Scholes (Elmet) Primary
St James' CE Primary
Moortown Primary

Safeguarding and child protection policy

Date: September 2017

Green text: relates to Scholes (Elmet) Primary only

Purple text: relates to St James' CE Primary only

Orange text: relates to Moortown Primary only

Leeds model policy

The model policy contained within this section has been adopted, with minor adaptations, by the headteacher and governing body of Sphere Federation. The original document is available electronically from *Leeds Education Hub – Safeguarding page and directly on request from educationtraining@leeds.gov.uk*. The Education and Early Years Safeguarding Team will review the policy at the end of each academic year in order to ensure the integration of current issues and good practice.

The Governing Body and staff of St James' CE Primary, Scholes (Elmet) Primary and Moortown Primary (hereinafter referred to as 'the Federation' or 'our schools') take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our schools to identify, assess and support those children who are suffering harm and to keep them safe and secure whilst in our care.

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

"Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance, Working Together to Safeguard Children. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child."
Keeping Children Safe in Education (KCSiE) DfE September 2016

Links with other policies

The Safeguarding and 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, we have considered links with a range of other guidelines and procedures in our school:

- Educational visits
- Health, Safety & Wellbeing
- Behaviour ('Positive Relationships and Behaviour' which includes anti-bullying and guidance on exclusions)
- Confidentiality
- Care, Control & Restraint
- Attendance
- Forced Marriage
- Child Sexual Exploitation
- Female Genital Mutilation
- Safe Working Practice
- Inclusion & SEN
- Children in Public Care
- PSHCE
- Children as Young Carers (this is not a policy that we have in school but will seek action and advice if we become aware of children in this position)
- Children Missing Education
- E safety
- Guidance on Exclusions
- Private Fostering
- NE/XT sustained time out protocol
- Preventing Radicalisation

The Safeguarding and Child Protection Policy will be reviewed and ratified annually by the governing body or as events, or legislation requires. Any deficiencies or weaknesses identified will be remedied without delay.

The Sphere Federation 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 (DFE 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)
- 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 Children's Board (LSCB). It is available to all interested parties on our website and on request from any of the three schools. It should be read in conjunction with other relevant policies and procedures.

Overall aims and principles

The Sphere Federation 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 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 which matches their individual needs, including those who have experienced abuse
- children need to be safe and feel safe in school

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

- clarifying standards of behaviour for staff and pupils
- introducing appropriate work within the curriculum
- developing staff awareness of the causes of abuse
- encouraging pupils and parental participation in practice
- addressing concerns at the earliest possible stage

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

- including appropriate work within 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

In-school procedures for protecting children

Staff and visitors

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 and 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. (See Appendix 1 for current definitions of abuse and examples of harm).
- record concerns on a "Cause for Concern" form (see Appendix 4). Staff have access to blank copies of the "Cause for Concern" form, which, once completed, should be handed to the Designated Staff: Karen Hague, Keeley Pallister or Tanya David; Ben Williams, Gayle Beesley or Caroline Yelland; Clare Weekes, Jackie Freeman, Nicky Russell or Tracey Small
- deal with a disclosure of abuse from a child in line with the recommendations (see 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 ongoing 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 Safe Recruitment processes and checks whether new 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 October 2015)

The designated staff

Our named Designated Safeguarding Lead (DSL) on the senior leadership team with lead responsibility and management oversight/accountability for child protection are:

academic year	safeguarding lead	other safeguarding officers	nominated governor	chair of governors
2017 - 2018	Clare Weekes Karen Hague Ben Williams	Nicky Russell Jackie Freeman Tracey Small Keeley Pallister Tanya David Gayle Beesley Caroline Yelland David Roundtree	Mandy Quayle	Rachel Greenhalgh

Scholes (Elmet) Primary 0113 2649149	St James' CE Primary 01937 583379	Moortown Primary 0113 2685915
Karen Hague karenhague@spherefederation.org	Ben Williams benwilliams@spherefederation.org	Clare Weekes clareweekes@spherefedertion.org

The designated safeguarding lead officers are supported by the following trained designated staff:

Keeley Pallister keeleypallister@spherefederation.org Tanya David tanyadavid@spherefederation.org	Gayle Beesley gaylebeesley@spherefederation.org Caroline Yelland carolineyelland@spherefederation.org	Nicky Russell nickyrussell@spherefederation.org Jackie Freeman jackiefreeman@spherefederation.org Tracey Small traceysmall@spherefederation.org

Along with the headteacher, David Roundtree, 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 (Refer: 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 the CSWS should be done by appropriately trained designated safeguarding staff.
- The DSL will liaise with the headteacher to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Child Protection information needs to 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 form 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, where appropriate, child protection records have a SMART (Specific, Measurable, Agreed, Realistic and Timely) plan in place that outlines what actions have been undertaken by the school to respond to the concerns raised. The SMART plan should include school led actions, pastoral interventions and referrals for recorded support.
- A separate child protection file 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.

- Designated staff 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 eg 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 are applied consistently within Early Help assessments ie recording of children's wishes and feelings, confidentiality, SMART planning and secure record keeping.
- Designated staff 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 or college'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 and taking account of their wishes and feelings, among all staff.
- Designated staff must highlight the importance of demonstrating children's wishes and feelings to all staff and that these are clearly evidenced.

Raising awareness

The DSL should ensure the schools' policies are known and used appropriately

- ensure the school's safeguarding and 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 and child protection policy is 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.

Child protection records

Child protection and Early Help records should be held securely, with access being restricted to the DSL or headteacher or in cases of Early Help, the nominated lead professional, if this is not a designated safeguarding lead/officer. For more information, please see Early Help Assessment guidelines. 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 Children's Social Care, other external agencies or education based services)
- Minutes or notes of meetings, eg 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, eg child protection plans, early help, risk assessments etc
- A copy of the support plan for the young person (Appendix 5)

Each pupil's protection records should contain a chronological summary of significant events and the actions and the involvement of the school (Appendix 3).

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 school days. This is a legal requirement set out under regulation 9 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 potentially harmful to the pupil or others (ie self-harming or harmful sexualised behaviour), the risk management plan/assessment must be

shared with the destination provision prior to the pupil starting. This is to ensure 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 file records should be retained by the school and a copy sent)*
- Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the pupil's wishes and feelings about their child protection information being passed on, in order that the FE establishment can provide appropriate support**.** In cases where it is deemed appropriate, child protection information must be shared via the FE Safeguarding Information Sharing Form only. The original records should be retained and archived by the school/college. Due consideration must be given to the sharing of any additional information requested by the receiving establishment.
- Where the destination school is not known, *(the original records should be retained by the school)*
- Where the child has not attended the nominated school *(the original records should be retained by the school)*
- There is any on-going legal action *(the original records 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 they are being transferred to will be made and a signature obtained from the receiving school as proof of receipt.
- Handover of files must be from designated staff to designated staff.
- If a pupil moves from any of our schools, 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 a Pupil Referral Unit, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Pupil Information – England) Regulations 2005.
- If a parent chooses to electively home educate (EHE) their child, the child protection record must be forwarded to Julia Green, Admin Co-ordinator, EHE Team, Adams Court, Kildare Terrace, Leeds, S12 1DB, following the above procedure for delivery of the records.
- 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.
- In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the head teacher to ensure that the new post holder is fully conversant with all procedures and case files.
- All DSLs receiving current (live) files or closed files must keep all contents enclosed and not remove any material.
- All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information, refer to the archiving section.

Archiving

Responsibility for the pupil record once the pupil leaves the school

- The school which 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 are 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 25th birthday. The decision of how and where to store these files must be made by the school via the governing body. (NB. 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 headteacher)

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

- the 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: childrens.information.policy@leeds.gov.uk or 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.

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 in either paper or an electronic format.

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 designated safeguarding leads 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 the 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

The governing body

The governing body ensures the following points and procedures:

- The nominated Safeguarding Governor for child protection within the Sphere Federation is **Mandy Quayle**.
- They are responsible for liaising with the Headteacher / 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 DSL 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 / LCSB. The return must be signed by the Chair of Governors to confirm that it is an accurate reflection of the safeguarding arrangements of the school.

