The Gorse Academies Trust Safeguarding and Child Protection Policy

Designated Teacher:	Designated Senior Leader for Safeguarding
Reviewed by:	Governors Policy Committee
Date:	September 2026

For ease of reference the Safeguarding and Child Protection Policy is split into the following sections:

1. Definitions
2. Aims
3. Legislation and statutory Guidance
4. Equality Statement
5. Establishment Procedures for Protecting Children
6. The Designated Safeguarding Lead/Deputy DSL and Designated Officer
7. DSL/Deputy DSL Training
8. Governor Responsibilities
9. Principal Responsibilities
10. Confidentiality and Information Sharing
11. Working with parent/carers and multi-agencies to support children
12. Our role in the Prevention of Abuse
13. Other Related Areas of Our Work
14. Our Role in Supporting Students
15. Children with Special Educational Needs, Disabilities, or Health Issues
16. LSCP Multi-Agency Procedures
17. FGM: Mandatory Reporting Duty
18. Child on Child Abuse
19. Sharing Nudes & semi-Nudes
20. Children absent from education (this includes children missing from and missing in education)
21. Students living in Specific Circumstances
22. Child Looked After (CLA)
23. Preventing Radicalisation and Terrorism including Channel
24. Honour Based Abuse
25. A Safer Trust Establishment Culture
26. Safer Recruitment
27. Managing Allegations/Safeguarding Concerns against staff or persons in school procedures
28. Training and Support
29. Child Protection Records
30. Archiving Records
31. Children and Parent access to Child Protection Files
32. Safe Destruction of Student Records
32. Safe Destruction of Student Records
33. Safeguarding Responsibilities for pupils in transition

Appendix 1: Definitions and Indicators of Abuse (**also refer to KCSiE Part A: Safeguarding information for school and college staff)**
Appendix 2: Responding to Children Who Report Abuse
Appendix 3: Chronology of Key Events
Appendix 4: Cause for Concern Form (including body map)
Appendix 5: SMART Plan
Appendix 6: Recruitment and Selection Checklist
Appendix 7: Child Exploitation Response Checklist
Appendix 8: Cause for Concern Response Guidance
Appendix 9: Radicalisation Response Checklist
Appendix 10: Missing from Educational establishment Response Checklist
Appendix 11: FE Safeguarding Information Sharing From
Appendix 12: LADO Notification Form
Appendix 13: PREVENT Referral Form
Appendix 14: Radicalisation Response Checklist
Appendix 15: MACE Panel referral

Appendix 16: Front Door Safeguarding HUB Contact Form
Appendix 17: CPOMs Staff Acceptable Use Agreement
Appendix 18: CPOMs Guidance
Appendix 19: Designated Safeguarding Lead Handover Declaration

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead/s	Nominated Lead Safeguarding Governor	Chair of Governors
2026-27	Adam Gibbons	Amie McCubbing Isobel Lindley Lisa Hutchinson	Annie McMaster	Annie McMaster

Child Protection and Safeguarding Advice
Contact List – September 2026

Role/Agency	Name and role	Contact Details
Educational establishment Designated Safeguarding Lead (DSL)/Child Protection Co-ordinator	Adam Gibbons	LLA_Safeguarding@littlelondon.leeds.sch.uk 0113 244 2457
Deputy DSL	Amie McCubbing Isobel Lindley Lisa Hutchinson	LLA_Safeguarding@littlelondon.leeds.sch.uk 0113 244 2457
Other DSL trained staff	N/A	N/A
Governor with responsibility for Child Protection and Safeguarding	Annie McMaster	Annie.McMaster@governor.tgat.org.uk
Chair of Governors	Annie McMaster	Annie.McMaster@governor.tgat.org.uk
Designated Teacher for Looked After and Previously	Amie McCubbing	office@littlelondon.leeds.sch.uk 0113 244 2457

looked After Children		
SENDCo	Sarah Smith	office@littlelondon.leeds.sch.uk 0113 244 2457
Personal Social Health Citizenship Education (PSHCE)/ Relationships and Sexual Health Education (RSHE) Coordinator	Adam Gibbons Shannon Toombs	office@littlelondon.leeds.sch.uk 0113 244 2457
Mental Health Lead	Shannon Toombs Sophia Duval	office@littlelondon.leeds.sch.uk 0113 244 2457
Online Safety Coordinator	Adam Gibbons Willow Spencer Shannon Toombs	office@littlelondon.leeds.sch.uk 0113 244 2457
Attendance Champion	Henry Crossley	office@littlelondon.leeds.sch.uk 0113 244 2457
Data Protection Officer	Adam Gibbons Verity Swinton	office@littlelondon.leeds.sch.uk 0113 244 2457
Children's Social Work Services (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 educational establishment	0113 3789687 lado@leeds.gov.uk

NSPCC Whistleblowing Helpline	Allegations against adults in educational establishment	0800 028 0285
PREVENT Team	Prevent training/advice	0113 535 0810 **prevent@leeds.gov.uk**
Family Hub	Family Hub Support	**0113 5350185** **Family.hub@leeds.gov.uk**

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

All staff refers to all adults, volunteers (including governors) or students on placement, working in any capacity in the educational establishment or in activities organised by the educational establishment which brings them in to contact with pupils of the educational establishment.
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 education
RSHE Relationships, Sex & Health Education
CSWS Children's Social Work Services
KCSiE Keeping Children Safe in Education (DFE September 2026)

Visitors to educational establishment

All visitors must sign in on arrival and collect a visitor's lanyard with a sticker inserted and a leaflet which outlines Child Protection and Safeguarding procedures in our setting and how to report any concerns regarding a child/young person or another adult in the academy. Visitor lanyards and stickers must be worn at all times. Staff must ensure that visitors supervised as appropriate and the requisite pre-employment checks have been completed as referenced in Part 3 of KCSiE. All contractors must follow the establishments signing in arrangements as set out in the contractual commissioning agreement.

SAFEGUARDING AND CHILD PROTECTION POLICY

1. DEFINITIONS

1.1 For the purpose of this policy all staff refers to all paid adults, volunteers or trainee teachers on placement, working in any capacity in the Trust or in activities organised by the Trust establishment which brings them into contact with students.

1.2 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.

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

1.4 Where referenced, a child or student is any person who is aged 18 and under.

1.5 Trust safeguarding procedures will be followed in cases related to students over the age of 18.

2. INTRODUCTION & OVERALL AIMS

2.1 The Local Governing Body and all Trust establishments take as our first priority the responsibility for safeguarding, child protection and promoting the welfare of students, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place to identify, assess and support those students who are suffering harm and to keep them safe and secure whilst in our care. We are committed to protecting the mental and physical health relevant to safeguarding and promoting the welfare of children and young people and expect all staff, volunteers and visitors to share this commitment.

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment, whether that is within or outside the home, including online.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Acting as soon as problems emerge to enable all children to have the best outcomes.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
- taking action to enable all children to have the best outcomes.

2.3 **Child protection** is part of the definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm. (Appendix 1 explains the different types and indicators of abuse).

2.4 The responsibilities in this policy apply (as appropriate) to all members of the school community including children, staff, governors, visitors/contractors, third-party providers, commissioned services and alternative provision partners, volunteers, supply staff, students on placement and trainees working within the school. It is fully incorporated into the whole school/college ethos and is underpinned throughout the teaching of the curriculum, within PSHE and within the physical environment provided for the students.

. The educational establishment will ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare, ensuring concerns are identified, recorded and acted upon at the earliest convenience.
- All staff are aware of their statutory responsibilities with respect to safeguarding, including recognising emerging safeguarding risks both online and offline, identifying children in need of early help, at risk of harm or those that have been harmed.
- Staff are properly trained in recognising and reporting safeguarding issues.
- A culture of vigilance is created and maintained to ensure that we will also act in the best interests of children to protect them online and offline including harm arising from emerging technologies, digital platforms and artificial intelligence
- Systems for reporting abuse are well promoted, easily understood and easily accessible for children.
- Promote a whole-school safeguarding culture in which children are listened to, feel safe, know how to report concerns, and where all adults understand that safeguarding is everyone's responsibility
- Foster a culture of professional curiosity, respectful challenge and effective information sharing to support early identification of need.

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

- Anti-bullying and Hate Crime/Incidents
- E-Safety and Online
- Educational Visits
- Positive Discipline and Behaviour
- Care and Control
- Children Looked After and Previously Looked After
- Health and Safety
- Safer Recruitment
- Dealing with Allegations & Concerns Against Staff Policy
- RSHE Policy
- Equality and Anti-discrimination

- Whistleblowing
- Attendance
- Inclusion
- Special Educational Needs & Disability (SEND)
- Supporting Children with Medical Conditions
- Preventing Radicalisation & Extremism
- GORSE Gender Questioning Children guidance

2.6 The Trust aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding, identifying children in need of early help, at risk of harm or those that have been harmed.
- Staff are properly trained in recognising and reporting safeguarding issues.
- A culture of vigilance is created and maintained to ensure that we will also act in the best interests of children to protect them online and offline.
- Systems for reporting abuse are well promoted, easily understood and easily accessible for children.

2.7 The Trust recognises that safeguarding encompasses the duties of safeguarding and promoting the rights and welfare of children. Our Trust community can contribute to the prevention of abusive experiences in the following ways:

- Clarifying standards of behaviour for staff and students.
- Introducing appropriate work within the curriculum.
- Developing staff awareness of the causes of abuse.
- Encouraging students and parental participation in practice.
- Taking appropriate action in a timely manner to safeguard and promote the welfare of students. Understanding their statutory responsibilities with respect to safeguarding.

2.8 To contribute to the protection of students and contribute to the prevention of abuse in the following ways:

- Including appropriate work within the curriculum.
- Implementing Safeguarding and Child Protection policies and procedures.
- Working in partnership with students, parents/carers and agencies.
- Ensure all students feel safe, are treated as individuals and their rights, values and beliefs are respected.

2.9 Contributing to supporting our students in the following ways:

- Identifying individual needs where possible.
- Designing plans to meet individual needs.
- Developing staff awareness of the causes of abuse.
- Addressing concerns at the earliest possible stage.

- Empowering students to identify concerns.
- Empowering staff to manage concerns in partnership with students.

2.10 All professionals should make their approach child centred. This means that they should consider, at all times, the best interests of the child in accordance with Keeping Children Safe in Education (DfE September 2025).

3. LEGISLATION AND STATUTORY GUIDANCE

3.1 This policy conforms to locally agreed inter-agency procedures. This policy should be read alongside the most recent versions of relevant statutory guidance and local safeguarding procedures, together with any updates issued by the Department for Education or Leeds Safeguarding Children Partnership. It is available to all interested parties on each Trust establishment's website and upon request.

We believe that:

- Our Trust establishments contribute to the prevention of abuse. All students have the right to be protected from harm.
- Students need support which matches their individual needs, including those who may have experienced abuse.
- Students need to be safe and feel safe.

3.2 This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (KCSiE) 2026 and Working Together to Safeguard Children (WTTSC, 2026), and the Governance Handbook. We comply with this guidance and the procedures set out by our Local Safeguarding and Children's Partnership (LSCP) Guidance for Safer Working Practice for Those Working with Children and Young people in Education Settings. The following legislation and statutory guidance have further informed the content of this policy:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils.
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques.
- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school.
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children.
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.

- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children.
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children.
- Statutory Guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.
- Guidance for safer working practice for those working with children and young people in education settings (GSWP)
- Sexual violence and sexual harassment between children in schools and colleges (DfE 2021).
- 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 2024).
- Safeguarding and remote education during coronavirus (COVID-19) (DfE, 2021b).
- Children Missing Education – Statutory guidance for local authorities (DfE August 2024).
- When to call the police – Guidance for schools and colleges (NPCC – 2020).
- Education and Training (Welfare of Children) Act 2021 https://www.legislation.gov.uk/ukpga/2021/16/contents/enacted.
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DFE July 2025)
- Alternative Provision Guidance February 2025
- Working Together To Improve School Attendance 2024
- Restrictive interventions, including use of reasonable force, in schools (DFE April 2026)

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 2025.

- The Childcare (Disqualification) Regulations 2018 and Childcare Act 2006, which set out who is disqualified from working with children.
- This policy also meets requirements relating to safeguarding and welfare in the Statutory framework for the Early Years Foundation Stage (DFE 2025).
- **This policy also complies with our funding agreement and articles of association.**

3.3 Educational establishments are under a statutory duty to cooperate with the published LSCP arrangements. This policy conforms to locally agreed inter-agency procedures and complies with the Local Authority model policy, which 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 educational establishment office. It must be read in conjunction with other relevant policies and procedures and KCSiE 2026.

This policy must also be read in conjunction with the establishments E Safety and Online Policy, which details the establishment's approach to online safety, including appropriate filtering and monitoring on school devices and school networks and evidences that cyber security standards are being met. Acceptable Use agreements are in place for staff, students and visitors which set out the acceptable use of ICT, including the use of mobile devices on school site and the use of AI by staff and children.

Within our EYFS provision, electronic tablets are used to record pupils' activities and progress through photos connected to Microsoft Forms and PowerApp to ensure the best outcomes for children.

4 Equality Statement

4.1 Some students have an increased risk of abuse, and additional barriers can exist for some students with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and will take into account students' diverse circumstances, including those that are disabled, and put into place reasonable adjustments when required. We ensure that all students have the same protection, regardless of any barriers they may face and comply with the Equality Act 2010.

4.2 UNIVERSAL EARLY HELP & TARGETED EARLY HELP (FAMILY HELP)

Some children may benefit from support before statutory intervention, including from universal services and community-based Early Help, or the targeted early help level of Family Help. All school and college staff should be particularly alert to the potential need for additional support for a child who:

- Is disabled and has specific additional needs.
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan) or health conditions.
- May experience discrimination due to their race, ethnicity, disability, religion, gender identification, sex or sexual orientation.
- Is a young carer.
- Is bereaved
- Is showing signs of being drawn in to anti-social or criminal behaviour
- Is frequently missing/goes missing from education, care or from home.
- Is at risk of modern slavery, trafficking or exploitation.
- Is at risk of being radicalised or exploited.
- Is viewing problematic and/or inappropriate content online (for example linked to violence) or developing inappropriate relationships online.
- Is in a family circumstance that presents challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- Is at risk of homelessness.
- Is misusing drugs or alcohol themselves.
- Is suffering from mental ill-health

- Has returned home to their family from care.
- Is a privately fostered child.
- Has English as an additional language.
- Has family members in custody or is affected by parental offending.
- Is within the court system.
- Is at risk of so-called 'honour-based abuse such as Female Genital Mutilation (FGM) or Forced Marriage.
- Are at risk due to either their own or a family member's mental health needs
- Are missing or persistently absent from education, or not in receipt of full-time education.
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and associated with organised crime groups or county lines.
- Has experienced multiple suspensions and is at risk of permanent exclusion.
- Are asylum seekers.
- Children who are in care, previously looked after or any children not growing up with their birth family (this covers private fostering and all kinship arrangements).
- Has experienced multiple suspensions and is at risk of or has been permanently excluded.
- Whose parent/carer has expressed an intention to remove them from school to be home educated.
- Is privately fostered.

The school recognises that vulnerability is not always visible and that any child may be at risk of abuse or neglect. Staff will maintain an awareness of factors that may increase vulnerability and will consider the wider context in which children live, learn and socialise, including risks outside the family home and online.

Staff will understand 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. Staff should understand that early identification of concerns, including changes in behaviour, attendance, wellbeing or presentation, may indicate that a child requires additional support.

4.3 Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, and advice sought from the designated safeguarding lead or a deputy.
- The department for education has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Educational establishments (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary educational establishment teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing.

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

5 ESTABLISHMENT PROCEDURES FOR PROTECTING CHILDREN

5.1 All visitors/contractors must be signed in on arrival and be provided with a visitor's badge and a Safeguarding Information Leaflet which outlines Child Protection and Safeguarding procedures in the Trust establishment and how to report any concerns regarding a student or another adult in the Trust establishment. This badge must be worn at all times. Staff must remain with their visitors at all times unless evidence of suitable checks has been submitted to the Trust establishment in advance.

5.2 All staff will:

- Read and be able to confidently articulate the content of Part One and Annex B of Keeping Children Safe in Education (DfE September 2025) and review this guidance at least annually.
- 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.
- Be familiar with the Trust's Safeguarding and Child Protection Policy, which will be reviewed at least annually, including understanding the issues of confidentiality.

- Understand that it **is everyone's** responsibility to safeguard students and that all students have the right to be protected from harm. This policy applies to all staff (including those not directly employed by the establishment), volunteers and governors as well as applying to extending establishment and off-site activities.
- Remember that student welfare and interests must be of paramount consideration at all times.
- Be alert to signs and indicators of possible neglect and mental and physical abuse, as well as specific safeguarding issues, such as: Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), Female Genital Mutilation (FGM), radicalisation, serious and violent crime, honour-based abuse, child-on-child abuse, abusive behaviour in intimate relationships, coercive control, child sexual abuse, teenage relationship abuse and serious violent crime. (See appendix one for current definitions of abuse and examples of harm and appendix two for how to respond to children who report abuse).
- Never promise to keep a secret or confidentiality, where a student reports abuse.
- Record concerns on a Cause for Concern form (see appendix four). Staff have blank copies of the Cause for Concern form and/or access to on-line Cause for Concern reporting via CPOMS. Paper copies, once completed, must be handed to a designated staff member or Designated Safeguarding Leader (DSL). The DSL is alerted via CPOMS to an on-line Cause for Concern report.
- Deal with reports of abuse from a student in line with the recommendations in appendix two. These must be passed to one of the designated officer or DSL immediately, with a written account. Staff should not take it upon themselves to investigate reports of abuse or make judgements.
- Should receive appropriate safeguarding and child protection training which is regularly updated and includes on-line safety information training for staff. In addition, all staff members should receive safeguarding and child protection updates/briefings, for example via email and staff meetings/briefings, as required but at least annually. This will provide them with relevant skills and knowledge to safeguard students.
- Be involved in ongoing monitoring and recording to support the implementation of individual education programmes and inter-agency Child Protection and Child/Student Support Plans.
- Be prepared to identify students who may benefit from early help, 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 the DSL, Adam Gibbons or Sam Done.
- Be mindful that children may not feel ready or know how to tell someone that they are being abused, exploited, neglected, and/or they may not recognise their experiences as harmful.
- Be subject to Safer Recruitment processes and appropriate checks whether they are new staff, trainees, agency staff, supply staff, contractors, volunteers etc.
- Be expected to behave in accordance with the Guidance for Safer Working Practice for those Working with Children and Young People in Education Settings (Safer Recruitment Consortium March 2022).

5.3 **All members of staff will be aware of:**

- Our systems which support safeguarding, including reading and understanding their professional responsibilities as outlined in Guidance for Safer Working Practice, understanding the role of the designated and deputy designated safeguarding lead (DSL/DDSL), reading and understanding the school behaviour policy and child-on-child abuse procedures their safeguarding responses to children who go missing from education during the school day or otherwise and read and understand the establishments E Safety and Online safety policy.

