



Woodkirk Academy
&
The Sixth Form @ Woodkirk Academy

SAFEGUARDING AND CHILD PROTECTION POLICY

Woodkirk Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share this commitment. We are fully committed to ensuring that consistent effective safeguarding procedures are in place to support children, families and staff at school.

**Reviewed and approved by the
Local Governing Board
on 5 October 2021**



This Safeguarding and Child Protection Policy is available on the Woodkirk Academy website, and is reviewed and ratified annually by the Woodkirk Academy Local Governing Board or as events, or legislation requires. Any deficiencies or weaknesses identified will be remedied without delay.

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Governor	Chair of Governors
2021-22	Mr D Currie	Mrs L Roberts	Mrs J Lumb	Mr R Aiston

Child Protection and Safeguarding Advice Contact List

Role / Agency	Name and role	Contact Details
School Designated Safeguarding Lead (DSL) / Child Protection Coordinator	Mr D Currie	d.currie@woodkirk.leodis.org.uk
Deputy DSL	Mrs L Roberts <i>Director of Student Support</i>	l.roberts.@woodkirk.leodis.org.uk
Other DSLs	Mr N Cook <i>Vice Principal</i> Mrs A Scott <i>Learning Mentor</i> Miss N Power <i>Leodis Family Support Worker/Cluster Co-ordinator</i>	n.cook.@woodkirk.leodis.org.uk a.scott@woodkirk.leodis.org.uk n.power@leodis.org.uk
Governor with responsibility for Child Protection	Mrs J Lumb	c.shearn@woodkirk.leodis.org.uk
Governor with responsibility for Safeguarding	Mrs J Lumb	c.shearn@woodkirk.leodis.org.uk
Chair of Governors	Mr R Aiston	c.shearn@woodkirk.leodis.org.uk
Designated Teacher for Looked After and previously Looked After Children	Mr D Currie	d.currie@woodkirk.leodis.org.uk
SENDCo	Mrs C Worsley	c.worsley@woodkirk.leodis.org.uk
PSHE / RSE Coordinator	Mr D Skitt	d.skitt@woodkirk.leodis.org.uk
Online Safety Coordinator	Mr D Currie	d.currie@woodkirk.leodis.org.uk
CSWS Duty and Advice / Front Door Safeguarding Hub	Urgent Child Protection concerns / initial referral	Professionals – 0113 3760336 Members of the public – 0113 2223301
CSWS Emergency Duty Team (out of hours)	Urgent Child Protection concerns	0113 535 0600 childrensEDT@leeds.gov.uk
Education Safeguarding Team	Advice / Training / Safeguarding Audit	0113 3789685 estconsultation@leeds.gov.uk
Local Authority Designated Officer	Allegations against adults in school	0113 3789687 lado@leeds.gov.uk
NSPCC Whistleblowing Helpline	Allegations against adults in school	0800 028 0285
Leodis FSWI Cluster Co-ordinator	Miss N Power Mrs V Hayden – Cluster Co-ordinator	n.power@leodis.org.uk 0113 887 3618 v.hayden@leodis.org.uk
PREVENT Team	Prevent training/advice	0113 535 0810 prevent@leeds.gov.uk

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

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

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

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

Child is any pupil under the age of 18.

Glossary

- DSL Designated Safeguarding Lead
- DDSL Deputy Designated Safeguarding Lead
- SENDCo Special Education Needs and Disabilities Coordinator
- DT Designated Teacher for Looked After and previously Looked After Children
- PSHE Personal, social health and economic
- SRE Sex and relationships education
- CSWS Children's Social Work Services

Visitors to school

All visitors must sign in on arrival and collect a visitor's badge and a School Information Leaflet which identifies Designated Safeguarding staff and the safeguarding email address to report any concerns regarding a child/young person or another adult in school. The visitor's badge must be worn at all times. Staff must remain with their visitors at all times. Staff must ensure that visitors to school are supervised as appropriate and the requisite pre-employment checks have been completed as referenced in Part 3 of KCSiE.

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1. AIMS

- 1.1. Woodkirk Academy, a member of Leodis Academies Trust, aims to ensure that:
 - 1.1.1. Appropriate action is taken in a timely manner to safeguard and promote students' welfare.
 - 1.1.2. All staff are aware of their statutory responsibilities with respect to safeguarding, identifying students in need of early help, at risk of harm or those that have been harmed.
 - 1.1.3. Staff are properly trained in recognising and reporting safeguarding issues.
 - 1.1.4. A culture of vigilance is created and maintained to ensure that we will also act in the best interests of students to protect them online and offline.
 - 1.1.5. Systems for reporting abuse are well promoted, easily understood and easily accessible for students
- 1.2. The Local Governing Board and staff of Woodkirk Academy (hereinafter referred to as "the school") take as our first priority the responsibility to safeguard and promote the welfare of our students, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess and support those students who are suffering harm and to keep them safe and secure whilst in our care.
- 1.3. The responsibilities set out in this policy apply (as appropriate) to all members of the school community including students, staff, governors, visitors/contractors, volunteers and trainees working within the school. It is fully incorporated into the whole school ethos and is underpinned throughout the teaching of the curriculum, within PSHE and within the safety of the physical environment provided for our students.

2. LEGISLATION AND STATUTORY GUIDANCE This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education \(KCSiE\) 2021](#) and [Working Together to Safeguard Children \(WTTSC 2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the procedures set out by our Local Safeguarding Children partnership.

- 2.2. This policy is also based on the following legislation:
 - 2.2.1. Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of students at the school.
 - 2.2.2. [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children.
 - 2.2.3. 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.
 - 2.2.4. [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.

- 2.2.5. [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children.
- 2.2.6. Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children.
- 2.2.7. 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.
- 2.2.8. Guidance for safer working practice for those working with children and young people in education settings (GSWP) (Safer Recruitment Consortium May 2019).
- 2.2.9. [Guidance for safer working practice for those working with children and young people in education settings \(Safer Recruitment Consortium Addendum April 2020\)](#).
- 2.2.10. [Sexual violence and sexual harassment between children in schools and colleges \(DfE 2021\)](#).
- 2.2.11. [Sharing nudes and semi-nudes: advice for education settings working with children and young people \(Department for Digital, Culture, Media & Sport and UK Council for Internet Safety 2020\)](#).
- 2.2.12. [Safeguarding and remote education during coronavirus \(COVID-19\) \(DfE, 2021b\)](#).
- 2.2.13. [Children Missing Education – Statutory guidance for local authorities \(DfE September 2016\)](#).
- 2.2.14. [When to call the police – Guidance for schools and colleges \(NPCC – 2020\)](#).
- 2.2.15. **Education and Training (Welfare of Children) Act 2021** <https://www.legislation.gov.uk/ukpga/2021/16/contents/enacted>.
- 2.2.16. Schools and colleges are under a statutory duty to cooperate with the published LSCP arrangements. This policy conforms to locally agreed inter-agency procedures [LSCP - Local protocols for Leeds practitioners \(leedsscp.org.uk\)](#) and has been ratified by the LSCP Education Reference Group. It is available to all interested parties on our website and on request from the main school office. It must be read in conjunction with other relevant policies and procedures and KCSiE (DfE 2021).
- 2.2.17. This policy also complies with our funding agreement and articles of association.

3. DEFINITIONS

3.1. **Safeguarding and promoting the welfare of children** means:

- 3.1.1. Protecting children from maltreatment.

- 3.1.2. Preventing impairment of children’s mental or physical health or development.
- 3.1.3. Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- 3.1.4. Taking action to enable all children to have the best outcomes.
- 3.2. **Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.
- 3.3. Appendix 1 explains the different types and indicators of abuse.
- 3.4. **Children** includes everyone under the age of 18.

4. EQUALITY STATEMENT

- 4.1. Some students have an increased risk of abuse, and additional barriers can exist for some with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise a student’s diverse circumstances. We ensure that all students have the same protection, regardless of any barriers they may face.
- 4.2. We give special consideration to students who:
 - 4.2.1. Have special educational needs or disabilities.
 - 4.2.2. Are young carers.
 - 4.2.3. May experience discrimination due to their race, ethnicity, disability, religion, gender identification, sex or sexual orientation.
 - 4.2.4. Have English as an additional language.
 - 4.2.5. Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence.
 - 4.2.6. Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation.
 - 4.2.7. Are asylum seekers.
 - 4.2.8. Are children in care, previously looked after or any children not growing up with their birth family (this covers private fostering and all kinship arrangements).

