources at</p>

	<p>http://www.swgfl.org.uk/products-services/Online-Safety-Services/E-Safety-Resources</p> <p>360 Degree Safe – an eSafety audit and planning tool http://www.360safe.org.uk/</p> <p>London Grid for Learning eSafety resources and schemes of learning at http://www.lgfl.net/esafety/Pages/education.aspx</p> <p>Yorkshire Humberside Grid for Learning resources at http://www.yhgfl.net/eSafeguarding/eSafety</p>
Bullying	<p>DfE anti bullying guidance https://www.gov.uk/government/publications/preventing-and-tackling-bullying</p> <p>The Anti-bullying Alliance: with access to lots of resources to support anti-bullying work in schools, both at strategic and curriculum delivery levels www.anti-bullyingalliance.org</p> <p>Childline (KS2-5) www.childline.org.uk</p> <p>'Lets Fight it Together' (Cyberbullying DVD) KS2-3 http://www.youtube.com/watch?v=dubA2vhllrg</p> <p>Kidscape www.kidscape.org.uk/ (KS1-4) Cyberbullying www.kidscape.org.uk/cyberbullying/ Childnet www.childnet.com (KS1-4) Stonewall www.stonewall.org.uk (KS1-4) BeatBullying www.beatbullying.org (KS1-4)</p>
Female Genital Mutilation	<p>PSHE association has a page on its website focused on this issue. This contains a link to a lesson plan (KS3-5) https://www.pshe-association.org.uk/content.aspx?CategoryID=1193</p>
Forced Marriage	<p>Plan Uk has a range of information and supporting lesson plans (KS3-5) http://www.plan-uk.org/resources/documents/teaching-resource-forced-marriage.pdf/</p>
Radicalisation/extremist behaviour	<p>(Personalising Provision: Vulnerability Factors: Vulnerable to Radicalisation to Extremist behaviour).</p>
Supporting parents/carers	<p>The family planning association has a parents/carers section to support them in talking</p>

	<p>to their children about a range of growing up, sex and relationship and keeping safe issues</p> <p>www.fpa.org.uk</p> <p>A website to support parents in preventing sexual abuse</p> <p>www.parentsprotect.co.uk</p>
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NYSCB www.safeguardingchildren.co.uk
 CAPE (Child Protection in Education) www.cape.org.uk

Documents

DfE Documents www.education.gov.uk
 Statutory Guidance and Departmental Advice
 Working Together to Safeguard Children

Training Materials

Online Basic Awareness www.safeguardingchildren.co.uk

Item 4 DFE Links

Please access the following links:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418686/Keeping_children_safe_in_education.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418687/Keeping_children_safe_in_education_part_1_only.pdf

Section D: E-Safety and Social Media

1. Rationale

The use of 'Information and Communication Technologies (ICT)' has great benefits for the development of students' learning and the administration and governance of our Trust. With these advantages, however, come risks, including:

- 1.1 child sexual exploitation
- 1.2 identity theft including phishing
- 1.3 spam
- 1.4 'cyber' bullying
- 1.5 viruses

It is the aim of this policy to minimise these risks for

- 1.6 students
- 1.7 staff and others involved with the daily activities of the trust.
- 1.8 the dark net

2. What is 'Un-Safe' Use of ICT

This policy is concerned with significantly unsafe use of ICT, not minor infringements. Just as safe use of ICT is commonly known as E-Safety, unsafe use of ICT is an E-Safety incident. E-Safety incident:

- 2.1 uses some form of technology
- 2.2 causes or could have caused significant offence, harm or distress
- 2.3 may or may not be deliberate
- 2.4 may not have occurred within school or on school equipment.