- The process for making referrals to local authority Children's Social Work Services (CSWS) and for statutory assessments that may follow a referral, including the role they might be expected to play. The '**Summary of in-educational establishment procedures to follow where there is a concern about a child' (fig. 1)** illustrates the procedure to follow if you have concerns about a student's welfare. Wherever possible, speak to the DSL, deputy DSL or deputy DSL/Principal (in the absence of a DSL) first to agree a course of action. In the absence of a DSL, Deputy DSL or Principal being available staff must not delay in directly contacting children's social work services duty and advice team or the police if they believe a child is at immediate risk of significant harm. (see the table on page 1 for contact details).
- The signs of different types of abuse and neglect as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE) FGM, radicalisation, child-on-child abuse including sexual violence and sexual harassment 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. Staff should also understand risks associated with online harm, including harmful content, online abuse, exploitation, coercion and inappropriate contact.

.

- Children absent from education or missing/absconding during the school day can also be a sign of a range of safeguarding concerns including sexual abuse, sexual exploitation or child criminal exploitation.
- Work in partnership with other agencies in the best interests of students. Requests for service to CSWS should (wherever possible) be made by the Safeguarding Designated Staff, to the CSWS Duty and Advice Team (0113 3760336). Where a student already has a child protection social worker the academy will immediately contact the social worker involved, or in their absence, the team manager of the child protection social worker.
- What to do if they identify a safeguarding issue or a student tells them they are being abused or neglected, including specific issues such as FGM and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- In-educational establishment procedures for recording any Cause for Concerns and passing information on to DSLs in accordance with the academy recording systems.

6 THE DESIGNATED SAFEGUARDING LEAD AND DEPUTY DESIGNATED STAFF

6.1 The DSL takes lead responsibility for child protection and wider safeguarding in the Trust establishment (including online safety and understanding the filtering and monitoring systems which are in place). The DSL should understand the effectiveness of these systems and ensure safeguarding concerns arising from online activity are appropriately identified, recorded and responded to Refer to D f E Guidance Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk).

- The DSL will be given the time, training, resources and support to:

  Provide advice and support to other staff on child welfare and child protection matters.
- Maintain oversight of safeguarding records, ensuring information is kept securely, is appropriately shared and that records demonstrate decision-making and actions taken.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of children by providing as much information as possible as part of the referral process to help social care assessments consider contexts outside the home and enable a contextual approach to harm.
- Refer suspected cases, as appropriate, to the relevant body (children's social care Duty and Advice team, Channel programme, Disclosure and Barring Service, Teaching Regulation Agency and/or police), and support staff who make such referrals directly. Provide support for staff to comply with their mandatory reporting duties in cases where FGM has been identified.
- The Principal will ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues, have access to regular safeguarding supervision. (Ref: LCC Framework for Supervision (2020/21).
- The DSL will also keep the Head teacher/ Principal informed of any issues and liaise with local authority officers and relevant professionals for child protection concerns as appropriate.
- The DSL is responsible for responding to domestic abuse notifications from the local authority and providing support to children and their families as appropriate.
- The school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- Provide reports as required for meetings. Reports will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- Where a child in school is subject to an inter-agency child protection plan or any multi-agency risk management plan, the DSL will contribute to the preparation, implementation, and review of the plan as appropriate.

- The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2026). When to call the Police (NPCC 2020) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- Promote the educational outcomes of children with a social worker and other pupils deemed vulnerable. The DSL should work closely with relevant colleagues, including the designated teacher (where applicable), SENDCO and attendance lead, to ensure safeguarding concerns and barriers to education are addressed. It is essential therefore that the DSL works in close collaboration with the DT and SENDCO as children who need help and protection must also have their learning needs prioritised in planning to ensure education is a protective factor and not only by way of regular attendance at school.
- Undertake a Prevent risk assessment which is shared with all staff
- The DSL will be the lead professional in supporting children who are LGB or questioning their gender and ensure that the Trust's Gender Questioning Children guidance is adhered to as referenced in KCSiE (pp.252-282)

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

6.2 The DSL will ensure that a list of designated safeguarding staff will be visible in the reception area of each Trust establishment.

6.3 The optimal scenario is to have a trained DSL or DDSL available on site. Where this is not possible, a trained DSL or DDSL will be available to be contacted via phone or online video – for example when working from home.

6.4 The DSL will ensure that an up-to-date leaflet for staff, visitors and parents/carers is available on reception which outlines the Trust's commitment to safeguarding and the procedures for reporting concerns about adults who work with children and reporting abuse.

During term time, the DSL will be available during educational establishment hours for staff to discuss any safeguarding concerns. Outside of working hours, the DSL can be contacted using the email address in the contact details. Within the Subject, include 'FAO: Designated Safeguarding Lead'.

6.5 When the DSL is absent, the deputy/deputies will act as cover.

6.6 The DSL and deputy DSL can be contacted by external agencies outside of the educational establishment day and during holidays by the edu_safe email or telephone. The LSCP has current contact details for the DSL and deputy DSL.

6.7 If the DSL and deputy DSL are not available, the Principal/Vice Principal/Senior Assistant Principal will act as cover.

6.8 The DSL is supported by appropriately trained designated staff. Along with the Principal, they are responsible for coordinating all safeguarding and child protection activity.

6.9 The DSL will provide advice, support and guidance for other members of staff about child protection, welfare and wider safeguarding.

6.10 The DSL must ensure that all staff involved in direct case work of vulnerable students, where there are child protection concerns/issues, have access to regular safeguarding supervision. (Refer: Leeds City Council Safeguarding Supervision: Policy and Guidance - Revised 2018).

6.11 Where a Trust establishment has concerns about a student the DSL will act as a source of support, advice and expertise to staff on matters of safety and safeguarding, and when deciding whether to make a referral by liaising with relevant agencies.

6.12 The DSL and designated child protection officers are responsible for referring all cases, as appropriate to the relevant body (children's social care duty and advice team, Channel programme, Disclosure and Barring Service, Teaching Regulation Agency and/or police); and support all members of staff to comply with their mandatory reporting duties in cases where FGM has been identified.

6.13 The DSL and designated child protection officers will liaise with the Principal to inform them of any issues and liaise with local authority officers for child protection concerns.

6.14 Once a child protection Cause for Concern has been passed on to a designated officer, either via a paper cause for concern or an electronic cause for concern within CPOMS, a separate Child Protection Online Monitoring System (CPOMS) record and/or child/student protection record (as applicable to each Trust establishment) will be kept where the form is stored, and any responses and outcomes recorded.

6.15 A separate CPOMS record and/or child/student protection record (as applicable) must be created regardless of whether formal child protection procedures have been initiated. For some students, this single record may be the only concern held for this student over time at this Trust establishment. For others, further information may be accumulated.

6.16 The DSL and Designated officers must keep detailed, accurate, secure records of concerns and referrals, which clearly reflect the wishes and feelings of the student.

6.17 The DSL is responsible for ensuring that all child protection records have a plan in place that outlines actions that have been undertaken by the Trust establishment to respond

to the concerns raised. The outcomes plan should include educational establishment led actions, pastoral interventions and referrals to targeted services.

6.18 If concerns relate to more than one child from the same family at the Trust establishment, a separate record for each student should be created and cross-referenced to the records of other family members. Common records, such as child protection conference or Early Help Plan minutes (a plan that engages the student and their family) should be duplicated for each record. Child protection records will not be kept in one central family record.

6.19 Access to these records by staff other than the designated safeguarding staff will be restricted, and a written record will be kept of who has had access to them, why this access has been given and when it occurred. This should be recorded on CPOMS in the student/s record.

6.20 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 (2026) and NPCC – When to call the police (2020) should be used to support the DSL/deputy DSL to understand when they should consider calling the police and what to expect when they do.

6.21 Promote the educational outcomes of children with a social worker and other pupils deemed vulnerable and contribute to the assessment of children by providing as much information as possible as part of the referral process to help social care assessments consider contexts outside the home and enable a contextual approach to harm.

6.22 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.

6.23 The DSL is responsible for responding to domestic abuse notifications from the local authority and providing support to children and their families as appropriate.

6.24 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.

6.25 Provide reports as required for meetings. Reports will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.

6.26 Where a child in school is subject to an inter-agency child protection plan or any multi-agency risk management plan, the DSL will contribute to the preparation, implementation and review of the plan as appropriate.

6.27 Promote the educational outcomes of children with a social worker and other pupils deemed vulnerable. It is essential therefore that the DSL works in close collaboration with the Designated Teacher, SENDCO and Attendance Champion as children who need 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.

6.28 Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so, including out of term availability as agreed by the Local Authority Children's Partnership (LSCP) education reference group.

6.29 Undertake a Prevent risk assessment which is shared with all staff and updated annually.

7 TRAINING FOR THE DSL, DEPUTY DSL AND DESIGNATED OFFICERS

7.1 The DSL/DDSL and designated officers will be given the time, training, resources and support to fulfil their role.

8 THE LOCAL GOVERNING BODY

8.1 The Policy Committee, which is attended by Trust governance representatives, will approve this policy at each review. Following its approval, the Trust establishment's Governing Body hold the Principal for each Trust establishment accountable for its implementation within a reasonable time limit.

8.2 The Governing Body will appoint a lead governor to monitor the effectiveness of this policy in conjunction with the full governing board. Staff governors cannot be the lead governor for safeguarding. The lead governor for safeguarding is responsible for liaising with the Principal/designated safeguarding staff over all matters regarding safeguarding and child protection issues.

8.3 The governing body will complete appropriate safeguarding and child protection briefing on their strategic roles and responsibilities every three years including online safety training. The governing board will ensure that all policies, procedures and training are effective and always comply with the law. The governing body will ensure that all staff undergo safeguarding and child protection training, including online safety training providing an understanding of the expectations and applicable roles and responsibilities in relation to filtering and monitoring.

8.4 The nominated safeguarding governor should liaise with the Principal and designated safeguarding staff at each individual Trust establishment to ensure the production of an annual report for Governors, The Trust's Board and to fulfil safeguarding responsibilities by completing the Annual Safeguarding Report for the LA. Lead governors should access the LA designated safeguarding governor training every three years including online safety training.

8.5 The DSL and named Safeguarding Governor are responsible for ensuring that an annual report is produced to the Local Governing Body of child protection activity. The LA Annual Review Monitoring Return for Safeguarding should be sufficient as an annual report for governors.

8.6 The governing body are responsible for ensuring any gaps in safeguarding practice arrangements identified in the local authority annual review monitoring return are addressed appropriately and in a timely manner.

8.7 The governing body will ensure that the school has robust IT filtering and monitoring systems in place and should be informed in part, by the risk assessment required by the Prevent Duty in order to limit children's exposure to online risks. The governing body should consider the number and age range of children, those who are potentially at greater risk of harm and how often they access the IT system. The governing body should ensure that responsibilities for filtering and monitoring are clearly identified, reviewed regularly and that appropriate action is taken where concerns are identified.

8.8 The Chair is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Principal or proprietor or member of the Local Governing Body.

8.9 In the event of allegations of abuse being made against the Principal, the Chair of Governors will act as a 'case manager'.

8.10 Each Governing Body ensures that:

- The Trust establishment has a Safeguarding and Child Protection Policy in place together with a behaviour policy and procedures in accordance with LA/LSCP guidelines.
- The Trust establishment operates Safer Recruitment procedures and ensures appropriate checks are carried out on all new staff and relevant volunteers.
- The Trust establishment has a DSL and deputy DSL.
- The DSL and all designated staff have appropriate refresher training every 2 years.
- The Principal and all other members of staff who work with students will undertake Local Authority (LA) training at three yearly intervals. Also ensure that temporary staff and volunteers are made aware of the Trust establishments arrangements for Safeguarding, Child Protection and their responsibilities.

8.11 It remedies any deficiencies or weaknesses brought to its attention without delay and have procedures for dealing with allegations of abuse made against staff/volunteers**.**

8.12 The full responsibilities of the governing body are set out in Part Two of KCSiE – The Management of Safeguarding. All members of governing bodies should read Part Two of KCSiE in order to ensure that they are fully compliant with their statutory safeguarding responsibilities.

8.13 The Local Governing Body are responsible for satisfying themselves that the Senior Leadership Team has obtained written assurances from any relevant educational establishment lettings and alternative/off site providers and provisions that their safeguarding arrangements are secure and in keeping with KCSiE. This includes ensuring that the provision has effective safeguarding policy/procedures/training in place for all staff. The provision follows safer recruitment processes and have clear allegation management processes. Pupils who attend alternative provisions can often

have complex needs and it is important that these settings are aware of the additional risk of harm that their pupils may be vulnerable to, and appropriate risk assessments/support plans are in place where pupils access provision offsite. Insert name of school use the following alternative or off-site providers and have written evidence of safeguarding arrangements:

Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs. The guidance set out in Arranging Alternative Provision February 2025 will be followed.

8.14 The Local Governing Body will supply information as requested by the LSCP (including ensuring the completion of the 175 Annual Review Monitoring (ARM) and the Local Authority Education Safeguarding Team.

8.15 The governing body will understand how to comply with data protection law, develop their data policies and processes, know what staff and pupil data to keep and follow good practices for preventing personal data breaches. Data protection in schools - Guidance - GOV.UK (www.gov.uk) (2024).

8.16 The governing body will understand their role within local safeguarding arrangements as set out in part 2 of Keeping Children Safe in Education. They will make themselves aware of and follow their local arrangements including the LSCP best practice CPD guidance for Leeds education providers.

8.17 **The full responsibilities of the governing body are set out in Part two of KCSiE - The management of safeguarding. The governing body will ensure that the school is fully compliant with their statutory safeguarding responsibilities.**

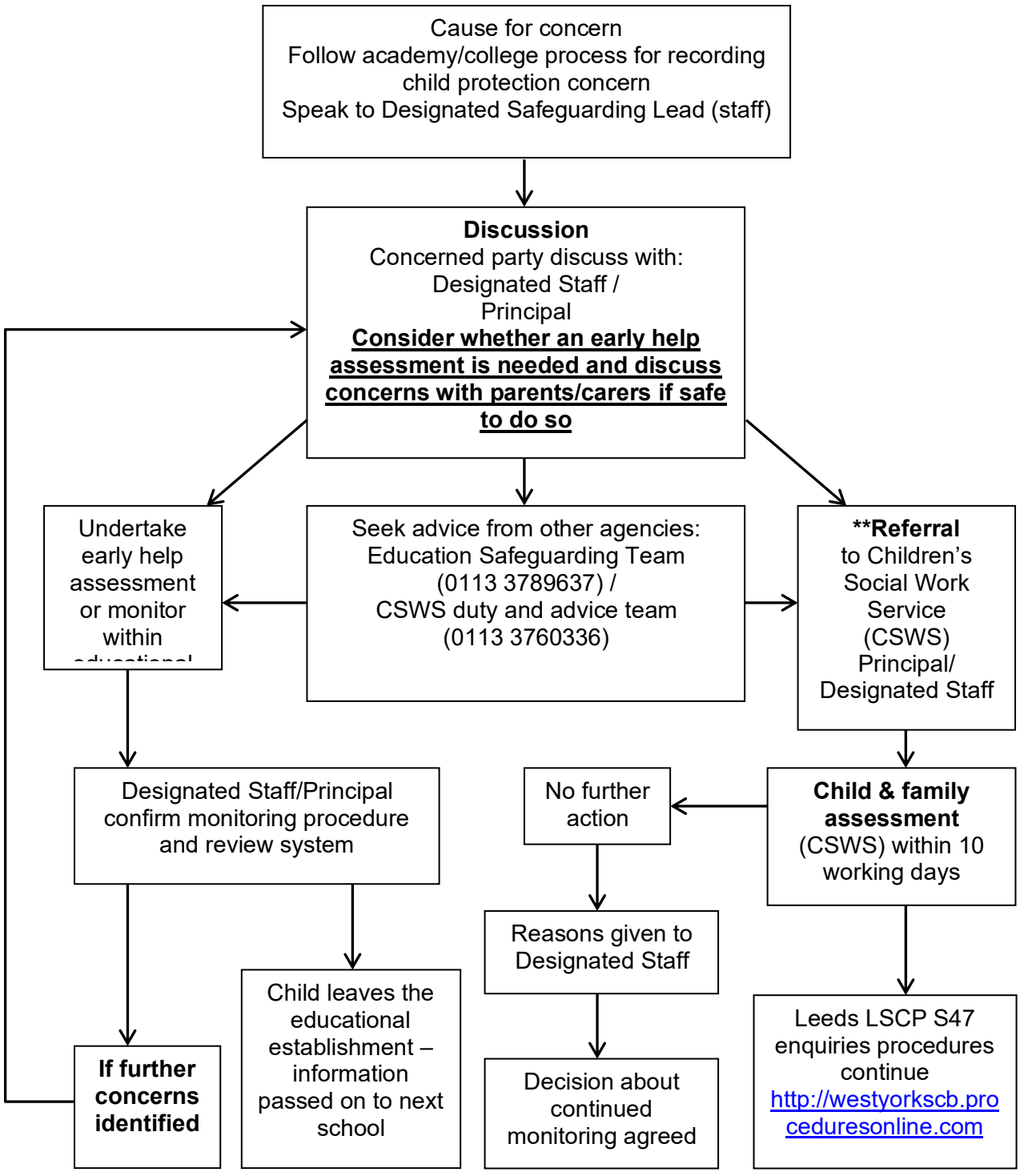
9 THE PRINCIPAL

9.1 It is the responsibility of the Principal to:

- Ensure that staff (including temporary members of staff and supply staff) and volunteers have induction training and are informed of this policy and any updates pertaining to it.
- Ensure that the roles and responsibilities of the DSL/DDSL as referenced in Annex B of KCSiE are reflected in their job description and that the DSL has sufficient authority, time and resources to carry out this role effectively.
- Communicate this policy to parents/carers when their child joins the educational establishment via the website.
- Ensure that there is always adequate cover if the DSL is absent.
- Liaise with the DSL to share information with regards to vulnerable students and those who are subject to child/student protection plans, Child in Need plans, Early Help Plans, Children Looked After and referrals to CSWS.
- Work alongside the DSL to raise awareness of safeguarding, for staff through continuous professional development and for students through the curriculum.

- Ensuring that safeguarding arrangements include effective systems for recording, reviewing and monitoring concerns, including those relating to online safety, attendance, exploitation and child-on-child abuse
- Ensure that there is a clear line of accountability in their Trust establishment for the management and supervision of safeguarding and child protection; to ensure that staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of students and in order that staff members feel able to raise concerns about the welfare of students.
- Ensure that they complete the one day LA course for head teachers/principals on safeguarding and child protection and that all staff undertake appropriate safeguarding and child protection training and update this training every three years.
- Ensure that their Trust establishment adheres to Safer Recruitment procedures in line with the Trust's Safer Recruitment Policy and ensure that appropriate checks are carried out on all members of staff and volunteers.
- Where there is an allegation against a member of staff (including supply staff, agency staff, volunteers and contractors), the investigation will be carried out (unless the Principal is subject to this allegation) by the Principal who will act as the 'case manager'.
- In Early Years provision ensure that the relevant staffing ratios are met, where applicable.
- In Early Years provision make sure each child in the Early Years Foundation Stage is assigned a key person.