5. ROLES AND RESPONSIBILITIES

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

5.2. All staff

- 5.2.1. All staff working directly with children will read and understand their statutory responsibilities outlined in Part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.
- 5.2.2. Staff who do not work directly with children will read either Part 1 or Annex A as determined by the DSL dependent on their roles, responsibilities and contact with children.
- 5.2.3. All staff will be aware of:
 - 5.2.3.1. Our systems which support safeguarding, including reading and understanding their professional responsibilities as outlined in Guidance for Safer Working Practice (2019) and the COVID addendum of GSWP (2020), understanding the role of the designated safeguarding lead (DSL), reading and understanding the behaviour policy, and the safeguarding response to students who go missing from education during the school day or otherwise. These policies are provided for all staff by the DSL and staff are required to sign that they have read and understood the appropriate documents.
 - 5.2.3.2. The early help process and their role in it, including being alert to emerging problems that may warrant Early Help intervention, particularly those identified in Part 1 of KCSiE. All staff should be reporting emerging problems that may warrant early help intervention to/by the CP team and/or Head of Year.
 - 5.2.3.3. Children's behaviours which can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviours that may communicate that poor wellbeing *can* be an indicator of factors such as abuse, neglect or exploitation. Staff should understand the children's experiences such of abuse, neglect and adverse childhood experiences can impact on children's mental health, behaviour & education.
 - 5.2.3.4. The process for making referrals to local authority children's social work service (CSWS) and for statutory assessments that may follow a referral, including the role they might be expected to play. The summary of in-school procedures to follow where there are concerns about a student can be found on page 9. Wherever possible, speak to the Mr D Currie (DSL), Mrs L Roberts (Deputy DSL) or a member of the Designated Staff to agree a course of action. In the absence of a DSL or member of the Designated Staff being available, speak to the Principal. In extreme circumstances where contact cannot be made with a member of Designated Staff or the Principal, staff must not delay in directly contacting children's social work duty and advice team or the police if they believe a child is at immediate risk of significant harm.
 - 5.2.3.5. The school working in partnership with other agencies in the best interests of its students. Requests for service to CSWS

should (wherever possible) be made by the Safeguarding Designated Staff, to the CSWS advice and duty team (0113 3760336). Where a student already has a child protection social worker, the school will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker.

- 5.2.3.6. What to do if they identify a safeguarding issue or a student tells them they are being abused or neglected, including specific issues such as Female Genital Mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- 5.2.3.7. In school procedures for recording any cause for concerns and passing information on to DSLs in accordance with school's recording systems.
- 5.2.3.8. The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE), FGM, radicalisation and serious and violent crime. All staff to be aware safeguarding incidents/ behaviours can occur outside school or college or be associated with outside factors CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.
- 5.2.3.9. A student missing education/absconding during the school day can also be a sign of CCE, including involvement in County Lines.
- 5.2.3.10. The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2018). NPCC (2020). When to call the police (NPCC 2020) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- 5.2.3.11. Promote the educational outcomes of students with a social worker and other students deemed vulnerable.
- 5.2.4. Appendix 1 details different kinds of abuse.
- 5.2.5. Appendix 2 provides guidance to staff on how to respond to students who report abuse.

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

- 5.3.1. The school's DSL is Mr D Currie, Vice Principal Behaviour & Safety. The DSL takes lead responsibility for child protection and wider safeguarding.
- 5.3.2. The optimal scenario is to have a trained DSL or DDSL available on site. Where this is not possible (e.g. due to self-isolating), a trained DSL or DDSL will be available to be contacted via phone or online video – for example when working from home.

- 5.3.3. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.
- 5.3.4. Out of school hours, the DSL can be contacted by email at safeguarding@woodkirk.leodis.org.uk.
- 5.3.5. When the DSL is absent, the deputy, Mrs L Roberts will act as cover.
- 5.3.6. If the DSL and deputy are not available, Mrs A Scott and Mrs J Standage will act as cover (for example, during out-of-hours/out-of-term activities). Contact: safeguarding@woodkirk.leodis.org.uk /
- 5.3.7. The DSL will be given the time, training, resources and support to:
 - 5.3.7.1. Provide advice and support to other staff on child welfare and child protection matters.
 - 5.3.7.2. Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
 - 5.3.7.3. Contribute to the assessment of students by providing as much information as possible as part of the referral process to help social care assessments consider contexts outside the home and enable a contextual approach to harm.
 - 5.3.7.4. Refer suspected cases, as appropriate, to the relevant body (children's social care duty and advice team, Channel programme, and/or police), and support staff to comply with their mandatory reporting duties in cases where FGM has been identified.
 - 5.3.7.5. Mr D Currie will ensure that all staff involved in direct casework of vulnerable students, where there are child protection concerns/issues, have access to regular safeguarding supervision. (Ref: LCCFramework for Supervision (2021)).
 - 5.3.7.6. The DSL will also keep the Principal informed of any issues, and liaise with local authority officers and relevant professionals for child protection concerns as appropriate.
 - 5.3.7.7. The DSL is responsible for responding to domestic abuse notifications from the local authority and providing support to students and their families as appropriate.
 - 5.3.7.8. The school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
 - 5.3.7.9. Provide reports as required for meetings. If the school is unable to attend a meeting, a written report will be sent. Reports will, wherever possible, be shared with parents at least 24 hours prior to the meeting.
 - 5.3.7.10. Where a student in school is subject to an inter-agency child protection plan or any multi-agency risk management plan, the DSL or a member of the Designated Team will contribute to the preparation, implementation and review of the plan as appropriate.
 - 5.3.7.11. The DSL and DDSL should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2018). When to call the police (NPCC 2020) should help designated safeguarding

leads understand when they should consider calling the police and what to expect when they do.

- 5.3.7.12. Promote the educational outcomes of students with a social worker and other students deemed vulnerable. It is essential therefore that the DSL works in close collaboration with the DT and SENDCo as students who are in need of help and protection must also have their learning needs prioritised in planning to ensure education is a protective factor and not only by way of regular attendance at school.

5.3.8. The full responsibilities of the DSL are set out in Annex C of KCSiE – Role of the designated safeguarding lead. The DSL and DDSL must read and comply with this.

5.4. The Local Governing Board

- 5.4.1. The Local Governing Board will approve this policy at each review, and hold the head teacher to account for its implementation and any actions/recommendations made by the Local Authority in respect to strengthening the school's safeguarding arrangements.
- 5.4.2. The Local Governing Board and proprietors will create a strong culture of safeguarding in school in order to ensure that safeguarding and child protection are at the forefront and underpin all aspects of policy and procedure development.
- 5.4.3. The Local Governing Board will complete the LA safeguarding and child protection briefing on their strategic roles and responsibilities every three years.
- 5.4.4. The school has appointed a Safeguarding and Child Protection Governor to monitor the effectiveness of this policy in conjunction with the full Local Governing Board. Staff governors cannot be the lead governor with responsibility for safeguarding and child protection. Lead governors should access the LA designated safeguarding governor training every three years.
- 5.4.5. In the event that safeguarding concerns or an allegation of abuse is made against the Principal, the Chair of Governors will act as the 'case manager'. See also section 10.8.
- 5.4.6. The Local Governing Board will ensure that the school has appropriate IT filtering and monitoring systems in place and should be informed in part, by the risk assessment required by the Prevent Duty in order to limit students' exposure to online risks.
- 5.4.7. The Local Governing Board, along with the school's senior leadership team, are responsible for satisfying themselves and obtaining written assurances from any relevant school lettings and alternative/off-site providers and provisions that their safeguarding arrangements are secure and in keeping with KCSiE. Woodkirk Academy use the following alternative or off-site providers and have written evidence of safeguarding arrangements:
 - 5.4.7.1. Footsteps
 - 5.4.7.2. The Stephen Longfellow Academy
 - 5.4.7.3. Queenswood (Medical Needs)