Examples of E-Safety incidents (not exclusive) include:

- 2.5 a student or member of staff viewing pornography on a school computing device
- 2.6 a student bullying someone from another school with text messages
- 2.7 a student bullying a fellow student using instant messaging services
- 2.8 a student placing distressing posts about a member of the school community on social networking sites like Facebook
- 2.9 a student publishing their own address details on the internet
- 2.10 a student publishing revealing images of her or himself on a social networking site

- 2.11 a student sharing a phone video of a member of staff in a lesson with other students
- 2.12 a member of staff suspecting a student of being groomed through their use of internet chat services
- 2.13 a student modifying a photo of a member of staff and distributing it leading to offence

3. Staff Responsibilities

3.1 E-Safety Coordinator

Each school will identify an 'E-Safety Coordinator'; all members of the school community will be made aware of who holds this post. It is the role of the E-Safety Coordinator to:

3.1(a) keep abreast of current issues and guidance through organisations such as CEOP (Child Exploitation and Online Protection) and Childnet

3.1(b) support staff in handling incidents

3.1(c) support the education of students and staff in the safe use of ICT

3.2 Network Services Manager

Maintain services in support of the safe use of ICT. Typically to include;

3.2(a) internet and email filtering and logging

3.2(b) classroom management tools to monitor ICT use

3.2(c) network access logging

3.2(d) appropriate level of network security against malicious use

3.3 Other staff

3.3(a) know what is safe use of ICT

3.3(b) model safe use of ICT within the school community and beyond

3.3(c) be alert to unsafe use of ICT, by students & staff within school and beyond

3.3(d) manage & report incidents as appropriate

3.3(e) educate students where required by the curriculum

4. Student Responsibilities

4.1 Must adhere to an Acceptable Use Policy

4.2 Must report incidents as they occur through the most appropriate member of staff; e.g. current teacher, form tutor, E-Safety Coordinator, DSL or SLT.

5. Parent Responsibilities

- 5.1 Understand the Acceptable Use Policy and encourage their child to use ICT safely
- 5.2 Accept any sanctions that are applied when a student breaches the policy

6. Education in Safe Use of ICT

6.1 Staff

- 6.1(a) In addition to the Child Protection training, all staff will be trained in the safe use of ICT both for themselves and for students they supervise; the training will be regular and kept up-dated.
- 6.1(b) Certain members of staff will have a higher level of expertise and clearly defined responsibilities.
- 6.1(c) All new staff will receive an individual copy of the Safeguarding and Child Protection Policy, making a signed declaration this has been received, which includes information on each school's acceptable use policy, as part of their induction.

The training will raise awareness of their individual responsibilities for the safeguarding of children within the context of E-Safety and will cover what to do in the event of misuse of technology by any member of the school community.

6.2 Students

- 6.2(a) Each school will provide opportunities through ICT, Assemblies and other curriculum and non-curriculum times as appropriate
- 6.2(b) The ICT curriculum for will include relevant legislation such as Data Protection and intellectual property laws.
- 6.2(c) Students will be taught about copyright and respecting other people's information, images, and related topics.
- 6.2(d) Students will be made aware of the impact of Cyberbullying and know how to seek help if they are affected by any form of online bullying.
- 6.2(e) Students will be taught the dangers of releasing personal information through the use of social networking platforms and instant messaging / chat facilities. Where these technologies have good educational outcomes they will be available within our Network Services.
- 6.2(f) Students will also be made aware of where to seek advice or help if they experience problems when using the internet and related technologies; i.e. parent/ carer, teacher/ trusted staff member, or an organisation such as Childline or CEOP report abuse button.

7. Managing Technology

The internet is an open communication medium, available to all, at all times. Anyone can view information, send messages, discuss ideas and publish material which makes it both an invaluable resource for education, business and social interaction, as well as a potential risk to young and vulnerable people. Internal networks are logged to allow any inappropriate use to be identified and followed up.

7.1 Infrastructure

Each school will monitor access and use of the school network including internet services, so activity is monitored and recorded. Email and internet activity can be monitored and explored further if required.

Each school will be aware of its responsibility when monitoring staff and student communication under current legislation and take into account:

7.1(a) GDPR 2018

7.1(b) Data Protection Act 1998

7.1(c) The Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000,

7.1(d) Regulation of Investigatory Powers Act 2000,

7.1(e) Human Rights Act 1998

7.1(f) And with regard to cyber bullying or other harmful communication:

- Protection from Harassment Act 1997
- Criminal Justice & Public Order Act 1994
- Malicious Communications Act 1988
- Communications Act 2003
- Defamation Act 2013

Each school will use management control tools for controlling and monitoring workstations. The school also reserves the right to inspect any computing device authorised for use for school activity.

7.2 Managing the Internet

Access to the internet will be monitored.