Trust Establishment Procedure – Responding to Reports of Abuse/Child Protection Concerns



** If unhappy about the outcome of the referral to Children's Services Social Care, please refer to: Leeds LSCP Local Protocol: http://www.leedslscb.org.uk/Practitioners/Local-protocols Concerns Resolution.

10 CONFIDENTIALITY AND INFORMATION SHARING

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

10.2 The Trust and academies recognise that the only purpose of confidentiality in this respect is to benefit the child. Staff/volunteers and visitors to the Trust establishment should never promise a student that they will not tell anyone about an allegation/disclosure/report of abuse and must pass any cause for concerns immediately to a DSL. Staff should understand that safeguarding information must be shared appropriately and proportionately where this is necessary to protect children and promote their welfare.

10.3 Confidentiality is addressed throughout this policy with respect to record-keeping, dealing with reports of abuse, allegations of abuse against staff, information sharing and working with parents/carers. The Trust's confidentiality procedures for sharing reports of pregnancy by students can be found in the RSHE Policy. These procedures must always consider the organisation's responsibility to safeguard the student and promote their welfare.

10.4 INFORMATION SHARING

10.4.1. We recognise that timely information sharing is essential for effective safeguarding. The Trust establishment 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 2024). This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being. Fears about sharing information must not be allowed to stand in the way of the need to promote welfare, and protect the safety, of children. Information sharing decisions should be recorded where appropriate, including the rationale for sharing or not sharing information.

10.4.2 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 in the Data Protection Act 2018 and GDPR. Data protection legislation is not a barrier to sharing information where there is a lawful basis to do so for safeguarding purposes.

10.4.3 To promote positive educational outcomes for vulnerable children, including children with social workers, information that can help to support positive outcomes being achieved will be shared with colleagues in school that are not DSL's or DDSL's as appropriate. Information shared should be relevant, proportionate and

limited to those who need it to support the child's welfare and educational outcomes.

10.4.4 If staff are in any doubt about sharing information, they must speak to the designated staff, or the Principal. Where queries relate specifically to data protection requirements, staff may also seek advice from the Data Protection Officer (DPO). Safeguarding concerns should always be prioritised and advice should not delay action where a child may be at risk of harm.

11 WORKING WITH PARENTS/CARERS AND OTHER AGENCIES TO PROTECT STUDENTS

11.4 Involving parents/carers:

11.4.2 Parents/carers should be aware of our Trust procedures in respect to any reasonable action to safeguard the welfare of its students. In cases where the academy has reason to be concerned that a student may be suffering significant harm, ill treatment, neglect or other forms of harm, staff will follow the procedures for responding to suspected cases of child abuse outlined in this policy document have no alternative but to follow the LSCP procedures and contact CSWS Duty and Advice Team to discuss their concern.

11.4.3 In keeping with KCSIE, we will endeavour wherever possible to obtain at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns in the home.

11.4.4 In general, we will discuss concerns with parents/carers before approaching other agencies and will seek consent/to inform parents/carers when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the student/child. 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. The school must consider whether removal from school may present additional safeguarding risks and ensure appropriate information is shared with relevant agencies where required.

11.4.5 Procedures for informing parents/carers about our Safeguarding and Child Protection Policy can be found on the parent/carers pages on the Trust establishment website and in visitor leaflets. Parents/carers can also request to receive a paper copy of this policy for their reference.

11.5 Multi – Agency Work

11.5.2 The Trust works in partnership with other agencies in the best interests of the student. Each Trust establishment will, where necessary, liaise with health professionals, other universal, targeted and specialist services, and make referrals to CSWS. Contact should be made by the Safeguarding Designated Safeguarding Staff to the CSWS Duty and Advice Team (0113 3760336). Where a student already has a social worker the Trust establishment will immediately contact the social worker involved, or in their absence the team manager of the Child Protection Social Worker.

11.5.3 We will co-operate with CSWS in accordance with the requirements of The Children Act and allow access to child and child protection records for them to conduct section 17 or section 47 assessments.

11.5.4 We will provide reports as required for these meetings. If the Trust establishment is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.

11.5.5 Where a student in the Trust establishment is subject to an inter-agency child protection plan or any multi-agency risk management plan the Trust establishment will contribute to the preparation, implementation and review of the plan as appropriate.

12 **OUR ROLE IN THE PREVENTION OF ABUSE**

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

We will ensure that children are taught about safeguarding, including online-safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children may be needed.

12.4.2 Relevant issues will be addressed through the PSHE and the RSHE curriculums, for example, self-esteem, emotional literacy, assertiveness and power, relationships and sexual health education including: unhealthy and abusive family relationships, online-safety, online bullying, sexting, Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), sharing nudes and semi-nudes FGM, Forced Marriage (FM), anti-bullying and hate Crime, mental health, child-on-child abuse, consent, preventing radicalisation, and teenage relationship abuse. Additional consideration

will be given to emerging online risks, including harmful content, online exploitation, artificial intelligence, misinformation and the impact of technology on relationships and wellbeing. The curriculum will reflect the statutory Relationship Education, Relationship and Sex and Health Education guidance (DFE 2025). Further support can be obtained from the Health and Wellbeing Service (educational establishmentwellbeing@leeds.gov.uk).

12.4.3 In addition, relevant issues will be addressed through other areas of the curriculum.

12.4.4 Establishments will have due regard to the Department for Education guidance relating to mobile phones in schools. Clear expectations are detailed within the Positive Discipline and Behaviour Policy.

13 OTHER AREAS OF WORK

13.4 All our policies which address issues of power and potential harm, e.g. Anti-Bullying and Hate Incidents/crimes, Single Equality Policy, RSHE/PSHCE and Positive Discipline and Behaviour (PD), E-Safety and Online Harms Policy will be linked to ensure a whole Trust establishment approach to harm and risk.

13.5 Our Safeguarding and Child Protection policy cannot be separated from the general ethos of the school which is to ensure that children are treated with respect and dignity, feel safe, and are listened to. Children will be supported to understand how to raise concerns and will be encouraged to seek support from trusted adults both within and outside of school.

13.6 The Trust's E-Safety and Online Policy is reflective of the requirements set out in KCSiE and reflects our approach to issues of online safety that empowers us to protect and educate the students in our establishments in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate. The school will ensure that online safety education reflects current and emerging technologies and risks, including the use of artificial intelligence and changes in how children communicate and access information online.

13.7 The Trust will have due regard to the statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (DFE July 2025).

14 OUR ROLE IN SUPPORTING STUDENTS

14.4 The Trust will offer appropriate support to individual students who have experienced abuse or who have abused others in the following ways:

- In cases where students have experienced abuse/abused others (whether victim, perpetrator or other student affected), an individual pastoral support plan will be devised, implemented and reviewed regularly should the student or others affected require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e. learning mentor, key worker, pastoral officer) and the student's wishes and feelings. A written outline of the plan will be kept in

the child's protection record. Support plans will be reviewed regularly and, where appropriate, developed in partnership with parents/carers and relevant external agencies to ensure the child's needs and risks are appropriately managed.

- Where students have exhibited sexually inappropriate/harmful behaviour and/or exhibited sexually inappropriate harmful behaviour towards others and/or abused others, an Assessment, Intervention, Moving On (AIM) checklist must be completed for all incidents and contact made with CSWS if appropriate. Good practice dictates that there should be a coordinated multi-agency approach, in way of an AIM risk assessment, to respond to their needs, which will include, parent/carers, youth justice (where appropriate), CSWS and health. For children who have sexually harmed or may have sexually harmed peers, a Risk Assessment Management Plan (RAMP) will be completed that includes safety and support planning. The school recognises that children who display harmful sexual behaviours may themselves have experienced vulnerability, harm or abuse and will ensure responses are focused on safeguarding, risk management and education rather than solely punitive measures.

- We will ensure that the needs of students who abuse others will be considered separately from the needs of their victims.
- For children who have been found to be in possession of a knife or bladed implement whilst on an education setting/grounds, or has used a weapon, or has threatened the use of a weapon a Weapons Risk Assessment Management Plan (WRAMP) will be completed that includes safety and support planning Weapons Risk Assessment Management Plan and guiding principles
- All staff have a role in preventing impairment of children's mental health/emotional wellbeing, including promoting positive mental health and identifying where students are struggling with their Mental Health. Staff will understand that changes in behaviour, attendance, presentation or emotional wellbeing may be indicators of safeguarding concerns including abuse, neglect or exploitation. We regularly communicate messages to students regarding wellbeing and the promotion of positive mental health strategies through the curriculum, PSHCE and form/class time. Support on programmes, resources and guidance is available from the Health and Wellbeing Service (schoolwellbeing@leeds.gov.uk)).

- Concerns regarding a student's mental health/emotional wellbeing should be reported to a member of the school the safeguarding team in keeping with the school's safeguarding reporting arrangements so that students can be offered appropriate support, this may include local or national online services where appropriate. In addition, the school can make referrals to a wide range of external services to secure additional appropriate support for students.

- Staff should recognise that self-harm, eating disorders, suicidal thoughts, disclosures about ending their own life, or concerns that a child may be planning to take their own life require immediate consideration. Where staff believe a child may be at imminent risk of serious harm, emergency services

should be contacted without delay and appropriate medical assistance sought.

- The school has a designated Mental Health Lead who works alongside safeguarding staff to promote positive emotional wellbeing, support early identification of concerns and coordinate appropriate support and referrals where required.

14.5 Students who abuse others will be responded to in a way that meets their needs as well as protecting others within the Trust establishment community through a multi-agency risk assessment.

14.6 The Principal will ensure that where a child is subject to a S47 Child Protection Plan, a Child in Need Plan, or where there are current significant child protection concerns, the agencies that are involved in support of the student are informed where a permanent exclusion is being considered. In situations that a looked after child is at risk of suspension the school will notify the Virtual School.

15 STUDENTS WITH SPECIAL EDUCATIONAL NEEDS, DISABILITIES, OR HEALTH ISSUES

15.4 The Trust recognises that while all students have a right to be safe, some students may be more vulnerable to abuse e.g. those with Special Educational Need or Disability, mental health issues, those living with domestic violence or substance misusing parents, parents' mental health issues, learning disabilities, children who are in care or previously looked after, children having adverse childhood experiences etc. Additional barriers can exist when recognising abuse, neglect **and exploitation** in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- **Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.**

15.5 When the establishment is considering suspension or permanent exclusion, of a vulnerable student with additional needs and/or a student who has social care involvement is either subject to a S47 Child Protection plan/child in need plan or there are/have previously been child protection concerns, the Trust's Suspension & Permanent Exclusion Policy will be followed. This is informed by the DFE Suspension and Permanent Exclusion statutory guidance (2024)

16 LSCP MULTI-AGENCY PROCEDURES INCLUDING REMOTE LEARNING & WELFARE

16.4 This establishment follows the Leeds LSCP (www.leedsLSCP.org.uk) online multi-agency procedures and will, where necessary, have due regard to the government guidance for children in specific circumstances as outlined in Part 1 and Annex B of KCSIE.

16.5 If children are being asked to learn online at home advice from the DfE on safeguarding and remote education (DfE, 2021b) will be followed. In addition to following the Guidance for Safer Working Practice (Safer Recruitment Consortium, 2022). The establishment will ensure that online learning arrangements continue to reflect safeguarding expectations, including appropriate staff conduct, inline safety, supervision and reporting arrangements.

16.6 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.

We recognise that educational establishments are 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 pupils' work when they are at home.

17. FEMALE GENITAL MUTILATION (FGM): THE MANDATORY REPORTING DUTY

17.1 The Department for Education's KCSiE guidance explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

17.2 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'.

17.3 **Any teacher** who discovers that an act of FGM appears to have been carried out on a **student under 18** must immediately report to the DSL (and in conjunction with them) report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it. If the DSL or designated member(s) of staff are not available, the member of staff must report this to the Principal.

17.4 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. Members of staff must not examine students.

17.5 **Any other member of staff** who suspects or has concerns that a child may be affected or is at risk of FGM or discovers that a **student under the age of 18** or over appears to have been the victim of FGM they must speak to the DSL immediately and follow the Trust establishments child protection procedures and local safeguarding children's partnership procedures.

Any member of staff who suspects a pupil is *at risk* of FGM **must** speak to the DSL and follow our local safeguarding children's partnership procedures.

18. CHILD ON CHILD ABUSE

We recognise that children are capable of abusing their peers and that child on child abuse can manifest in many different ways, including abuse within intimate partner relationships, bullying, cyber-bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, sharing of nudes and semi-nudes, inappropriate/harmful sexualised behaviours and up skirting (taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm) and abuse within intimate partner relationships. It is very clear that this abuse should always be treated seriously, and never be seen just as banter or part of growing up or boys being boys. Our setting has a zero-tolerance approach to such attitudes and behaviours. The Trust recognises that child on child abuse may occur between children of any age or gender and may involve a range of behaviours, including those that occur online.

We will take steps to minimise the risk of child-on-child abuse by ensuring students recognise behaviour that is not appropriate and understand how to stay safe and challenge and report unwanted behaviours. The PSHE curriculum will support pupils to recognise behaviour that is not appropriate and understand how to stay safe and challenge and report unwanted behaviours. Children will be taught about respectful relationships, consent, boundaries, online behaviour and how to seek support if they experience or witness harmful behaviour. We will also regularly review the school site and school activities to further minimise the risk of child-on-child abuse occurring.

We recognise that abuse can often go unreported or be reported latterly. Children may not always recognise that what they are experiencing is abuse or feel able to disclose concerns immediately We will encourage and support students to report child-on -child abuse to trusted adults in school or the NSPCC helpline.

Most cases of pupils hurting other pupils will be dealt with under our behaviour policy, but this child protection and safeguarding policy will apply to any allegations that

raise safeguarding concerns. Responses will consider the safeguarding needs of all children involved, including those who may have caused harm, those affected by the behaviour and any wider risks or vulnerabilities.

18.1 All concerns around child-on-child abuse will be taken seriously, must be reported, investigated, recorded and managed in line with the child protection procedures outlined in this policy. Our educational establishment will ensure that at least one member of the school's safeguarding team has completed the 1 day LA AIM training on understanding and managing harmful sexual behaviour in education settings https://aimproject.org.uk/product/understanding-managing-hsb-in-education-settings/ The DSL and designated staff are responsible for responding to such concerns in keeping with LSCP protocols referenced below. The DSL and designated staff are responsible for providing support to all children involved in incidents of child on child sexual abuse, including those who have experiences harm and those who have caused harm. Where incidents of child-on-child abuse involve children attending another school setting the DSL will liaise with the relevant DSL/DDSL at the setting to ensure that appropriate action has been taken.

18.2 We recognise that harmful sexual behaviour (HSB), sexual violence and/or sexual harassment can happen anywhere including educational settings. Where concerns of sexual violence or sexual harassment are witnessed, disclosed or reported to the educational establishment (including those that have happened outside of the educational establishment or online) the concern will be taking seriously. We recognise that sexual violence and harassment exist on a continuum and may overlap and may be part of a wider pattern of behaviour All reports will be considered within the context of the child's circumstances and wider safeguarding information; they can occur online and face to face (both physical and verbal) and are never acceptable. In responding to such concerns DSL must (where appropriate) always complete an AIM (Assessment, Intervention, Moving On) checklist and contact the Duty and Advice team if appropriate and follow the principles set out in Part 5 of KCSiE.

18.3 We will ensure that the needs of children who may have/have sexually harmed others will be considered separately from the needs of those who have/may have been subject to sexual harm. The trust recognises that children who display harmful sexual behaviours may also have experienced vulnerability, abuse or exploitation and will ensure appropriate support and intervention is considered. Children who have/may have sexually harmed others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment management plan (RAMP). Where appropriate there must be a coordinated multi-agency approach to risk assessment which will include involvement of parent/carers, social care, health, police and youth justice (where appropriate). 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.

18.4 We will ensure that all children who may have/has been sexually harmed will be taken seriously and that they will be supported and kept safe. Where appropriate support plans will be put into place for children subject to sexual harm.

18.5 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 child or person who has made the allegation needs support or may have been abused by someone else. In cases where the report is found to be deliberately invented or malicious the school will consider whether it is appropriate to take any disciplinary action in keeping with the school's behaviour management policy.

18.6 There must be a coordinated multi-agency approach through a Risk Assessment Management Plan (RAMP) to respond to their needs which will include parent/carers, youth justice (where appropriate), CSWS 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.

18.7 Where child exploitation (i.e. criminal, sexual, trafficking, modern day slavery etc.), or the risk of it, is suspected, frontline practitioners must notify the DSL/designated member of staff for child protection, in line with the child protection policy reporting systems. Staff should recognise that exploitation may occur through face-to-face or online contact and may involve individuals or groups outside the child's family.

18.8 Staff should be aware that exploitation may include financial exploitation, where children may be coerced or manipulated into holding, moving or transferring money using bank accounts or facilitating financial crime on behalf of others

18.9 The DSL/designated member of staff must complete the child exploitation risk identification tool for partners and refer to the table at the end of the tool to help decide how to proceed. A copy of the completed tool must be kept in the student's child/student protection record for future reference. The DSL can also refer a student 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.

18.10 If the student already has an allocated social worker, the DSL or child protection officer must contact them (or their team manager) to discuss any concerns about child exploitation. Where children may currently be looked after or previously looked after the DSL should also notify the Designated Teacher for children looked after.

18.11 A copy of the child exploitation risk identification tool for partners for partners can be obtained from the LSCP Website.

18.12 The LSCP child exploitation practice guidance will be followed. This guidance aims to help children who are at risk of exploitation receive the right support at the right time. The guidance is an overview of good practice and information

18.13 We will ensure that we work in partnership with parents/carers and other agencies as appropriate. This includes facilitating return-to-home interviews as requested. Where appropriate, the child's wishes and feelings will be considered when planning support and interventions.

19. SHARING NUDES AND SEMI-NUDES
Staff responsibility when responding to an incident

19.1 If any adult in school is made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), they must report it to the DSL immediately. Staff should recognise that such incidents may involve safeguarding concerns including coercion, exploitation, bullying, sexual harassment or abuse. The DSL will refer to DfE guidance: Sharing nudes and semi-nudes: how to respond to an incident (overview) (updated March 2024) - GOV.UK (www.gov.uk)
They must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL).
- Delete the imagery or ask the pupil to delete it.
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility).
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.
- Say or do anything to blame or shame any young people involved.

19.2 **DSL responsibility**

19.3 Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s).
- If a referral needs to be made to the police and/or children's social care.
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed).
- What further information is required to decide on the best response.
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown).
- Whether immediate action should be taken to delete or remove images or videos from devices or online services.
- Any relevant facts about the pupils involved which would influence risk assessment. This should include consideration of age, SEND, vulnerability,

power imbalance, coercion, exploitation, mental health and whether the incident forms part of a wider pattern of behaviour.
- If there is a need to contact another school, college, setting or individual.
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved).