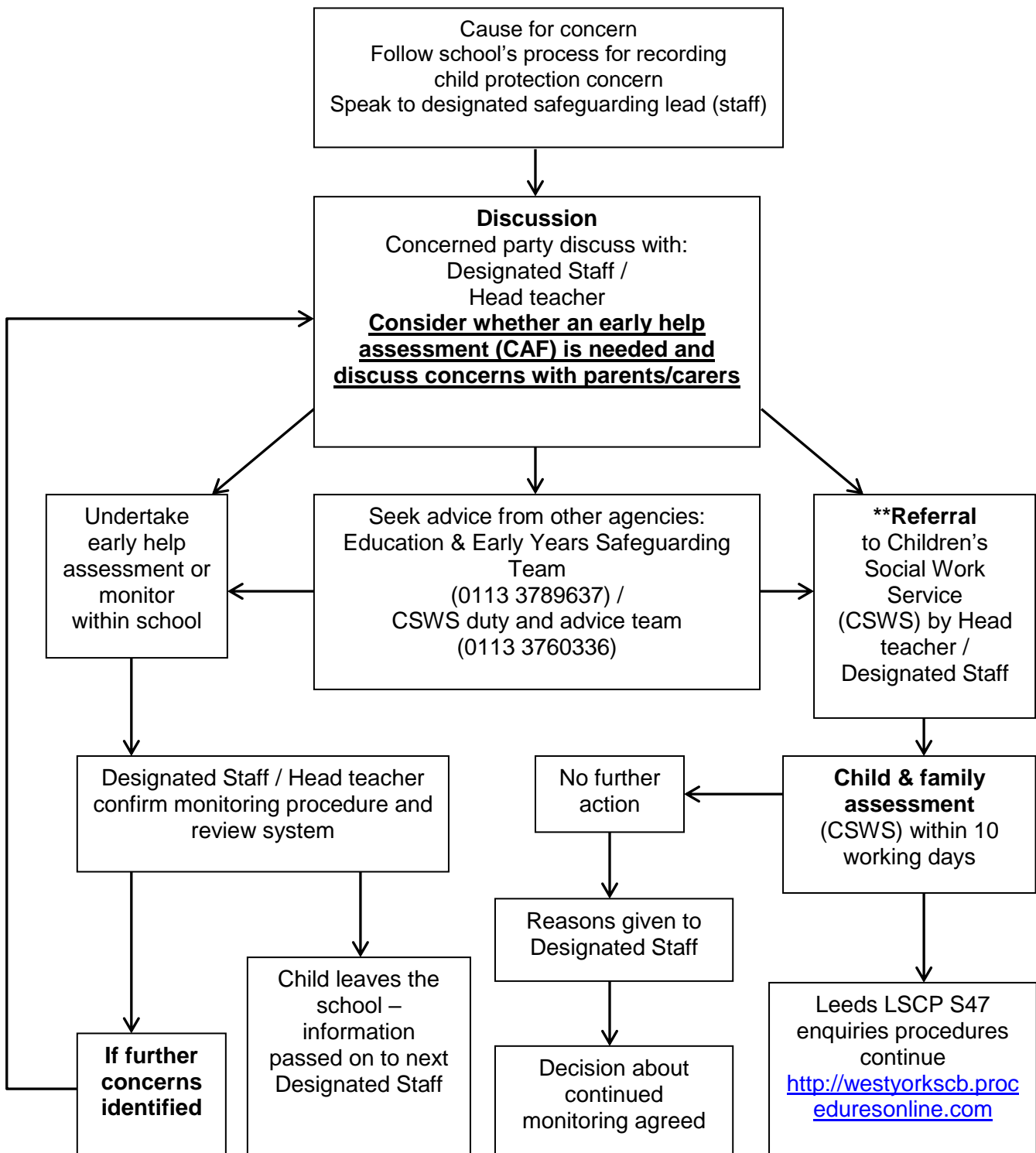
- 5.4.7.4. The Elland Academy
 - 5.4.7.5. Southway
 - 5.4.7.6. Ethos Academies Trust (MNTS)
- 5.4.8. The Local Governing Board will supply information as requested by the LSCP and the Local Authority Educating Safeguarding Team.
- 5.4.9. The full responsibilities of the Local Governing Board are set out in Part 2 of KCSiE- The management of safeguarding. Part 2 sets out the full responsibilities of the Local Governing Board – The management of safeguarding. It is the responsibility of the Local Governing Board to ensure that the school is fully compliant with their statutory safeguarding responsibilities.**

5.5. The Principal

The Principal is responsible for the implementation of this policy, including:

- 5.5.1. Ensuring that staff (including temporary and supply staff) and volunteers are informed of this policy as part of their induction.
- 5.5.2. Communicating this policy to parents when their child joins the school and via the school website.
- 5.5.3. Ensuring that the roles and responsibilities of the DSL/DDSL as referenced in Annex C of KCSiE (2021) are reflected in their job description.
- 5.5.4. Ensuring that the DSL has appropriate time, training and resources, and that there is always adequate cover if the DSL is absent.
- 5.5.5. Ensuring that they complete the one day LA course for headteachers/principals on safeguarding and child protection and that all staff undertake appropriate safeguarding and child protection training and update this every three years.
- 5.5.6. Acting as the ‘case manager’ in the event of an allegation of abuse made against another member of staff (including supply staff) or volunteer, where appropriate.
- 5.5.7. Ensuring that all recommendations made by the Local Authority in relation to strengthening the school’s safeguarding arrangements are actioned in a timely fashion.

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



** If unhappy about the outcome of the referral to Children’s Services Social Care, please refer to: Leeds LSCP Local Protocol: Concerns Resolution.
<http://www.leedsLSCP.org.uk/LSCP/media/Images/Concern-Resolution.pdf>

6. CONFIDENTIALITY AND INFORMATION SHARING

- 6.1. Confidentiality is an issue that needs to be understood by all those working with students, particularly in the context of safeguarding.
- 6.2. The school recognises that the only purpose of confidentiality in this respect is to benefit the student. Staff/volunteers and visitors to school should never promise a student that they will not tell anyone about an allegation/disclosure, and must pass any cause for concerns immediately to a designated safeguarding lead.
- 6.3. Confidentiality is addressed throughout this policy with respect to record-keeping (see section 10), dealing with reports of abuse (see Appendix 2), allegations of abuse against staff (see section 10.7), information sharing (see section 6.5) and working with parents (see section 6.6).
- 6.4. Following the report of pregnancy by a student, this will be dealt with by a designated member of staff. Parents may or may not be informed (in line with the United Nations Convention on the Rights of the Child, Article 16 – Right to privacy) depending on such factors as the the age of the student concerned and the circumstances surrounding the pregnancy. The student’s wishes will always be taken into account. A member of the Designated Team will be involved in every case and students will be signposted to further support as necessary. There may also be instances where an Individual Pupil Risk Assessment is required. Any information relating to pregnancy will be dealt with sensitively and other adults in school will be made aware on a ‘need to know’ basis. This applies to both male and female students involved.

6.5. Information sharing

- 6.5.1. Timely information sharing is essential for effective safeguarding. Information. The school will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance document [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers \(DfE 2018\)](#). This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being.
- 6.5.2. All staff must have due regard for the relevant data protection principles which allow them to share (in the context of their role) and withhold personal information, as provided for the in the Data Protection Act 2018 and GDPR.
- 6.5.3. In order to promote positive educational outcomes for vulnerable students, including those with social workers, information that can help to support positive outcomes being achieved will be shared with colleagues in school that are not DSL’s or DDSL’s as appropriate.

6.6. Working with parents and other agencies to protect children

- 6.6.1. Parents will be made aware of our in-school procedures in respect to taking any reasonable action to safeguard the welfare of our students. In cases where the school has reason to be concerned that a student may be suffering significant harm, ill treatment or neglect or other forms of harm, staff will follow the procedures for responding to suspected cases of child

abuse outlined in this policy document and contact CSWS Duty and Advice team to discuss their concerns.

- 6.6.2. In keeping with KCSiE, we will endeavour wherever possible to obtain at least two emergency contacts for every student in the school in case of emergencies, and in case there are welfare concerns at the home.
- 6.6.3. In general, we will discuss concerns with parents/carers before approaching other agencies and will seek to inform parents and receive their consent when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the child.
- 6.6.4. Parents are informed about our Safeguarding & Child Protection policy through: school prospectus, website, newsletters etc. A safeguarding and child protection statement is prominent in the school foyer/reception area.
- 6.6.5. Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will, working in partnership with the LA and other key professionals invite parents/carers to a meeting where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of the child. This is especially important where a child has SEND, is vulnerable, and/or has a social worker.

6.7. Multi-agency work

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

7. OUR ROLE IN THE PREVENTION OF ABUSE

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

7.1. Opportunities to teach safeguarding – preventative curriculum

- 7.1.1. We will ensure that students are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all students, and a more personalised or contextualised approach for more vulnerable students, victims of abuse and some SEND students may be needed.
- 7.1.2. As part of providing a broad and balanced curriculum, relevant issues will be addressed through the PSHE curriculum, including self-esteem, emotional literacy, assertiveness, power, relationship and sex education, consent, online safety, online bullying, sexting, child sexual exploitation (CSE), youth generated images, female genital mutilation (FGM), preventing radicalisation, peer on peer abuse and anti-bullying, unhealthy and abusive family relationships. Schools can seek advice on the PSHE

curriculum from the Health & Wellbeing Service (schoolwellbeing@leeds.gov.uk).

- 7.1.3. Relevant issues will be addressed through other areas of the curriculum. For example, circle time, English, History, Drama, PSCHE, Art, Social Sciences, tutor time and assemblies.