- 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.**
- 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 schools' IT systems.

Safeguarding and child protection

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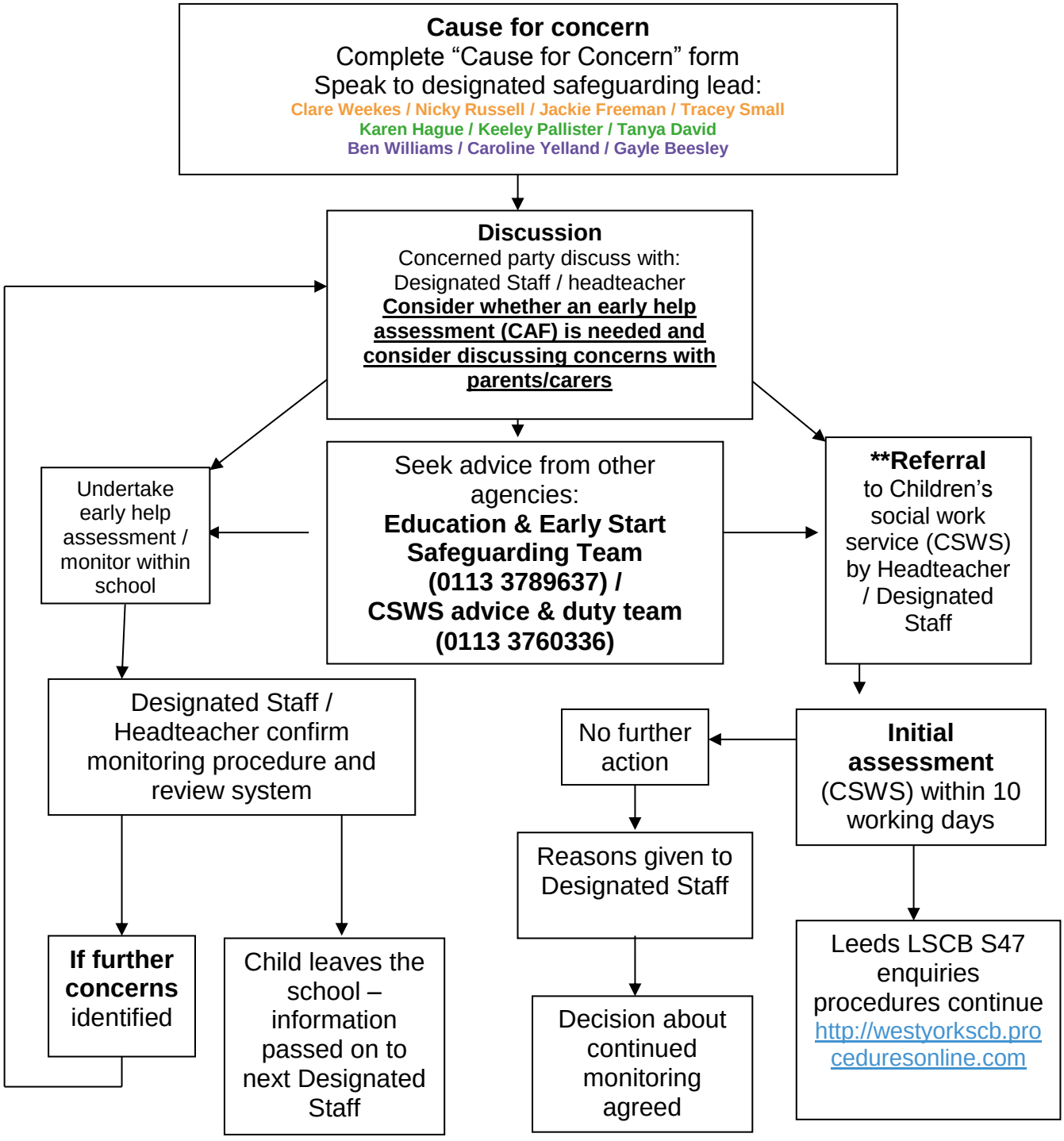
In-school procedures to follow where there are concerns about a child



** If unhappy about the outcome of the referral to Children's Services Social Care, please refer to: Leeds LSCB Local Protocol: Concerns Resolution.
http://www.leedslscb.org.uk/LCSB/media/images/Concern-Resolution.pdf

Working with parents and other agencies to protect children

- Parents/carers should be aware that our school will take any reasonable action to safeguarding 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 and child protection policy through: website, newsletters etc. A safeguarding/child protection statement is prominent in the school reception area.