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult.
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs).
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent.
- The imagery involves sexual acts and any pupil in the images or videos is under 13.
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming).

19.4 If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

20. CHILDREN WHO ARE ABSENT FROM EDUCATION

20.1 A child who is absent as well as missing from education is a potential indicator of abuse or neglect. Where a child is reported to be missing education, we will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in Children Missing Education – Statutory guidance for local authorities (DfE August 2024) and follow the Leeds Children's Services LA procedure and contact: cme@leeds.gov.uk. Tel: 0113 3789686.

20.2 Students who are absent, abscond or go missing during the educational establishment day are vulnerable and at potential risk of abuse, neglect, child sexual exploitation (CSE), child criminal exploitation (CCE), serious violence, radicalisation, mental health concerns and involvement in county lines activity. Staff should be alert to the fact that repeated absence or patterns of absence may be an indicator of safeguarding need and should consider whether children face additional risks or barriers to seeking help, including due to age, developmental stage, SEND, health needs, communication needs or other vulnerabilities (see appendix eleven).

20.3 The trust recognises that children who are absent from education may not be visible to professionals and that repeated, persistent or unexplained absence may be an indicator of safeguarding need and may increase a child's vulnerability to harm. Any

concerns regarding attendance that may indicate a safeguarding risk will be considered through a safeguarding lens and, where appropriate, discussed with the Designated Safeguarding Lead and relevant partner agencies

20.4 The DfE statutory guidance on school attendance Working together to improve school attendance will be followed and school must work with local authority children's services where school absence indicates safeguarding concerns

20.5 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).

20.6 Students who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. Staff members must follow the Trust establishment'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, CSE, CCE and to help prevent the risks of their going missing in future.

20.7 Where CSE or CCE, or the risk of it, is suspected, frontline practitioners should complete a Cause for Concern, following establishment procedures, and alert a member of designated safeguarding staff. The DSL or designated safeguarding lead officer should complete a CSE Checklist (Refer: Appendix Eight); http://www.leedslscb.org.uk/LSCB/media/Images/CSE-Checklist-Toolfor-Partner-Agencies.docx and refer to LA, children's social care and the police, if appropriate, regardless of whether the student is engaging with services or not.

20.8 Staff should be aware that some children may be at greater risk of harm and may face additional barriers to attendance, engagement and disclosure. This may include, but is not limited to, children with SEND, children with a social worker, young carers, children experiencing mental health difficulties, children living in challenging family circumstances and those experiencing multiple vulnerabilities. Such factors should be considered when assessing the significance of absence and determining the appropriate response.

20.9 The Trust establishment will work in partnership with parents/carers and other agencies as appropriate. This may include facilitating return to home interviews as requested.

21. STUDENTS LIVING IN SPECIFIC CIRCUMSTANCES

21.1 The Trust follows the Leeds LSCP (www.leedslscb.org.uk) online multi-agency procedures and will, where necessary, have due regard to the government guidance on the issues listed below via the GOV.UK website: for children in specific circumstances as outlined below:

- Child Sexual Exploitation (CSE).
- Child Criminal Exploitation (CCE).
- County lines.
- Hate incidents including online bullying.

- Bullying incidents including cyberbullying.
- Peer on peer abuse, sexual harassment, bullying and sexual assault.
- Domestic violence.
- Substance misuse.
- Fabricated or induced illness.
- Faith abuse.
- Breast ironing.
- So called honour-based abuse - Forced Marriage (FM) and Female Genital Mutilation (FGM).
- Gang affiliation and youth violence.
- Hazing/initiations.
- Gender-based violence/violence against women and girls (VAWG).
- Mental health difficulties.
- Private fostering.
- Preventing radicalisation and extremism.
- Youth Produced Sexual Imagery.
- Teenage relationship abuse.
- Trafficking.
- Poverty.
- Child carers.
- Children who are missing or severely absent from education.

21.2 For further information refer to the government's statutory safeguarding guidance collection.

21.3 The Trust follows the LSCP online multi-agency procedures for students in specific circumstances as outlined below – see www.leedslscp.org.uk.

22. CHILDREN LOOKED AFTER (CLA)

22.1 The most common reason for children to be in looked after care is as a result of abuse and/or neglect. Governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding necessary to students who are CLA safe.

22.2 In particular, they should ensure that appropriate staff have the information they need in relation to a student's CLA legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the student's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

22.3 The DSL or designated teacher for CLA should have details of the student's social worker and the name of the virtual educational establishment head in the authority for CLA.

23. PREVENTING RADICALISATION and TERRORISM

23.1 Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes with or disrupts an electronic system. The use or threat must be designed to influence government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

23.2 The process of radicalisation is different for every individual and is a process, not a one-off event; it can take place over an extended period or within a very short time frame. It is important that staff are able to recognise possible signs and indicators of radicalisation.

23.3 The Trust establishment acknowledges that students may be vulnerable to exposure or involvement with groups or individuals who advocate violence as a means to a political or ideological end. In addition, students can be drawn into violence, or they can be exposed to the messages of extremist groups by many means. These can include family members or friends, direct contact with groups and organisations or through the internet, including social media. This can put students at risk of being drawn into criminal activity and has the potential to cause significant harm.

23.4 Our curriculum promotes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

23.5 Students are encouraged to express themselves through discussions with staff and each other and learn about other faiths; they are taught about how to stay safe when using the internet.

23.6 Prevent is part of the UK's Counter Terrorism and Security Strategy, it focusses on supporting and protecting vulnerable individuals who may be at risk of being exploited by radicalisers and subsequently drawn into terrorist related activity. Prevent is not about ethnicity, religion or faith, the programme is to prevent the exploitation of susceptible people and respond to concerns.

23.7 Academies/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. For further guidance please see Managing risk of radicalisation in your education setting - GOV.UK (www.gov.uk)

23.8 If a member of staff is concerned about a change in the behaviour of an individual or sees something that concerns them (this could be a colleague too) they must seek advice immediately with the DSL. This colleague will consider the 'NOTICE, CHECK SHARE' process for making a referral where required (see Appendix 8). A Prevent referral can be made using the national referral form Prevent referral form If you require further support or information, contact the Education Safeguarding Team or the Leeds Prevent Team on 0113 5350810.

23.9 Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. Our Trust establishment will ensure that, all front-line staff will undertake Prevent awareness training/Workshop to Raise Awareness of Prevent (WRAP). DSLs and those with a responsibility for Prevent will ensure they attend Prevent training every two years, in particular focussing on local threat and risk and ideology training as outlined in the Prevent Duty Guidance.

23.10 **CHANNEL** is a voluntary, confidential 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 into 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 establishment may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the process at this stage is entirely voluntary at this stage.

24. A SAFER TRUST ESTABLISHMENT CULTURE

24.1 **The Local Governing Body will ensure that the following appropriate policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare:**

- Whistleblowing 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).
- Individual academy procedures for managing children who are missing in and from education.
- Guidance on Safer Working Practices.
- Safeguarding and Child Protection Policy.
- E- safety and Online Policy.
- Online acceptable use procedures
- Positive Discipline and Behaviour Policy.
- Professional Principles Policy.
- Managing allegations against adults in school Policy
- The names, roles and responsibilities of the designated safeguarding lead and any deputies are on display in establishments.

24.2 The Trust's Whistleblowing Policy provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour.

24.3 The Trust establishment will ensure that written risk assessments are undertaken in situations where information provided on Enhanced DBS certificates necessitates so. Written risk assessments must be undertaken for all volunteers not engaging in regulated activity. Advice and support for carrying out risk assessments can be accessed through Human Resources or the Education Safeguarding Team.

25. Safer Recruitment, Selection and Pre-Employment Vetting

25.1 The Trust establishment pays full regard and commitment to following the Safer Recruitment, Selection and Pre-Employment Vetting procedures as outlined in part three of KCSiE and in the Trust's Safer Recruitment Policy.

25.2 The Trust establishment will maintain a Single Central Record which demonstrates the relevant vetting checks required including: identity, qualifications, barred list check, DBS check at the correct level, prohibition order and right to work in the UK. (See part 3 of KCSiE, and the Trust's Safer Recruitment Policy and guidance - Recruitment & Selection Guidance.docx). The record will contain details of all required pre-employment and safeguarding checks undertaken for staff, governors/trustees, supply staff, teacher trainees (on a salaried route), volunteers and contractors where applicable. The record will evidence the date on which checks were completed and will be regularly monitored to ensure compliance with statutory requirements.

25.3 The Principal of every Trust establishment will ensure that a person who is prohibited from teaching will **not** be appointed to undertake teaching work.

25.4 All recruitment materials will include reference to the Trust establishment's commitment to safeguarding and promoting the wellbeing of students.

25.5 The Trust establishment will ensure that all recruitment panels include at least one person that has undertaken safer recruitment training as recommended by the LA/Leeds LSCP.

25.6 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.

25.7 The Trust establishment will ensure that written risk assessments are undertaken in situations where information provided on Enhanced DBS certificates necessitates so. Written risk assessments must be undertaken for all volunteers **not** engaging in regulated activity. Advice and support for carrying out risk assessments can be accessed through Human Resources or the Education Safeguarding Team.

25.8 Copies of DBS certificates and records of criminal information disclosed by a candidate are covered by UK GDPR/DPA 2018. To comply with the requirements of the Data Protection Act 2018, when establishments choose to retain a copy, there should be a valid reason for doing so and it should not be kept for **no longer than**

six months. When the information is destroyed a school may keep a record of the fact that vetting was carried out, the result and the recruitment decision taken. Copies of DBS certificates do not need to be retained, to fulfil the duty of maintaining the single central record.

25.9 Volunteers who teach, train, instruct, care for, or supervise children on more than 3 days in any 30-day period, or take part in any overnight stay between 2am and 6am, are now in regulated activity. Establishments must ensure that these volunteers have an enhanced DBS check that includes children's barred list information. A written risk assessment for volunteers will be undertaken to determine the appropriate level of supervision and vetting checks, taking account of whether the volunteer is engaged in regulated activity.

25.10 The school will inform shortlisted candidates that online searches may be done as part of due diligence checks.

25.11 Copies of documents used to verify the successful candidate's identity, right to work and required qualifications will be kept in their personnel file.

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

26.1 The process for dealing with an allegation made against a member of staff or person in the Trust establishment is set out in the Trust's Dealing with Allegations against Adults Policy (this extends to supply staff and trainee teachers).

26.2 These procedures must be followed in any case in which it is alleged that a member of staff, governor, visiting professionals or volunteer has met the harm test, this includes if an adult has:

- Behaved in a way that has harmed a student or may have harmed a student.
- Possibly committed a criminal offence against or related to a student.
- Behaved in a way that indicates they pose a risk of harm to students.
- 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.)*. For example, where a member of staff or volunteer is involved in an incident outside of Trust establishments which did not involve children but could impact on their suitability to work with children. **For example, a member of staff is involved in domestic violence at home**. No children were involved, but Trust establishments need to consider what triggered these actions and could a student in the Trust establishment trigger the same reactions, therefore being put at risk.

26.3 Inappropriate behaviour by staff/volunteers, agency staff (including supply teachers), visiting professionals and contractors could take the following forms:

- Physical includes, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.

- Emotional includes, 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, faith, gender reassignment or sexuality.
- Sexual includes, for example, sexualised behaviour towards students, sexual harassment, sexual assault and rape. Sending inappropriate messages through social media and other technologies.
- Neglect: 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.

26.4 All adults working in the setting have a duty to disclose to the Principal where their relationships and associations both within and outside of the workplace (including online) may have implications for safeguarding students in an educational establishment.

26.5 A list of all those who have undertaken appropriate Safer Recruitment training is recorded. (One of them will be involved in all staff/volunteer recruitment processes and sit on the recruitment panel).

26.6 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 Deputy Chief Executive Officer (DCEO) must be informed and the Chair of Governors. In our setting the named case manager is (Sam Done). They will follow the processes outlined in this section.

26.7 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. These include those that, no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt', that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and which does not meet the harm threshold. Examples of such behaviour include:

- Being over familiar with children.
- Having favourites.
- Taking photographs of children on their mobile phone.
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
- Humiliating students.

26.8 The case manager should gather as much information about the alleged incident as possible in order to establish whether there is substance to the allegation. Where a Principal determines that a safeguarding allegation does not meet the harm threshold in line with the criteria above (paragraph 27.2) they will refer the matter to be managed by a designated manager with appropriate safeguarding training. It is important for the Principal to carefully consider who 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 if they have appropriate safeguarding training.

26.9 **In situations where the case manager determines that the harm test has not been met the case manager must ensure that there is a clear record of the incident, including any actions (including whether any HR advice had been sought and actioned) taken to address the concern raised. This record must be kept confidential, stored securely, and comply with the Data Protection Act 2018 and the UK GDPR (2018). Records of low-level concerns will be reviewed so that any patterns of recurring low-level concerns can be identified and responded to appropriately, this may include a referral to the LADO where repeated behaviours indicate an individual may not be suitable to work with children.**

26.10 The case manager should ensure that the child is not at risk and where appropriate ensure that the child is referred to the local authority Duty and Advice team as referenced in Part 1 of KCSIE. In situations where the case manager determines that the harm test has not been met the case manager must ensure that there is a clear record of the incident, include any actions (including whether any HR advice had been sought and actioned) taken to address the concern raised. This record must be kept confidential, stored securely and comply with the Data Protection Act 2018 and the UK GDPR (2018). Records of low-level concerns will be reviewed so that any patterns of recurring low-level concerns can be identified and responded to appropriately, this may include a referral to the LADO where repeated behaviours indicate an individual may not be suitable to work with children.

26.11 Where the harm threshold has been met, the case manager must use the Local Authority Designated Officer (LADO) notification form (Ref: Appendix 13) to assess the level of concern, **prior to contacting the LADO**. As part of this initial consideration the case manager should consult with the Trust's Director of HR (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/volunteer or professional visitor of the concerns raised. Parents/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.

26.12 The case manager **must** not carry out an investigation or **directly interview** any child/witness/or the individual whom the concern relates too, until the above process has been duly completed and relevant partners have been consulted. However, statements of any alleged incidents of harm should be obtained as appropriate at the earliest opportunity in order to establish facts from relevant individuals.

26.13 **LADO Contacts: Claire Ford or Jo Peake Tel: 0113 3789687.**

26.14 **Advice can also be sought from Louise Cornwell and Angela Marshall – Team Managers Education Safeguarding Team 0113 3789637.**

26.15 A multi-agency strategy meeting may be arranged to look at the complaint in its widest context. The case manager or Chair of Governors (where appropriate) must attend this meeting, which will be arranged by the LADO within one working day. All issues must be recorded, and the outcome reached must be noted to ensure closure.

26.16 In many cases it may be appropriate to provide further training and support to staff/volunteers/visitors and ensure that they are clear about the expectations for their conduct.

26.17 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 Trust's Disciplinary Policy. Suspension should be considered only where there is no reasonable alternative and after careful consideration of the facts and circumstances of the case.

26.18 Any staff/volunteers who are dismissed by the Trust establishment for gross misconduct or cumulative misconduct relating to safeguarding of students or children/young people will be referred to the DBS for consideration of barring. Similarly, where the Trust establishment has a reasonable belief that the member of staff/volunteer would have been dismissed by the Trust establishment had they been employed at the time of the conclusion of investigations will be referred to the DBS. Advice with regards to matters of this nature can also be sought from Louise Cornwell and Angela Marshall **– Team Managers Education Safeguarding Team 0113 3789637.**

26.19 **Where appropriate, consideration will also be given to referral to relevant professional bodies, including the Teaching Regulation Agency.**

26.20 The Trust establishment will keep written records of all of the above in accordance with the retention period outlined in the General Data Protection Regulations (GDPR) policy.

26.21 Trust establishments will be responsible for responding to an allegation relating to an incident that happened when a 3rd party individual or organisation was using their school premises/site for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, settings must follow safeguarding policies and procedures, including informing the LADO.

26.22 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 below, in addition to other whistleblowing channels which may be open to them.

26.23 The Leeds City Council Whistleblowing Policy states that concerns can be raised by the following methods:

- 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.
- The Leeds City Council Whistleblowing Policy which states that concerns can be raised by calling the whistleblowing hotline (0113) 247 4645 (dedicated hotline answered by a member of the Internal Audit team or an answerphone) or alternatively email concerns@leeds.gov.uk If you would like to do so in writing the address is; Internal Audit, 3rd Floor West, Civic Hall, Leeds, LS1 1JF.

27. Training and Support

27.1 All staff members will be aware of systems within the Trust establishment which support safeguarding, and these will be explained to them as part of the staff induction. This includes the Trust's Safeguarding and Child Protection Policy; the Trust's Safer Working Practice document and the Trust's Whistleblowing Policy, as well as their responsibilities to read and understand KCSiE Part 1 and Annexe B, this must be done as part of their induction and reviewed annually.

27.2 We recognise the stressful and traumatic nature of child protection work and support is available in your Trust establishment through your DSL, Deputy DSL, designated members of staff and the Trust Senior Partnership Director for Inclusion. 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).

27.3 Designated Safeguarding staff must have attended the 3-day Children's Services Education child protection training course (or equivalent), and the Leeds LSCP multi-agency "Working Together to Safeguard Children and Young People" Parts 1 & 2. **They will attend refresher training at least every two years**. The DSL will undertake Prevent Awareness/WRAP training to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation. This will be updated every 2-years.

27.4 The Trust establishment will ensure all staff including temporary and volunteers receive induction and updated Continuous Professional Development (CPD) appropriate to their roles and responsibilities, especially staff new to the Trust establishment. All staff will access basic safeguarding and child protection training including e-safety and PREVENT training at induction and at least every three years thereafter. Regular safeguarding and child protection updates will be provided (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide adults with relevant skills and knowledge to safeguard children effectively. Training will include briefings on how to manage a report of child-on-child sexual violence or harassment and on the government's anti-radicalisation strategy, PREVENT, to enable staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Access to training can be via the Children's Services Education and Early Years Safeguarding Teamestconsultation@leeds.gov.uk , the Prevent Team prevent@leeds.gov.uk

27.5 All new staff and volunteers working within the Trust establishment will receive child protection training and guidance within the first week of their employment or placement. This will be undertaken by the DSL/designated child protection officer. At this time, staff members will also receive a paper copy of the Trust's Safeguarding and Child Protection Policy for their reference.

27.6 The Principal will attend the local authority child protection training for headteachers at least every three years.

27.7 Safeguarding induction training will be recorded by the Trust establishment on the SCR

27.8 Trust establishment safeguarding training history can be obtained from the LSCP.

27.9 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 Trust establishment on a separate database.

27.10 The Principal and at least one member of the governing body that is not a staff governor must complete the National Safer Recruitment Training and refresh this training every three years. At least one person on any appointment panel will have completed safer recruitment training in line with KCSiE requirements.

