The Whartons Primary School

LEEDS CHILDREN'S SERVICES:

SAFEGUARDING & CHILD PROTECTION POLICY FOR SCHOOLS & COLLEGES

Academic Year 2018/19

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Links with other Policies

The Safeguarding & Child Protection policy has obvious links with the wider Safeguarding agenda and staff and governors should always be aware of the impact this policy has on other related issues. For example, when agreeing or reviewing this policy, links should be made with a range of other guidelines and procedures:

- Educational visits
- Health & Safety & Wellbeing
- Behaviour
- Anti-Bullying
- Confidentiality
- Care, Control & Restraint
- Attendance
- Safer Working Practice
- Forced Marriage
- Child Sexual Exploitation
- Children as Young Carers
- Inclusion & SEN
- Children in Public Care
- PSHCE
- Children Missing Education
- Female Genital Mutilation
- Online Safety/Bullying
- Guidance on Exclusions
- Preventing Radicalisation
- Private Fostering

SAFEGUARDING & CHILD PROTECTION POLICY

The Safeguarding & Child Protection Policy will be available on the school/colleges website, reviewed and ratified annually by the governing body/board of trustees or as events, or legislation requires.

Any deficiencies or weaknesses identified will be remedied without delay.

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Governor	Chair of Governors
2018/19	Julia Dickson	Carolyn Gomes	Naomi Bacon	Sarah Morgan

Policy Review date	Date Ratified by governors	Date Shared with staff
September 2019	September 2018	September 2018

The Whartons Primary school recognises that safeguarding encompasses the duties of child protection and promoting the rights and welfare of children. As such, it is:

- Everyone's responsibility to safeguard children and provide a safe environment in which children can learn.
- All school and college staff should be prepared to identify children who may benefit from Early Help.
- All professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. (KCSiE 2016)

And we believe:

- Schools can contribute to the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support that matches their individual needs, including those who may have experienced abuse.

The Whartons Primary School will fulfil local and national responsibilities as laid out in the following documents:-

- Keeping Children Safe in Education – Statutory guidance for schools and colleges, (September 2016)
- Working Together to Safeguard Children, March 2015 (Statutory guidance)
- Statutory guidance on children who run away or go missing from home or care – January 2014
- What to do if you're worried a child is being abused – March 2015
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers – March 2015
- Guidance for safer working practice for those working with children and young people in education settings (Safer Recruitment Consortium October 2015)
- Leeds Safeguarding Children Board Procedures
- Children Act 1989 (as amended 2004 Section 52)
- Education Act 2002 s175/s157
- The Teachers Standards' 2012
- The Counter-Terrorism and Security Act 2015 (section 26 The Prevent Duty)
- Female Genital Mutilation Act 2003
- Serious Crime Act 2015
- Children Missing Education – Statutory guidance for local authorities (DfE September 2016)

The Policy conforms to locally agreed inter-agency procedures in line with the Leeds Safeguarding Childrens Board (LSCB). It is available to all interested parties on our website and on request from the main school office. It should be read in conjunction with other relevant policies and procedures.

1. Overall Aims

To contribute to the prevention of abusive experiences in the following ways:

- Clarifying standards of behaviour for staff and pupils
- Introducing appropriate work in the curriculum
- Developing staff awareness of the causes of abuse
- Encouraging pupil and parental participation in safeguarding practice
- Addressing concerns at the earliest possible stage

To contribute to the protection of our pupils in the following ways:

- Including appropriate work in the curriculum
- Implementing child protection policies and procedures
- Working in partnership with pupils, parents and agencies
- Ensure all children feel safe, are treated as individuals and their rights, values and beliefs are respected.

To contribute to supporting our pupils in the following ways:

- Identifying individual needs where possible
- Designing support plans and interventions to meet individual needs

1.1 In-school procedures for protecting children

All staff will:

- Read and be able to confidently articulate the content of both Part One and Annex A of Keeping Children Safe in Education (DfE 2016)
- Be familiar with this safeguarding & child protection policy including issues of confidentiality.
- Remember that the child's welfare and best interests must be the paramount consideration at all times.
- Never promise to keep a secret or confidentiality where a child discloses abuse.
- Be alert to signs and indicators of possible abuse. **(Ref: Appendix 1)** for current definitions of abuse and examples of harm.)
- Record concerns on a "Cause for Concern" form **(Ref: Appendix 4)**. Staff have blank copies of the "Cause for Concern" form, which, once completed, must be handed to the Designated Staff (insert names).
- Deal with a disclosure of abuse from a child in line with the recommendations in **(Ref: Appendix 2)**. These must be passed to one of the Designated Staff immediately, followed by a written account. Staff should not take it upon themselves to investigate concerns or make judgements.
- Be involved in on-going monitoring and recording to support the implementation of individual education programmes and interagency child protection and child support plans.
- Be prepared to identify children who may benefit from Early Help.
- Be subject to Safer Recruitment processes and checks whether they are new staff, supply staff, contractors, governors, volunteers etc.
- Will be expected to behave in accordance with Guidance for Safer Working Practice for those Working with Children and Young People in Education settings (Safer Recruitment Consortium October 2015).

2. Responsibilities of the Designated Safeguarding Lead/Officer (DSL)

- Our named DSL from our senior leadership team with lead responsibility and management oversight/accountability for child protection is Julia Dickson.

- The DSL is supported by the following appropriately trained designated staff: Carolyn Gomes and Tracey Reynard. Along with the Head Teacher, they are responsible for co-ordinating all child protection activity.

- The DSL must ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues; have access to regular safeguarding supervision. (Ref: LCC Safeguarding Supervision: Policy and Guidance - Revised 2013).

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

- The DSL is responsible for referring all cases of suspected abuse to Children's Social Work Service (CSWS) Duty and Advice Team. KCSiE (DfE 2016) states that anyone in the school setting can make a referral. If this is the case the DSL should be informed as soon as possible, that a referral has been made. Wherever possible referrals to CSWS should be done by appropriately trained designated safeguarding staff.

- The DSL will liaise with the head teacher or principal to inform him or her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

- Child Protection information will be dealt with in a confidential manner. A written record will be made of what information has been shared with who and when. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to meet the needs of an individual child and /or family.

