# Elevate Child Protection and Safeguarding Policy

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<th>IF A CHILD IS IN IMMEDIATE DANGER OR IS AT RISK OF HARM</th>
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<td>If a child is in immediate danger or is at risk of harm telephone the Education and EY Safeguarding team on 0113 3789637/ CSWS duty and advice team on 0113 3760336 AND/OR THE POLICE (101 OR 999) IMMEDIATELY.</td>
<td>These procedures should be used in respect of all cases in connection with the person’s employment or voluntary activity where it is alleged that a person who works with children has:</td>
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<td>Anyone can make a referral.</td>
<td>☐ Behaved in a way that has harmed a child, or may have harmed a child</td>
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<td>Where referrals are not made by the designated safeguarding lead (DSL), the DSL should be informed as soon as possible that a referral has been made.</td>
<td>☐ Possibly committed a criminal offence against or related to a child, or</td>
</tr>
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<td>IF, AT ANY STAGE, A CHILD’S SITUATION DOES NOT APPEAR TO BE IMPROVING, ALERT THE DSL/CONTACT CUSTOMER CONTACT CENTRE TO PRESS FOR ACTION.</td>
<td>☐ Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.</td>
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To be read and signed by Elevate employees, volunteers, Trustees and governors
The policy is available to all interested parties on our website and on request from the main Academy office.

The Trust Board of Elevate Multi Academy Trust has agreed this Policy and as such, it applies to its Academies.

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## Appendix 4: LSCP Procedures for Referrals for children

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Safeguarding is Everyone’s Responsibility

Introduction:
Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education, September 2019, as:
• Protecting children from maltreatment;
• Preventing impairment of children’s health or development;
• Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
• Taking action to enable all children to have the best outcomes.

Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act.
**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Children includes everyone under the age of 18.**

**This Child Protection and Safeguarding Policy is:**
- for staff, parents, Trustees, governors, volunteers and the wider academy community;
- available on the Academy website, and is reviewed and ratified annually by the board of Trustees or as events, or legislation requires. Any deficiencies or weaknesses identified will be remedied without delay;
- forms part of the safeguarding arrangements for Elevate and its Academies. It should be read in conjunction with the policies, statutory framework and documents set out below.

**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. Elevate and its Academies are committed to anti-discriminatory practice and recognise children’s diverse circumstances. They ensure that all children have the same protection, regardless of any barriers they may face.

**Elevate and its Academies give special consideration to children who:**
- Have special educational needs or disabilities;
- Are young carers;
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality;
- Have English as an additional language;
- Are known to be living in difficult situations – 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;

**Legislation and Statutory Guidance:**
This policy is based on:
- Keeping Children Safe in Education (KCSIE) September 2019;
- Working Together to Safeguard Children (WTTSC 2018);
- The Governance Handbook 2019;
- Guidance and the procedures set out by our Local Safeguarding Children partnership.
- 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;
- Voyeurism Act 2019 which sets out the offence of upskirting;
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what ‘regulated activity’ is in relation to children;
- Statutory Guidance on the Prevent duty, which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism;
- Guidance for safer working practice for those working with children and young people in education settings (GSWP) (Safer Recruitment Consortium May 2019);
- NYCSB Procedures and professional resolution;
- Children Missing Education – Statutory guidance for local authorities (DfE September 2016)
- The Childcare (Disqualification) Regulations 2018 and Childcare Act 2006, which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the Statutory framework for the Early Years Foundation Stage.
- This policy also complies with Elevate’s Funding Agreement and Articles of Association.
- LSCP Procedures:
  - Managing Allegations against staff;
  - Leeds – Concern Resolution Process

- Sexual violence and sexual harassment between children in schools and colleges, as updated May 2018;
- Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (DfE 2017)
- Advice for practitioners providing safeguarding services to children, young people, parents and carers – DFE 2018.

This policy should be read in conjunction with the Following Trust Policies:

Safeguarding relates to broader aspects of care and education, and the information in this policy should be read in conjunction with:
- 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;
Educational visits;
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.

Which are set out in the following policies:
Academy Behaviour policy
Academy Anti Bullying policy
Academy staff behaviour policy/code of conduct

Elevate Acceptable Use policy
Elevate Attendance policy
Elevate Children Missing in Education policy
Elevate Complaints policy
Elevate Data Protection policy
Elevate EVC and children off site policy
Elevate Exclusions policy
Elevate First Aid policy
Elevate Inclusion policy
Elevate Information Security policy
Elevate Intimate Care policy
Elevate Medical Needs policy
Elevate On Line Safety policy
Elevate Positive Handling and RPI policy
Elevate Visiting Speaker policy
Elevate Well Being Policy
Elevate Whistleblowing policy

www.pshe-association.org.uk;
UKCCIS Education for a connected world; www.assests.publishing.service.gov.uk and www.Beinternetlegends.withgoogle.com;
www.safeguardingchildren.co.uk/worried-about-child

http://www.safeguardingchildren.co.uk/professionals/professional-resolutions

https://www.gov.uk/government/publications/safeguarding-practitioners-information-Sharing advice

Roles and Responsibilities:
All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within the Academy and the Local Authority who have specific responsibilities under child protection procedures.

The Trustees/Local Governing Bodies (LGB):

<table>
<thead>
<tr>
<th>Full responsibilities for Trustees and governors are set out in KCSIE 2019</th>
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<tbody>
<tr>
<td>The Trustees and the LGBs ensure that the policies, procedures and training in Elevate and its Academies are effective and comply with the law. They ensure that all required policies relating to safeguarding are in place and that this Child Protection and Safeguarding policy reflects statutory and local guidance and is reviewed at least annually.</td>
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The LGB will ensure:

a. There is a nominated Safeguarding governor, who has undergone the relevant training;
b. There is a named DSL, a DDSL and a third nominated person if the DSL and deputy DSL are both unavailable. That their qualifications are current;
c. The Academy contributes to inter-agency working, in line with statutory and local guidance, as set out in Appendix 4. It ensures that information is shared and stored appropriately and in accordance with statutory requirements;
d. **Staff Training:** That all staff members undergo safeguarding and child protection training at induction which includes being given a copy of KCSIE part 1 which they are asked to sign they have read and understood the contents. Thereafter training is carried out on a regular basis for all staff and volunteers;
e. **Governor Training:** Governors have undergone training on KCSIE 2019 part 1 and receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep the children safe;
f. **On line Safety:** To be read in conjunction with Elevate On Line Safety policy. Children are taught about safeguarding, including online safety, ensuring that that appropriate filters and monitoring systems for online usage are in place.

The Academy will ensure:

- Children are taught how to keep themselves safe through teaching and learning opportunities as part of a broad and balanced curriculum;
- E-Safety messages are embedded in learning activities across all areas of the curriculum;
- Children are carefully supervised and guided when engaged in learning activities involving technology.

g. **Recruitment:** The Academy leadership team is responsible for ensuring they follow recruitment procedures that help to deter, reject or identify people who might abuse children. They adhere to statutory responsibilities to check adults working with children.
and they have recruitment and selection procedures in place. They ensure that volunteers are appropriately supervised in the Academy;

h. **S175 Audit:** The link governor or Chair will annually carry out a s175 Safeguarding Audit with the Head which may lead to a safeguarding Action Plan. This will be regularly reviewed by the LGB. A copy will be sent to the Trustees;

i. Along with the Academy’s senior leadership team, be responsible for satisfying themselves and obtaining written assurances from any relevant Academy lettings and alternative/off site providers and provisions that their safeguarding arrangements are secure and in keeping with KCSIE.