Staff will make every effort to preview sites and applications before recommending them to students; it is recognised that internet sites and applications are beyond the control of the Trust.

All users must observe software copyright at all times. It is illegal to copy or distribute school software or illegal software from other sources.

All users should make all reasonable attempts to observe copyright of materials from electronic resources.

Users must not post personal, sensitive, confidential or classified information or disseminate such information in any way that may compromise its intended audience.

Users must not reveal personal information/images about members of the school community (including names) acquired through school life on any social networking site or blog without seeking the subject's permission. Information published on the internet prior to the adoption of this policy may remain where not causing an issue, however staff should declare any material in the public domain (to the Designated Safeguarding Lead) which will be inspected for suitability.

If staff are asking students to download apps or sign-up to sites for activities such as blogging, permission must be sought from the relevant Senior Leader in conjunction with Network Services.

8. Communication

Students, Parents, Staff and Governors are made aware of the Safeguarding and Child Protection Policy through a variety of means:

8.1 E-Safety will be introduced to the students at the start of each school year

8.2 E-Safety messages will be embedded across the curriculum whenever the internet and/or related technologies are used including Assemblies and other non-curriculum time

8.3 E-Safety posters will be prominently displayed

8.4 E-Safety updates will be displayed via the following methods;
8.4(a) school website

8.4(b) any school learning platform

9. Specific E-Safety Issues

Further advice available <http://www.itgovernance.co.uk/>

9.1 Digital images & video

Digital images are easy to capture, reproduce and publish and, therefore, misuse. It is not always appropriate to take or store images of any member of the school community or public, without first seeking consent and considering the appropriateness.

With the written consent of parents (on behalf of students) and staff, the school permits the appropriate taking of images by staff and students. Staff should only take photographs or videos of students with the express permission of student and parent. This is normally obtained from parents on entry to each school and a list of the students whose parents have objected to this is kept by the Data Officer. It is preferred that school equipment is used for this, but in any case, images must be transferred within a reasonable time scale and solely to the school's network or hosted services controlled by the school and deleted from the original device. Staff must not share or store images of students on their own Personal Mobile Device (PMD) or personal social media networks.

Students must be advised when using personal digital equipment, especially during field trips, that images and video should only be taken and shared with the subjects' consent. Students should also be advised that complaints against this condition will be considered a serious breach of this policy and risk having the device confiscated until it can be inspected, in their presence, by the E-Safety co-ordinator, DSL or a member of the Senior Leadership Team.

Permission to use images and video of all staff is sought on induction and a copy is to be stored in the relevant personnel file within each local school.

9.2 Publishing Student's Images and Work

On a student's entry to the school, all Parents/carers are asked to give permission to use their student's work / photos in the following ways:

- 9.2(a) on the school web site
- 9.2(b) on the school's learning platform
- 9.2(c) in the school prospectus and other printed publications that the school may produce for promotional purposes
- 9.2(d) recorded/ transmitted on a video or webcam
- 9.2(e) in display material that may be used in the school's communal areas
- 9.2(f) in display material that may be used in external areas, ie exhibition promoting the school
- 9.2(g) general media appearances, e.g. local/ national media/ press releases sent to the press highlighting an activity (sent using traditional methods or electronically)

This consent form is considered valid for the entire period that the child attends each school unless there is a change in the child's circumstances where consent could be an issue, e.g. divorce of parents, custody issues, etc. Parents/carers may withdraw permission, in writing, at any time. Consent has to be given by all interested parties in order for it to be deemed valid. Students' full names will not be published alongside their image by the school and vice versa. E-mail and postal addresses of students will not be published. Often, the press wishes to publish full names for members of teams. In these cases, the member of staff supervising will ensure that appropriate permission is sought. Before posting student work on the Internet, the member of staff responsible must check that permission has been given for work to be displayed.

9.3 Video Conferencing

9.3(a) All students are supervised by a member of staff when video conferencing – unless permission is given by the E-Safety Coordinator or a member of SLT.

9.3(b) Any conferencing equipment is not set to auto-answer and is only switched on for scheduled and approved conferences.

9.3(c) No part of any video conference with end-points outside of the school is to be recorded in any medium without the written consent of those taking part.