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 schools 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 schools are 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**.**

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.

The curriculum

- Relevant issues will be addressed through the PSHCE curriculum. For example, self esteem, emotional literacy, assertiveness, power, sex and relationship education, online safety, online bullying, sexting, child sexual exploitation (CSE), 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, SRE, Art and assemblies.

Other areas of work

- All our policies which address issues of power and potential harm (eg Positive Relationships and Behaviour including Anti-Bullying, Equal Opportunities, Handling, Positive Behaviour) are 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.
- **STOP** is something that the children are taught to help them if they are concerned about bullying - it has two meanings; one is to help children define behaviour that might be seen as bullying: **S**everal **T**imes **O**n **P**urpose and the other is to help children know what to do it they are worried about themselves or someone else: **S**tart **T**elling **O**ther **P**eople.

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 (ie 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 (Appendix 5)

Children with additional needs

Sphere Federation 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.

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 on the issues listed below via the GOV.UK website: 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:
https://www.gov.uk/government/collections/statutory-guidance-schools#safeguarding-children-and-young-people

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 (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. 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 years of age. 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 DSL and involve children's social care as appropriate. (*Keeping Children Safe in Education, July 2016*)

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. From more than 4,000 referrals to the Channel process (A multi-agency safeguarding programme to identify and support people at risk of radicalisation) more than half of the concerns raised are about children.

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

Staff within the Sphere Federation consistently promote tolerance of other faiths, cultures and races. We challenge stereotypes and behaviours that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths, beliefs and lifestyle choices. We work to engage children and families with the wider community where everyone is valued. Staff have had training which has given them the confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism.

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.

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 designated safeguarding lead who should contact the Education & Early Years Child Protection Team or the Prevent Education Officer – Julia Holden, 07891273720 for further advice (see Appendix 9).

Schools 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. The Federation will ensure that as far as possible all front line staff will undertake PREVENT awareness training (eg Workshop to Raise Awareness of PREVENT).

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 sexual behaviours.

Where children and young people have exhibited inappropriate/harmful sexualised behaviour and/or exhibited inappropriate/harmful sexualised behaviour 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, parents/carers, youth justice (where appropriate), children's social work and health. Further support and advice on undertaking a RAMP can be obtained from the Education and Early Years Safeguarding Team on 0113 3789685 and/or Nathalie Fontenay (Co-ordinator – 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.

Children missing from education

A children missing from education is a potential indicator of abuse or neglect. 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; telephone: 0113 3789686

Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. Staff members should follow the Federation'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 (Appendix 10).

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 staff for child protection.

The DSL should complete the CSE checklist tool for partners (Appendix 7 & 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:
http://www.leedslscb.org.uk/LSCB/media/Images/CSE-Checklist-Toolfor-Partner-Agencies.docx

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

Private fostering

A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break. Exemptions to this definition are set out in Schedule 8 to the Children Act 1989.

Education, health and other professionals should notify the local authority of a private fostering arrangement that comes to their attention, where they are not satisfied that the local authority have been, or will be, notified of the arrangement, so that the local authority can then discharge its duty to satisfy itself that the welfare of the privately fostered child concerned is satisfactorily safeguarded and promoted. This is, of course, a matter of good practice.

A safer school culture

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

Whistle Blowing / Confidential reporting; Sphere Federation's Whistle Blowing / Confidential reporting 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.