*Insert name of Academy* use the following alternative or off-site providers and have written evidence of safeguarding arrangements – *(please complete)*

**The DSL and DDSL and 3rd DSL nominated person:**

| Full responsibilities of DSL are set out in Appendix B of KCSIE.  
The DSL, DDSL and 3rd nominated person will have read and comply with appendix B. |
|---|

**The DSL:**
- takes lead responsibility for managing child protection referrals,
- leads safeguarding training and raising awareness of all child protection policies and procedures.
- ensures that everyone in the Academy (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times;
- acts as a source of advice and support for other staff (on child protection matters);
- ensures that timely referrals to the Customer Contact Centre/LADO are made in accordance with current procedures;
- works with the Local Authority and other agencies as required.

If for any reason the DSL is unavailable, the DDSL will act in their absence. If both the DSL and DDSL are not available the 3rd nominated person will act as the lead.

The role of the DSL and DDSL shall be clearly set out in the appointed DSL and DDSL’s contract of employment.

**The Head Teacher:**
References below to ‘the Head Teacher’ therefore include the Executive Head Teacher, Head Teacher or acting Head Teacher as appropriate.

- Works in accordance with the requirements upon the Academy staff;
• Ensures that all safeguarding policies and procedures adopted by Elevate and the LGB are followed by the staff, temporary staff and volunteers;
• Will carry out an annual s175 Safeguarding Audit with the link governor or LGB Chair;
• Ensure the current policy appears on the website and informs new parents of the policy;
• Acting as the ‘case manager’ in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.

Academy staff:
Everyone in the Academy has a responsibility to provide a safe learning environment in which the children can learn. Staff are prepared to identify children who may benefit from early help and understand their role within this process. This includes identifying any emerging problems so appropriate support may be provided and liaising with the DSL to report any concerns.

Central Staff:
Any centralised Elevate staff not assigned to an individual Academy will report any concerns to the DSL of the Academy to which the concerns are related.

Training:
• The DSL (and Deputies) undertake appropriate child protection training at least every 2 years;
• The Head teacher, all staff members, volunteers, Trustees and governors receive appropriate child protection training, which includes being given a copy of KCSIE part 1 and any relevant policies. They are asked to sign part 1 and the child protection and safeguarding policy to confirm they have read and understood the contents. Trustees and governors are regularly updated with current information which is in line with advice from Elevate and the Local Authority;
• In addition, all staff members 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 training includes:
  • training on this policy,
  • behaviour policy,
  • staff code of conduct,
  • safeguarding approach to children who go missing, issue of policies,
  • on line safety – see Elevate On Line Safety policy
  • identifying roles of the DSL
  • part 1 of KCSIE 2018.

Training will also include on local arrangements for referral and dealing with disclosures as set out in the relevant Local Authority guidance’s;
• Records of any child protection training undertaken by staff and governors is kept by the Academy;
• The Academy ensures that the DSL (and Deputies) also undertake training in interagency working and other matters as appropriate;
• The Head teacher will attend appropriate safeguarding training at least every 3 years.

Children in Specific Circumstances:
The Academy is aware of the signs of abuse and neglect so they are able to identify children who may be in need of help or protection.

| For further guidance please read KCSIE Part 1 Annex A |

Children with Additional Needs:
The Academy 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 or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

Exclusions: When the Academy is considering excluding, either fixed term or permanently, a vulnerable child and/or a child who is either subject to a S47 Child Protection plan or there are/have previously been child protection concerns, they will undertake an informed (multi-agency where other professionals are involved) risk-assessment prior to making the decision to exclude. 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 LGB Exclusions Committee. For process and procedure see Elevate Exclusions Policy.

Children and the Court System:
Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children with Family Members in Prison:
Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Children with Special Educational Needs and Disabilities:
The Academy understands that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- children with SEN and disabilities can be disproportionally impacted by things like bullying—without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

SEN and children with disabilities, where necessary, will be given additional resources, time and support to discuss any concerns they may have.

Disabled Children:
When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:
- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
  - Unjustified and/or excessive use of restraint;
  - Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries;
  - Unwillingness to try to learn a child’s means of communication;
  - Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting;
  - Misappropriation of a child’s finances;
  - Invasive procedures.

Looked After Children (LAC)
A designated teacher will be appointed to promote the educational achievement of children who are looked after. This person will have relevant qualifications, experience and appropriate training.
Appropriate academy staff will have the information they need in relation to a child’s looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility; the levels of authority delegated to the carer by the authority looking after him / her; details of the child’s social worker and the name of the virtual school head in the authority that looks after the child.

The DSL will ensure that responsible staff are aware of the information they require in relation to the child’s status, for example, access rights for birth parents or those with parental responsibility. The Academy recognises that in some cases children will not be from the geographical local authority and will ensure that liaison takes place with the relevant professionals from the appropriate authority.

The DSL will present an annual report to the LGB.

**Peer on Peer Abuse:**
The Academy may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at the Academy, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children.

The Academy recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), criminal and sexual exploitation, initiation/hazing and inappropriate/harmful sexualised behaviours on-line abuse, gender-based abuse, ‘sexting’ or sexually harmful behaviour.

Abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

The Academy will not tolerate any harmful behaviour and will take swift action to intervene where this occurs. Lessons and assemblies are used to help children understand, in an age-appropriate way, what abuse is and to encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable.

The Academy understands the different gender issues that can be prevalent when dealing with peer on peer abuse (see Anti-Bullying Policy, Behaviour Policy for further information).
Any concerns around peer on peer abuse must be reported and recorded in line with the child protection procedures outlined in this policy. The DSL is responsible on responding to such concerns in keeping with NYCC protocols. The DSL is responsible for providing support to any victims, and the perpetrators.

The Academy 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 academy community through a multi-agency risk assessment.

Where child sexual exploitation, or the risk of it, is suspected, frontline practitioners should complete a cause for concern form and pass onto the designated member of staff for child protection.

The Academy will work in partnership with parents / carers and other agencies as appropriate. This includes facilitating return to home interviews as requested.

The Academy will support victims, perpetrators and any other child affected by peer on peer abuse in accordance with the processes set out in **Sexual violence and sexual harassment between children in schools and colleges, as updated May 2018.**

**Children Missing from Education:**

Children Missing Education – Statutory guidance for local authorities (DfE September 2016) and NYCC Guidance.

Elevate Attendance Policy

All children, regardless of their age, ability, aptitude and any SEN they may have are entitled to a full-time education. The Academy recognises that a child missing education is a potential indicator of abuse or neglect and will follow the Academy procedures for unauthorised absence and for children missing education. Parents should always inform us of the reason for any absence. If they do not the Academy will then follow the procedure set out in Elevate’s Attendance policy and where contact is not made, a referral may be made to another appropriate agency (Missing Education and Child Employment Service, Social Care or Police).
The Academy must inform their Local Authority of any child who fails to attend the Academy regularly or has been absent without Academy permission for a continuous period of 10 days or more.