Additional points to consider:

9.3(d) Participants in conferences offered by 3rd party organisations may not be DBS checked and therefore supervision is required.

9.3(e) Conference supervisors need to be familiar with how to use the video conferencing equipment, particularly how to end a call if at any point any person taking part becomes unhappy with the content of the conference.

- 9.4 Personal Mobile Devices (PMDs) including iPADS, phones and other PMDs provided by school
- 9.4(a) The school allows staff to bring in PMDs for their own use. Under no circumstances does the school allow a member of staff to use an identifiable PMD/personal email account to contact a student.
- 9.4 (b) Staff are advised not to contact a parent/carer using their PMD but there may be circumstances concerning a duty of care to students which override this.
- 9.4(c) Students are allowed to bring PMDs to school
- 9.4(d) The school is not responsible for the loss, damage or theft of any personal PMD.
- 9.4(e) The sending of inappropriate (as determined by any involved party) text messages between any member of the school community is not allowed.
- 9.4(f) Permission must be sought before any image or sound recordings are made on these devices of any member of the school community.
- 9.4(g) Users bringing personal devices into school must ensure there is no inappropriate or illegal content on the device.
- 9.4(h) Where the school provides mobile technologies such as iPADS, phones, laptops for offsite visits and trips, these devices must be used.
- 9.4(i) Where members of staff use PMDs to access school services such as email or the intranet, they should not download personal information such as lists of student names to their phone.
- 9.4(j) Where members of staff use PMDs to access school services, password protection is mandatory in case of theft or loss. Any staff losing a PMD which is configured for school data services must report the loss to Network Services as soon as practical. The Trust strongly advises staff to install the school's Mobile Device Management software onto the PMD if they have configured their device to school services.
- 9.5 iPad Schemes
Authorised use of mobile devices under this scheme will be covered by the iPad Learning Agreement (Section E)

10. Further Guidance

Websites offering help and advice:

- <http://www.anti-bullyingalliance.org.uk>
- <http://www.itgovernance.co.uk/>
- <http://www.thegrid.org.uk/schoolweb/safety/webcams.shtml>
- <http://www.thinkuknow.co.uk>
- <http://www.leedslearning.net/documents/E-Safety/Chat%20Room%20Dangers%20and%20computer%20safety.doc>
- <http://www.ceop.gov.uk/>
- <http://www.getsafeonline.org/>

- <http://www.parentscentre.gov.uk/flash/safety/main.swf>
- <http://www.kidsmart.org.uk/>
- <http://www.microsoft.com/athome/security/children/default.mspx>
- <http://www.parentscentre.gov.uk/>
- <http://schools.becta.org.uk/index.php?section=is>
- <http://publications.becta.org.uk/display.cfm?resID=32424&page=1835>
- <http://www.digizen.co.uk/>
- http://www.portal.northerngrid.org/ngflportal/custom/resources_ftp/client_ftp/E-Safety_audit_tool/E-Safety_audit_tool.html
- <http://www.nextgenerationlearning.org.uk/safeguarding>

11. Procedures for Handling and Reporting Incidents

11.1 Student E-Safety incidents

Many incidents of misbehaviour involving ICT do not lead to actual or potential significant offence, harm or distress. These should be dealt with by our normal discipline procedures. Where the member of staff involved believes the event to be an E-Safety incident, they will follow this procedure:

- 11.1(a) Log the incident via email to the E-Safety Coordinator. This fulfils the duty to inform the E-Safety coordinator. This is a neutral log – not a punishment – however see 11.1(c) regards issues that merit further sanction.
- 11.1(b) Staff must not investigate an E-Safety incident and should not ask students to forward inappropriate or illegal content.
- 11.1(c) If the incident constituted misbehaviour the member of staff must follow standard school procedures.
- 11.1(d) The E-Safety co-ordinator investigates and decides whether further action should be taken.
- 11.1(e) Further action may include sanctions or education and may involve parents. In extreme cases, it may be necessary to involve outside agencies such as the Police or the local authority.
- 11.1(f) The E-Safety Co-ordinator will inform staff as appropriate.