- Once a child protection cause for concern has been passed to the DSL, they should start a separate child protection file for the child where all safeguarding concerns will be stored and any responses and outcomes will be recorded.

- The DSL is responsible for ensuring that all child protection records must have a SMART plan in place that outlines what actions have been undertaken by the school/college to respond to the concerns raised. The SMART plan should include school led actions, pastoral interventions and referrals for targeted support. **(Ref: Appendix 5)**

- A separate child protection record must be created regardless of whether formal child protection procedures have been initiated. For some children, this single record will be the only concern held for them over their time in the establishment. For others, further information may well be accumulated, often from a variety of sources, over time.

- The DSL must keep detailed, accurate, secure written records of concerns and referrals, which clearly reflect the wishes and feelings of the child.

- If concerns relate to more than one child from the same family at the establishment, a **separate** record for each child should be created and cross-referenced to the records of other family members. Child protection

records will not be kept in one central family file. Common records, e.g. child protection conference notes, should be duplicated for each file.

- Child Protection and Early Help records will be stored securely in a central place separate from academic records. Original records will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation.

- Access to these records by staff other than the designated staff will be restricted, and a written record will be kept of who has had access to them and when.

- Designated staff must understand the assessment process for providing Early Help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.

- The DSL is responsible for overseeing any Early Help assessments. The DSL should ensure that the principles and responsibilities referenced in responding to emerging safeguarding concerns namely: - recording of children's wishes and feelings, confidentiality, SMART planning and secure record keeping are applied consistently within Early Help assessments.

- Designated staff must have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so. Including out of term time as agreed by the LSCB education reference group.

- Designated staff must ensure all adults (as appropriate) including each member of staff, trainee and volunteer has access to and understands the school's child protection policy and procedures, including new and part time staff.

- Designated staff must be alert to the specific needs of children in need, those with special educational needs and young carers

- Designated staff must obtain access to resources and attend any relevant or refresher training courses

- Designated staff must encourage a culture of listening to children amongst all staff.

- Designated staff must highlight the importance of demonstrating children's wishes and feelings to all staff and that these are clearly evidenced.

2.1 Raising Awareness

- The DSL should ensure the school or college's policies are known and used appropriately:

- Ensure the school's safeguarding & child protection policy is reviewed annually and the procedures and their implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.

- Ensure the safeguarding & child protection policy is on the school's website, available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.

- Link with the local authority and LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

2.2 Child Protection Records

- Child protection and Early Help records should be held securely, with access being restricted to the DSL, head teacher or in cases of Early Help, the nominated lead professional, if this is not a designated safeguarding lead/officer. For further information please see Early Help Assessments. The following information must be kept securely with restricted access, whether paper or electronic:

    - Chronology
    - All completed child protection cause for concern records
    - Any child protection information received from the child's previous educational establishment
    - Records of discussions, telephone calls and meetings with colleagues and other agencies or services
    - Professional consultations
    - Letters sent and received relating to child protection matters
    - Referral forms sent to CSWS other external agencies or education-based services.
    - Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate
    - Formal plans for or linked to the child, e.g. child protection plans, Early Help (previously known as CAF's), risk assessments etc.
    - A copy of the support plan for the pupil concerned. **(Ref: Appendix 5)**.

- Each pupil's child protection records should contain a chronological summary of significant events and the actions and involvement of the school/college.

- Where a pupil leaves their existing provision, the school/college will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known), within 15 schools days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes.

- If there is an existing risk management plan/assessment in place for behaviours that are deemed potential harmful to the pupil or others (i.e self-harming or harmful sexualised behaviour). The risk management plan/assessment must be shared with the destination provision prior to the pupil starting, so that appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring.

- There is no need to keep copies of the child protection records, apart from the chronology summary. The exception to this rule will be in any of the following instances:

    - Where a child transfers out of area, *(the original records should be retained by the school and a copy sent).*

    - Where the destination school is not known *(the original records should be retained by the school/college)*.
    - Where the child has not attended the nominated school *(the original records should be retained by the school/college)*.
    - There is any on-going legal action *(the original file should be retained by the school and a copy sent).*

- Pupil records should be transferred in a secure manner, for example, by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school/college they are being transferred to must be made and a signature obtained from the receiving school/college as proof of receipt.

- If a pupil moves from our school, child protection records will be forwarded onto the named DSL at the new school, with due regard to their confidential nature. Good practice suggests that this should always be done with a face to face handover and a signed receipt of file transfer obtained for audit purposes by the delivering school.

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

- For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's

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

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

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

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

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

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

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

2.2.1 Archiving

Responsibility for the pupil record once the pupil leaves the school

- The school that the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining the child protection record. The recommended retention periods is 35 years from closure when there has been a referral to CSWS. If no referral has been made to CSWS, the child protection record should be retained until the child's 25th birthday. The decision of how and where to store these files must be made by the school 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. designated officer or head teacher.

2.2.2 Children's and parents' access to child protection files

- Under the Data Protection Act 1998, a pupil or their nominated representative has the legal right to request access to information relating to them. This is known as a subject access request. Therefore it is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.

- Any child who has a child protection file has a right to request access to it. In addition, the Education (Pupil Information) (England) Regulations 2005 give parents the right see their child's school records. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:
  - could cause serious harm or is likely to cause serious harm to
  - the physical or mental health or condition of the child or another person; or
  - could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or
  - is likely to prejudice an on-going criminal investigation; or
  - information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.
  - It is best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice should be sought from the Leeds Children's Services Information Governance Team, Contact email: childrens.information.policy@leeds.gov.uk telephone: 0113 3950780.
  - The establishment's report to the child protection conference should be shared with the child, if old enough and parent at least two days before the conference.

2.2.3 Safe Destruction of the pupil record

- Where records have been identified for destruction they should be disposed of securely at the end of the academic year (or as soon as practical before that time). Records which have been identified for destruction should be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of the Data Protection Act 1998 or they will contain information which is confidential to school or the Local Education Authority. Information should be shredded prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes the school should maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format.