7.2. Other areas of work

- 7.2.1. All our policies that address issues of power and potential harm, e.g. Anti-Bullying, Equalities, Positive Handling, Behaviour, Online Safety, will be linked to ensure a whole school approach.
- 7.2.2. Our Safeguarding and Child Protection policy cannot be separated from the general ethos of the school which is to ensure that students are treated with respect and dignity, feel safe, and are listened to.
- 7.2.3. The school's online safety policy is reflective of the requirements set out in Keeping Children Safe in Education in regards to content, contact, conduct and commerce. The school's Online Safety Policy is aligned to the school behaviour policy and reflects our approach to issues of online safety including the sharing of nudes and semi-nudes) that empowers us to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

8. OUR ROLE IN SUPPORTING CHILDREN

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

- 8.1. In cases where students have experienced abuse/abused others, the DSL will ensure that appropriate support is offered. An individual support plan will be devised, implemented and reviewed regularly should the pupil (victim, perpetrator, of other child affected) require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e. learning mentor, key worker) and the student's wishes and feelings. A copy of the individual support plan will be kept in the student's child protection record (see Appendix 5).
- 8.2. For students who have sexually harmed or may have sexually harmed peers, a RAMP will be completed that includes safety and support planning.

8.3. Children with additional needs

- 8.3.1. Woodkirk Academy recognises that while all students have a right to be safe, some *may* be more vulnerable to abuse, for example those with a disability or special educational need, mental health issues or those living with domestic violence or drug/alcohol abusing parents, parents mental health issues, learning disabilities, students who are in care or previously looked after, students having adverse childhood experiences etc.

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

8.4. Children in Specific Circumstances

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

8.5. Remote Learning and Remote Welfare

- 8.5.1. If children are being asked to learn online at home, for example because of the coronavirus pandemic, schools and colleges should follow advice from the DfE on [safeguarding and remote education \(DfE, 2021b\)](#). In addition to following the [Guidance for Safer Working Practice \(Safer Recruitment Consortium, 2019\)](#) and the supporting COVID Addendum for Guidance for Safer Working Practice (Safer Recruitment Consortium, 2020).
- 8.5.2. Where children are remote learning and the DSL has identified a child to be vulnerable, on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. The communication plans can include remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded. Details of this plan must be recorded, as should a record of contact made.
- 8.5.3. We recognise that school is a protective factor for children and situations such as periods of national lockdown can affect the mental health of pupils and their parents/carers. Staff will be aware of these issues and have due regard for them in setting expectations of students' work where they are at home.

8.6. Female Genital Mutilation: The Mandatory Reporting Duty

- 8.6.1. The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".
- 8.6.2. FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

- 8.6.3. **Any teacher** who discovers that an act of FGM appears to have been carried out on a **student under 18** must immediately (in consultation with the DSL) report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.
- 8.6.4. The duty above does not apply in cases where a student is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff must not examine students.
- 8.6.5. **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **student under 18** must speak to the DSL and follow our local safeguarding procedures.
- 8.6.6. **Any member of staff** who suspects a student is *at risk* of FGM or discovers that a **student age 18 or over** appears to have been a victim of FGM, must speak to the DSL and follow our [local safeguarding children's partnership procedures](#).

8.7. Radicalisation and Terrorism

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

8.8. Responding to concerns about radicalisation

- 8.8.1. If staff are concerned about a change in the behaviour of an individual or see something that concerns them (**this could be a colleague too**) they should seek advice appropriately with the DSL who must contact the Education Safeguarding Team or the Prevent Education Officer– Julia Holden, 07891 273720 for further advice (see Appendix 9).
- 8.8.2. Schools and colleges are expected to assess the risk of students being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. The Education Safeguarding Team and the Prevent team can advise and identify local referral pathways.
- 8.8.3. Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. The school will ensure that as far as possible all front line staff will undertake Prevent awareness training (For example, Workshop to Raise Awareness of Prevent [WRAP]). Mr D Currie, DSL, has the Home Office Accreditation to deliver this training in-house.

8.8.4. Channel

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

8.9. Peer on peer abuse/child on child

- 8.9.1. All concerns around peer on peer/child on child abuse will be taken seriously, reported, investigated, recorded and managed in line with the child protection procedures outlined in this policy. Woodkirk Academy will ensure that at least one member of the school's safeguarding team has completed the one day Local Authority training on understanding and managing harmful sexual behaviour in education settings. <https://www.leedsforlearning.co.uk/Training>. The DSL is responsible for responding to such concerns in keeping with LSCP protocols referenced below. The DSL is responsible for providing support to any victims, and the perpetrators.
- 8.9.2. Where a student has exhibited inappropriate/harmful sexualised behaviour and/or exhibited inappropriate/harmful sexualised behaviours towards others, an AIM (Assessment, Intervention, Moving On) checklist must be completed and contact made with Children's Social Work Service if appropriate (see Appendix 8). There should be a co-ordinated multi-agency approach through a risk assessment management plan (RAMP) to respond to their needs which will include parent/carers, youth justice (where appropriate), children's social work service and health. Further support and advice on AIM Checklists and/or undertaking a RAMP can be obtained from the Education Safeguarding Team on 0113 3789685.
- 8.9.3. We will ensure that the needs of a student who abuses others will be considered separately from the needs of those who have/may have been subject to sexual harm. Students who have/may have sexually harmed others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment management plan (RAMP). Where appropriate there must be a coordinated multi-agency approach to risk assessment which will include involvement of parent/carers, social care, health, police and youth justice (where appropriate). From a best practice perspective the RAMP should be independently chaired. Further support and advice on AIM Checklists and/or undertaking a RAMP can be obtained from the Education Safeguarding Team.
- 8.9.4. We will ensure that all students who may have been sexually harmed will be taken seriously and they will be supported and kept safe.

- 8.9.5. In cases where allegations of sexual violence and/or harassment are found to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the student or person who has made the allegation is in need of support or may have been abused by someone else. In cases where the report is found to be deliberately invented or malicious the school will consider whether it is appropriate to take any disciplinary action in keeping with the Academy's Positive Behaviour Policy.
- 8.9.6. Where child sexual exploitation (ie; criminal, sexual, trafficking, modern day slavery etc.), or the risk of it, is suspected, frontline practitioners should complete a cause for concern form and pass onto the DSL or other designated member of staff for child protection.
- 8.9.7. The DSL must complete the child exploitation risk identification tool for partners (see Appendix 7) and refer to the table at the end of the tool to help decide how to proceed. A copy of the completed tool must be kept in the child's child protection records for future reference. The DSL can also refer a pupil to the monthly Multi-agency Child Exploitation (MACE) meeting if it is felt that the criteria for referral is met and a discussion is warranted, information should be emailed to chs.mace@leeds.gov.uk. Information provided should include: name; date of birth; what the risks are; what has been put in place to lessen the risk; and the plan that the child is subject to. Referrals will be triaged and if selected, the social worker, team manager or other relevant practitioner involved will be invited to attend the MACE meeting for a short discussion.
- 8.9.8. If the student already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about child exploitation. Where students may currently be looked after or previously looked after the DSL should also notify the Designated Teacher for children looked after.
- 8.9.9. A copy of the CSE checklist tool for partners can be obtained from the LSCP Website: CSE Checklist Tool for Partner Agencies
<https://www.leedsscp.org.uk/Practitioners/Child-Exploitation-and-Children-Missing-from-Home/County-Lines>
- 8.9.10. We will ensure the school works in partnership with parents and other agencies as appropriate. This includes facilitating return to home interviews as requested.

9. CHILDREN MISSING FROM EDUCATION

- 9.1. A child going missing from education is a potential indicator of abuse or neglect. School and college staff members must follow the Leeds Children's Services LA procedure.
- 9.2. Contact: cme@leeds.gov.uk. Tel: 0113 3789686.
- 9.3. Students who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse, neglect, CSE or CCE including involvement in county lines. School and college staff members must follow the school's or college's procedures for dealing with students who are absent/go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future (see Appendix 10).

- 9.4. We will comply with our statutory duty to inform the local authority of any student who falls within the reporting notification requirements outlined in Children Missing Education – Statutory guidance for local authorities (DfE September 2016).

10. A SAFER SCHOOL CULTURE

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

- 10.1. Whistle Blowing/Confidential reporting policies (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult's behaviour).
- 10.2. School's procedures for managing children who are missing education (Section 6 – Woodkirk Academy Attendance Policy).
- 10.3. Guidance on Safer Working Practices.
- 10.4. Safeguarding and Child Protection policy (including online safety).
- 10.5. School positive behaviour and discipline policy.
- 10.6. The names, roles and responsibilities of the designated safeguarding lead and any deputies.