Safer Recruitment, selection and pre-employment vetting

- The Federation pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined part three of Keeping Children Safe in Education (2016).
- The three schools will maintain single central records which demonstrate the relevant vetting checks required including: identity, qualifications, prohibition order and right to work in the UK. (see Appendix 7).
- All recruitment materials will include reference to the Federation's commitment to safeguarding and promoting the wellbeing of pupils.
- The Federation 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 Federation will ensure that a person who is prohibited from teaching will not be appointed to undertake teaching work in any of its schools.
- The Federation will ensure that appropriate DBS risk assessments will be undertaken as required. Advice and support for carrying out the risk assessments can be accessed through the Federation's HR Advisor/Provider/Contact.

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

As mentioned earlier, **STOP** is an acronym which is used to help children handle bullying behaviour. This acronym is also valid to members of staff as well if they have any worries about the behaviour of another member of staff or a pupil.

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 in a way that indicates s/he is unsuitable to work with 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 immediately. If the complaint involves the headteacher ('case manager') 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 much 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 (Appendix 11) in order to assess the level of concern. As part of this initial consideration, the case manager should consult with their schools HR Advisor. 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 best 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 a further risk and/or evidence/witnesses may be compromised and/or the allegations are so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the school's Disciplinary Policy.

Any staff/volunteers who are dismissed by the school for gross misconduct or cumulative misconduct relating to safeguarding of children/young people will be referred to the DBS for consideration of barring. Similarly, where the school has a reasonable belief that the member of staff/volunteer would have been dismissed by the school had they been employed at the time of the conclusion of investigations 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 - 0113 3789687
Advice can also be sought from Raminder Aujla – Team Manager Education and Early Years Safeguarding Team 0113 3789637

Where a member of staff 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 above, 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:

- Phone: Whistleblowing hotline 0113 2474645 (dedicated hotline answered by a member of the Internal Audit team or an answerphone)
- Email: 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 0280285 – line is available from 8.00 am to 8.00 pm, Monday to Friday and email: help@nspcc.org.uk.

Training and Support

All staff members should be aware of systems within our school which support safeguarding and these will be explained to them as part of our staff induction. This includes: the school's safeguarding and child protection policy; the school's safer working practice document, the Federation'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 Clare Weekes, Nicky Russell, Jackie Freeman or Tracey Small; Karen Hague, Keeley Pallister or Tanya David; Ben Williams, Caroline Yelland or Gayle Beesley. The Children's Services Education and Early Years Safeguarding team are also available for advice and support (Tel: 0113 3789685).

- The 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 Parts 1 & 2. They will attend refresher training at least every two years. The DSL will undertake Prevent Awareness Training (eg 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 (eg 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, attend specific training on their role, updated at least every three years.
- Training completed will be recorded by the school; a print out of the school's training history can be obtained from the Children's Services Education and Early Years Safeguarding team.
- 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 Federation/school on a separate database.

Professional confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of Safeguarding. Sphere Federation recognises that the only purpose of confidentiality in this respect is to benefit the child.

Appendix One:

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

- **provide adequate food and clothing, shelter including exclusion from home or abandonment;**
- **protect a child from physical harm or danger;**
- **ensure adequate supervision including the use of inadequate care-takers;**
- **ensure access to appropriate medical care or treatment.**

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

Examples which <u>may</u> 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 <u>may</u> 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: 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 <u>may</u> 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: 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 <u>may</u> 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

NB: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

Child Sexual Exploitation

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 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 Two
Dealing with a disclosure of abuse

When a child tells me about abuse she / 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 CSWS without delay, by the Headteacher / Designated staff using the correct procedures as stated in the guidelines.

Appendix Three

St James' C of E Primary School
Child Protection:
Chronology of Events (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:	**Year group:**

Date	**Incident**	**Action taken**	**Child's wishes and feelings**	**Member of staff** (name and signature)

Appendix Four

St James' C of E Primary School

Child Protection:

Cause for Concern (Confidential)

Any concerns that you may have in relation to child protection must be recorded and reported to designated staff.

Do not interpret what is seen or heard; simply record the facts.

After completing the form, pass it immediately to the Designated Child Protection Staff.