3. Information sharing

- When there is a concern that a child is at risk of significant harm, all information held by the establishment must be shared with Children's Social Care, police and health professionals. Section 47 of the Children Act 1989 and sections 10 and 11 of the Children Act 2004 empower all agencies to share information in these circumstances. If DSL's are in doubt, they should consult the Education and Early Years Safeguarding Team on 0113 3789685 or Leeds Children's Services Information Governance Team on 0113 3784251.

- On occasions when safeguarding concerns exist for a child in the context of a family situation and siblings attend other educational establishments or the children are known to other agencies, it may be appropriate for the designated safeguarding staff to consult with, on a confidential basis, their counterpart from other establishments or other agencies to share and jointly consider concerns. If in any doubt about the appropriateness of this process, advice can be sought from Leeds Children's Services Information Governance Team on 0113 3784251.

- In accordance with section 29 of the Data Protection Act, the police are allowed access to school records in certain circumstances such as criminal investigations. If you have any queries regarding police access to any school records please contact the information governance team on 0113 3784251 for advice.

- It is good practice to seek consent from the child or their parent before sharing information. Children over the age of 12 years are considered to have the capacity to give or withhold consent to share their information, unless there is evidence to the contrary; therefore it is good practice to seek their views. If the young person is over 16, they should be involved in decision-making about information sharing, unless they do not have the capacity to give consent.

- However, consent is not always a condition for sharing and sometimes we do not inform the child or family that their information will be shared, if doing so would:
  - place a person (the child, family or another person) at risk of significant harm, if a child, or serious harm, if an adult; or
  - prejudice the prevention, detection or prosecution of a crime; or
  - lead to unjustified delay in making enquiries about allegations of significant harm to a child or serious harm to an adult.

- Consent should not be sought if the establishment is required to share information through a statutory duty, eg section 47 of the Children Act 1989 as discussed above, or court order.

4. The Governing Body

- The nominated Safeguarding Governor for child protection at the school is Naomi Bacon.

- They are responsible for liaising with the Head teacher / Designated Staff over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils.

- The nominated Safeguarding Governor will support the designated safeguarding lead in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity.

- The DSL and named safeguarding governor are responsible for providing an annual report to the governing body of child protection activity. **The local authority annual review monitoring return for safeguarding should be sufficient as an annual report for governors.**

- The DSL must ensure that the annual review child protection monitoring submission is completed and returned in a timely manner to the local authority/LSCB. The return must be signed by the Chair of Governor's to confirm that it is an accurate reflection of the safeguarding arrangements of the school/college.

- The governing body are responsible for ensuring any gaps in safeguarding arrangements/improvement actions identified in the local authority annual review monitoring return, are addressed appropriately and in a timely manner.

- The governing body should have child protection training every three years, on their strategic responsibilities in order to provide appropriate challenge and support for any action to progress areas of weakness or development in the school/college's safeguarding arrangements.

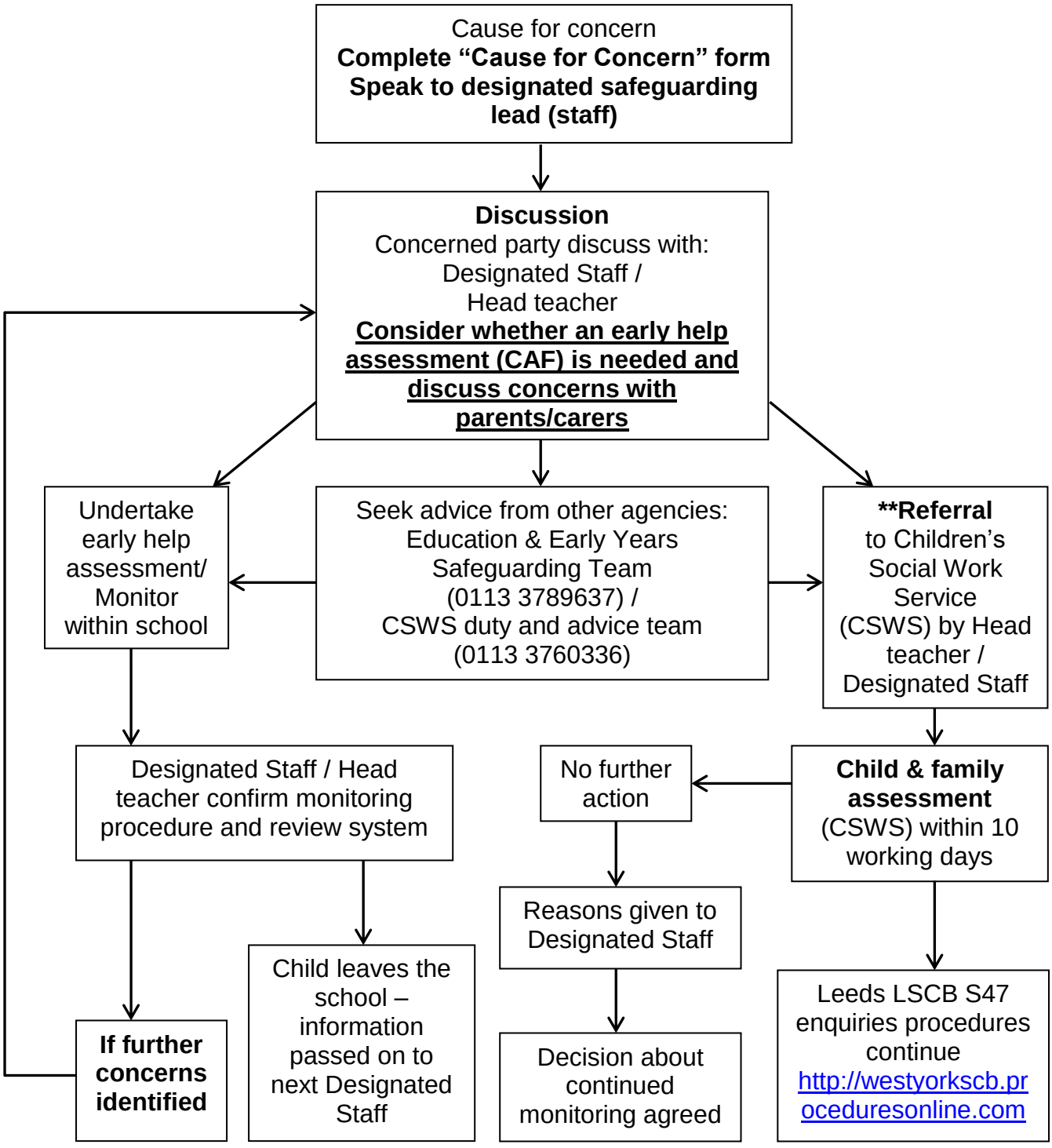
- The chair is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the head teacher, the principal of a college or proprietor or member of governing body of an independent school.