**Off Rolling:** The Academy will follow Leeds guidance regarding children missing education.

**Child Sexual Exploitation (CSE):**

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

‘Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.’

The Academy is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns.

The DSL is the named CSE Lead in the Academy on these issues and will work with other agencies as appropriate.

**Female Genital Mutilation (FGM):**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. The Academy will operate in accordance with the statutory requirements relating to this issue, and in line with existing local safeguarding procedures.

The duty above does not apply in cases where a child is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine children.

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 child is at risk of FGM must speak to the DSL.

Homelessness:
Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The DSL (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children’s social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

Upskirting:
Typically involves taking a picture under a person’s clothing without them knowing with the intention of them viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm, which is a criminal offence.

So-called ‘Honour-Based’ Violence:
So-called ‘honour-based’ violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Child criminal exploitation: county lines
Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of 18 transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:
• can affect any child or young person (male or female) under the age of 18 years;
• can affect any vulnerable adult over the age of 18 years;
• can still be exploitation even if the activity appears consensual;
• can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
• can be perpetrated by individuals or groups, males or females, and young people or adults; and
• is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

**Drugs:** Advice and support will be sought from:
- DFE & ACPO Drugs advice for schools;
- HM government Drug strategy;
- NYCC5 – 19 Healthy Child Service

**Forced Marriage:**
A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Elevate staff understand how to report concerns where this may be an issue.

**Prevention of Radicalisation:**

KCSIE 2019

As of July 2015, the Counter-Terrorism and Security Act (HMG, 2015) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the PREVENT duty.

For Further guidance please read The Prevent Duty

The Duty requires Academies to:
- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion;
• be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas;
• be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

**CHANNEL** is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. Elevate staff understand how to identify those who may benefit from this support and how to make a referral.

For CHANNEL Guidance go to [http://ncalt.com/channel_general_awareness](http://ncalt.com/channel_general_awareness)

**Domestic (Family) Abuse and/or sexual violence:**
Domestic or Family Abuse adversely affects children, whether or not it is significant enough to warrant action under Child Protection Procedures. When a member of staff becomes aware that a child may be living in a household where there is emotional, physical or sexual violence, they should refer the concern to the DSL who will attempt to find out whether the family are receiving help and who will consider contacting the referral or advice lines below.

A designated DASV trained person should be named.

**Signs of Abuse:**

**Working together to safeguard children DFE 2018 and KCSIE 2019 Annex A**

Recognising child abuse is not easy. It is not Elevate’s staff responsibility to decide whether child abuse has taken place or if a child is at significant risk of harm from someone. Their responsibility and duty, is to follow the procedures set out in this policy and to act in order that the appropriate agencies can investigate and take any necessary action to protect a child.

Elevate staff will use the following information to be more alert to the signs of possible abuse:

**Physical Abuse:**
Most children will collect cuts and bruises as part of the rough-and-tumble of daily life. Injuries should always be interpreted in light of the child’s medical and social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.
Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the ‘soft’ parts of the body where accidental injuries are unlikely, e.g., cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern, although this can be more complicated with burns, as these are often delayed in presentation due to blistering taking place sometime later.

- Unexplained bruising, marks or injuries on any part of the body;
- Multiple bruises– in clusters, often on the upper arm, outside of the thigh;
- Cigarette burns;
- Human bite marks;
- Broken bones;
- Scalds, with upward splash marks;
- 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;
- Multiple burns with a clearly demarcated edge.

**Changes in behaviour that can also indicate physical abuse:**
- Fear of parents being approached for an explanation;
- Aggressive behaviour or severe temper outbursts;
- Flinching when approached or touched;
- Reluctance to get changed, for example in hot weather;
- Depression;
- Withdrawn behaviour.

**Emotional Abuse:**
Emotional abuse can be difficult to measure, as there are often no outward physical signs. There may be a developmental delay due to a failure to thrive and grow, although this will usually only be evident if the child puts on weight in other circumstances, for example when hospitalised or away from their parents’ care. Even so, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

**Changes in behaviour which can indicate emotional abuse include:**
- Neurotic behaviour e.g. sulking, hair twisting, rocking;
- Being unable to play;
- Fear of making mistakes;
• Sudden speech disorders;
• Self-harm;
• Fear of parent being approached regarding their behaviour;
• Developmental delay in terms of emotional progress

**Sexual Abuse:**
Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. Usually, in cases of sexual abuse it is the child’s behaviour that may cause concern, although physical signs can also be present. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

It is also important to remember that it not just adult men who sexually abuse children – there are increasing numbers of allegations of sexual abuse of children against women and sexual abuse can also be perpetrated by other children or young people.

**The physical signs of sexual abuse may include:**
• Pain or itching in the genital area;
• Bruising or bleeding near genital area;
• Sexually transmitted disease;
• Vaginal discharge or infection;
• Stomach pains;
• Discomfort when walking or sitting down;
• Pregnancy.

**Changes in behaviour which can also indicate sexual abuse may include:**
• Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn;
• Fear of being left with a specific person or group of people;
• Having nightmares;
• Running away from home;
• Sexual knowledge which is beyond their age, or developmental level;
• Sexual drawings or language;
• Bedwetting;
• Eating problems such as overeating or anorexia;
• Self-harm or mutilation, sometimes leading to suicide attempts;
• Saying they have secrets they cannot tell anyone about;
• Substance or drug abuse;
• Suddenly having unexplained sources of money;
• Not allowed to have friends (particularly in adolescence);
• Acting in a sexually explicit way towards adults;
Neglect:
Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children.

The physical signs of neglect may include:
- Constant hunger, sometimes stealing food from other children;
- Constantly dirty or ‘smelly’;
- Loss of weight, or being constantly underweight; Inappropriate clothing for the conditions.

Changes in behaviour which can also indicate neglect may include:
- Complaining of being tired all the time;
- Not requesting medical assistance and/or failing to attend appointments;
- Having few friends;
- Mentioning being left alone or unsupervised.

Bullying:
Bullying is not always easy to recognise as it can take many forms. A child may encounter bullying attacks that are:
- Physical: pushing, kicking, hitting, pinching and other forms of violence or threats;
- Verbal: name-calling, sarcasm, spreading rumours, persistent teasing;
- Emotional: excluding (sending to Coventry), tormenting, ridiculing, humiliating.

Persistent bullying can result in:
- Depression;
- Low self-esteem;
- Shyness;
- Poor academic achievement;
- Isolation;
- Threatened or attempted suicide.

Signs that a child may be being bullied can be:
- Coming home with cuts and bruises;
- Torn clothes;
- Asking for stolen possessions to be replaced;
- Losing dinner money;
- Falling out with previously good friends;
- Being moody and bad tempered;
- Wanting to avoid leaving their home;
- Aggression with younger brothers and sisters;
- Doing less well at school;
• Sleep problems;
• Anxiety;
• Becoming quiet and withdrawn;

These definitions and indicators are not meant to be definitive, but only serve as a guide to assist the Academy. It is important too, to remember that many children may exhibit some of these indicators at some time, and that the presence of one or more should not be taken as proof that abuse is occurring. There may well be other reasons for changes in behaviour such as a death or the birth of a new baby in the family or relationship problems between parents/carers. In assessing whether indicators are related to abuse or not, the authorities will always want to understand them in relation to the child’s development and context.