11.2 Staff E-Safety incidents

If a member of staff suspects another member of staff has breached this policy, they should report their concerns to the Designated Safeguarding Lead. This will be investigated to see if further action is needed and report to the Headteacher/CEO. Any internal disciplinary action taken will conform to the Expectations, Code of Conduct and Disciplinary Policy. If a criminal offence has been committed, the details will be passed on to the appropriate authorities.

12. Social Media

- 12.1 This section of the policy is in place to minimise the risks to our trust through use of social media.
- 12.2 This policy deals with the use of all forms of social media, including Facebook, LinkedIn, Twitter, Google+, Instagram, Whatsapp and Snapchat and all other social networking sites, internet postings, blogs and chat apps. It applies to use of social media for business purposes as well as personal use that may affect our Trust in any way.
- 12.3 This policy covers all employees, officers, consultants, contractors, volunteers, casual workers and agency workers.
- 12.4 This policy ensures the Trust maintains its duty to safeguard children, the reputation of the Trust and those who work for it and the wider community.
- 12.5 This policy does not form part of any employee's contract of employment and we may amend it at any time.

13. Personal use of social media

- 13.1 Personal use of social media during working hours is not permitted.
- 13.2 You must avoid making any social media communications that could damage our business interests or reputation, even indirectly.
- 13.3 You must not use social media to defame or disparage the Trust, our staff, students, parents/carers or any third party; to harass, bully or unlawfully discriminate against students, parents/carers, staff or third parties; to make false or misleading statements; or to impersonate colleagues or third parties.
- 13.4 You must not express opinions on our behalf via social media, unless expressly authorised to do so.
- 13.5 You must not post comments about sensitive business-related topics, such as school performance, or do anything to jeopardise confidential information and intellectual property.
- 13.6 You must not accept students or their parent/carers as friends or use social media to send any personal messages to them directly or indirectly – personal communication could be considered inappropriate and unprofessional and may put you and/or your colleagues vulnerable to allegations.
- 13.7 You are strongly advised not to be friends (on or offline) with recent students (the potential for colleagues at the School to be compromised in terms of content and open to accusations makes the risk not worth taking) and colleagues at the School are also strongly advised not to be friends with students at other schools (on or offline) as this is likely to

make them vulnerable to allegations and may be open to investigation by the School or police. Where a colleague is considering not following this advice, they are required to discuss the matter, and the implications with the Headteacher or DSL.

- 13.8 You must not share any personal information with any student (including personal contact details, personal website addresses/social networking site details) and ensure good safeguarding practice.
- 13.9 Caution is advised when inviting work colleagues to be “friends” in personal social networking sites. Social networking sites blur the line between work and personal lives and it may be difficult to maintain professional relationships, or it might be just too embarrassing if too much personal information is known in the work place.
- 13.10 You must not post or share photographs of students under any circumstances.
- 13.11 Any misuse of social media should be reported to the E-safety co-ordinator, DSL or member of SLT.

14. Guidelines for responsible personal use of social media

- 14.1 You should make it clear in social media postings, or in your personal profile, that you are speaking on your own behalf. Write in the first person and use a personal e-mail address.
- 14.2 You must be conscious at all times of the need to keep your personal and professional lives separate. You should not put yourself in a position where there is a conflict between your work for the trust and your personal interests.
- 14.3 Be respectful to others when making any statement on social media and be aware that you are personally responsible for all communications which will be published on the internet for anyone to see.
- 14.4 If you disclose your affiliation with us on your profile or in any social media postings, you must state that your views do not represent those of your employer. You should also ensure that your profile and any content you post are consistent with the professional image you present to the community and colleagues.
- 14.5 If you are uncertain or concerned about the appropriateness of any statement or posting, refrain from posting it until you have discussed it with your line manager. All communication via social networking sites should be made with the awareness that anything said, shown or received could be made available, intentionally or otherwise, to an audience wider than that originally intended.
- 14.6 You are strongly advised, in your own interests, to take steps to ensure as far as possible that their on-line personal data is not accessible to anybody who you do not want to access it. For example, you are strongly advised to check the security and privacy settings of any social networking site you subscribe to and set these to maximum and, where relevant, use strong passwords and change them regularly
- 14.7 If you see social media content that disparages or reflects poorly on the Trust, you should contact the local Headteacher or CEO.