10.7. Safer Recruitment, selection and pre-employment vetting

- 10.7.1. The school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSiE. The school will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK. (see Part 3 of KCSiE).
- 10.7.2. All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of students. (see Appendix 6).
- 10.7.3. The school will ensure that all recruitment panels include at least one person that has undertaken the safer recruitment consortium, safer recruitment training as recommended by the Local Authority/Leeds LSCP.
- 10.7.4. For individuals who have lived or worked outside the UK, in addition to the same checks as all other staff, the school will complete any additional checks required to satisfy themselves that the individual is suitable to work with children. This may include obtaining a letter from the professional regulatory authority in the country (countries) in which the candidate has worked confirming that they have not imposed any sanctions or restrictions, and /or that they are aware of any reason why they are unsuitable to teach where possible.

- 10.7.5. The school will ensure that written risk assessments are undertaken in situations where information provided on DBS certificates necessitates so. Written risk assessments must be undertaken for all volunteers **not** engaging in regulated activity.

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

- 10.8.1. These procedures must be followed in any case in which it is alleged that a member of staff (including supply staff), governor, visiting professional or volunteer has:
- 10.8.1.1. behaved in a way that has harmed a child or may have harmed a child;
 - 10.8.1.2. possibly committed a criminal offence against or related to a child;
 - 10.8.1.3. behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children; or
 - 10.8.1.4. behaved or may have behaved in a way that indicates they may not be suitable to work with children (this includes any behaviour that may have happened outside of school that might make the individual unsuitable to work with children. This is known as transferable risk.)
- 10.8.2. Examples of behaviours that would warrant an allegation or safeguarding concern by a member of staff could include:
- 10.8.2.1. physical, for example intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling;
 - 10.8.2.2. emotional, for example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, sex, disability or sexuality;
 - 10.8.2.3. sexual, for example sexualised behaviour towards pupils, grooming, sexual harassment, sexual assault and rape; or
 - 10.8.2.4. neglect which may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.
- 10.8.3. All adults working in school have duty to disclose to the Principal (or Chair of Governors where appropriate) where their relationships and associations both within and outside of the workplace (including online) may have implications for safeguarding students in school.
- 10.8.4. A safeguarding complaint that meets the above criteria must be reported to the Principal ("case manager") immediately. If the complaint involves the Principal then the next most senior member of staff and the Chair of Governors and Leodis CEO must be informed.

- 10.8.5. Where the Principal determines that a safeguarding allegation does not meet the harm threshold in line with the criteria above, they will refer the matter to be managed in line with paragraphs 10.8.6 to 10.8.8 by a designated manager with appropriate safeguarding training. It is important for the Principal to carefully consider who in school is best placed to manage concerns that do not meet the harm threshold and ensure appropriate action is taken given the sensitive and confidential nature of the information relating to staff over time. In many cases the Principal may decide to retain this role in the event that they have appropriate safeguarding training.
- 10.8.6. All staff must fully understand that any adult behaviours that deviate from the Guidance for Safer Working Practice, including inappropriate conduct outside of work are a concern, even if they are low-level. Low-level concerns are concerns that do not meet the harm test/allegations threshold. Examples of such behaviour include:
- 10.8.6.1. Being over familiar with children.
 - 10.8.6.2. Having favourites.
 - 10.8.6.3. Taking photographs of children on their mobile phone.
 - 10.8.6.4. Engaging with a child on a one-to-one basis in a secluded area or behind a closed door.
 - 10.8.6.5. Using inappropriate sexualised, intimidating or offensive language
- 10.8.7. The case manager should gather as much information about the alleged incident as necessary in order to establish whether there is substance to the allegation. In situations where the case manager determines that the harm test has not been met, they must ensure that there is a clear record of the incident, include any actions (including whether any HR advice had been sought and actioned) taken to address the concern raised. This record must be kept confidential, stored securely and comply with the Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR). All low-level concern records will be kept in line with the Leodis Academies Trust Retention Policy.
- 10.8.8. In situations where the case manager has sufficient information to suggest that the harm test/allegations threshold has been met, the case manager must use the local authority designated officer (LADO) notification form (see Appendix 12) in order to assess the level of concern, **prior to contacting the LADO**. As part of this initial consideration, the case manager should consult with their school's HR Advisor/provider/contact or in the case of a supply member of staff the supply agency safeguarding lead/senior manager. The completed LADO notification form must be sent to LADO@leeds.gov.uk **within one working day of the allegation being made**. This will assist the case manager and HR/supply agency senior manager in consultation with the LADO to decide on the most appropriate course of action. This includes when to inform the member of staff of the concerns raised. Parents or carers of the child or children involved should be told about the allegation as soon as possible if they do not already know of it.
- 10.8.9. The case manager must not carry out an investigation or directly interview an individual about whom there is a concern until the above process has been duly completed and relevant partners have been consulted.

- 10.8.10. A multi-agency allegations management meeting may be arranged to look at the complaint in its widest context. The case manager must attend this meeting, which will be arranged by the LADO. All issues must be recorded and the outcome reached must be noted to ensure closure.
- 10.8.11. In many cases it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about the expectations for their conduct.
- 10.8.12. In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children/young people may be at further risk and/or evidence/witnesses may be compromised and/or the allegations are so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the school's Disciplinary Policy.
- 10.8.13. Any staff/volunteers who are dismissed by the school for gross misconduct or cumulative misconduct relating to safeguarding of children/young people will be referred to the DBS for consideration of barring. Similarly, where the school has a reasonable belief that the member of staff/volunteer would have been dismissed by the school had they been employed at the time of the conclusion of investigations, they will be referred to the DBS. The school will keep written records of all of the above.
- 10.8.13.1. LADO Contacts: Claire Ford, Carolyn Hargreaves or Jo Peake Tel: 0113 3789687.**
- 10.8.13.2. Advice can also be sought from Raminder Aujla – Team Manager Education Safeguarding Team 0113 3789637.**
- 10.8.14. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, staff can contact any of the professionals named at 10.8.10.1 and 10.8.10.2, in addition to other whistleblowing channels which may be open to them.
- 10.8.15. The Leeds City Council whistleblowing policy states that concerns can be raised by the following methods:
- 10.8.15.1. **Whistleblowing hotline 0113 3788008 (dedicated hotline answered by a member of the Internal Audit team or an answerphone).**
- 10.8.15.2. E-mail: concerns@leeds.gov.uk
- 10.8.15.3. **In writing Internal Audit, 3rd Floor West, Civic Hall, Leeds, LS1 1JF.**
- 10.8.16. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday and Email: help@nspcc.org.uk

10.9. Training and Support

- 10.9.1. All staff members will be made aware of systems within the school that support safeguarding and these will be explained to them as part of their induction. This includes the school's safeguarding/child protection policy, working practice document and whistleblowing procedures.
- 10.9.2. The school recognises the stressful and traumatic nature of child protection work. Support is available for any member of staff from Mr D Currie, Mr N Cook, Mrs L Roberts, Mrs A Scott or Miss N Power, and the HR team. Access to regular and timely supervision is an essential form of support for all designated safeguarding staff. Children's Services Education Safeguarding team are also potentially available for advice and support (Tel: 0113 3789685). The school also has access to a fully qualified counsellor via Leodis Support Service for staff who require further support.
- 10.9.3. Designated Safeguarding staff must have attended the three day Children's Services Education child protection training course, and the Leeds LSCP multi-agency Working Together to Safeguard Children and Young People training. All staff will access basic child protection training (including online safety) and refresher training at least every three years and regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The DSL will undertake Prevent Awareness Training (for example, Workshop to Raise Awareness of Prevent [WRAP]) to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- 10.9.4. The school will ensure all staff, including temporary and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the school. All staff will access refresher training at least every three years and regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Access to training can be via the Children's Services Education Safeguarding Team and the LSCP.
- 10.9.5. The Principal will attend appropriate safeguarding training at least every three years.
- 10.9.6. Governors, including the nominated Governor will attend specific training for their role, updated at least every three years.
- 10.9.7. Any training accessed through third party/independent providers must reflect the LSCP protocols and the LSCP minimum standards checklist. This training should be recorded by the school on a separate database.
- 10.9.8. The Principal and at least one member of the Local Governing Board who is not a staff governor must complete the National Safer Recruitment Training and refresh this training every five years.