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.
All staff have a duty to recognise concerns and maintain an open mind.
Accordingly, all concerns indicating possible abuse or neglect will be recorded and discussed with the DSL (or in their absence with the person who deputises) prior to any discussion with parents.

**Staff Must Immediately Report:**
- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- any explanation given which appears inconsistent or suspicious;
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. significant changes in behaviour, worrying drawings or play);
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- any concerns that a child is presenting signs or symptoms of abuse or neglect;
- any significant changes in a child’s presentation, including non-attendance;
- any hint or disclosure of abuse or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people;
- any concerns regarding person(s) who may pose a risk to children (e.g. staff in school or person living in a household with children present) including inappropriate behaviour e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images;
- any concerns relating to peer to peer abuse;
- any concerns relating to youth produced sexual imagery (sexting) (see Appendix 1)

**Responding to Disclosure:**
Disclosures or information may be received from children, parents or other members of the public. The Academy recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, staff will handle disclosures with sensitivity.

**Such information cannot remain confidential and staff will immediately communicate what they have been told to the DSL and make a contemporaneous record.** If in doubt about recording requirements staff should discuss with the DSL.

**Principles:**
Staff will not investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that s/he can make an informed decision of what to do next.
Staff Will:

- Stay calm;
- Listen to and take seriously any disclosure or information that a child may be at risk of harm;
- Try to ensure that the person disclosing does not have to speak to another member of staff;
- Clarify the information;
- 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;
- Listen and remember;
- Try to keep questions to a minimum and of an ‘open’ nature e.g. ‘Can you tell me what happened?’ rather than ‘Did x hit you?’;
- Not ask leading questions;
- Try not to show signs of shock, horror or surprise;
- Not express feelings or judgements regarding any person alleged to have harmed the child;
- Explain sensitively to the person that they have a responsibility to refer the information to the senior designated person;
- Reassure and support the person as far as possible;
- Explain that only those who ‘need to know’ will be told;
- Explain what will happen next and that the person will be involved as appropriate and be informed of what action is to be taken;
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- 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.

Action by the DSL (or Deputy DSL/3rd nominated person in their absence):
The following actions will be taken where there are concerns about significant harm to any child, including where there is already an open case to Children’s Social Care, (e.g. Looked after Child)

Following any Information Raising Concern, the DSL will Consider:

- Any urgent medical needs of the child;
- Whether to make an enquiry to the Customer Contact Centre 01609 780780 to establish if the child is or has been subject of a Child Protection Plan;
- Discussing the matter with other agencies involved with the family;
- Consulting with appropriate persons e.g. Prevention Service, Children’s Social Care Numbers set out below;
• The child’s wishes and any fears or concerns they may have.

**Early Help:**
Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child’s life, from the foundation years through to the teenage years. Early help can also prevent further problems arising; for example, if it is provided as part of a support plan where a child has returned home to their family from care, or in families where there are emerging parental mental health issues or drug and alcohol misuse.

Effective early help relies upon local organisations and agencies working together to:
• identify children and families who would benefit from early help;
• undertake an assessment of the need for early help;
• provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to improve the outcomes for the child.

Elevate staff understand that any child may benefit from early help but will be particularly alert to the potential need for early help for a child who:
• is disabled and has specific additional needs;
• has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
• is a young carer;
• is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups; • is frequently missing/goes missing from care or from home;
• is at risk of modern slavery, trafficking or exploitation;
• is at risk of being radicalised or exploited;
• is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
• is misusing drugs or alcohol themselves

If early help is appropriate, the designated safeguarding lead (or deputy) will lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children’s social care for assessment for statutory services, if the child’s situation does not appear to be improving or is getting worse.

DSL (or deputy) can make a referral for early help support services by contacting the Education and EY Safeguarding team on 0113 3789637/ CSWS duty and advice team on 0113 3760336
**LSCP Procedures for Referrals for children: see Appendix 4**

**If a concern has been raised the DSL will decide:**
- Wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk;
- Whether to make a referral to Children and Families’ Service because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately;

**OR**
- Not to make a referral at this stage;
- If further monitoring is necessary;
- If it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Children and Families’ Service will be accompanied by a standard referral form. This can be downloaded via NYSCB: [http://www.safeguardingchildren.co.uk/worried-about-child](http://www.safeguardingchildren.co.uk/worried-about-child)

**Action following a Child Protection Referral:**
It is the responsibility of all staff to safeguard children. It is the role of the DSL (or appropriately trained Deputy DSL.) to attend multi-agency meetings and provide reports for these. Other staff in the Academy, however, may be asked to contribute.

**The DSL will:**
- make regular contact with Children’s Social Care;
- contribute to the Strategy Discussion and all assessments;
- provide a report for, attend and contribute to any subsequent Child Protection Conference;
- if the child has a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences;
- where possible, share all reports with parents prior to meetings;
- where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, follow the NYSCB procedures; [http://www.safeguardingchildren.co.uk/professionals/professional-resolutions](http://www.safeguardingchildren.co.uk/professionals/professional-resolutions)
- where there is significant information in respect of a child subject to a Child Protection Plan, immediately inform the key worker or their manager in Children’s Social Care e.g. any significant changes or concerns, departures from the CP plan, child moves/goes missing/is removed from school or fails to attend school

**Recording and Monitoring of Child Protection:**
Child protection and safeguarding records 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.
The Academy will record:
• Information about the child: name (aka) address, dob., those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from the Academy, any court orders, if a child is or has been subject to a CP Plan;
• Key contacts in other agencies including GP details;
• Any disclosures/accounts from child or others, including parents (and keep original notes);
• Significant contacts with carers/other agencies/professionals;
• All concerns, discussions, decisions, agreements made and actions taken and the reasons for these (dated, timed and signed, to include the name and agency/title of the person responsible/ spoken to), the plan to protect the child and arrangements for monitoring/review.

All records should be objective and include:
• Statements, facts and observable things (what was seen/heard);
• Diagram indicating position, size and colour of any injuries (not photograph);
• Words child uses, (not translated into ‘proper’ words);
• Non-verbal behaviours

All C.P. documents will be retained in a ‘Child Protection’ file, separate from the child’s main file. This will be locked away and only accessible to the Head teacher and DSL. The file will be transferred as soon as possible to any school or setting the child moves to, clearly marked ‘Child Protection, Confidential, for attention of DSL.’ The file will be transferred separately from the main pupil file, ensuring secure transit and obtaining confirmation of receipt. The final school will retain the C.P. file until the child’s 25th birthday.

If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to:
Julia Green, Admin coordinator, EHE team, Adams Court, Kildare Terrace, Leeds. LS12 1DB.