27.11 Governors and trustees, including the safeguarding governor, will receive **appropriate** safeguarding and child protection training at induction. This training should equip them with the knowledge to provide strategic challenge and assurance regarding safeguarding arrangements and should be regularly updated.

27.12 Any training accessed by staff, including EYFS designated safeguarding leads, working in the early years foundation stage must be in line with the criteria set out in Annex C of the Early Years Foundation Stage Statutory Framework for group and school based providers 2025

28. CHILD/STUDENT PROTECTION RECORDS

28.1 **The responsibility to maintain, process, share, transfer and store child protection and safeguarding records in accordance with the Date Protection Act 2018 and the GDPR principles is the responsibility of the designated safeguarding lead and any safeguarding deputies. Child/student protection**

records and Early Help Plan (EHP) records should be held securely with only designated officers or the Principal having access, or in cases of Early Help the nominated lead professional, if this is not a child protection officer.

28.2 Most staff will record concerns using Child Protection Online Monitoring (CPOMS) which conforms to The British Standards Institute (BSI) code of practice on legal admissibility (DISC PD. 008:2004) and Evidential Weight of Information Shared Digitally (ISBN 0 580 42774 9); paper cause for concern forms will be utilised in the event of a system failure (outage) or when staff are not able to have access to CPOMs.

28.3 Electronic records on CPOMS for safeguarding and child protection purposes should only be completed by designated safeguarding and child protection officers.

28.4 The following information must be kept securely with restricted access, whether paper or electronic and includes the specific items:

- Chronology or CPOMS chronological record (see appendix three) A clear and comprehensive summary of the concern.
- Details of how the concern was followed up and resolved.
- A note of any action taken, decisions reached and the outcome.
- All completed Cause for Concern forms.
- Any child protection information received from previous educational Trust establishments.
- Records of discussion, telephone calls, emails and meetings with colleagues and external agencies or services.
- Professional consultations.
- Letters sent and received with regards to child protection matters.
- Referral forms (sent to CSWS or/and other external agencies or education-based services).
- Record of instances where referrals were or were not made to another agency such as CSWS or Prevent.
- Child protection reports/disclosures.
- Minutes or notes of meetings, e.g. child protection conferences, core group meetings, to be copied to the record of each student and family as appropriate.
- Formal plans for or linked to the student, e.g. Child Protection plans, Early Help Plans, Individual Risk Assessments, absconding plans, Positive handling Plans risk etc.
- Minutes of initial and review child protection conferences.
- A copy of the SMART Outcomes Plan to outline support in place for the student.

28.5 Each child/student protection record should contain a chronological summary or CPOMS chronology of significant events and the actions and involvement of the Trust establishment.

28.6 When students leave a Trust establishment or current provision the child/student protection record must be transferred securely and separately from the main student

record to the receiving educational Trust establishment (where this is known), within **5 school days**. This is a legal requirement set out under regulation 9 (3) of The Education (Student Information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes.

28.7 Where there is an existing risk management plan/assessment in place for behaviours that are deemed potentially harmful to the student or others (i.e. self-harming or harmful sexualised behaviours), this information must be shared with the destination provision prior to the pupil starting so that appropriate care and control measures can be put into place to mitigate the potential of any risk of further harm occurring.. Consideration should be given to children who may be at greater risk of harm, including those with SEND, children with a social worker, children subject to safeguarding plans and those with complex vulnerabilities, to ensure continuity of safeguarding support during transition.

28.8 Where a student leaves a Trust establishment before statutory school leaving age, the child/student protection file must be transferred to the new educational establishment. There is no need to keep written or electronic copies of the child/student 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:

- Where a vulnerable young person is moving to a Further Education (FE) Trust establishment, consideration will be given to the student's wishes and feelings about their child protection information being passed on, in order that the FE Trust 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 Trust Establishment. Due consideration must be given to the sharing of any additional information requested by the receiving Trust establishment.
- Where the destination educational establishment/college is not known the original records will be retained by the Trust establishment.
- Where the student has not attended the nominated educational establishment, the original records should be retained by the Trust establishment.
- There is any on-going legal action the original file should be retained by the Trust establishment and a copy sent to the requesting agency.
- Where a child moves to a different school outside of the Leeds authority a copy of the child protection record will be retained for reference.
- the child is no longer registered at a school or educational establishment, including where a child becomes electively home educated, pending advice regarding the appropriate transfer or retention of records**.**

In all cases where records are retained, they will continue to be stored securely and managed in accordance with data protection legislation and the school's records retention arrangements.

28.9 Student/child protection records should be transferred in a secure manner, for example, by hand and/or via CPOMS migration. When hand-delivering student records, a list of the names of those students whose records are being transferred and the name of the educational establishment or college they are being transferred to will be made and a signature obtained from the receiving educational establishment or college as proof of receipt.

28.10 If a student moves from a Trust establishment within the Trust, child/student protection records and CPOMS records will be forwarded onto the named designated Child Protection Officer at the new Trust establishment, with due regard to their confidential nature. Good practice dictates that this should always be done with a face-to-face handover between designated staff, or a verbal conversation is had over the telephone if a face-to-face handover is not possible. A signed receipt of file transfer or electronic delivery and read receipt must be obtained for audit purposes by the delivering school

28.11 If sending by post, students' records should be sent special delivery with a note of the special delivery number recorded on CPOMS to enable them to be tracked and traced via Royal Mail.

28.12 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 student's name, date of birth, where and to whom the records have been sent and the date sent and/or received. A copy of the child protection chronology sheet/CPOMS chronology will also be retained for audit purposes.

28.13 If a student is permanently excluded and moves to an alternative or specialist educational establishment, child/student protection records will be forwarded onto the relevant organisation in accordance with The Education (Student Information – England) Regulations (2005).

28.14 If a parent/carer chooses to Electively Home Educate (EHE) their child, please contact the EHE team on ehe@leeds.gov.uk or 0113 3785028 for information on where the child protection record must be sent.

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

28.16 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 records.

28.17 All DSLs/designated members of staff receiving current (live) records or closed records must keep all contents enclosed and not remove any material.

28.18 All receipts confirming record transfer must be kept in accordance with the recommended retention periods set out in the GDPR policy. For further information, refer to the archiving section.

29. ARCHIVING (Responsibility for the student record once the student leaves the Trust establishment)

29.1 The educational establishment or college which the student attended until statutory school leaving age (or the college where the student completed sixth form studies) is responsible for retaining the student/child protection record securely.

29.2 The recommended retention period is 35 years from closure when there has been a referral to CSWS.

29.3 If no referral has been made to CSWS the child/student protection record should be retained until the 25th birthday of the student, after which point the file will be destroyed confidentially/deleted from our electronic/paper system.

29.4 The decision of how and where to store these records must be made by the Trust establishment via the Governing Body. Due to sensitivity of the information, the records should continue to be held in a secure area with limited access e.g. DSL, designated child protection officer or the Principal.

29.5 The DSL is responsible for ensuring that all student/child protection files/records are archived in accordance with the timescales referenced above. The DSL is responsible for ensuring that the appropriate timeframes for archiving and destroying student/child protection records referenced above are set on electronic systems accordingly for each student.

29.6 Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

30. CHILDREN'S AND PARENTS' ACCESS TO CHILD PROTECTION FILES

30.1 Under Data Protection legislation (General Data Protection Regulation & Data Protection Act 2018) a student or their nominated representative have a legal right in respect of information relating to them. These rights include the right to access and the right to rectification of inaccurate data. Therefore, it is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.

30.2 Any student who has a student/child protection file has a right to request access to it. However, neither the child nor the parent has an automatic right to see all the information held in student/child protection records. Information can be withheld if disclosure:

- Could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the student or another person.
- Could reveal that the student 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
- Is likely to prejudice an on-going criminal investigation.
- Information about the student also relates to another person who could be identified from it.
- 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 Trust establishment or the LA.

31.3 It is best practice to make reports available to the student or their parents/carers unless the exceptions described above apply. If an application is made to see the record, advice must be sought from your date protection lead. Information can also be sought from the Trust's data protection lead and/or Leeds Adults, Health and Children's Information Governance Hub. Contact email: IMG.AC@leeds.gov.uk. Telephone: 0113 3784251.

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

31. SAFE DESTRUCTION OF THE STUDENT'S RECORD

31.1 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 Trust establishment, or the LA. Information should be shredded prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes the Trust establishment should maintain a list of records which have been destroyed and who authorised their destruction. This can be kept in either paper or an electronic format.

32. SAFEGUARDING RESPONSIBILITIES FOR PUPILS IN TRANSITION

33.1 In the event that a pupil transitions full-time from a primary setting into a high school setting before the end of their academic school year 6, the high school must place a pupil on their admissions register on the first day that the pupil attends and submit a new starter form to the local authority admissions team. Once the pupil is registered at the new school, the previous school can remove the pupil from their register. All safeguarding responsibilities, including attendance management, for the pupil will transfer to the head teacher and/or the senior designated safeguarding lead of the secondary setting. All child protection files, and risk assessments will be transferred in keeping with the guidance outlined in section 29 of this policy – Child Protection Records.

33.2 Where a vulnerable pupil transitions from a high school setting to a post-16 provision the school must. the DSL will ensure that relevant safeguarding information is shared securely and in a timely manner with the receiving establishment to support the young person's safety and wellbeing. Consideration will be given to the young person's wishes and feelings regarding the sharing of information; however, where safeguarding information is necessary to protect the young person or enable appropriate support to be provided, relevant information will be shared in accordance with safeguarding and data protection legislation. The **FE Safeguarding Information Sharing Form** (Appendix 10) should be used in accordance with local procedures to support the transfer process. The DSL should ensure that the receiving provider has sufficient information to understand any current safeguarding concerns, risks,protective factors and support arrangements.Where safeguarding records are transferred to a receiving educational establishment, this will take place in accordance with this policy. Where there is no receiving educational establishment, safeguarding records will be retained and archived in accordance with Section 30 of this policy. Where the school and post 16 provider both use CPOMS, on receipt of the FE Safeguarding Sharing information Form, the post 16 provider, where further information would be helpful to facilitate support and transition, will request a transfer of the CPOMS record via CPOMS

The Following Appendices reflect the LSCP referral pathways and procedures for responding to specific circumstances, which must be read and followed by all members of staff as appropriate when responding to individual concerns and circumstances.

Appendix 1

DEFINITIONS AND INDICATORS OF ABUSE

Reference: Working Together to Safeguard Children (DfE 2026). See also KCSiE Part one and Annex B.

NEGLECT

Definition: 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 caregivers).
- Ensure access to appropriate medical care or treatment.
- Provide suitable education.

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/student dirty or unkempt.
- Poorly or inappropriately clad for the weather.
- Poor attendance or often late for educational establishment.
- 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

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

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

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

SEXUAL ABUSE

Definition: 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 penetration by object) 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 (including via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit an act of sexual abuse as can other children.

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

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

EMOTIONAL ABUSE

Definition: 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 include verbal abuse such as persistent criticism, belittling or name calling 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.
- Compulsive stealing.
- Masturbation.
- Appetite disorders - anorexia nervosa, bulimia.
- Soiling, smearing faeces, enuresis.
- Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

CHILD SEXUAL EXPLOITATION (CSE)

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).

All staff should ensure they are aware of and respond to wider safeguarding issues outlined in KCSiE 2023 Annex B, this includes further information on:

- Child abduction and community safety incidents.
- Children and the court system.
- Children who are absent from education.
- Children with family members in prison.
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE).
- County lines.
- Modern Slavery and the National Referral Mechanism.
- Cybercrime.
- Domestic abuse.
- Homelessness.
- Mental Health.
- Serious violence.
- Honour or faith-based abuse (including Female Genital Mutilation and Forced Marriage).
- Preventing radicalisation (including the Prevent duty and Channel).
- Peer on peer/child on child abuse.
- Sexual violence and sexual harassment between children in schools and colleges (including Upskirting).

What should we do:

- Identification- We should all become aware of the risk indicators and factors to consider whether a child is at risk of sexual exploitation.
- Acting- If someone identifies that a child may be at risk of CSE, they should complete a Cause for Concern and hand this to the Designated Officer at The Academy, if they are not available contact the Duty and Advice Team to discuss this. If a child is at immediate risk of harm, ring the Police on 999.
- Vulnerability and Risk Management- where it has been recognised that a child is at risk, has been targeted or is being exploited, services should work together to manage vulnerability and risk.
- Disruption - Services should work in partnership to disrupt perpetrator activity. This will include sharing information between the police and services working with children and adults, the business sector and the wider community.

Key Factors to consider when assessing CSE:

- Chronic low self-esteem.
- Mental health difficulties/self- harm.
- Suicidal thoughts or intent.
- Disengagement from educational establishment.
- Behaviour, exclusion or anti-social behaviour.
- Attendance, truancy and going missing.
- Being in looked after care and especially residential care.
- Bullying/aggressive behaviours.
- Lack of communication with parents/carers.
- Overly strict/relaxed boundaries.
- Domestic abuse in the home.
- Breakdown in family.
- Lack of warmth/attachment and parental relationship.

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

- Truanting. Regular non-educational establishment attendance.
- Excluded, behaviour problems.
- Missing/run away.
- Sexualised risk taking, inappropriate dress/change in physical appearance.
- Meeting unknown adults/getting into unknown cars.
- Older partner (+5 years).
- Unaccounted for money, expensive items such as new mobile phone, jewellery.
- Contact with risky adults/environments.
- Associating with other known sexually exploited children.
- Extensive use of mobile phone.
- Evidence of vulnerability through the internet and/or social networking sites.
- Coercion/control — Reported limited/reduced contact with friends, family or in placement.
- Disclosure of physical/sexual assault (later withdrawn).

- Sexual health, STI(s), miscarriage(s), termination(s).
- Substance misuse.
- Mental Health—Low self-esteem, self-harm, eating disorder. Attempted suicide.
- Violent behaviour, angry outbursts, offending.

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/carers

Child Criminal Exploitation: is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or other advantage of the perpetrator or facilitator, and/or (c) through violence or the threat of violence.

Research and experience indicate 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 awareness or denial of an injury, pain or loss of function (e.g. fractured limb).
- Incompatible explanation offered, several different explanations or the child is said to have acted in a way inappropriate for their age/development.
- Reluctance to give information or failure to mention other known relevant injuries.
- Frequent presentation of minor injury.
- Unrealistic expectations or constant complaints about the child.
- Alcohol/drug/substance misuse.
- Parents request removal of the child from the home.
- Violence between adults in the household.

DOMESTIC ABUSE

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Operation Encompass

Operation Encompass operates in the majority of police forces across England. It helps police and educational establishments work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in educational establishment before the child or children arrive at educational establishment the following day. This ensures that the educational establishment has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place. National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked. Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects.
- Refuge what is domestic violence/effects of domestic violence on children.
- SafeLives: young people and domestic abuse.

Honour and faith based abuse (including Female Genital Mutilation and Forced Marriage)

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

FEMALE GENITAL MUTILATION (FGM)

FGM is illegal in the UK. For the purpose of the criminal law in England, Wales and Northern Ireland, FGM is mutilation of the labia majora, labia minora or clitoris and it can happen at any age before getting married or having a baby. Some girls are babies when FGM is carried out. Most girls are aged 5 to 8, but FGM can happen at any age before getting married or having a baby. FGM has been a criminal offence in the UK since 1985. In 2003 it also became a criminal offence for UK nationals or permanent UK residents to take their child abroad to have FGM. FGM is prevalent in 28 African countries as well as in parts of the Middle East and Asia. It is estimated that approximately 103,000 women aged 15-49 and approximately 24,000 women aged 50 and over who have migrated to England and Wales are living with the consequences of FGM. In addition, approximately 10,000 girls aged under 15 who have migrated to England and Wales are likely to have undergone FGM.

FGM is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman, but it constitutes a form of child abuse and violence against women and girls and has severe short-term and long-term physical and psychological consequences.

FGM can be extremely painful and dangerous. It can cause:

- Severe pain.
- Shock.
- Bleeding.
- Infection such as tetanus, HIV and hepatitis B and C.
- Organ damage.
- Blood loss and infections that can cause death in some cases.

Long-term Effects

- Difficulties urinating or incontinence.
- Frequent or chronic vaginal, pelvic or urinary infections.
- Menstrual problems.
- Kidney damage and possible failure.
- Cysts and abscesses.
- Pain when having sex.
- Infertility.
- Complications during pregnancy and childbirth.
- Emotional and mental health problems.

There is a low referral threshold for FGM, and referrals need to be made at the point of suspicion.

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

- The student comes from or has family in one of the high-risk countries of origin (including that of parents/grandparents).
- Mother/older sibling has been circumcised.
- Family hold positive values about FGM.
- Grandmother/elder female has a strong position in the family and is attending the family home or visiting.
- The family plan to take the student on a long or extended holiday (key times are linked to educational establishment holidays).
- Student verbal clues, for example 'I am going on holiday and when I come back I will be a woman'.
- Students have difficulty walking, sitting or standing.
- Student spending longer than normal in the bathroom or toilet.
- Unusual behaviour after an absence from academy or college.
- Be particularly reluctant to undergo normal medical examinations.
- Ask for help but may not be explicit about the problem due to embarrassment or fear.

A girl is at immediate risk of FGM if:

- Being taken 'home' to visit family.
- A special occasion to 'become a woman'.
- An older female relative visiting the UK.
- She may ask a teacher or another adult for help if she suspects FGM is going to happen, or she may run away from home or miss educational establishment.

There are 3 main levels when risk assessing FGM:

Level 1 – Primary risk factor – country of origin (no referral to social care but awareness of other indicators is a priority)

Level 2 – Primary risk factor + 1 or 2 other risk factors identified (referral to CSWS)

Level 3 – Explicit risk factors – child requests help or is travelling home or goes missing from education.

Professionals must report concerns immediately to the DSL, who will support with mandatory reporting requirements.

FORCED MARRIAGE

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. It a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages. Educational establishments and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, pages 35-36 of which focus on the role of educational establishments and colleges. Educational establishment and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

CHILD ON CHILD ABUSE

All staff should be aware that children can abuse other children. Establishments have a zero-tolerance approach to abuse, and it is never passed off as "banter", "just having a laugh","part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviour, misogyny and an unsafe environment for children. We recognise that some (but not all) forms of child-on-child abuse it is more likely that girls will be victims and boys' perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously.
Child on child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).

- Abuse in intimate personal relationships between children (also known as teenage relationship abuse).
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Physical assault and harm, or the threat of harm with a weapon, harmful sexual behaviour, sexual violence and sexual harassment – which may include misogyny/misandry. Part five of KCSiE sets out how schools and colleges should respond to reports of this nature,
- Consensual and non-consensual making or sharing of nudes and semi nudes, including those generated using AI.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Upskirting (which is a criminal offence44), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.
- Initiation/hazing type violence and rituals.