15. Business use of social media

- 15.1 There are many legitimate uses of social media within the curriculum and to support student learning – for example, school and faculty based Twitter accounts. There are also many possibilities for using social media to enhance and develop students' learning.
- 15.2 There must be a strong pedagogical or business reason for creating official school social media sites. Staff must not create sites unnecessarily or for trivial reasons which could expose the Trust to unwelcome publicity or cause reputational damage. As a guideline, we would expect accounts to be limited to one faculty account. Staff should remember that the greater the number of accounts the greater the risk of those accounts being “hacked”.
- 15.3 When using social media for educational purposes, the following practices must be observed:
 - a. Staff should set up a distinct and dedicated social media site or account for educational purposes. This should be entirely separate from any personal social media accounts held by that member of staff, and ideally should be linked to an official school email account.
 - b. The URL and identity of the site should be notified to network service or a member of SLT before any account is activated.
 - c. The current password or login details for all social media accounts must be provided to IT who will retain a record of such information.
 - d. The content of any school-sanctioned social media site should be solely professional and should reflect well on the School.
 - e. **Staff must ensure that the School has consent to use, post or publish a photograph or video image of the student as outlined in section 9.2.**
 - f. **Staff must ensure that they do not identify a student using their full name. Only first/forenames or initials may be used.**
 - g. Care must be taken that any links to external sites from the account are appropriate and safe.
 - h. Any inappropriate comments on or abuse of school-sanctioned social media should immediately be removed and reported to a member of the SLT.
 - i. Staff should not engage with any direct messaging of students through social media where the message is not public.
 - j. Staff should not seek to view/link up with view student accounts. For example, in the case of Twitter, staff should not “follow back” those who follow, share or like School comments/posts.

16. Monitoring

We reserve the right to monitor, intercept and review, without further notice, staff activities using our IT resources and communications systems, including but not limited to social media postings and activities, to ensure that our rules are being complied with and for legitimate business purposes and you consent to such monitoring by your use of such resources and systems.

Section E

Any school based acceptable use policy or other relevant documents such as an iPad Learning Agreement should be included here as contextual information for the local school within the Trust

Section F

Self-harm Policy

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1. Introduction and Context

This guidance is aimed at keeping students safe. Recent research indicates that up to one in ten young people in the UK engage in self-harming behaviours, and that this figure is higher amongst specific populations, including young people with special educational needs. School staff can play an important role in preventing self-harm, building resilience and supporting students, peers and parents of students currently engaging in self-harm.

2. Purpose

This document provides guidance for staff who may come into contact with students who self-harm.

3. Aims

- To increase understanding and awareness of self-harm and wellbeing
- To alert staff to warning signs and risk factors
- To provide support to students who self-harm and their peers and parents/carers
- To provide support to staff dealing with students who self-harm

4. Other policy links: Respectful relationships and behaviour policy, Anti bullying and harassment policy, Substance Misuse policy, SEND Policy

5. Definition of Self-Harm

Self-harm is any behaviour where the intent is to deliberately cause harm to one's own body for example:

- Cutting, scratching, scraping or picking skin
- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs
- Swallowing hazardous materials or substance
- Burning or scalding
- Hair-pulling
- Banging/hitting/punching/bruising the head or other parts of the body
- Scouring or scrubbing the body excessively
- Inappropriately using aerosols
- Episodes of alcohol/drug/substance misuse
- Eating disorders

6. Risk Factors

The following risk factors, particularly in combination, may make a young person particularly vulnerable to self-harm:

Individual Factors:

- Depression / anxiety/ mental health issues
- Poor communication skills
- Low self-esteem
- Poor problem-solving skills
- Hopelessness
- Impulsivity
- Drug or alcohol abuse
- Sexual identity

Family Factors:

- Unreasonable expectations
- Neglect or physical, sexual or emotional abuse
- Lack of support at home
- Poor parental relationships and arguments
- Depression, self-harm or suicide in the family
- Loss, separation and bereavement
- Domestic violence
- Drug/alcohol misuse

Social Factors:

- Difficulty in making relationships / loneliness
- Being bullied or rejected by peers
- Easy availability of drugs, medication or methods of self-harm
- School issues

7. Triggers

A number of factors may trigger the self-harm incident, including:

- Family relationship difficulties (the most common trigger)
- Difficulties with peer relationships e.g. break-up of relationship (the most common trigger for older adolescents)
- Bullying
- Significant trauma e.g. bereavement, abuse
- Self-harm behaviour in other students (contagion effect)
- Self-harm portrayed or reported in the media
- Difficult times of the year e.g. anniversaries
- Trouble in school or with police
- Feeling under pressure from families, school or peers to conform or achieve
- Exam pressure
- Times of change, e.g. parental separation/divorce
- Feeling out of control

8. Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to thoughts of self-harm. It is therefore of utmost importance that all instances of self-harm are taken seriously and that the underlying issues and emotional distress are thoroughly investigated and necessary emotional support given in order to minimise any greater risk. Any mention of suicidal intent should always be taken seriously and acted upon as a matter of urgency in a calm manner. This case must then be referred immediately to the Designated Safeguarding Lead (DSL) who will act in accordance with the school RLKT Safeguarding Policy

Possible warning signs include:

- Changes in eating / sleeping habits (e.g. student may appear overly tired if not sleeping well)
- Increased isolation from friends or family, becoming socially withdrawn

- Changes in activity and mood e.g. more aggressive or introverted than usual
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Risk-taking behaviour (Substance misuse, unprotected sex)
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing e.g. loss of pride in appearance and being reluctant to roll sleeves up in front of other people or wearing long sleeves even in very hot weather
- Increased levels of aggression or bullying
- Obvious cuts, scratches or burns which do not look accidental in nature
- Frequent alleged accidents which cause physical injury
- Regularly bandaged limbs
- Reluctance to take part in physical activity which requires a change of clothing
- Giving away possessions

9. What keeps self-harm going?

Once self-harm (particularly cutting) is established, it may be difficult to stop. Self-harm can have a number of functions for the student and it becomes a way of coping.

Examples of functions include:

- Reduction in tension (safety valve)
- Distraction from problems
- Form of escape
- Outlet for anger and rage
- Opportunity to feel
- Way of punishing self or others
- Way of taking control
- Care-eliciting behaviour
- A means of getting identity with a peer group
- Non-verbal communication (e.g. of abusive situation)
- Suicidal act
- Communication with others that something bad is happening

10. The cycle of self-harm

When a person inflicts pain upon himself or herself the body responds by producing endorphins, a natural pain reliever that gives temporary relief or a feeling of peace. The addictive nature of this feeling can make self-harm difficult to stop. Young people who self-harm still feel pain, but some say the physical pain is easier to stand than the emotional/mental pain that led to the self-harm initially.

11. Residential settings

There are likely to be more opportunities for a young person to self-harm when in residential care. As the environment might make them feel more vulnerable especially if it is a new setting. Some additional triggers such as;

- loneliness
- separation from parents/carers/friends/familiar routines and places
- possible issues with bullying

- isolation from peer group
- being in an unfamiliar environment

These could all be relevant factors which could increase stress and anxiety. It is important to ensure that a risk assessment is in place. Residential staff will need specific training around self-harm so they can identify possible signs and know how to respond. Good liaison with mental health professionals and services is critical and lines of communication need to be clearly established. Strategies would need to focus on helping the young person build resilience such as providing a secure attachment figure, maintaining education provision, promoting contact with family including siblings, promoting talents and interests, promoting friendships and helping the young person manage their emotions and take responsibility. Positive role models who can show empathy and warmth and be non-judgemental as well as providing structure and support will be protective factors.

12. Roles and responsibilities

The Trust and Local Governing Body

The Trust and local Governing body has the legal duty to safeguard and promote the welfare of their pupils. Each local Governing body has a nominated governor who has responsibility for safeguarding who will have an oversight for provision for pupils who self harm.

The Headteacher

The Headteacher has responsibility for establishing effective safeguarding procedures with regard to self harm, thereby ensuring the duty of care of pupils and staff.

Staff

Students may choose to confide in any member of school staff if they are concerned about their own welfare, or that of a peer. Students may present with injuries to first aid or reception staff in the first instance and it is important that these frontline staff are aware that an injury may be self-inflicted, and that they pass on any concerns. School staff may experience a range of feelings in response to self-harm in a student such as anger, sadness, shock, disbelief, guilt, helplessness, disgust and rejection. However, in order to offer the best possible help to students it is important to try and maintain a supportive and open attitude – a student who has chosen to discuss their concerns with a member of school staff is showing a considerable amount of courage and trust.