When sharing confidential information about a member of staff or child, the Academy will have regard to its responsibilities under the Data Protection Act (DPA) 2018, GDPR and where relevant, the Education (Pupil Information) (England) Regulations 2005 and the Freedom of Information Act 2000. https://www.gov.uk/government/publications/safeguarding-practitioners-information-Sharing advice

The Academy will Monitor:
Any cause for concern including where there could be serious child welfare concerns e.g.
• Injuries/marks
• Attendance
• Changes e.g. mood/ academic functioning
• Relationships
• Language
• Behaviour
• Demeanour and appearance
• Statements, comments
• Medicals
• Stories, ‘news’, drawings
• Response to P.E./Sport
• Family circumstances
• Parental behaviour/ care of child

The DSL will review all monitoring arrangements in the timescale and manner determined by circumstances, recorded and clearly understood by all concerned

Supporting the Child and Partnership with Parents and Carers:
• The Academy recognises that the child’s welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents and carers;
• Whilst the Academy may, on occasion, need to make referrals without consultation with parents and carers, they will make every effort to maintain a positive and supportive working relationship with them whilst fulfilling our duties to protect any child;
• A secure, caring, supportive and protective relationship for the child will be provided;
• Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why;
• The Academy will endeavour always to preserve the privacy, dignity and right to confidentiality of the child, parents and carers. The DSL will determine which members of staff ‘need to know’ personal information and what they ‘need to know’ for the purpose of supporting and protecting the children.

All Action is Taken in Accordance with the Following Guidance:
• Keeping Children Safe in Education (DfE, 2019)
• Working Together to Safeguard Children (DfE, 2018)
• The PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

When new staff, volunteers or regular visitors join the Academy they are informed of the safeguarding arrangements in place and the name of the DSL (and deputies) and how to share concerns with them.

Any member of staff, volunteer or visitor to any of Elevate’s Academies who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred must report it immediately to the DSL (or, in their absence, the deputy DSL or 3rd nominated person).

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for reconsideration of the case with the DSL.
Refer to NYSCB Professional Resolutions

Safeguarding contact details are displayed at the front of this policy and in each Academy to ensure that all staff have unfettered access to safeguarding support.

**Professional Confidentiality:**
Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff, volunteer or visitor must never guarantee confidentiality to a child and will not agree with a child to keep a secret as, where there is a child protection concern, this must be reported to the DSL and may require further investigation by appropriate authorities.

All staff members are informed of relevant information in respect of individual cases regarding child protection on a ‘need to know basis’ only.

Any information shared with a member of staff in this way is held treated confidentially.

**Records and Information Sharing:**

Advisory for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers – DFE 2018.

KCSIE paragraphs 78 and 80

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 and GDPR place duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

Well-kept records are essential to good child protection practice. The Academy is clear about the need to record any concern held about a child or children within the Academy, the status of such records and when these records should be shared with other agencies.

**Information Sharing:**
- If a child transfers from the Academy to another school, their child protection records will be forwarded to the new educational setting within 15 days. This is a legal requirement set out under regulation 9 (3) of ‘The Education (Pupil Information – England) Regulations
2005. These will be marked ‘Confidential’ and for the attention of the receiving school’s DSL, with a return address on the envelope so it can be returned to us if it goes astray. 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 child or others (i.e. self-harming or harmful sexualised behaviour), this information must be shared with the destination provision prior to the child 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 should 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 must 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:

  - Pupil records should be transferred in a secure manner, for example, through secure electronic file transfer or by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school/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 transfer must be retained for audit purposes.

  - If a child moves from the Academy, child protection records will be forwarded onto the named DSL at the new school, with due regard to their confidential nature. Good practice suggests that this should always be done with a face to face handover 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 an electronic delivery and read receipt must be obtained for audit purposes by the delivering Academy.

  - Re permanent exclusion: If a child 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.

  - Home schooling: If a parent chooses to electively home educate (EHE) their child, the head teacher must complete and submit the Common Transfer File (CTF) which are uploaded to S2S using the DFE Secure Access Website: https://sa.education.gov.uk/idp/Authn/UserPassword/ Leeds Elective Home Education Policy and Procedures 2016
• **By post:** If sending by post, children records should be sent “Special Delivery”. A note of the special delivery number should also be made to enable the records to be tracked and traced via Royal Mail.

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

• **DSL leaves:** When a DSL member of staff resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder. In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the head teacher to ensure that the new post holder is fully conversant with all procedures and case files.

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

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

**Archiving and Destruction of Documents:**

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will make an accurate record as soon as possible noting what was said or seen (if appropriate, using a body map to record see Appendix 3), giving the date, time and location. All records will be dated and signed and will include the action taken. This is then presented to the DSL (or Deputies), who will decide on appropriate action and record this accordingly.

Any records related to child protection are kept in a child protection file (which is separate to the pupil file) in chronological order. All child protection records are stored securely and confidentially and will be retained for 25 years after the child’s date of birth.

**Destruction of Documents:** Where records have been identified for destruction, they should be disposed of securely at the end of the academic year (or as soon as practical before that time). Records which have been identified for destruction should be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of Data Protection legislation or they will contain information which is confidential to the Academy or the Local Education Authority. Information should be shredded (or deleted as appropriate) prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes the Academy should 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.
Working with Parents and Other Agencies to Protect Children:

Parents/carers:

- Should be aware that the Academy will take any reasonable action to safeguard the welfare of its children. In cases where the Academy has reason to be concerned that a child may be suffering significant harm, ill treatment or neglect or other forms of harm, staff have no alternative but to follow the North Yorkshire Safeguarding Child Board and contact NYCC LADO to discuss their concerns.

- **Emergency contacts:** In keeping with KCSIE, the Academy will endeavour wherever possible to obtain at least 2 emergency contacts for every child in the Academy in case of emergencies, and in case there are welfare concerns at the home.

- In general, the Academy 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 Elevate’s Safeguarding & Child Protection policy through: school prospectus, website, newsletters etc. A safeguarding & child protection statement is prominent in the Academy foyer/reception area.

Interagency Working:

**Working Together to Safeguard Children 2018 and see Appendix 4**

It is the responsibility of the DSL to ensure that the Academy is represented at, and that a report is submitted to, any child protection conference called for children on the Academy roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). Whoever attends will be fully briefed on any issues or concerns the Academy has and be prepared to contribute to the discussions at the conference.

If a child is subject to a Child Protection or a Child in Need plan, the DSL will ensure the child is monitored regarding their Academy attendance, emotional well-being, academic progress, welfare and presentation. If the Academy is part of the core group, the DSL will ensure the Academy is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and / or the child’s welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the DSL will inform the child’s key worker immediately and then record that they have done so and the actions agreed.
Allegations About Members of the Workforce:

All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Code of Conduct/ Guidance for safer working practice for those working with children and young people in education settings (GSWP) (Safer Recruitment Consortium October 2015);

The Academy works in accordance with statutory guidance and the Local Authority in respect of allegations against an adult working with children (in a paid or voluntary capacity).

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**For further guidance: Leeds Managing Allegations Against Staff**

**KCSINE2019 Part 4**

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These procedures should be used in respect of all cases in connection with the person’s employment or voluntary activity where it is 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 he or she may pose a risk of harm to children.

The Academy has processes in place for reporting any concerns about a member of staff (or any adult working with children).

Any concerns about the conduct of a member of staff will be referred to the Head teacher (or the Deputy Head teacher in their absence). This role is distinct from the DSL as the named person should have sufficient status and authority in the Academy to manage employment procedures. Staffing matters are confidential and the Academy must operate within statutory guidance around Data Protection.