CHILD-ON-CHILD HARMFUL SEXUAL BEHAVIOR (HSB) SEXUAL HARASSMENT and SEXUAL VIOLENCE (Part 5 of KCSiE, 2026)

HSB can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children towards a single child or towards another group of children. HSB exists on a continuum and may escalate into sexual harassment or sexual violence, it can occur online or face-to-face (both physically and verbally) and is never acceptable.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and Lesbian Gay Bi-sexual and Transgender (LGBTQ+) children are at greater risk.

What is consent?

Consent is about having the freedom and capacity to choose, consent should be sought in situations related to verbal or online communication, physical affection or sexual activity and may include:

- Acts of touching and physical affection, as well as acts of sexual touching
- Kissing.
- Holding hands.

- Any form physical touch upon a person.
- Communication verbally and via social media.

When addressing and responding to situation related to consent there are a number of factors that should be considered:

- Power differential, imbalance or coercion.
- Capacity, including the ability to make decisions about consent under the influence of substances.
- Age of consent.
- Special Educational Needs and/or Disability.
- Age/age differential.
- A child under the age of 13 can never consent to sexual activity.
- Sexual activity and intercourse without consent is rape, including in all cases where a child is under the age of 13.
    - Creating and sharing sexual related images and videos of anyone under the age of 18 is illegal and is distribution of child pornography, even in cases where a child shares an image of themselves. All incidents involving the sharing of nude or semi-nude images require a safeguarding response, whether they are consensual or non-consensual.

Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom.

Consent can be withdrawn at any time during sexual activity and consent should be sought each time an activity occurs. If someone consents to vaginal, anal or oral penetration only if s/he/they agree by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”.
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and harassment?

Sexual violence

It is important that educational establishment and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual

violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

- Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault

- Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- Sexual "jokes" or taunting.
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (educational establishments and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature.
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
- Non-consensual sharing of sexual images and videos.
- Sexualised online bullying.
- Unwanted sexual comments and messages, including, on social media.
- Sexual exploitation; coercion and threats.
- Upskirting.

Upskirting

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence (The Voyeurism (Offences) Act 2019).

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process and they should speak to the DSL immediactely.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

When working with children with SEND, practitioners need to be aware that they may not understand what is happening to them is abuse, they may receive intimate care, or they may be isolated from others. Additional possible indicators of abuse and/or neglect may also include:

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

The SEND Code of Practice provides additional information and sources of specialist support including SENDIASS Leeds.

All staff should ensure they are aware of and respond to wider safeguarding issues outlined in KCSIE 2026 Annex A, this includes further information on:

- Child abduction and community safety incidents.
- Children and the court system.
- Children who are missing/absent from education.
- Children with family members in prison.
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE).
- County lines.
- Modern Slavery and the National Referral Mechanism.
- Cybercrime.
- Domestic abuse.
- Homelessness.

- Honour-based abuse (including Female Genital Mutilation FGM) and Forced Marriage).
- Preventing radicalisation (including the Prevent duty and Channel).
- Child on child abuse.
- Sexual violence and sexual harassment between children in schools and colleges (including upskirting).
- Mental Health.
- Serious Violence.

PREVENTING RADICALISATION

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** is defined as the process of a person legitimising support for, or use of, terrorist violence.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use of 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.

Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern.

THE PREVENT DUTY

All educational establishments and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard109 to the need to prevent people from being drawn into terrorism".110 This duty is known as the Prevent duty. The Prevent duty should be seen as part of educational establishments and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with educational establishments (and also covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies. There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

CHANNEL

The Counterterrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place (Channel Duty Guidance updated 2019). Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. The panel must include the local authority and chief officer of the local police. A representative from the Trust

establishment may be asked to attend the Channel panel. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.

Educational establishments and colleges, which are required to have regard to Keeping Children Safe in Education (DfE, September 2020) are listed in the Act as partners of the Channel panel. The relevant provisions of the Act came into force on 12 April 2015, but many local authorities already have Channel panels set up in their area. The functions of a panel are:

- To prepare a plan in respect of identified individuals who the panel considers should be offered support for the purpose of reducing their vulnerability to being drawn into terrorism.
- If the necessary consent is given, to make arrangements for support to be provided to those individuals in accordance with their support plan.
- To keep under review, the giving of support to an identified individual under a support plan.
- To revise a support plan, or withdraw support under a plan, if at any time the panel considers it appropriate.
- To carry out further assessments, after such periods as the panel considers appropriate, of an individual's vulnerability to being drawn into terrorism.

There is no obvious profile of a person likely to become involved in extremism or a single indicator of when a person might move to adopt violence in support of extremist ideas. The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame. Three main areas of concern have been identified for initial attention in developing the awareness and understanding of how to recognise and respond to the increasing threat of children/young people being radicalised:

- Increasing understanding of radicalisation and the various forms it might take, thereby enhancing the skills and abilities to recognise signs and indicators amongst all staff working with children and young people.
- Identifying a range of interventions.
- Taking appropriate measures to safeguard the wellbeing of children living with or in direct contact with known extremists.
- Children and young people can be drawn into violence, or they can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause significant harm.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

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

- Use of inappropriate language.
- A student being vulnerable for example SEND and contacting unknown adults on social networking sites.
- Possession of violent extremist literature.

- Behavioural changes.
- The expression of extremist views.
- Advocating violent actions and means.
- Association with known extremists.
- Seeking to recruit others to an extremist ideology.
- Family members' express radical ideals.
- Being known to frequent places where radical ideologies are discussed.

CHILD CRIMINAL EXPLOITATION AND COUNTY LINES

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

What is county lines exploitation?

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and voluntary and community sector (VCS) organisations.

The UK Government defines county lines as:

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons. County lines activity and the associated violence, drug dealing, and exploitation has a devastating impact on young people, vulnerable adults and local communities.

Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person (male or female) under the age of 18 years.
- Can affect any vulnerable adult over the age of 18 years.
- Can still be exploitation even if the activity appears consensual.
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence.
- Can be perpetrated by individuals or groups, males or females, and young people or adults.
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of

other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Gangs are known to target vulnerable children and adults; some of the factors that heighten a person's vulnerability include:

- Having prior experience of neglect, physical and/or sexual abuse.
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example).
- Social isolation or social difficulties.
- Economic vulnerability.
- Homelessness or insecure accommodation status.
- Connections with other people involved in gangs.
- Having a physical or learning disability.
- Having mental health or substance misuse issues.
- Being in care (particularly those in residential care and those with interrupted care histories).
- Being excluded from mainstream education, in particular attending a Pupil Referral Unit.

Indicators of Child Criminal Exploitation

Some potential indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- Persistently going missing from educational establishment or home and/or being found out-of-area.
- Unexplained acquisition of money, clothes, or mobile phones.
- Excessive receipt of texts/phone calls and/or having multiple handsets.
- Relationships with controlling/older individuals or groups.
- Leaving home/care without explanation.
- Suspicion of physical assault/unexplained injuries.
- Parental concerns.
- Carrying weapons.
- Significant decline in educational establishment results/performance.
- Gang association or isolation from peers or social networks.
- Self-harm or significant changes in emotional well-being.

Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from educational establishment, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. (Reference Criminal Exploitation of children and vulnerable adults: County Lines guidance (Home Office, September 2018).

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

Housing Options Leeds, 0113 2224412 out of hours 07891273939

In most cases educational establishment and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation.

Responses from parents

Research and experience indicate 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 fracture).
- 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.

Appendix 2

RESPONDING TO CHILDREN/STUDENTS WHO REPORT ABUSE

When a student tells me about abuse they have suffered, what must I remember?

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

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

Immediately afterwards

You must not deal with this yourself. All reports of abuse must be recorded and responded to in keeping with the professional roles and responsibilities outlined in Keeping Children Safe in Education and as detailed in this policy.

Appendix 3

This document should only be used where a Trust academy is not currently using the Child Protection Online Monitoring System (CPOMS) as a chronology.

CHRONOLOGY OF KEY EVENTS

Guidance Notes:

- *What was our involvement with this student and family?*
- *Construct a comprehensive chronology of involvement by the agency and/or professional(s) in contact with the student and their family over the period of time set out in the review's terms of reference. Briefly summarise decisions reached, the services offered and/or provided to the student and family, and other action taken.*

Name of student		***Class/Tutor group/Progression Tutor***	

Date	**Event – CFC/ Meeting/ Telephone Call/ Email/Review**	**Names of Family member/ professional involved**	**Outcome/Follow up Action**	**Member of staff** **Name and signature**

Appendix 4

CAUSE FOR CONCERN FORM

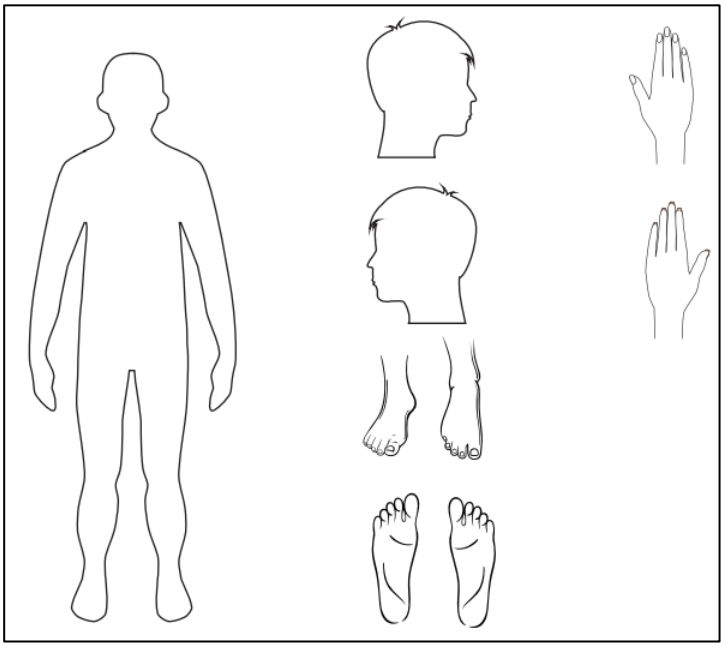
Note: Please do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the Designated Teacher.

Name of student				**Class/Tutor group/Progression Tutor**			
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 student's words verbatim)

For specific injuries a body map MUST be completed to indicate position of injury



Signed	
Action passed to	

For: Designated Child Protection Officer Use					
Name		**Date:**		**Time**	

Action Taken	**By whom**	**Outcome**
Discuss with student ***Ensure the student's wishes and feelings are ascertained where appropriate.***		
Monitoring sheet		
Check behaviour database		
Contact parents/carers **Please tick** **Telephone Call ___** **Meeting: ___**		

Check SEND Register		
Refer to Social Care		
Other (Please specify)		

The GORSE Academies Trust, c/o John Smeaton Academy, Smeaton Approach, Barwick Road, Leeds, LS15 8TA
Chief Executive Officer: Sir John Townsley BA (Hons) NPQH
Deputy Chief Executive Officer: Mrs L Griffiths BSC (Hons) NPQEL
Chair of the Board: Mrs A McAvan BA (Hons) NPQH

0113 487 8888
info@tgat.org.uk
www.tgat.org.uk

Appendix 5: 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

Appendix 6: Recruitment and Selection Checklist

Post _____

Date_____

Recruitment and selection checklist	Initials	Date
Pre-interview:		
Planning - Timetable decided: job specification and description and other documents to be provided to applicants, reviewed and updated as necessary. Application form seeks all relevant information and includes relevant statements about references etc		
Vacancy advertised (where appropriate) Advertisement includes reference to safeguarding policy, that is, statement of commitment to safeguarding and promoting welfare of children and need for successful applicant to be DBS checked		
Applications on receipt - Scrutinised – any discrepancies/anomalies/gaps in employment noted to explore if candidate considered for short-listing		
Short-list prepared		
References – seeking Sought directly from referee on short-listed candidates; ask recommended specific questions; include statement about liability for accuracy		
References – on receipt Checked against information on application; scrutinised; any discrepancy/issue of concern noted to take up with referee and/or applicant (at interview if possible) (**If received by email – accompanying email to verify authenticity. If not from professional email address, follow up to ensure authenticity)**		
Invitation to interview - Includes all relevant information and instructions and the **self-disclosure form.**		

Interview arrangements - At least two interviewers; panel members have authority to appoint; have met and agreed issues and questions/assessment criteria/standards		
Online checks – Exploring any content publicly available online that might compromise their professional role so this can be discussed with candidates at interview		
Self-Disclosure – Completed self-disclosure is submitted and seen by the member of the panel who is safer recruitment trained.		
Interview - 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		
References before confirmation of appointment: (if not obtained and scrutinised previously) (**If received by email – accompanying email to verify authenticity. If not from professional email address, follow up to ensure authenticity)**		
Identity (if that could not be verified at interview) Evidence to be kept in HR file		
Qualifications (if not verified on the day of interview) Evidence to be kept in HR file		
Permission to work in UK, if required Evidence to be kept in HR file		
School record sight of DBS certificate - where appropriate satisfactory DBS certificate.		
DBS Barred list check – applicant is not barred from working with Children **(this must be**		

completed before the applicant commences work)		
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 Medical Pre Employment Questionnaire		
Prohibition from Teaching Work Check – For those carrying out teaching work **(see below)** the teacher has not been included in the prohibition list or interim prohibition list or has a GTCE sanction.		
Qualified Teacher Status (QTS) Check – (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		
Overseas Checks – for individuals who have lived or worked abroad in the last 5 years. **(For those carrying out teaching work within the EEA area this will include an EEA prohibition order check through Employer Access until Jan 21, after this date it will include a reference from any education employer overseas in the same period)**		

Statutory Induction Completed (for teachers who obtained QTS after 7 May 1999 and are not employed as NQTs)		
Risk Assessment – for Volunteers a written Risk assessment in relation to undertaking an Enhanced DBS		
Child Protection & Online safety training and other induction such as H&S, Safe Working Practice / code of staff behaviour, etc Including: **Safeguarding & Child Protection Policy** **Safer Working Practice Guidance** **Whistleblowing procedures** **KCSiE Part 1 & Annexe B** **ICT Acceptable Use Policy**		

Online Safety Policy & Guidance Children Missing Education Policy Behaviour Policy		

Each of the following activities is teaching work: planning and preparing lessons and courses for pupils, delivering* lessons to pupils; assessing the development, progress, and attainment of pupils; and reporting on the development, progress, and attainment of pupils.

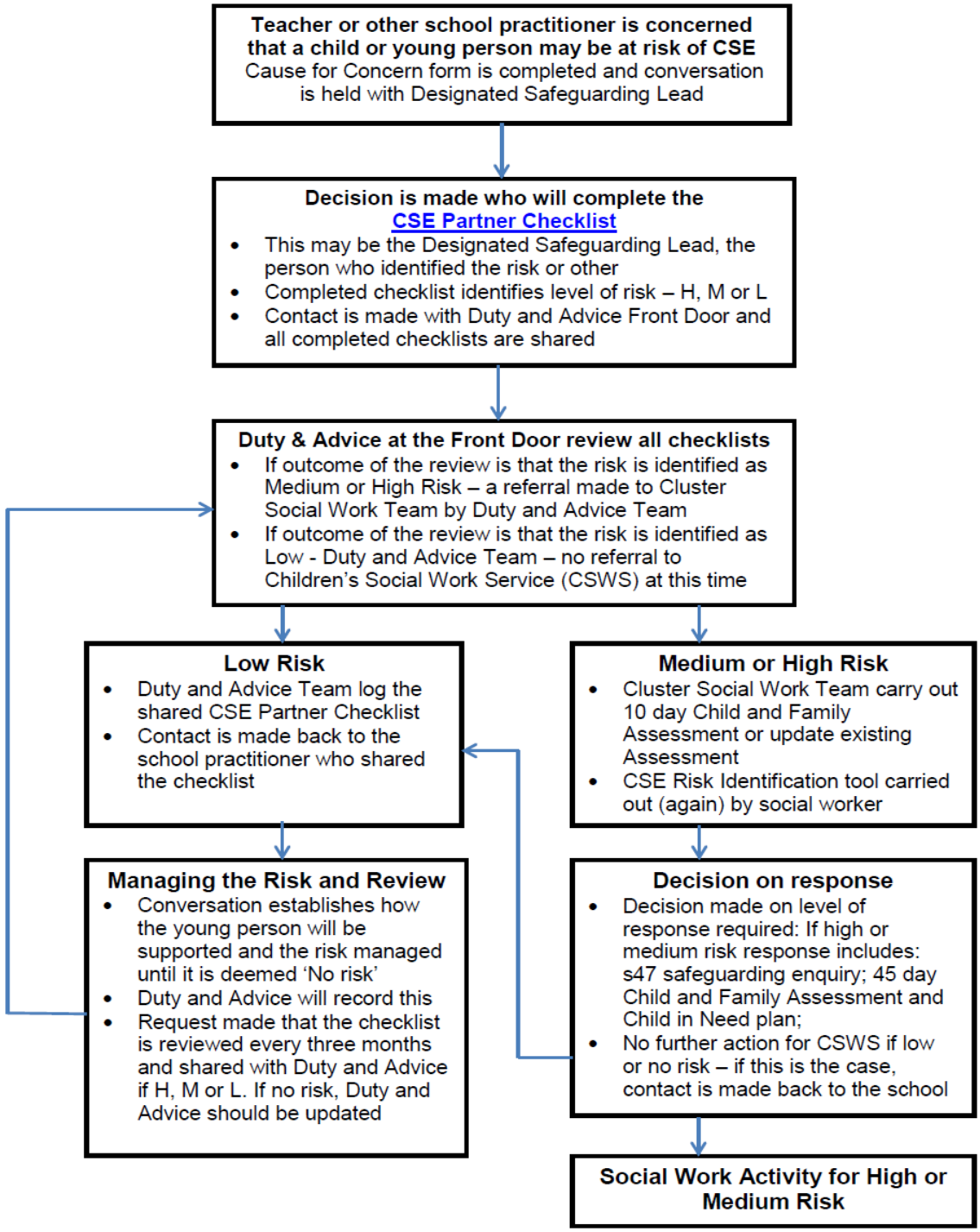
*** "delivering" includes delivering lessons through distance learning or computer aided techniques. The activities specified above are not teaching work for the purposes of the Regulations if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher(2) or other person nominated by the head teacher to provide such direction and supervision.**