Notes			
Name of child:		**Year group:**	**dob:**
Date, time and place of incident (ie of observed behaviour / discussion / disclosure):			
time	**day**	**date**	**year**
Nature of incident / concern including relevant background (record child's statement word for word)**:**			
Name of person completing form (sign and print name)			date:
Date reported: (CP staff to complete)			
Headteacher (sign and print name)			date:
Designated Child Protection Member of Staff (sign and print name)			date:
Feedback given to member of staff:			date:

pastoral	**safeguarding**	*We want to ensure staff never fail to record a concern. Sometimes, these concerns may be more pastoral rather than an actual safeguarding issue. Designated child protection staff will make this decision. We will continue to keep pastoral concerns alongside child protection issues, but we may not send these to secondary school.*
Action Taken	**By whom** (signed)	**Outcome**
discuss with child		
set up monitoring sheet		
behaviour database		
contact parents (note how parents were contacted)		
check SEN Register		
refer to Social Care		
seek additional advice		
other (please specify)		

St James' C of E Primary School
Child Protection:
Ongoing Monitoring (Confidential)

Name of child:	Year group:	
Date	**Observation / Incident**	**Member of staff**

Appendix Five

St James' C of E Primary School

Child Protection SMART Plan (Confidential)

(Specific, Measurable, Agreed, Realistic, Timely)

Child Protection Pupil Support Plan Information	**name of pupil:**				
support needs identified (highlight as appropriate)	• *emotional issues* • *home / parental issues* • *issues with clothing / food / parental engagement* • *concerns over use of internet* • *any other issues (add details)* • *no other specific additional support needed at this stage*			**The four main indicators of abuse are:** **Emotional** **Physical** **Sexual** **Neglect**	
	support / intervention			**start**	**end**
Regular "first wave" provision which supports all children appropriately when needed (highlight as appropriate): • weekly "Living and Learning" sessions with encouragement to share problems if appropriate • Living and Learning" worry boxes • comprehensive adult support – teacher or TA or • additional support if required (see below)					
type of support / intervention	**start date**	**end date**	**Impact**	**CP file archived Y / N**	
Learning mentor time					
Nurture / small group work					
Parental support					
Other support (add details)					

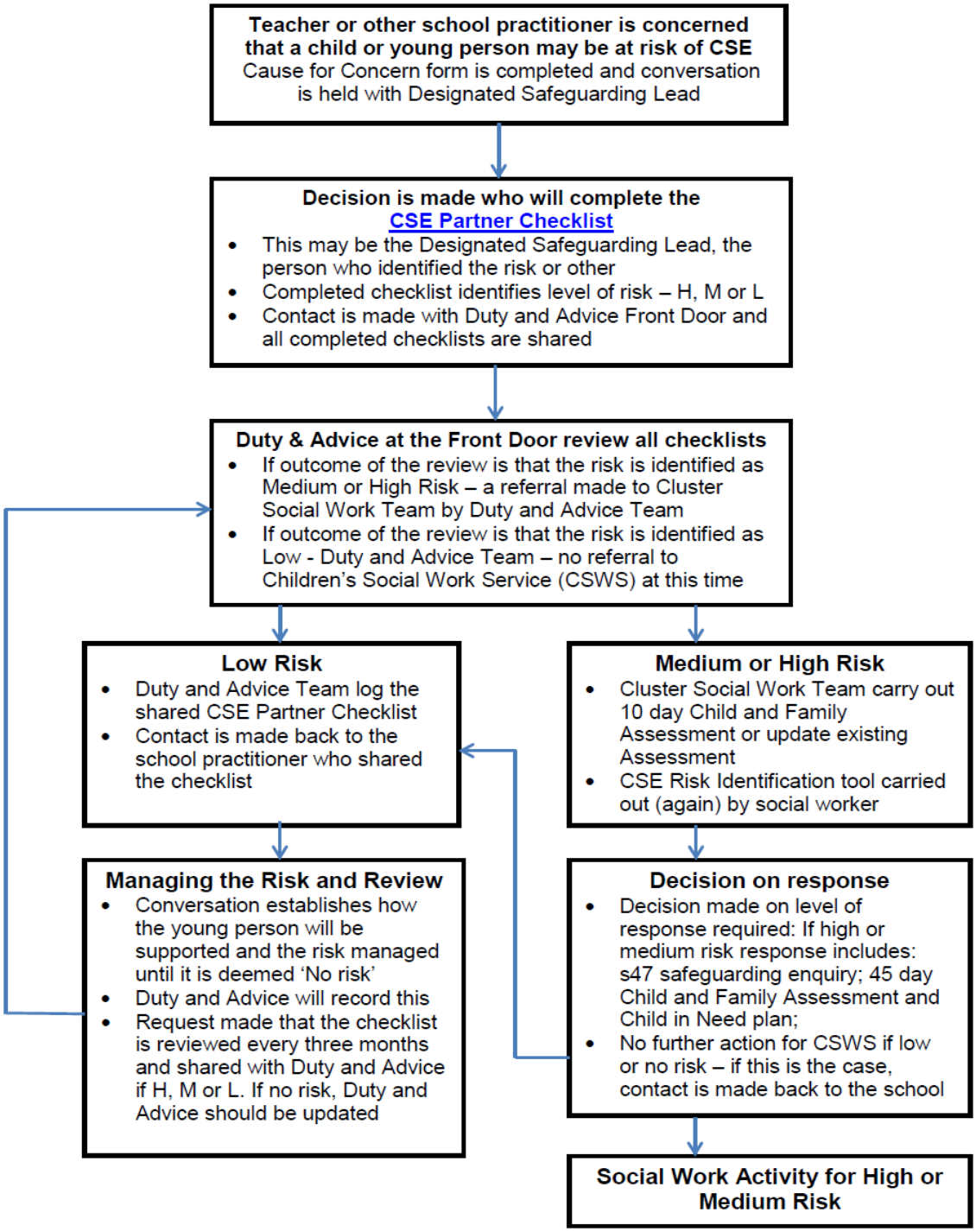
Appendix Six
Recruitment and Selection Checklist