**Head teacher:** Where the concern involves the Head teacher, it should be reported direct to the Chair of Governors.

Elevate procedures require that, where an allegation against a member of staff is received, the Head teacher, senior named person or the Chair of Governors must inform:

1. Elevate’s compliance officer on **077695 82025**, unless that person is the subject of the allegation, or where their relationship with the subject could compromise their independence, in which cases it should be reported to the CEO; and
2. The duty Local Authority Designated Officer (LADO) in the Children’s Workforce Allegations Management Team within one working day.

Leeds LADO: 0113 3789687

However, wherever possible, contact with the LADO should be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to children and parents and HR. The LADO will provide an objective view.

**Elevate and their Academies will not carry out any investigation before speaking to the LADO.**

If there is an immediate risk, appropriate actions may need to be taken e.g. urgent involvement of police, removal of member of staff, securing evidence or urgent medical attention.

Staff who become aware of an allegation about a person from another agency should report this to their agency’s Safeguarding Lead without delay who should in turn inform the LADO straight away.

If requested by LADO a referral should be sent to them using the LADO Referral Form which can be downloaded giving as much detail as possible.

[http://www.safeguardingchildren.co.uk/worried-about-child](http://www.safeguardingchildren.co.uk/worried-about-child)

Completed LADO Referral Forms should be emailed using secure mail (e.g. gcsx, pnn, cjsm, nhs.net, egress, etc.) to lado@leeds.gcsx.gov.uk

If you do not have secure email please telephone 0113 3789687.

The LADO will consult, as appropriate, with Children’s Social Care and/or the Police to consider:
- If a CSC or a police response may be appropriate and if a Strategy Meeting and/or an Evaluation Meeting needs to be held;
- If the allegation should be managed solely by the employer (with the proviso that, if further information comes to light suggesting a child protection response or criminal response may be necessary, then a further consultation will take place).

**Procedure/Initial Action:**

- The person who has received an allegation or witnessed an event MUST immediately inform the Head teacher and make a record and have regard to Elevate’s Whistleblowing procedure;
- In the event that an allegation is made against the Head teacher the matter will be reported to the Chair of Governors who will proceed as the ‘head teacher’;
- The head teacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs;
• The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children;
• The Head teacher may need to clarify any information regarding the allegation, however no person will be formally interviewed or asked to write a formal statement at this stage;
  
  **The Head teacher will consult with the Duty LADO on 0113 3789687**
• in order to determine if it is appropriate for the allegation to be dealt with by Elevate or if there needs to be a referral to social care and/or the police for investigation;
• Consideration will be given throughout to the support and information needs of children, parents and staff;
• The head teacher will inform the Chair of Governors of any allegation.

**DBS:**
The Academy has a legal duty to refer to the DBS anyone who has harmed or poses a risk of harm, to a child or vulnerable adult where:
• The harm test is satisfied in respect of that individual;
• The individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence, and;
• The individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

Referrals should be made as soon as possible, and ordinarily on conclusion of an investigation, when an individual is removed from working in regulated activity, which could include being suspended, or is redeployed to work that is not regulated activity.

**Record Keeping:**
Details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

**EYFS:**
Where an Early Years’ provider is registered with OFSTED, the provider must inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). The provider must also notify Ofsted of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.
Please also see additional requirements in the **EYFS 2017.**

**Whistleblowing:**
Whistleblowing is ‘making a disclosure in the public interest’ and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example children in the Academy or members of the public.

All staff are made aware of the duty to raise concerns about the attitude or actions of staff in line with the Academy’s Code of Conduct / Elevate’s Whistleblowing policy.

The Academy wants everyone to feel able to report any child protection / safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: help@nspcc.org.uk.

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk.

The Head of Internal Audit, Veritau can be contacted by writing a letter in a sealed envelope marked Strictly Private and Confidential, addressed to:
Max Thomas (Head of Internal Audit)
Veritau Ltd
County Hall
Racecourse Lane
Northallerton
North Yorkshire DL7
8AL
or by telephoning (01609) 532143.
In addition there is a direct and confidential whistleblowing hotline number (01609) 760067, which is available 24 hours a day.

**Safer Recruitment and Selection:**

The Academy pays regard to the Protection of Freedoms Act 2012; the Childcare (Disqualification) Regulations 2009 and NYCC Schools’ Recruitment procedures and guidance (login required).

The Academy ensures that all appropriate measures are applied in relation to everyone who works in or on behalf of Elevate who are likely to be perceived by the children as a safe and trustworthy adult.

**Safer Recruitment:** At least one person who sits on a Recruitment panel must have completed safer recruitment training. Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, must be conditional on satisfactory completion of the necessary pre-employment checks. **When appointing new staff Elevate and its Academies must:**
• verify a candidate’s identity. Identification checking guidelines can be found on the GOV.UK website;

• obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity);

• obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;

• verify the candidate’s mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;

• verify the person’s right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then prospective employers, or volunteer managers, should follow advice on the GOV.UK website;

• if the person has lived or worked outside the UK, make any further checks

• verify identity and academic or vocational qualifications, obtain professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. These documents are then placed on HR files

• When undertaking interviews, the Academy has regard to the principles of Value Based Interviewing www.nspcc.org.uk

• ensure that a candidate to be employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State or any sanction or restriction imposed (that remains current) by the GTCE before its abolition in March 2012;

• check that a person taking up a management position is not subject to a section 128 direction made by the Secretary of State.

• Where an enhanced DBS certificate is required, it must be obtained from the candidate before, or as soon as practicable after, the person’s appointment.

Disclosure of convictions:
All Elevate staff are made aware:
• that they are required to notify their line manager of any convictions or cautions during employment with Elevate or receive a Penalty Notice for Damage or Penalty Notice for Disorder. For those who drive on business at any point during their employment (Authority’s vehicle or own vehicle), this includes all motoring offences dealt with through the courts and penalty points on driving licences - whether awarded by a court or through fixed penalty notices;

• about the expectations of their conduct including where their relationships and associations both within and outside the work place, including on line, may have implications for the safeguarding of children in the Academy;
All Elevate staff will inform the Academy immediately of any change in their circumstances that may affect their suitability to work with children.

Staff employed to provide childcare are made aware that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the school/setting) or any circumstances which could lead to consideration of disqualification.

**Single Central Record (SCR):** The Academy must keep a single central record detailing a range of checks carried out on their staff, including supply staff, and teacher trainees on salaried routes and all members of the proprietor body, including Members, Trustees and central staff. The SCR will be regularly monitored by Elevate’s central team and on a termly basis by the safeguarding link governor.

- an Enhanced DBS check and Barred list check is obtained for all new paid appointments at the Academy;
- an Enhanced DBS check is obtained for volunteers further to a risk assessment, considering the regularity, frequency, duration and nature of contact with children and the level of supervision of the volunteer by another person engaging in regulated activity;
- The Academy will ensure that any contracted staff are DBS and Barred list checked where appropriate;
- The Academy must ensure following checks have been carried out and verified:
  - that agency and third-party staff have undergone the necessary checks;
  - mental and physical fitness to carry out work and responsibilities;
  - professional qualifications;
  - S.128 checks for persons in management roles;
  - identity checks;
  - prohibition from teaching;
  - further checks on people working/living outside the UK.
- On line materials available on NSPCC website.