The member of staff will:

- Endeavour to enable students to feel in control by asking what they would like to happen and what help they feel they need
- Reassure them that they can get the help they need
- Listen actively
- Be non-judgemental
- Avoid asking a student to display injuries or scars or describe what they do
- Avoid asking a student to stop self-harming as this may be the only coping strategy they have

- Be re-assuring and support them to seek help
- Staff must not work outside their remit.

13. Confidentiality

If you consider that a young person is at risk of harming him/her-self or others then **confidentiality cannot be kept**. It is important not to make promises of confidentiality that you cannot keep, even though the young person may put pressure on you to do so. If this is explained at the outset of any meeting the young person can make an informed decision as to how much information they wish to divulge.

Any member of staff who is aware of a student engaging in or suspected to be at risk of engaging in self-harm should consult a Designated Safeguarding Lead. Once informed, the DSL will decide on the appropriate course of action. This may include:

- Assess the situation, administer first aid and/or call for an ambulance for emergency assistance
- Contacting parents / carers
- Arranging professional assistance e.g. doctor, nurse, social services
- Arranging an appointment with a counsellor
- Removing the student from lessons immediately if remaining in class is likely to cause further distress to themselves or their peers
- Remaining with the student at all times if they are acutely distressed

14. Risk assessment.

It is important to ensure that there is a risk assessment in place which relates to the self-harming behaviour, possible triggers and strategies to be used to minimise risk.

15. Liaison with Child and Adolescent Mental Health Service (CAMHS).

Schools can contact their local CAMHS service prior to any referral being made. The Designated Safeguarding Lead will be the most appropriate person to do this consultation. If a referral is requested or recommended by CAMHS then the school will follow their normal procedures.

Liaison with CAMHS colleagues will continue via the Designated Safeguarding Lead or appropriate member of staff at the discretion of the DSL.

16. Meetings

Any meetings with a student, their parents or their peers regarding self-harm should be recorded in writing including:

- Dates and times
- An action/health plan
- Concerns raised
- Details of anyone else who has been informed
- Risk assessment
- This information should be stored on CPoms.

17. Issues regarding contagion, multiple or copycat behaviours

When a young person is self-harming it is important to be vigilant in case close contacts of this individual are also self-harming. Occasionally schools or residential settings may discover that a number of students in the same peer group are harming themselves. Self-harm can become an acceptable way of dealing with stress within a peer group and may increase peer identity. This can cause considerable anxiety in school staff, parents and carers, as well as in other students. Each individual may have different reasons for self-harming and should be given the opportunity for one to one support; however, it may also be helpful to discuss the matter openly with the group of students involved. In general, it is not advisable to offer regular group support for students who self-harm. Where there appears to be linked behaviour or a local pattern emerging, a multi-agency strategy meeting should be convened.

It is important to encourage students to let staff know if one of their group is in trouble, upset or showing signs of self-harming. Friends can worry about betraying confidences so they need to know that self-harm can be very dangerous and that by seeking help and advice for a friend they are taking responsible action and being a good friend. They should also be aware that their friend will be treated in a caring and supportive manner. The peer group of a young person who self-harms may value the opportunity to talk to a member of staff either individually or in a small group. Any member of staff wishing for further advice on this should consult one of the designated teachers for safeguarding children. When a young person is self-harming it is important to be vigilant in case close contacts with the individual are also self-harming.

18. Managing PE/Sport Lessons

PE/Sport colleagues need to be aware that students who self-harm should be actively encouraged to participate and adjustments to normal clothing guidelines may need to apply such as a need for a long sleeve top and alternative changing areas.

19. Training for Staff

Schools are recommended to access training regularly on self-harm. Staff giving support to students who self-harm may experience all sorts of reactions to this behaviour in students (e.g. anger, helplessness, rejection); it is helpful for staff to have an opportunity to talk this through with work colleagues or senior management. Staff taking this role should take the opportunity to attend training days on self-harm or obtain relevant literature.

Liaison with the local Child and Adolescent Mental Health Service (CAMHS) may be helpful as they may be able to lead the training.