- In the event of allegations of abuse being made against the head teacher and/or where the head teacher is also the sole proprietor of an independent school, allegations should be reported directly to the local authority designated officer (LADO) **within one working day**. (Ref. 10.2).

- Under no circumstances should the establishment's governors or trustees be given details of individual cases. Governors or trustees may, however, be provided with a report at the end of the academic year, outlining the number of cases dealt with and other statistics which do not identify individual pupils.

- Governors will ensure that appropriate internet filters and appropriate web-use monitoring systems are in place in accordance with Annex C of KCSiE (DfE 2016). Children should not be able to access harmful or inappropriate material from the school or colleges IT system.

5. Summary of in-school procedures to follow where there are concerns about a child



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

"http://www.leedslscb.org.uk/Practitioners/Local-protocols" Concerns Resolution.

http://www.leedslscb.org.uk/LSCB/media/Images/Concern-Resolution.pdf

6. Working with parents and other agencies to protect children

- Parents/carers should be aware that our school will take any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child maybe suffering significant harm, ill treatment or neglect or other forms of harm staff have no alternative but to follow the LSCB procedures and contact CSWS Duty and Advice team to discuss their concerns.

- In general, we will discuss concerns with parents/carers before approaching other agencies and will seek consent/to inform parents/carers when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the child.

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

6.1 Multi-agency work

- We work in partnership with other agencies in the best interests of the children. Therefore, school will, where necessary, liaise with the school nurse and doctor, and CSWS. Requests for service to CSWS should (wherever possible) be made, by the Safeguarding Designated Staff, to the CSWS advice and duty team (0113 3760336). Where a child already has a child protection social worker, the school will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker.

- 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.

- 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.

- We will provide reports as required for these meetings. If school 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.

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

7. Our role in the prevention of abuse

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

7.1 The Curriculum

- Relevant issues will be addressed through the PSHCE curriculum, including self-esteem, emotional literacy, assertiveness, power, sex and relationship education, online safety, online bullying, sexting, child sexual exploitation (CSE), youth generated images, female genital mutilation (FGM), preventing radicalisation, peer on peer abuse and anti- bullying.

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

7.2 Other areas of work

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

- Our child protection policy cannot be separated from the general ethos of the school, which should ensure that children are treated with respect and dignity, feel safe, and are listened to.

8. Our role in supporting children

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

- In cases where children have experienced abuse/abused others, an individual pastoral support plan will be devised, implemented and reviewed regularly should the pupil require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e. learning mentor, key worker) and the child's wishes and feelings. A written outline of

the individual support plan will be kept in the child's child protection record **(Ref. Appendix 5)**.

8.1 Children with additional needs

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

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

8.2 Children in Specific Circumstances

This school follows the Leeds LSCB (www.leedslscb.org.uk) online multi-agency procedures and will, where necessary, have due regard to the government guidance for children in specific circumstances as outlined below.

- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking

For further information see: Safeguarding Children and Young People (July 2014)

8.3 Female Genital Mutilation: The Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover FGM appears to have been carried out on a girl under 18. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Under the mandatory reporting requirements teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out (either through disclosure by the victim or visual evidence) on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate (KCSiE, September 2016).

8.4 Radicalisation

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. 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.

Children and young people may be vulnerable to exposure or involvement with groups or individuals who advocate violence as a means to a political or ideological end.

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 family members or friends, direct contact with members, groups and organisations or, increasingly, through the internet, including through social media sites. This can put children and young people at risk of being drawn into criminal activity and has the potential to cause significant harm.

Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right (UK) and international terrorist organisations such as Al Qaeda and Daesh.

Potential indicators identified include:

- Use of inappropriate language
- Possession of violent extremist literature
- Changes in behaviour, language, clothing or appearance
- The expression of extremist views

- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

PREVENT is part of the UK's counter terrorism 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 race, religion or ethnicity, the programme is to prevent the exploitation of susceptible people.

8.5 Responding to concerns

If staff are concerned about a change in the behaviour of an individual or see something that concerns them **(this could be a colleague too)** they should seek advice appropriately with the DSL who should contact the Education & Early Years Child Protection Team or the Prevent Education Officer– Julia Holden, 07891 273720 for further advice **(Ref: Appendix 10)**.

Schools and colleges are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. The Education & Early Years Child Protection Team and the Prevent team can advise and identify local referral pathways.

Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. Our school will ensure that as far as possible all front line staff will undertake Prevent awareness training (e.g. Workshop to Raise Awareness of Prevent [WRAP]).

8.6 Peer on peer abuse

We recognise that children are capable of abusing their peers and that peer on peer abuse can manifest in many different ways, including on-line bullying, sexting, initiation/hazing and inappropriate/harmful sexualised behaviours.

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

3789685 and/or Nathalie Fontenay (Coordinator- Harmful Sexual Behaviour) on 0113 3789644.

- We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

- Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment.

9. Children missing from education

- A child going missing from education is a potential indicator of abuse or neglect. School and college staff members must follow the Leeds Children's Services LA procedure *"Identifying, engaging and locating children missing education - Handbook of procedures"*
  Contact: cme@leeds.gov.uk. Tel: 0113 3789686.

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

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

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

- The DSL should complete the CSE checklist tool for partners **(Ref: Appendix 8)** and refer to the table at the end of the tool to help decide how to proceed a copy of the completed tool must be kept in the child's child protection records for future reference.

- If the child /young person already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about sexual exploitation.