**Private Fostering:**


Under the Private Fostering Arrangements (2005), professionals who come into contact with children, for example teachers, religious leaders, health care staff are under a duty to inform the Children and Families Service about any private fostering arrangements they are made aware of.
Private fostering is when children and young people under the age of 16 years or under 18 if they are disabled, are cared for on a full time basis by a person who is not their parent, who does not have parental responsibility or who is not a "close relative" for 28 days or more. Close relatives are defined as:

- grandparents
- brothers and sisters
- uncles and aunts, or
- step-parents (if married to the partner or in civil partnership)

There are many circumstances in which an unmarried partner becomes the carer for a child. A parent’s unmarried partner is not a step-parent in this context. It is a common misunderstanding and parents/carers are often unaware of the legal requirements to notify the local authority of a private fostering arrangement.

Curriculum:
The Academy are committed to ensuring:

- that children are aware of behaviour towards them that is not acceptable, how they can keep themselves safe and how to complain;
- All children know that their Academy has a DSL with responsibility for child protection and know who this is;
- The Academy will inform children of whom they might talk to, both in and out of their Academy, their right to be listened to and heard and what steps can be taken to protect them from harm;
- There are opportunities in the curriculum, for example through the Personal, Social, Health Education (PSHE) curriculum and by providing an age-related, comprehensive curriculum, for children to be taught about aspects of safeguarding to develop the knowledge and skills they need to recognise and stay safe from abuse, including on-line safety.

This is done by:

- developing healthy relationships and awareness of domestic violence, bullying, child sexual orientation, gender-based violence, hate, relationship abuse, faith abuse and abuse [www.pshe-association.org.uk](http://www.pshe-association.org.uk);
- recognising and managing risks including online, including cyber bullying and online grooming for sexual exploitation and radicalisation enabling children to become safe and responsible users of technologies and the impact of new technologies on sexual behaviour, for example sexting and accessing pornography [UKCCIS Education for a connected world;](http://www.assests.publishing.service.gov.uk) [www.assests.publishing.service.gov.uk](http://www.assests.publishing.service.gov.uk) and [www.Beinternetlegends.withgoogle.com](http://www.Beinternetlegends.withgoogle.com);
- enabling children to develop knowledge, skills and attitudes consistent with the promotion of fundamental British values;
- recognising how pressure from others can affect their behaviour, including the risks of radicalisation to extremist behaviour;
• ensuring children have the opportunity to discuss controversial issues and develop tolerance and respect for others;
• raising awareness of female genital mutilation and forced marriage;
• making available appropriate local and online advice.

Filters
Additional aspects of safeguarding included in the curriculum are risks associated with:
• substance misuse;
• gangs and youth violence;
• mental health;
• water, fire, roads and railways.

The Academy:
• Has updated the curriculum aspects of related policies to ensure that they are aligned to this Child Protection and Safeguarding policy. This includes the Academy’s online safety, sex and relationships, substance misuse, smoke-free policy and anti-bullying policies.
• Recognise the statutory duty, since April 2014, to publish information about the content of their PSHE curriculum on their websites.
• Recognise the importance of using age appropriate curriculum resources and ensuring that there is a safe climate for learning which includes the setting of ground rules.

Parents /carers are invited to view any resources and discuss any concerns they have over any curriculum content within our PSHE curriculum provision. Arrangements can be made by contacting the Head teacher of their Academy in the first instance.

Training needs of staff are regularly reviewed to ensure that staff who are delivering safeguarding aspects of PSHE or online safety have the appropriate knowledge and skills.

• Monitor and evaluate the impact of the safeguarding taught curriculum provision through the Academy’s based monitoring and evaluation processes which includes lesson observation, work scrutiny, feedback from children, staff and parents/carers, data from the bi-annual Growing Up in North Yorkshire survey.

Visitors:
The Academy shall use the Elevate safeguarding and fire safety leaflet template which will be handed to visitors when they register their presence at the Academy office.

‘Schools do not have the power to request DBS checks and barred list checks, or ask to see DBS certificate07973 792398, for visitors (e.g. children’s relatives or other visitors attending a sports day). Head teachers and principals should use their professional judgment about the need to escort or supervise visitors.’ (KCSINE 2019)
Appendix 1:

Sexting: how to respond to an incident
An overview for all teaching and non-teaching staff in schools and colleges

This document provides a brief overview for frontline staff of how to respond to incidents involving ‘sexting’.
All such incidents should be reported to the Designated Safeguarding Lead (DSL) and managed in line with your school’s safeguarding policies.
The DSL should be familiar with the full 2016 guidance from the UK Council for Child Internet Safety (UKCCIS), *Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People*, and should not refer to this document instead of the full guidance.

What is ‘sexting’?
In the latest advice for schools and colleges (UKCCIS, 2016), sexting is defined as **the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18**. It includes nude or nearly nude images and/or sexual acts. It is also referred to as ‘youth produced sexual imagery’.
‘Sexting’ does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

What to do if an incident involving ‘sexting’ comes to your attention
Report it to your Designated Safeguarding Lead (DSL) immediately.

- **Never** view, download or share the imagery yourself, or ask a child to share or download – **this is illegal**.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL.
- **Do not** delete the imagery or ask the young person to delete it.
- **Do not** ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- **Do not** share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- **Do not** say or do anything to blame or shame any young people involved.
- **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

If a ‘sexting’ incident comes to your attention, report it to your DSL. Your school’s safeguarding policies should outline codes of practice to be followed.

For further information
Appendix 2: e.g. of Safeguarding Leaflet:

Key Academy Contacts:

Head teacher:

Child Protection & Complaints:

Health & Safety:

Chair of Governors:

Chair of Trustees:

CEO:

Academy, Address

Telephone number:
Email:
Website:

Elevate Multi Academy Trust
Halfpenny Lane, Knaresborough,
North Yorkshire HG5 0SL
Registered Number: 10814201

Please report any Child Protection or Health & Safety concerns to the Main Academy Office IMMEDIATELY.

Accidents: must be reported to the Main Academy Office where an Accident Report Form can be completed.

Fire Alarm: If the fire alarm sounds, please make your way out of the building calmly and promptly by following the green FIRE EXIT signs.

Nuts: Nuts are not allowed on these premises.

Smoking: is not permitted on any part of these premises.

Please remember to sign out and return your visitors badge to the Main Academy Office before leaving the premises, even if you are due to return on the same day.
A Guide for Visitors and Volunteers

Safeguarding
Health & Safety

Meadowside Academy recognises and promotes their responsibilities for Child Protection and Health & Safety.

Visitor Procedures

All visitors must sign in at Main Academy Office
• All visitors will be issued with a visitor’s badge which must be displayed at all times.
• Visitors may be asked to provide identification.
• Visitors will be asked to remain under the supervision of a designated member of staff.
• All visitors must sign out at the Main Academy Office before leaving.

Visitors wishing to see a particular member of staff should contact the Academy to make an appointment. If you are seeking an urgent appointment please report to the Main Reception and we will arrange for you to see a member of staff.

North Star Visitors
• All visitors from an Alliance School MUST wear their school ID Badge in addition to a Visitor’s badge.
• Visitors without their school ID badge will be asked for identification.

E-Safety

Mobile Phones: to protect our children please do not have your phone out or use it during your time at our Academy. If this is an issue please contact a member of staff on arrival.

Photographs: under no circumstances should you take photographs of our children whilst at our Academy.