11. CHILD PROTECTION RECORDS

- 11.1. The responsibility to maintain, process, share, transfer and store child protection and safeguarding records in accordance with the Data Protection Act 2018 and the GDPR principles is the responsibility of the designated safeguarding lead and any safeguarding deputies. Child protection and safeguarding records will be held securely, with access being restricted to the DSL and their deputies, Principal and in cases of Early Help, the nominated lead professional, if this is not a designated safeguarding lead/officer. For further information please see [Early Help](#). The following information must be kept securely with restricted access, whether paper or electronic:
 - 11.1.1. Chronology (summary of significant events and the actions and involvement of the school/college).
 - 11.1.2. A clear and comprehensive summary of the concern.
 - 11.1.3. Details of how the concern was followed up and resolved.
 - 11.1.4. A note of any action taken, decisions reached and the outcome.
 - 11.1.5. All completed child protection cause for concern records.
 - 11.1.6. Any child protection information received from the child's previous educational establishment.
 - 11.1.7. Records of discussions, telephone calls and meetings with colleagues and other agencies or services.
 - 11.1.8. Professional consultations.
 - 11.1.9. Letters and emails sent and received relating to child protection matters
 - 11.1.10. Referral forms sent to CSWS, other external agencies or education-based services.
 - 11.1.11. Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate.
 - 11.1.12. Formal plans for, or linked to, the child e.g. child protection plans, Early Help (previously known as CAF's), risk assessments etc.
 - 11.1.13. A copy of any support plan for the pupil concerned (see Appendix 5)
- 11.2. Where a student leaves their existing provision, the school will ensure that the child protection file is transferred securely and separately from the main student file to the receiving school/educational establishment (where this is known) as soon as possible and within 15 school days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes.
- 11.3. Where there is an existing risk management plan/assessment in place for behaviours that are deemed potentially harmful to the student or others (ie self-harming or harmful sexualised behaviour), this information must be shared with the destination provision prior to the student starting so that appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring. The DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a student leaving, for example prior to a transfer programme.
- 11.4. Where a student 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:
 - 11.4.1. Where a vulnerable young person is moving to a Further Education establishment, consideration will be given to the pupil's wishes and feelings about their child protection information being passed on, in order

that the FE establishment can provide appropriate support. In cases where it is deemed appropriate, relevant child protection information must be shared via the FE Safeguarding Information Sharing Form only. The original records will be retained and archived by the school/college. Due consideration must be given to the sharing of any additional information requested by the receiving establishment.

- 11.4.2. Where the destination school is not known (the original records will be retained by the school/college).
 - 11.4.3. Where the child has not attended the nominated school (the original records should be retained by the school/college).
 - 11.4.4. There is any on-going legal action (the original file should be retained by the school and a copy sent).
 - 11.4.5. Where a student moves to a different school outside of the Leeds authority a copy of the child protection record will be retained for reference.
- 11.5. Student records should be transferred in a secure manner, for example, through secure electronic file transfer or by hand. When hand-delivering student records, a list of the names of those 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.
 - 11.6. If a student moves from the school, child protection records will be forwarded onto the named DSL at their 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.
 - 11.7. If sending by post, student 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.
 - 11.8. For audit purposes, a note of all student 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.
 - 11.9. If a student is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded on to the relevant organisation in accordance with the ‘The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records.
 - 11.10. If a parent chooses to electively home educate (EHE) their son/daughter, please contact the EHE team at ehe@leeds.gov.uk or 0113 3785028 for information on where the child protection must be sent.
 - 11.11. 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.

- 11.12. In exceptional circumstances when a face-to-face handover is unfeasible, it is the responsibility of the Principal to ensure that the new post holder is fully conversant with all procedures and case files.
- 11.13. All DSLs receiving current (live) files or closed files must keep all contents enclosed and not remove any material.
- 11.14. All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

11.15. Archiving

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

11.16. Students' and parents' access to child protection files

- 11.16.1. Under Data Protection legislation (General Data Protection Regulation & Data Protection Act 2018) a pupil or their nominated representative have a number of legal rights in respect of information relating to them. These rights include the right to access and the right to rectification of inaccurate data. Therefore it is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.
- 11.16.2. Any student who has a child protection file has a right to request access to it. However, neither the student nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:
 - 11.16.2.1. could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the student or another person;
 - 11.16.2.2. could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the student;
 - 11.16.2.3. is likely to prejudice an on-going criminal investigation; or
 - 11.16.2.4. information about the student also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.

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

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

Telephone: 0113 3784251.

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

11.17. Safe Destruction of the student record

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

12. SAFEGUARDING RESPONSIBILITIES FOR STUDENTS IN TRANSITION

- 12.1. In the event that a student transitions full-time from a primary setting into a high school setting before the end of their academic school year 6, the high school must place a student on their admissions register on the first day that the student attends and submit a new starter form to the local authority admissions team. Once the student is registered at the new school, the previous school can remove the student from their register. All safeguarding responsibilities, including attendance management, for the student will transfer to the Principal and/or the senior designated safeguarding lead of the secondary setting. All child protection files and risk assessments will be transferred in keeping with the guidance outlined in Section 11 of this policy – Child Protection Records.
- 12.2. Where a vulnerable student transitions from a high school setting to a post-16 provision (see 11.5), the school must complete the FE Safeguarding Information Sharing Form only (Appendix 12). All existing child protection records must be archived in keeping with the guidance outlined in section 11.16 of this policy – Archiving.

Definitions and indicators of abuse

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

Neglect: Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

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

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

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

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

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

- Isolation from peers

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

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

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

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

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

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

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

Child Sexual Exploitation: Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

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

Responses from parents

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

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

Children with special educational needs and disabilities

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

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child. The LSCP have a multi-agency protocol to support professionals in making informed judgements for bruising in non-independently mobile children
- 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

Responding to children who report abuse

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

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

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

Immediately afterwards

You must not deal with this yourself. All reports of abuse must be recorded and responded to in keeping with the professional roles and responsibilities outlined on page 9 of the Woodkirk Academy Safeguarding & Child Protection Policy.

(EXAMPLE FORM)

- **Confidential**
- **Cause for Concern Form**
- **Note: Please do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the Designated Teacher.**
-
- **Name of child..... Class / Tutor group.....**
-
- **Name of staff member completing form.....**
-
- **Day.....Date..... Time..... Place.....**
- **(of observed behaviour / discussion / report of abuse)**

Nature of incident / concern including relevant background (Record child's word verbatim)
--

- **For Designated Teacher use(please tick relevant items)**

Action Taken	By whom	Outcome
Discuss with child		
Monitoring sheet		
Check behaviour database		
Contact parents		
Check SEN Register		
Refer to Social Care		
Other (Please specify)		