- A copy of the CSE checklist tool for partners can be obtained from the LSCB Website: CSE Checklist Tool for Partner Agencies

- We will ensure the school works in partnership with parents / carers and other agencies as appropriate. This includes facilitating return to home interviews as requested.

10. A Safer School Culture

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

The Whartons Primary School's Whistle Blowing/Confidential reporting policies provide guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour.

10.1 Safer Recruitment, selection and pre-employment vetting

- The school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSiE (2016).

- The school will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK. **(Ref: Appendix 7)**.

- All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.

- The school will ensure that all recruitment panels include at least one person that has undertaken safer recruitment training as recommended by the Local Authority/Leeds LSCB.

- The school will ensure that a person who is prohibited from teaching will not be appointed to undertake teaching work in the school.

- The school will ensure that where relevant employed individuals are not disqualified under the Childcare (Disqualification) Regulations 2009.

- The school will ensure that appropriate DBS risk assessments will be undertaken as required. Advice and support for carrying out risk assessments can be accessed through the schools HR Advisor/Provider/Contact.

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

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

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

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

- Physical 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, disability or sexuality.

- Sexual includes, for example, sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.

- 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.

A safeguarding complaint that meets the above criteria must be reported to the Head teacher ("case manager") immediately. If the complaint involves the head teacher then the next most senior member of staff must be informed and the chair of governors

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. The case manager must use the local authority designated officer (LADO) notification form **(Ref: Appendix 13)** in order to assess the level of concern. As part of this initial consideration, the case manager should consult with their schools HR Advisor/provider/contact. The completed LADO notification form must be sent to lado@leeds.gcsx.gov.uk **within one working day of the allegation being made**. This will assist the case manager and HR in consultation with the LADO to decide on the most appropriate course of action.

The case manager **should not** carry out any investigation or **directly interview** an individual about whom there is a concern, until the above process has been duly completed and relevant partners have been consulted.

A multi-agency allegations management meeting may be arranged to look at the complaint in its widest context. The case manager must attend this meeting,

which will be arranged by the LADO. All issues must be recorded and the outcome reached must be noted to ensure closure.

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

In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children/young people may be at further risk and/or evidence/witnesses may be compromised and/or the allegations and so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the school's Disciplinary Policy.

Any staff/volunteers who are dismissed by the school for gross misconduct or cumulative misconduct relating to safeguarding of children/young people will be referred to the DBS for consideration of barring. Similarly, where the school has a reasonable belief that the member of staff/volunteer would have been dismissed by the school had they been employed at the time of the conclusion of investigations will be referred to the DBS. The school will keep written records of all of the above.

LADO Contacts: Ted O'Sullivan or Carolyn Hargreaves Tel: 0113 3789687.

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

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, staff can contact any of the professionals named in the above paragraph, in addition to other whistleblowing channels which may be open to them.

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

Whistleblowing hotline (0113) 247 4645 (dedicated hotline answered by a member of the Internal Audit team or an answerphone).
E-mail concerns@leeds.gov.uk
In writing Internal Audit, 3rd Floor West, Civic Hall, Leeds, LS1 1JF

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday and Email: help@nspcc.org.uk.

10.3 Training and Support

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

We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from (names of designated safeguarding staff). Children's Services Education and Early Years Safeguarding team are also available for advice and support (Tel: 0113 3789685).

- Designated Safeguarding staff must have attended the 3-day Children's Services Education child protection training course, and the Leeds LSCB multi-agency Working Together to Safeguard Children and Young People training. They will attend refresher training at least every two years. The DSL will undertake Prevent Awareness Training (e.g. Workshop to Raise Awareness of Prevent [WRAP]) to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

- The school will ensure all staff including temporary and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the school. All staff will access refresher training at least every three years and regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Access to training can be via the Children's Services Education and Early Years Safeguarding Team and the LSCB.

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

- Governors, including the nominated Governor will attend specific training for their role, updated at least every three years.

- A print out of the school's training history can be obtained from the Children's Services Education and Early Years Safeguarding team. This will record all training accessed through the local authority Education ad Early Years Safeguarding Team and the LSCB.

- Any training accessed through third party/independent providers must reflect the LSCB protocols and the LSCB minimum standards checklist. This training should be recorded by the school on a separate database.

10.4 Professional Confidentiality

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

The Whartons Primary School recognises that the only purpose of confidentiality in this respect is to benefit the child.

Appendix1: Definitions and indicators of abuse

Reference: Working Together to Safeguard Children (DfE 2015)

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

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

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

Examples which may indicate neglect (it is not designed to be used as a checklist):
Hunger
Tiredness or listlessness
Child dirty or unkempt
Poorly or inappropriately clad for the weather
Poor school attendance or often late for school
Poor concentration
Affection or attention seeking behaviour
Untreated illnesses/injuries
Pallid complexion
Stealing or scavenging compulsively
Failure to achieve developmental milestones, for example growth, weight
Failure to develop intellectually or socially
Neurotic behaviour

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

Examples which may indicate physical abuse (it is not designed to be used as a checklist):
Patterns of bruising; inconsistent account of how bruising or injuries occurred
Finger, hand or nail marks, black eyes
Bite marks
Round burn marks, burns and scalds
Lacerations, wealds

Fractures
Bald patches
Symptoms of drug or alcohol intoxication or poisoning
Unaccountable covering of limbs, even in hot weather
Fear of going home or parents being contacted
Fear of medical help
Fear of changing for PE
Inexplicable fear of adults or over-compliance
Violence or aggression towards others including bullying
Isolation from peers

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

Examples which may indicate sexual abuse (it is not designed to be used as a checklist):
Sexually explicit play or behaviour or age-inappropriate knowledge
Anal or vaginal discharge, soreness or scratching
Reluctance to go home
Inability to concentrate, tiredness
Refusal to communicate.
Thrush, Persistent complaints of stomach disorders or pains
Eating disorders, for example anorexia nervosa and bulimia
Attention seeking behaviour, self mutilation, substance abuse
Aggressive behaviour including sexual harassment or molestation
Unusually compliant
Regressive behaviour, Enuresis, soiling
Frequent or open masturbation, touching others inappropriately
Depression, withdrawal, isolation from peer group
Reluctance to undress for PE or swimming
Bruises, scratches in genital area