Appendix 7

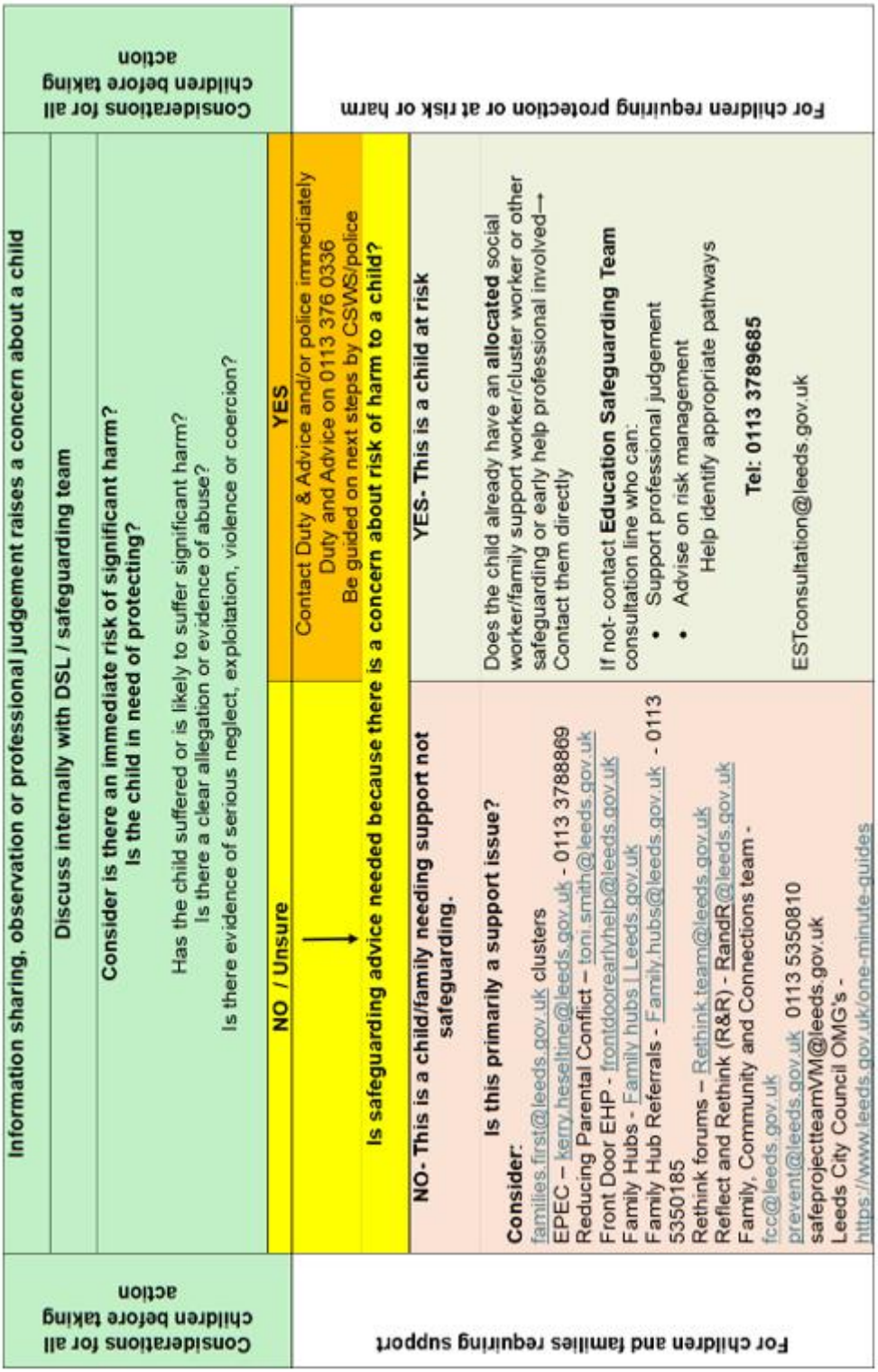
Child Exploitation Response Checklist

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

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

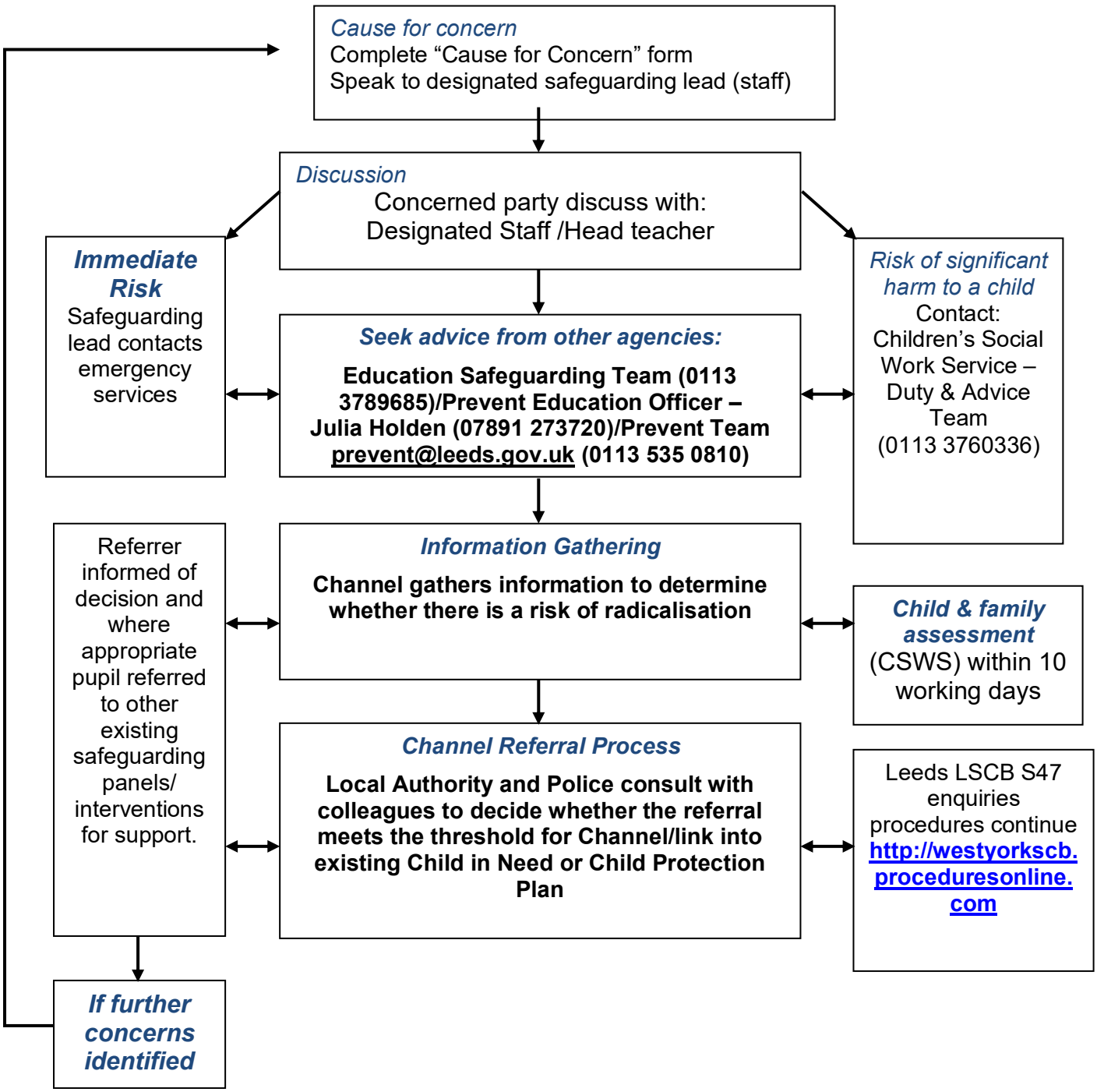


Appendix 8 Cause for concern Response Guidance



Is this primarily an attendance issue? (Is the child otherwise safe?) Are you following your school attendance policy? Has contact with parents been made? Have home visits been attempted? Is the LA or your trust Attendance Team aware? SchoolAttendanceService@leeds.gov.uk **Tel: 0113 3786955**	**Is this primarily a SEND / inclusion issue?** (Is *the child* otherwise safe?) Have reasonable adjustments been explored? Has the SENCo / Inclusion Lead been involved? Have you contacted relevant services (EP, Inclusion, SEND support)? Review plans /risk assessments Involve parents	

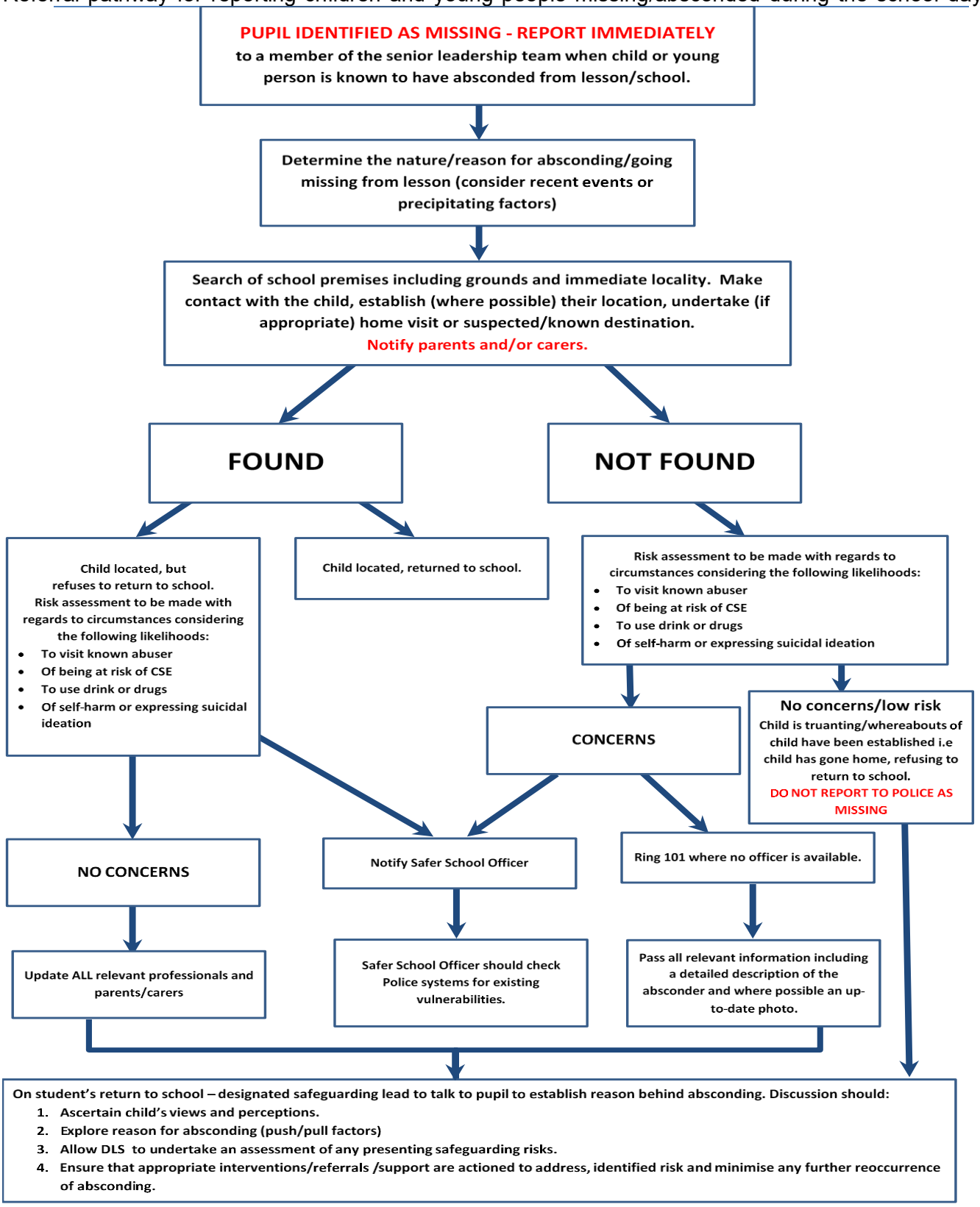
Appendix 9 – Responding to Radicalisation and the Prevent Duty



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

Appendix 10 - Missing from Educational establishment Response Checklist

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



Appendix 11

FE Safeguarding Information Sharing Form

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

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

Are there any current or relevant historical safeguarding concerns?

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

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

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

Has the student been subject to a Child in Need Plan, a Child Protection Plan, Early Help Plan, Education Health Care Plan or Personal Education Plan *Please 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	☐	Life Skills	☐	Family support	☐	Substance Misuse	☐
Risk of offending or re-offending	☐	Financial **CLA are entitled to bursaries and discretionary funding*.	☐	Health Advice	☐	Emotional Wellbeing	☐
Basic Skills	☐	Housing	☐	Counselling	☐	Other, please state below	☐
Risk Management Plan	☐	*(Please indicate if this is for risk to others, risk to themselves or relating to sexually harmful behaviour)*					

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.dummont@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/ 07710138460

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

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

Appendix 12

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

ALLEGATIONS OR CONCERN ABOUT A PERSON WORKING WITH CHILDREN
This form has been designed to help all agencies working with children record and refer information when it has been alleged that a person who works with children has:

Behaved in a way that has harmed a child, or may have harmed a child;
Possibly committed a criminal offence against or related to a child; or
Behaved towards a child or children in a way that indicates she or he may pose a risk of harm to children.
Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

N.B. PLEASE PROVIDE AND ENSURE ALL OF THE BELOW INFORMATION IS RECORDED ON THIS DOCUMENT INCLUDING YOUR NAME/ PHONE NUMBER & EMAIL AND SEND TO LADO@leeds.gov.uk WITHIN ONE WORKING DAY.
N.B. THIS INFORMATION MAY BE SHARED WITH PARTNER AGENCIES.

Date of Notification:	Click here to enter a date.
Date of Alleged Incident:	Click here to enter a date.
Name of Referrer:	
Agency:	
Contact Details & Email:	

Professional/s Named in the Allegation:

Name :	D.O.B :	Employment Sector:	Occupation:	Employer:
		Select A-H. Select N-R. Select S-Y.		

Home Address:	

Child/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 :	

Summary of Allegation	**Notification Summary:** *(to include name of referrer, date, time, detail of allegation and professional (s) involved)*

Category of Alleged Abuse	**Primary Category of Alleged Abuse:** Choose an item.	**Secondary Category of Alleged Abuse:** Choose an item.

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

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

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

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

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

Does the professional work with children in any other capacity?

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

Do you believe that the individual concerned poses a current risk of significant harm to children and young people in your organisation?
YES ☐ NO ☐ Please explain your rationale for the response.
In your professional opinion what action should be taken in regard to the individual facing the allegation or concern?

If the professional who these concerns are about, is not a member of staff directly employed by your organisation *(e.g., an agency worker) have you discussed this concern with the appropriate Line Manager for the organisation concerned?*
What is their view?
Name of employer:
Contact details:

LADO Discussion
Have you already discussed this matter with a LADO? If so, please provide details here.

Form Completed by:

Contact details:

Appendix 13 Prevent Referral Form

REFERRAL PROCESS
Once you have completed this form, please email via secure email arrangements to: prevent@leeds.gov.uk and nectu.fimu@westyorkshire.pnn.police.uk All public sector organisations (including educational establishments) have appropriate email security in place. Please contact prevent@leeds.gov.uk if you wish to refer from outside this sector. 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).

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	

FOR EXAMPLE:

- 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 *any* extremist ideology, group or cause, as well as support for "educational establishment-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?
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..
Please Describe	

National Prevent Referral Form

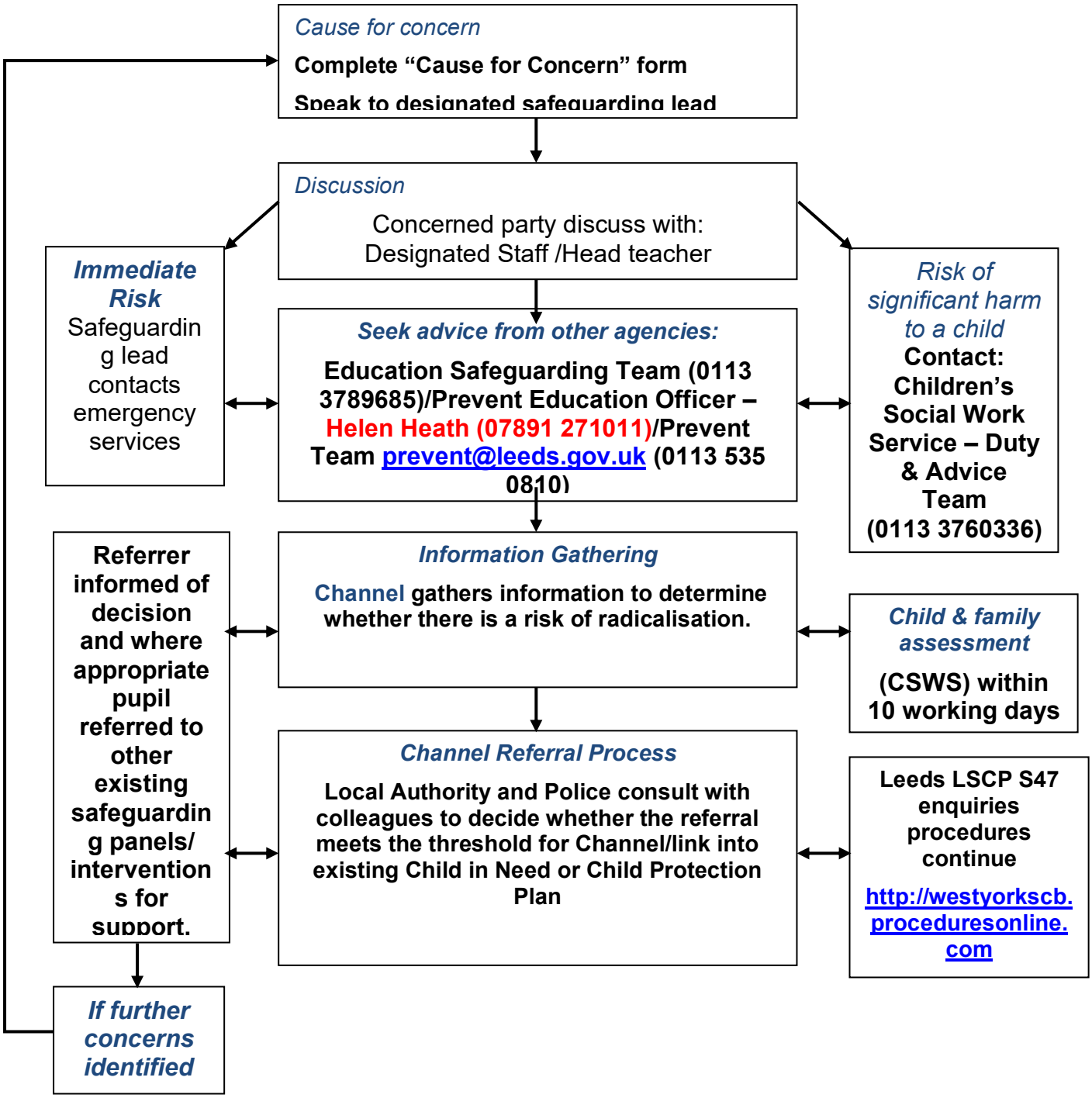
To access the updated National Referral Form, please follow the link or website address below:

National Prevent Referral Form

https://www.leedsforlearning.co.uk/Pages/Download/9b802366-38eb-4df4-90ab-c49acf00e168/PageSectionDocuments

Appendix 14 Radicalisation Response Checklist

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



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

Appendix 15 **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? *(Please state)*	Yes / No
What type of educational provision does the child attend? *(Please state details of their timetable and attendance)*			
What service(s) are currently working with the child?			
Type of Exploitation: (please tick)	CSE ☐	CCE ☐	Both CSE & CCE ☐
Has the child experienced online abuse?	Yes / No		

(If yes, please state which online platforms/names)			
Has a Child Exploitation Risk Assessment (Toolkit) been completed? *(please tick)*		(please delete) Yes / No	Date of last toolkit:
Assessed Level of Risk:	No Risk ☐ Low Risk ☐ Medium Risk ☐ High Risk ☐		
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? *If so, please provide a summary of previous MACE actions/interventions.*			
What is the main presenting issue(s): *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.*			
What concern(s) are the presenting issue(s) causing? *What are you worried will happen to the child?*			
What or who are protective factor(s) in the child's life?			