SMART Plan

Example: Overview of Child Protection Support/SMART Plan

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

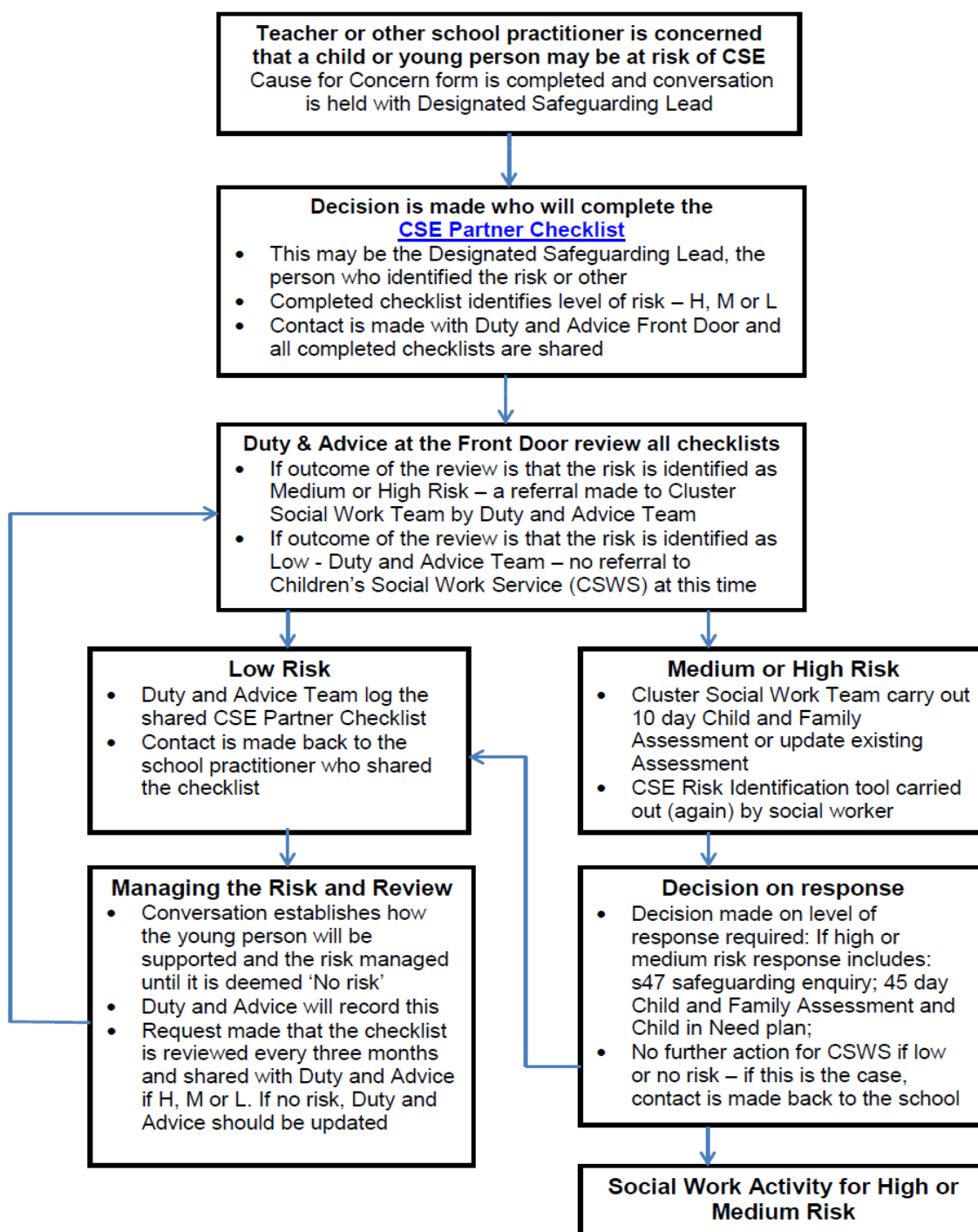
Recruitment and Selection Process

Vacancy advertised. Advertisement includes reference to safeguarding policy, that is, statement of commitment to safeguarding and promoting welfare of children and need for successful applicant to be DBS checked
Application form on receipt - Scrutinised – any discrepancies/anomalies/gaps in employment and signed to confirm that the applicant accepts the content is true.
Two References. Sought directly from referee on short-listed candidates. This should be the head teacher (or most senior manager) within the organisation; ask recommended specific questions around suitability to work with children.
Interview arrangements - Supporting evidence to verify that at least one member of the interview panel for recruitment has completed safer recruitment training.
Copy of Interview notes - Explores applicants' suitability for work with children as well as for the post
Note: identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents; copies of documents taken and placed on file; where appropriate applicant completed application for DBS disclosure
Conditional offer of appointment: pre appointment checks. Offer of appointment is made conditional on satisfactory completion of the following pre- appointment checks and, for non-teaching posts, a probationary period
Identity - copies of relevant documents kept in file
Qualifications - copied of relevant documents kept in file
Evidence of permission to work in UK, if required
DBS certificate - satisfactory DBS certificate checked
DBS Barred list – person is not prohibited from taking up the post
Childcare(Disqualification) Regulations 2009 Letter- For any staff who work in childcare provision or who are directly concerned with the management of such provision as defined in the statutory guidance.
Health – the candidate is medically fit
Prohibition – (for anybody undertaking teaching work in any type of school) the member of staff has not been included in the prohibition list or interim prohibition list
Qualified Teacher Status (QTS) – (for teaching posts in maintained schools) the teacher has obtained QTS or is exempt from the requirement to hold QTS (for teaching posts in FE colleges) the teacher has obtained a Post Graduate Certificate of Education (PGCE) or Certificate of Education (Cert. Ed) awarded by a higher education institution, or the FE Teaching Certificate conferred by an awarding body
Statutory induction (for teachers who obtained QTS after 7 May 1999)
Each member of staff must have been given a copy of the following documents, with signed verification of receipt and that they have read and understood them
Copy of organisation's safeguarding and child protection policy
Copy of the school's behaviour policy
Copy of Guidance for safer working practice
Copy of organisation's whistleblowing procedures
Copy of Keeping Children Safe in Education (most updated version) including a copy of Annex A
Copy of the Leodis Academies Trust ICT Acceptable use policy
Copy of the organisations online safety policy
Child Protection training and induction
Information of the school's CME processes

Child Exploitation Response Checklist

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

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



MACE Panel Referral Form

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

Referrer's Details

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

Child's Details

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

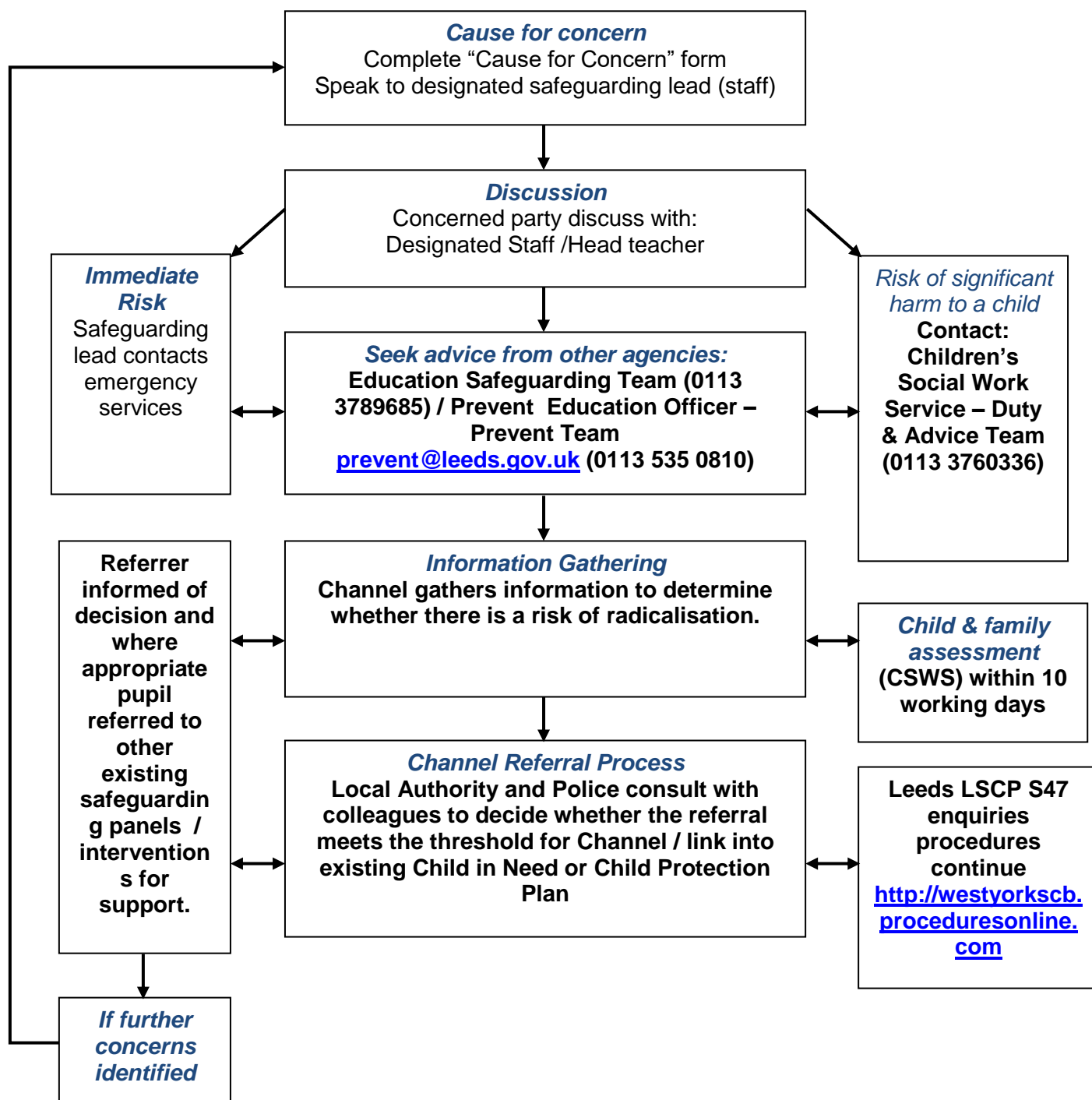
Assessed Level of Risk:	No Risk <input type="checkbox"/>	Low Risk <input type="checkbox"/>	Medium Risk <input type="checkbox"/>	High Risk <input type="checkbox"/>
VRMP in place?	Yes / No	Has there been an FGC?	Yes / No	
Has a Mapping Meeting taken place?	Yes / No	Is the child part of a peer group of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

TO BE COMPLETED INTERNALLY:

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

Radicalisation Response Checklist

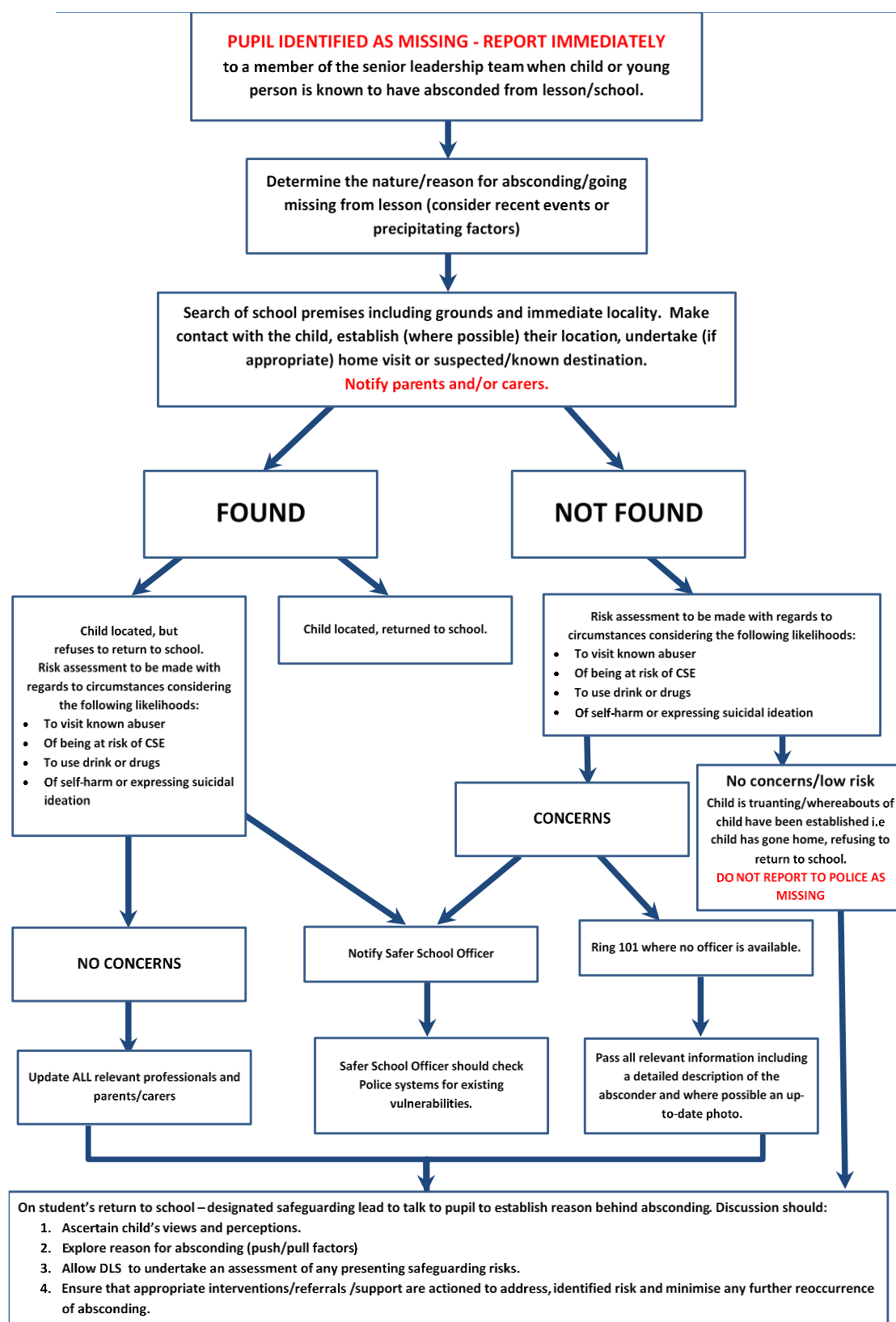
Summary of in-school procedures to follow where there are potential radicalisation concerns about a student/member of staff



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

Missing from School Response Checklist

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



FE Safeguarding Information Sharing Form

Name			
Date of Birth			
Gender Identity	Male <input type="checkbox"/>	Female <input type="checkbox"/>	Transgender <input type="checkbox"/>
	Non-Binary <input type="checkbox"/>	Genderqueer <input type="checkbox"/>	Gender-fluid <input type="checkbox"/>

Please indicate the nature of the incident or safeguarding issue that you have been concerned about either in the past or currently?					
Physical Abuse	<input type="checkbox"/>	Sexual Abuse	<input type="checkbox"/>	Emotional Abuse	<input type="checkbox"/>
Neglect	<input type="checkbox"/>	Mental ill Health	<input type="checkbox"/>	Suicidal intent	<input type="checkbox"/>
Self-Harm	<input type="checkbox"/>	Forced Marriage	<input type="checkbox"/>	Risk to others	<input type="checkbox"/>
Prevent	<input type="checkbox"/>	CSE	<input type="checkbox"/>	Faith Abuse	<input type="checkbox"/>
Financial Abuse	<input type="checkbox"/>	Domestic Violence	<input type="checkbox"/>	Female Genital Mutilation	<input type="checkbox"/>
Fabricated/Induced Illness	<input type="checkbox"/>	Gangs and Youth Violence	<input type="checkbox"/>	Harmful Sexual Behaviour	<input type="checkbox"/>
Institutional abuse	<input type="checkbox"/>	Missing from home	<input type="checkbox"/>	Sexting	<input type="checkbox"/>
Trafficking	<input type="checkbox"/>	Missing in education	<input type="checkbox"/>	Substance abuse	<input type="checkbox"/>
*Child Looked After	<input type="checkbox"/>				
Other(Please State):					

Are there any current or relevant historical safeguarding concerns?		
<i>Please can you provide details of the concerns that you have noted. Please also indicate if the concern was referred to any agencies (i.e. children's social work services, adult social care, police) and the outcome of the referral? Feel free to use additional sheets if required.</i>		
Safeguarding Issue	Date	What action was taken / Referred to agency?

Please can you give full details including contact details of which agencies are currently working with the student?

Children's Social Work Services		Adult Social Care	
Probation		Youth Offending Services	
CAMHS		Police	
Other, Please state			

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

--

What areas of support would you recommend the student will need at College?

Additional Learning Support	<input type="checkbox"/>	Life Skills	<input type="checkbox"/>	Family support	<input type="checkbox"/>	Substance Misuse	<input type="checkbox"/>
Risk of offending or re-offending	<input type="checkbox"/>	Financial <i>*CLA are entitled to bursaries and discretionary funding.</i>	<input type="checkbox"/>	Health Advice	<input type="checkbox"/>	Emotional Wellbeing	<input type="checkbox"/>
Basic Skills	<input type="checkbox"/>	Housing	<input type="checkbox"/>	Counselling	<input type="checkbox"/>	Other, please state below	<input type="checkbox"/>
Risk Management Plan	<input type="checkbox"/>	<i>(Please indicate if this is for risk to others, risk to themselves or relating to sexually harmful behaviour)</i>					

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

--

Please can you provide your details below:

Name:	Position:
Organisation:	Tel No:
Email Address:	Date:

CONSENT TO SHARE INFORMATION PRIOR TO ENROLMENT

To be completed by student

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

Date	
Signature of student	

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

Name of contact	
Telephone number	

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

Please return this form to the relevant contact listed below:

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

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

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

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

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

LADO Notification Form

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

ALLEGATIONS OR CONCERN ABOUT A PERSON WORKING WITH CHILDREN

This form has been designed to help all agencies working with children record and refer information when it has been alleged that a person who works with children has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates she or he may pose a risk of harm to children.

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

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

Professional's Details :

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

Home Address :

Child/ren's Details (if applicable):

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

Address :

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

--	--

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

Have you discussed this concern with the appropriate Line Manager and Human Resources within your organisation?
<i>What is their view</i>

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

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

Does the professional work with children in any other capacity?

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

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

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

If the professional who these concerns are about, is not a member of staff directly employed by your organisation (i.e. an agency worker). Have you discussed this concern with the appropriate Line Manager for the organisation concerned? (If not, please contact the employer and complete the section below, prior to submitting this notification)

What is their view

Name of employer:

Contact details:

LADO Discussion

Please provide relevant details

Form Completed by:

Contact details:

Information entered on MOSAIC: YES

NO

Prevent Referral Form

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

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

COMPLEX NEEDS	Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?
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Please Describe

FOR EXAMPLE:

- Victim of crime, abuse or bullying.
- Work, financial or housing problems.
- Citizenship, asylum or immigration issues.
- Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings.
- On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency.
- Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories.
- Educational issues, developmental or behavioural difficulties, mental ill health (see **Safeguarding Considerations** below).
- Please describe any other need or potential vulnerability you think may be present but which is not mentioned here.

OTHER INFORMATION	Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc..
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Please Describe