Emotional abuse: Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how

they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child in participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment

Examples which may indicate emotional abuse (it is not designed to be used as a checklist):
Over-reaction to mistakes, continual self-deprecation
Delayed physical, mental, emotional development
Sudden speech or sensory disorders
Inappropriate emotional responses, fantasies
Neurotic behaviour: rocking, banging head, regression, tics and twitches
Self-harming, drug or solvent abuse
Fear of parents being contacted
Running away / Going missing
Compulsive stealing
Masturbation, Appetite disorders - anorexia nervosa, bulimia
Soiling, smearing faeces, enuresis

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

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

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

Responses from parents

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

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

Disabled Children

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

A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child
Not getting enough help with feeding leading to malnourishment
Poor toileting arrangements
Lack of stimulation
Unjustified and/or excessive use of restraint
Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries
Unwillingness to try to learn a child's means of communication
Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting;
Misappropriation of a child's finances
Invasive procedures

Appendix 2 Dealing with a disclosure of abuse

When a child tells me about abuse s/he has suffered, what must I remember?
Stay calm
Do not transmit shock, anger or embarrassment.
Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
Tell the child that it is not her/his fault.
Encourage the child to talk but do not ask "leading questions" or press for information.
Listen and remember.
Check that you have understood correctly what the child is trying to tell you.
Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
Do not tell the child that what s/he experienced is dirty, naughty or bad.
It is inappropriate to make any comments about the alleged offender.

Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

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

Immediately afterwards
You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to Children's Social Work Service without delay, by the Head teacher / designated safeguarding lead/staff using the correct procedures as stated in the guidelines.

Appendix 3 Chronology of key events

Chronology of key events

Strictly Confidential

Guidance Notes: What was our involvement with this child and family? Construct a comprehensive chronology of involvement by the agency and/or professional(s) in contact with the child and 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 child(ren) and family, and other action taken.

Name of child……Class / Tutor group……

Date	Event – CFC/Meeting/Telephone Call/Email/Review	Names of family member/professional involved.	Outcome/Follow up action

Appendix 4 Cause for Concern Form

Page 1 of 2

Strictly Confidential
Cause for Concern Form

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

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

Name of staff member completing form……

Day…….. Date……. Time…….. Place…… …
(of observed behaviour / discussion / disclosure)

Nature of incident / concern including relevant background (Record child's word verbatim and any wishes and feelings expressed)

For: Designated Safeguarding Lead Officer Use

Name: _____ Date: _____ Time_____

Action Taken	By whom	Outcome
Discuss with child Ensure the child's wishes and feelings are ascertained where appropriate and fully recorded.		
Monitoring sheet		
Check behaviour database		
Contact parents Please tick Telephone Call ___ Meeting: ___		
Check SEN Register		
Refer to Social Care		
Other (Please specify)		

Appendix 5 **SMART Plan**

Example: Overview of Child Protection Support/SMART Plan

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

Appendix 6

Extract From The Whartons "Welcome Information For Visitors" Leaflet

You must not take photographs or videos of students without express permission from the Headteacher. All information relating to students should be handled with complete confidentiality and must never be discussed outside the school.
We deem all workplace materials confidential. This includes, but is not limited to, electronic documents and paperwork. Do not take any confidential information off the school site as this would be a breach of safeguarding procedures and could breach data protection.

Child protection and safeguarding are a priority at The Whartons Primary School. If you have any concerns regarding a child protection issue, please speak to any of the Child Protection Team. Information relating to the Child Protection Team is situated on notices all around school. Please do not discuss Child Protection concerns with any other member of staff.

Headteacher
Mrs Julia Dickson

Deputy Headteacher
Mrs Carolyn Gomes

Office and Finance Manager
Mrs Rebecca Mitchell

Child Protection Team
Mrs Julia Dickson
Mrs Carolyn Gomes
Mrs Tracey Reynard

Appendix 7 Recruitment and Selection Checklist

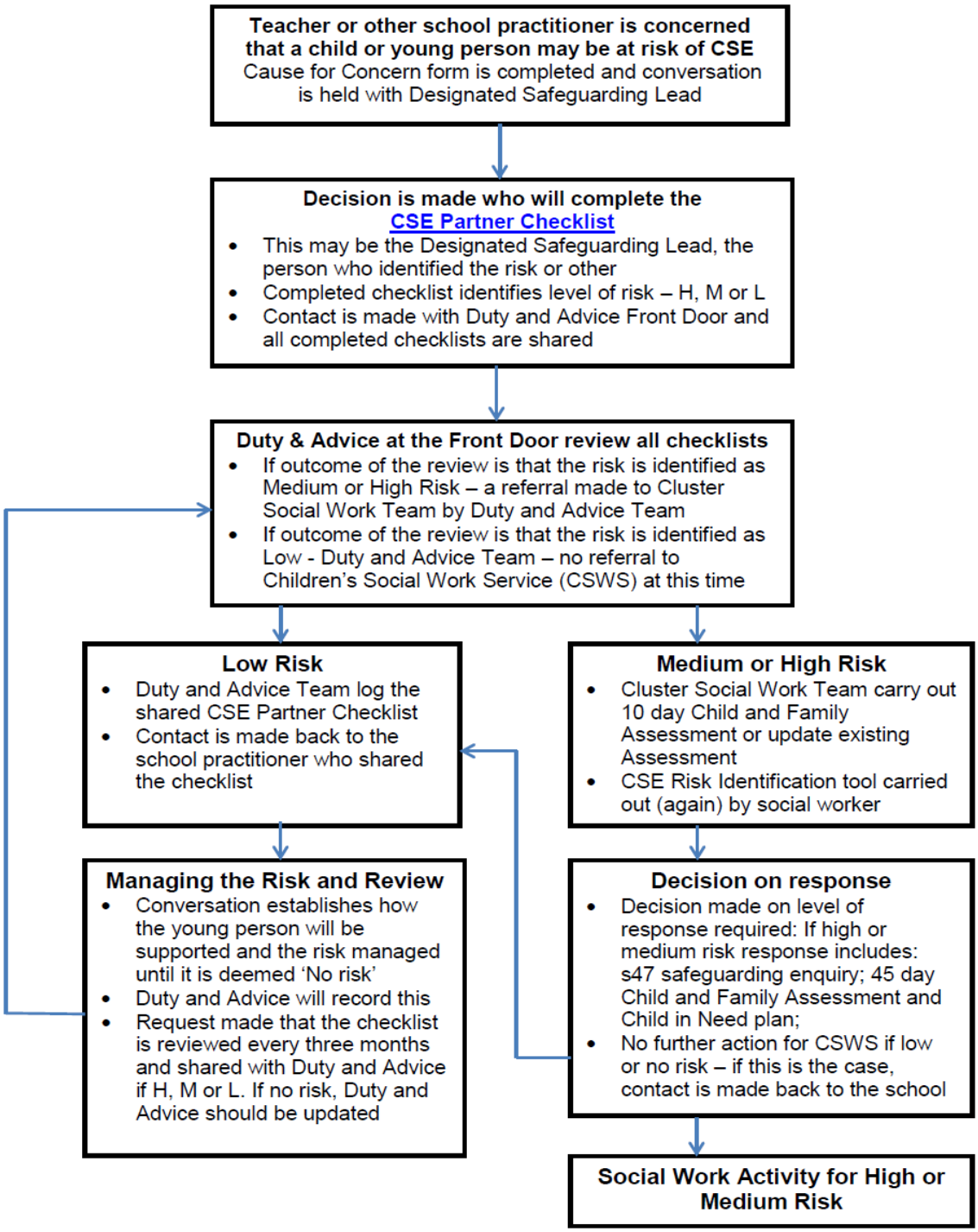
	Initials	Date
Vacancy advertised. Advertisement includes reference to safeguarding policy, that is, statement of commitment to safeguarding and promoting welfare of children and need for successful applicant to be DBS checked		
Application form on receipt - Scrutinised – any discrepancies/anomalies/gaps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