TO BE COMPLETED INTERNALLY:

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

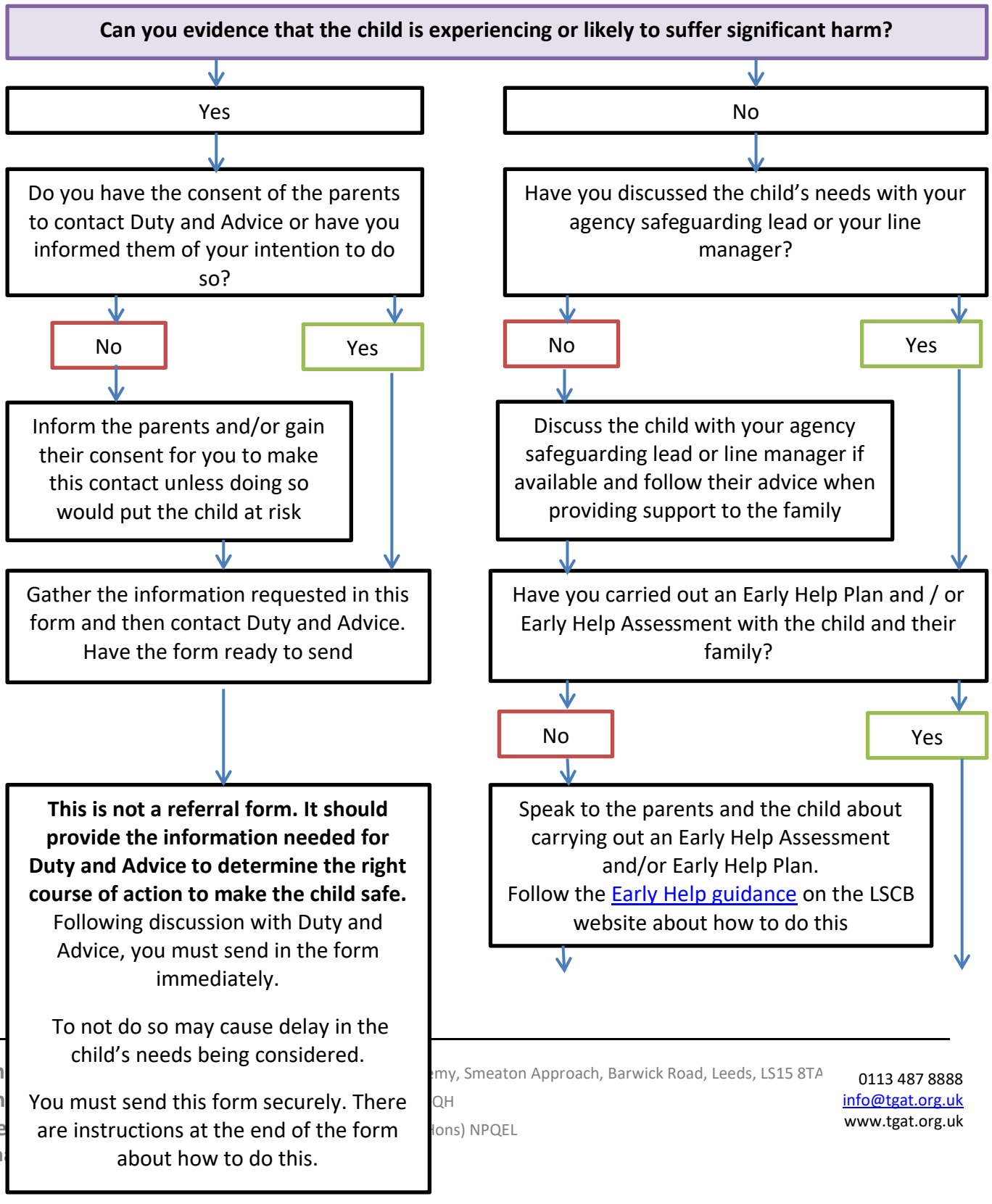
Appendix 16
Front Door Safeguarding Hub

Contact Form – 2019

Duty and Advice Team

(This form replaces the previous Record of Contact Form)

Before contacting Duty and Advice Team and completing this form, please answer the following questions and follow the advice provided:



Th
Ch
De
Ch
emy, Smeaton Approach, Barwick Road, Leeds, LS15 8TA
QH
ions) NPQEL
0113 487 8888
info@tgat.org.uk
www.tgat.org.uk

Where you have carried out an Early Help Assessment and Plan which has been reviewed and amended as required – and the child's needs are not being met or in fact have increased, gather the information requested in this form and then contact Duty and Advice.
Have the form ready to send

1. Child information

Last name:	First name:	Any other names used:
DOB or EDD (DD/MM/YY):	Gender:	Ethnicity:
Does the child have a disability? Yes No If yes, please provide details		
Is English their first language? Child Yes No Parent Yes No	If no, please specify preferred language:	
Refer to equality monitoring guidance available **here**		
Present Educational establishment:	Preeducational establishment:	Children's Centre:
Unique Pupil Number (UPN):	NHS Number:	

Present Address:	Previous address (if from outside Leeds or at present address less than one year):
Home telephone:	Mobile telephone:

Is the child being looked after by someone other than their birth parents?
Yes No
If yes, give details of who they are being looked after by, the relationship to the child, when this arrangement commenced and how long it is intended to go on for

2. What are you worried about?

What are the key risks and concerns – be specific about these – what, when, how, to what extent etc.

What evidence do you have to support this? Being specific about your concerns will save time later. Include information about:

- The child's developmental needs
- The capacity of their parents to meet these needs
- Details of the child's environment relevant to this contact
- Details of any injury or disclosure that you have become aware of or details of chronically neglectful circumstances and what actions if any have already been taken

Do you suspect that the child may be in need of support?
Yes No
Give details:

What is going well despite these risks and concerns?

What are the strengths or the protective factors in the family

What needs to change for the child so that the risk to them is reduced?

What have you or someone else done already to reduce the risks?
(Give details of Early Help Assessments and Plans in Section 3 below)

3. Have you sought advice from your agency safeguarding lead or line manager?

Yes:	No:
If yes, what advice did they give you?	
Give details of the name, role and contact details of who gave this advice (safeguarding lead or line manager)	
Give details of what happened when you followed this advice	

4. Have you initiated or completed an Early Help Assessment and/or Plan

Yes:	No:
If yes, attach the relevant documents with this form	
Ref. number:	If no, state reasons why not undertaken:
Name of Lead Practitioner:	

Contact details:
Have you discussed this contact with the Lead Practitioner? Yes No Details

5. Consent or Informing the parent and others

Have you informed the parent or carer and child or young person that you are making this contact? Parent or Carer - Yes No Child or young person - Yes No
Has consent been given for this contact? Yes No Verbal consent? Yes No Written consent? Yes No If no, please tell us why not. Information on this can be found in the Children's Online Procedures
Who gave consent?

6. Additional information about the child or young person

Household members	Relationship to child	DOB DD/MM/YY	Educational establishment/ preeducational establishment	Does this person hold parental responsibility?
Other significant adults	Relationship to child	DOB DD/MM/YY	Address	Does this person hold parental responsibility?

Are you aware of any previous social work involvement? Yes No
If yes, provide details:
Was this in Leeds? Yes No If no, where was it?

7. Details of person making the contact – This section must be completed in full	
Name:	Agency/Name of Organisation:
Role/position in agency/job title:	
Address:	
Email address:	Contact no:
Signature:	Date of contact made:

8. Other practitioners involved with the family

Please note details of any workers currently involved with the family:

Practitioner name	Job Title/Role	Agency	Phone no/contact details
	GP		
	Health visitor if child under 5		

For example: educational establishment or early years setting, Police, particular Heath agency, third sector organisation, probation service, or youth service.

9. Are you concerned that the child/young person is at risk of Child Sexual Exploitation?	
Yes:	No:
Have you completed the Child Sexual Exploitation Checklist Tool for Partner Agencies? Yes No	
If yes, attach the completed tool with this form	
If no, state reason why this has not been undertaken:	

10. Additional information

If you have additional information to further support the contact, please provide this below or on an additional sheet.

11. What to do next

Following your verbal contact with Duty and Advice you need to send this completed form to them immediately and securely.

To do this you should email it to: mailto:csduty&adviceteam@leedsgcsx.gov.uk ChildScreening@leeds.gov.uk

Anyone contacting Duty and Advice who has a leeds.gov.uk email account does not need a secure email account to do so. Other agencies have secure email accounts and should use these when sending the form in. These include: health (nhs.net); Police (.pnn.police.uk); and Probation (.gov.uk).

Practitioners from the third sector and educational establishments may not have secure email accounts. In order to ensure that the information is sent securely, Duty and Advice Team will advise on how to do this.

Practitioners should send a copy of the completed form to their own agency Safeguarding lead (as available) and/or line manager and ensure a copy is saved in the relevant adult/child records in that agency.

Where practitioners have contacted the Duty and Advice Team for advice/information they should action the advice that has been offered.

12. What to expect next

Following the contact and the receipt of this form by email, Duty and Advice Team will decide on a course of action.

An automatic reply email will be sent to confirm that an email has been received by Duty and Advice at the Front Door.

Practitioners involved with a child or family can phone the Duty and Advice Team on: 0113 376 0336 between 9.00am to 5.00pm.

If your enquiry needs a response from Children's Social Work Service outside normal office hours, please phone the out of hours Children's Emergency Duty Team on 0113 5350600.

If you feel that a child is immediately at risk please contact the Police on 999.

Appendix 17

Child Protection Online Monitoring System (CPOMS) Staff Acceptable Use Agreement

Safeguarding, child protection and the welfare of our students is imperative to The GORSE Academies Trust and it is important that staff take all possible and necessary measures to protect data and confidential information about students and their families. Members of staff have a responsibility to use the academy/college computer system in a professional, lawful, and ethical manner. To ensure that members of staff are fully aware of their professional responsibilities when using CPOMS we ask members of staff to read and sign this Acceptable Use Agreement.

- I have read and understood my responsibilities in reference to The GORSE Academies Trust's E-safety and Online Protection Policy and the Professional Conduct Policy.
- I understand that the Computer Misuse Act 1990 makes the following criminal offences: to gain unauthorised access to computer material; to gain unauthorised access to computer material with intent to commit or facilitate commission of further offences or to modify computer material without authorisation.
- I understand that CPOMS can only be used by members of Trust staff. To prevent unauthorised access to systems or personal data, I will not leave CPOMS information unattended without first logging out or locking my login as appropriate.
- I will ensure that any personal data or information about students or their families will remain confidential in accordance with the General Data Protection Regulations 2018 and will not be shared with unauthorised members of staff. Although we recognise that sharing of information is important to the welfare of students we also need to ensure that confidentiality is maintained; unless permission to discuss information has been given by the student or parent/carers. In complex circumstances a decision may be made to share information on a need to know basis to ensure the protection of a students from harm or significant harm. This might be at times without parental or student consent. Any reasons for the sharing of confidential information, who it has been shared with and why it has been shared must be logged on CPOMS.
- Any information about students or parents/carers will be kept in accordance with the General Data Protection Regulations 2018 and the Trust's Data Protection Policy. This means that all personal data will be obtained and processed fairly and lawfully, stored for specific purposes, held for the specified retention period and will be kept private and secure with appropriate security measures in place.
- Information that is recorded on CPOMS may be requested in the future by external agencies, could be requested by parent and student, and for legal proceedings and I understand that information that I record on CPOMS must be written in professional language, which is easy to understand with no abbreviations. Any information written about students should be verbatim, recorded in a timely manner and be factually accurate.

For academies that use CPOMS for all record keeping:

- I understand that it is my responsibility in accordance with the Trust's Safeguarding and Child Protection Policy and Keeping Children Safe in Education to report any concerns about the welfare or safety of a student. Due to the nature of the information that is stored on CPOMS I will not keep professional documents which contain sensitive or personal information on any personal devices. I will not take any sensitive or confidential information out of the Trust establishment.
- To enable pastoral and child protection staff to monitor student welfare, and plan support and intervention for vulnerable students I understand that I must add any significant incidents or concerns to CPOMS. I will ensure that I only notify the designated officers about information deemed a safeguarding concern. I understand, however, that if I have any doubts about this concern that I must still report this to the designated staff members.

For academies that use Merilock Keys:

- I understand that only Child Protection Designated staff members will have access to child protection information via a Merilock key and this access must not be shared with non-designated staff members.
- I will respect system security and I will not disclose my password or security information to another person. I will not allow another person to use my login or password for CPOMS.
- I understand that the Merilock key is the property of the Trust and that it is my responsibility to secure the Merilock key as any loss of this key will incur a charge to the academy.
- I will ensure that I log out of CPOMS and remove my Merilock key from the computer when it is not in use in order to protect confidential information and data.
- I understand that if I misplace or lose the Merilock key I need to inform the Designated Safeguarding Lead as soon as possible.
- As a DSL/child protection officer I will ensure that I respond to Cause for Concerns and safeguarding notifications in a timely manner in order to safeguard students, recording all actions on CPOMS.

I have read and understood and agree to comply with the CPOMS Staff Acceptable Use Policy.

Signed:		Date:	
Print Name:		Accepted By:	

Appendix 18

The GORSE Academies Trust – CPOMS Guidance

Initiating a CPOMS Record

- For all active and live cases the DSL/designated officer who leads the case must start the CPOMS record. The DSL/designated officer must start records for the case on the date that they cease keeping paper records.
- The record should be identified by a specific category, child protection, child in need, current assessment, early help plan, child in looked after care (CLA) and archive, for example.
- At the start of the entry the DSL/designated officer must state that there is a paper record prior to the date of that electronic entered and when the paper records ceased. If this is a transitioned file there should be an overview of previous concerns logged as the first entry.
- It is important that the DSL/designated officer adds the date that a transition file was received on their initial entry. This should also include the names and contact details of any allocated social workers and external agencies for future reference.
- A brief overview of the case, as would be added to a cover sheet in a paper file needs to be added at this point of entry.

Professional Expectations and CPOMS Entries

- All entries on CPOMS must follow professional standards for student/child protection records.
- All records must be written verbatim and in a factual manner, including relevant details such as the member of staff, date, time and any other important information.
- The record should satisfy the standards expected should the records be requested by parents/carers, the student, the police or for a court case.
- The records must follow audit guidance, so should not use abbreviations or acronyms, child protection jargon or staff initials. The record should be written in plain English so that it can be easily understood.

Cause for Concerns (CFCS)

- If a member of staff has a safeguarding or student/child protection concern they must either complete a paper copy of the Cause for Concern **OR** complete an electronic Cause for Concern via CPOMS. A paper record **must** be handed to the DSL or one of the child

protection designated officers immediately. If a CPOMs entry is made the DSL/deputy DSL MUST be alerted immediately using academy protocols.

- The designated member of staff will respond to the Cause for Concern using the prompts on the reverse of the form, completing all boxes, if a box on the form is not applicable write 'not applicable'.
- If the Cause for Concern is not of a safeguarding nature and no further action is needed this will be added to the Cause for Concern category on CPOMS. The Cause for Concern will then be added to the relevant folder with student/child protection records.
- If the Cause for Concern needs further action it should be added to the Cause for Concern category and the appropriate category for the student if there is further action on the case. For example, if the student is on a child protection plan it needs to be added to this category.
- If a Cause for Concern is added to CPOMS a very brief overview of the reason for referral need to be added to CPOMS. Reference needs to be made that there is a paper Cause for Concern form or a form should be attached.
- At the point of entry of information or Cause for Concern a notification should be sent to the DSL and/or child protection officers as applicable at each academy.

Recording and Reporting

- All telephone calls, emails and meetings with external agencies, social workers and parents/carers must be recorded as applicable on CPOMS.
- The CPOMS record should be treated as a chronology of events and should contain any information pertaining to the case or student.
- If meeting notes are received from external agencies at a meeting the date and time of the meeting needs to be added to CPOMS and uploaded.
- If any documents or meeting notes are uploaded to CPOMS a record of this needs to be added to the chronology on CPOMS with the date that the item was uploaded and a brief overview of the document and its purpose. The reference need only be a brief overview of the uploaded document, as per a paper chronology.
- All telephone, meetings and other information can be recorded directly on to CPOMS.
- The SMART outcomes form, however, must be completed electronically and attached to the student's record to outline what support is in place for the student and reference to the student's wishes and feelings. It is imperative that this is kept as an additional record.

Notifications and Information Sharing

- The Principal/DSL and/or designated child protection officer must be notified on CPOMS about all actions and additions to records, as decided by each individual Trust establishment.

- The DSL must be made aware of any absence of designated officers from the Trust establishment, which includes attendance at meetings, home visits etc, to ensure that notifications of concerns through CPOMS are timely and are sent to the correct staff members.
- If a member of staff sends a notification to a member of staff who is not child protection designated it is important that the log notes who the member of staff is and why they have been notified of the concern.

Transition and Transfer

- The DSL/child protection officer will keep an electronic register of all transition records collected at transition.
- CPOMS records will only be instigated for transition cases that are active, have a team around the child, are under assessment by Children's Social Care Services, where a Child Protection, Child in Need or Early Help Plan is in place, or a child is in looked after care.
- If a student transfers to a different educational Trust establishment at any time during their education procedures must be followed as detailed in section 29 and section 30 of this policy.

Appendix 19

ACADEMY SPECIFIC LETTERHEAD

Designated Safeguarding Lead Handover Declaration
Good practice dictates that a detailed handover takes place between a Designated Safeguarding Lead relinquishing their role and a new to role Designated Safeguarding Lead. Effective sharing of information is crucial to ensure the continuity of safeguarding provision for students in our care. This document confirms that all relevant information pertaining to Child Protection information/records have been shared. This will include how and where historic paper records are stored and the procedures in place for the safe transfer of records at key transition points and/or the destruction of records in accordance with current legislation and guidance.
Declaration of Child Protection handover

I (***name***)……confirm that all Child Protection records and information held at (*name of academy)* have been shared in accordance with Keeping Children safe in Education, Safer Worker Practice Guidance and the Safeguarding and Child protection Policy during a hand-over meeting with (**name**) …….
Signed:…….. **Date**:…….

I (***name***) ……. confirm that I have received all relevant Child Protection information during a hand-over meeting with (**name**)……
Signed:……**Date:**……..

Countersigned:
Principal: ……

Lead Safeguarding Governor:…….