Child Protection: Our children are frequently reminded about personal safety and child protection issues. If staff or children approach you, please confirm you are visiting the Academy and show them your Visitors badge.

Should you have a Child Protection concern, please report this to the Main Academy Office immediately so they may inform the Designated Person for Child Protection.
Child abuse happens to all children regardless of gender, culture, religion, social background and those with or without a disability.

**Visitor Code of Conduct**

- Treat everyone with respect;
- Act as a positive role model at all times, displaying high standards in the use of language, manner, punctuality and preparation;
- Remember someone else may misinterpret your actions no matter how well intended;
- Inform a member of staff of any inappropriate behaviour;
- Follow the instructions given to you by the class teacher if you are working with children and respect the guidance of the teacher at all times;
- Ensure you are visible by a member of staff if you are with children;
- Never share personal information with a child. If a child tries to share these details with you, you should inform the class teacher as soon as possible;
- If you are concerned about the conduct of a member of staff during your visit you should inform a key Academy contact;
- Do not leave equipment unattended; • Keep information confidential.

**Health and Safety**

**Fire:** Please make yourself aware of the nearest fire exit when you arrive.
In the event of a fire alarm please use the nearest fire exit and make yourself known to a member of staff.
Do not enter the building again unless you are informed by a member of staff that it is safe to do so.

**Accidents and Illness:** Should you have an accident or feel unwell during your visit, please report to the Main Academy Office. If you are unable to make your way to the office please inform a staff member. All accidents will be logged in the accident book.

**Comfort Break:** Should you require a comfort break during your visit a member of staff will be happy to direct you to our adult facilities.

**Pupil Behaviour**

During your visit you might observe a child struggling to manage their behaviour. We would like to reassure you that staff have been trained to manage these situations keeping the child, themselves and others safe. You can help by moving away. Please be aware that a member of staff may ask you to leave the room until the situation has calmed.

A copy of the Trust’s Child Protection and Safeguarding policy is available upon request from the Main Academy Office.
Appendix 3 – Body Maps
Child body map
Baby/infant Body Map
Appendix 4: Missing from School Response Checklist
Referral pathway for reporting children and young people missing /absconded during the school day

PUPIL IDENTIFIED AS MISSING - REPORT IMMEDIATELY
to a member of the senior leadership team when child or young person is known to have absconded from lesson/school.

Determine the nature/reason for absconding-going missing from lesson (consider recent events or precipitating factors)

Search of school premises including grounds and immediate locality. Make contact with the child, establish (where possible) their location, undertake (if appropriate) home visit or suspected/known destination. Notify parents and/or carers.

FOUND

Child located, but refuses to return to school.
Risk assessment to be made with regards to circumstances considering the following likelihoods:
1. To visit known abuser
2. Of being at risk of CSE
3. To use drink or drugs
4. Of self-harm or expressing suicidal ideation

NOT FOUND

Child located, returned to school.

Risk assessment to be made with regards to circumstances considering the following likelihoods:
1. To visit known abuser
2. Of being at risk of CSE
3. To use drink or drugs
4. Of self-harm or expressing suicidal ideation

CONCERNS

No concerns/low risk
Child is truanting/whereabouts of child have been established (ie child has gone home, refusing to return to school. DO NOT REPORT TO POLICE AS MISSING

NO CONCERNS

Notify Safer School Officer

Update ALL relevant professionals and parents/carers

Notify Safer School Officer should check Police systems for existing vulnerabilities.

Pass all relevant information including a detailed description of the absconder and where possible an up-to-date photo.

On student’s return to school – designated safeguarding lead to talk to pupil to establish reason behind absconding. Discussion should:
1. Ascertain child’s views and perceptions.
2. Explore reason for absconding (push/pull factors)
3. Allow DLS to undertake an assessment of any presenting safeguarding risks.
4. Ensure that appropriate interventions/referrals/support are actioned to address, identified risk and minimise any further reoccurrence of absconding.
Radicalisation Response Checklist:
Summary of in-school procedures to follow where there are potential radicalisation concerns about a child/member of staff.

1. **Cause for concern**
   - Complete “Cause for Concern” form
   - Speak to designated safeguarding lead (staff)

2. **Discussion**
   - Concerned party discuss with:
     - Designated Staff / Head teacher
   - Seek advice from other agencies:
     - Education Safeguarding Team (0113 3951211)
     - Prevent Education Officer – Julia Holden (07891 273720)

3. **Screening Process**
   - Police Channel Coordinator gathers information to determine whether there is a risk of radicalisation.

4. **Channel Referral Process**
   - Prevent Coordinator and Police Channel Coordinator consult with colleagues to decide whether the referral meets the threshold for Channel

5. **Risk of significant harm to a child**
   - Contact: Children’s Social Work Service – Duty & Advice Team (0113 3760336)

6. **Child & family assessment (CSWS)** within 10 working days

7. Leeds LSCP S47 enquiries procedures continue
   - http://westyorkscb.proceduresonline.com
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.

**HSB – Initial Response**

Sexual incident occurs within the school setting

- Designated staff to complete cause of concern and record:
  - Nature of sexual behaviour observed/disclosed
  - Relationship between the children/young people involved
  - What was the reaction of the aggrieved?
  - What was the reaction of the child when challenged on their behaviour?
  - What was the context within which the behaviour occurred?

- Complete the AIM Checklist: AIM Education Guidelines:
  - Two members of staff to complete the checklist: designated CP lead to be one member
  - Use the cause for concern sheet to inform the checklist
    - Child checklist – page 32/33
    - Adolescent checklist – page 41/42
    - SEN checklist – page 45/46
  - Complete Chronology template from guidelines

**Checklist outcome and response**

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

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

Teacher or other school practitioner is concerned that a child or young person may be at risk of CSE

* Cause for Concern form is completed and conversation is held with Designated Safeguarding Lead

Decision is made who will complete the [CSE Partner Checklist](#)

- This may be the Designated Safeguarding Lead, the person who identified the risk or other
- Completed checklist identifies level of risk – H, M or L
- Contact is made with Duty and Advice Front Door and all completed checklists are shared

Duty & Advice at the Front Door review all checklists

- If outcome of the review is that the risk is identified as Medium or High Risk – a referral made to Cluster Social Work Team by Duty and Advice Team
- If outcome of the review is that the risk is identified as Low - Duty and Advice Team – no referral to Children’s Social Work Service (CSWS) at this time

### Low Risk

- Duty and Advice Team log the shared CSE Partner Checklist
- Contact is made back to the school practitioner who shared the checklist

### Medium or High Risk

- Cluster Social Work Team carry out 10 day Child and Family Assessment or update existing Assessment
- CSE Risk Identification tool carried out (again) by social worker

### Decision on response

- Decision made on level of response required: If high or medium risk response includes: s47 safeguarding enquiry; 45 day Child and Family Assessment and Child in Need plan;
- No further action for CSWS if low or no risk – if this is the case, contact is made back to the school

### Social Work Activity for High or Medium Risk

Managing the Risk and Review

- Conversation establishes how the young person will be supported and the risk managed until it is deemed ‘No risk’
- Duty and Advice will record this
- Request made that the checklist is reviewed every three months and shared with Duty and Advice if H, M or L. If no risk, Duty and Advice should be updated