Copy of organisation's child protection policy		
Copy of Guidance for safer working practice		
Copy of organisation's whistleblowing procedures		
Copy of Keeping Children Safe in Education (most updated version) including a copy of Annex A		
Copy of the school's ICT Acceptable use policy		
Copy of the organisations online safety policy		
Child Protection training and induction		

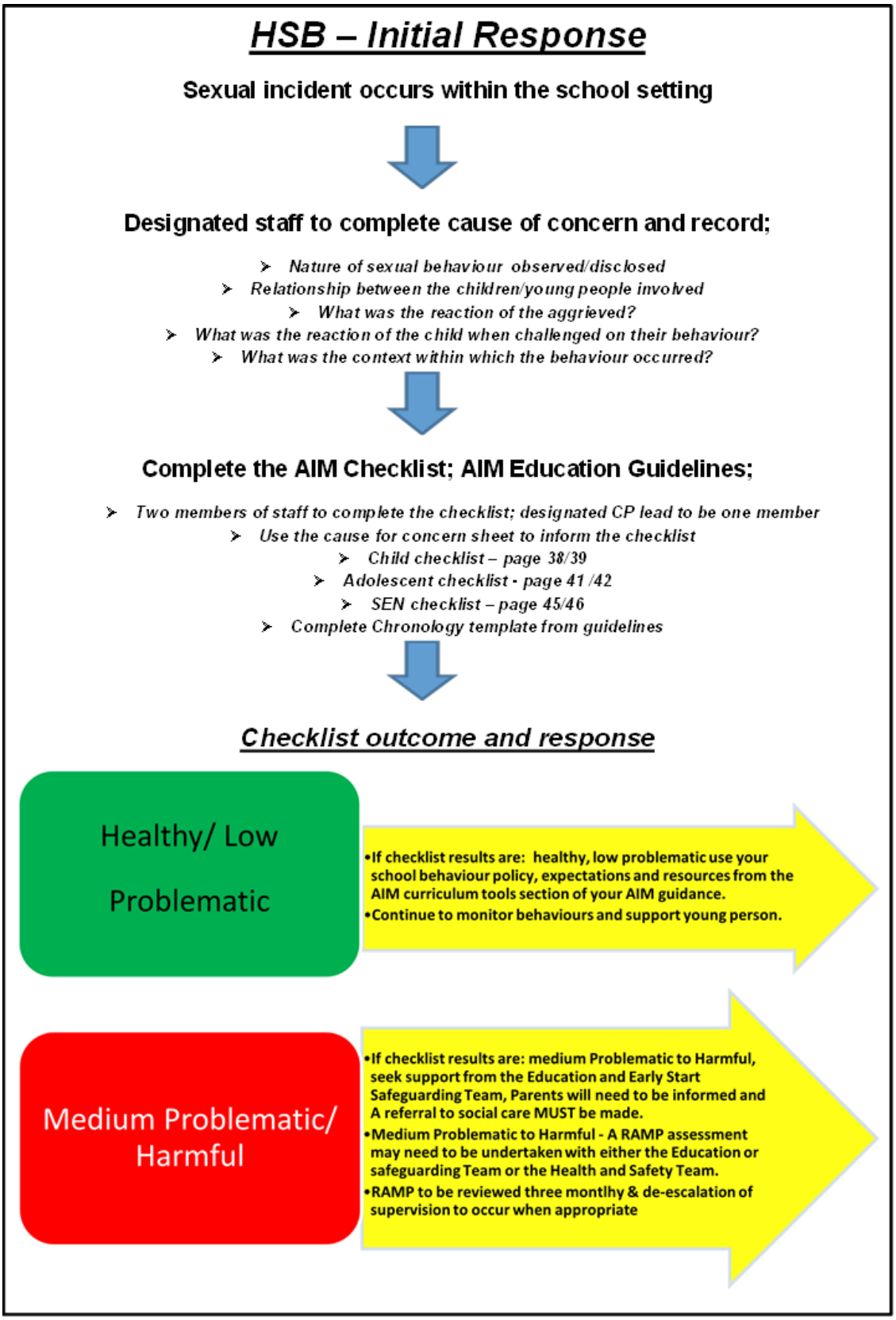
Appendix 8 CSE Response Checklist

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

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



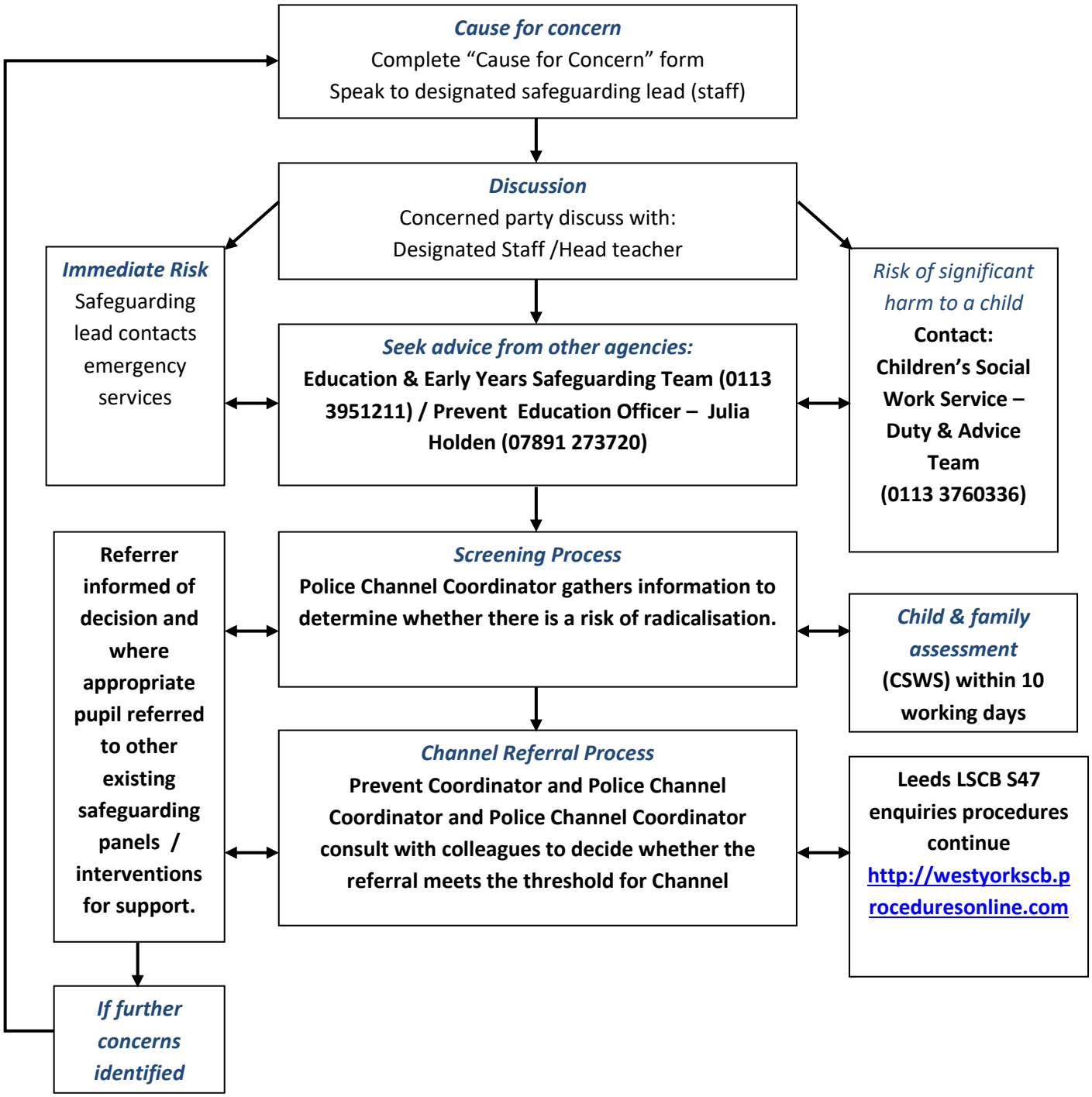
Appendix 9 Harmful Sexual Behaviour Response Checklist



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

Appendix 10 Radicalisation Response Checklist

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



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

Appendix 11 Missing from School Response Checklist

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


PUPIL IDENTIFIED AS MISSING - REPORT IMMEDIATELY
to (insert name of member of staff) when child or young person is known to have absconded from lesson/school.
Determine the nature/reason for absconding/going missing from lesson (consider recent events or precipitating factors)
Search of school premises including grounds and immediate locality. Make contact with the child, establish (where possible) their location, undertake (if appropriate) home visit or suspected/known destination.
Notify parents and/or carers.
FOUND
NOT FOUND
Child located, but refuses to return to school.
Risk assessment to be made with regards to circumstances considering the following likelihoods:
To visit known abuser
Of being at risk of CSE
To use drink or drugs
Of self-harm or expressing suicidal ideation
Child located, returned to school.
Complete MA1 form.
Risk assessment to be made with regards to circumstances considering the following likelihoods:
To visit known abuser
Of being at risk of CSE
To use drink or drugs
Of self-harm or expressing suicidal ideation
CONCERNS
NO CONCERNS
Notify Safer School Officer
Ring 101 where no officer is available.
Update ALL relevant professionals and parents/carers
Safer School Officer should check Police systems for existing vulnerabilities.
Pass all relevant information including a detailed description of the absconder and where possible an up-to-date photo.
On student's return to school complete MA1 form in conjunction with risk management and support plans as appropriate.

Appendix 13 LADO Notification Form

Leeds CITY COUNCIL

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

ALLEGATIONS OR CONCERN ABOUT A PERSON WORKING WITH CHILDREN

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

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

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

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

Professional's Details :				
Name :	D.O.B :	Employment Sector:	Occupation:	Employer:

Home Address :	

Child/ren's Details (if applicable):				
Name :	D.O.B :	Legal Status i.e. Looked after child (S.31,S.20,LASPO)	Social Worker or Case Worker:	Independent Reviewing Officer:

Address :	

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

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

Does the professional work with children in any other capacity?

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

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

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

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

LADO Discussion
Please provide relevant details

Form Completed by:

Contact details:

Information entered on MOSAIC: YES ☐

NO ☐