Pre-interview:	Initials	Date
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 and signed to confirm that the applicant accepts the content is true.		
2 x 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)		
Invitation to interview - Includes all relevant information and instructions		
Interview arrangements - At least two interviewers; panel members have authority to appoint; have met and agreed issues and questions/assessment criteria/standards – evidence to verify that at least one member of the panel has completed safer recruitment training.		
Interview - Explores applicants' suitability for work with children as well as for the post – copy of interview notes will evidence this		
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 (if that could not be verified at interview) – copies of relevant documents kept in file		
Qualifications (if not verified on the day of interview) - copies of relevant documents kept in file		
Evidence of Permission to work in UK, if required		
DBS certificate - where appropriate satisfactory DBS certificate received		
DBS Barred list – person is not prohibited from taking up the post		
Childcare(Disqualification) Regulations 2009 - For 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 teaching posts in any type of school) the teacher 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		
Safeguarding and Child Protection Policy		
Guidance for Safer Working Practice		
Whistleblowing Procedures		
Keeping Children Safe in Education (most updated version) + Annex A		
ICT Acceptable Use Policy		
Online Safety Policy		
Child Protection Training and Induction		

Appendix Seven

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.



http://www.leedslscb.org.uk/LSCB/media/Images/CSE-Checklist-Tool-for-Partner-Agencies.docx

Appendix Eight

HSB – Initial Response

Sexual incident occurs within the school setting

Designated staff to complete cause of concern and record;

- **Nature of sexual behaviour observed/disclosed**
- **Relationship between the children/young people involved**
- **What was the reaction of the aggrieved?**
- **What was the reaction of the child when challenged on their behaviour?**
- **What was the context within which the behaviour occurred?**

Complete the AIM Checklist; AIM Education Guidelines;

- **Two members of staff to complete the checklist; designated CP lead to be one member**
- **Use the cause for concern sheet to inform the checklist**
  - **Child checklist – page 38/39**
  - **Adolescent checklist - page 41 /42**
  - **SEN checklist – page 45/46**
  - **Complete Chronology template from guidelines**

Checklist outcome and response

Healthy/ Low

Problematic

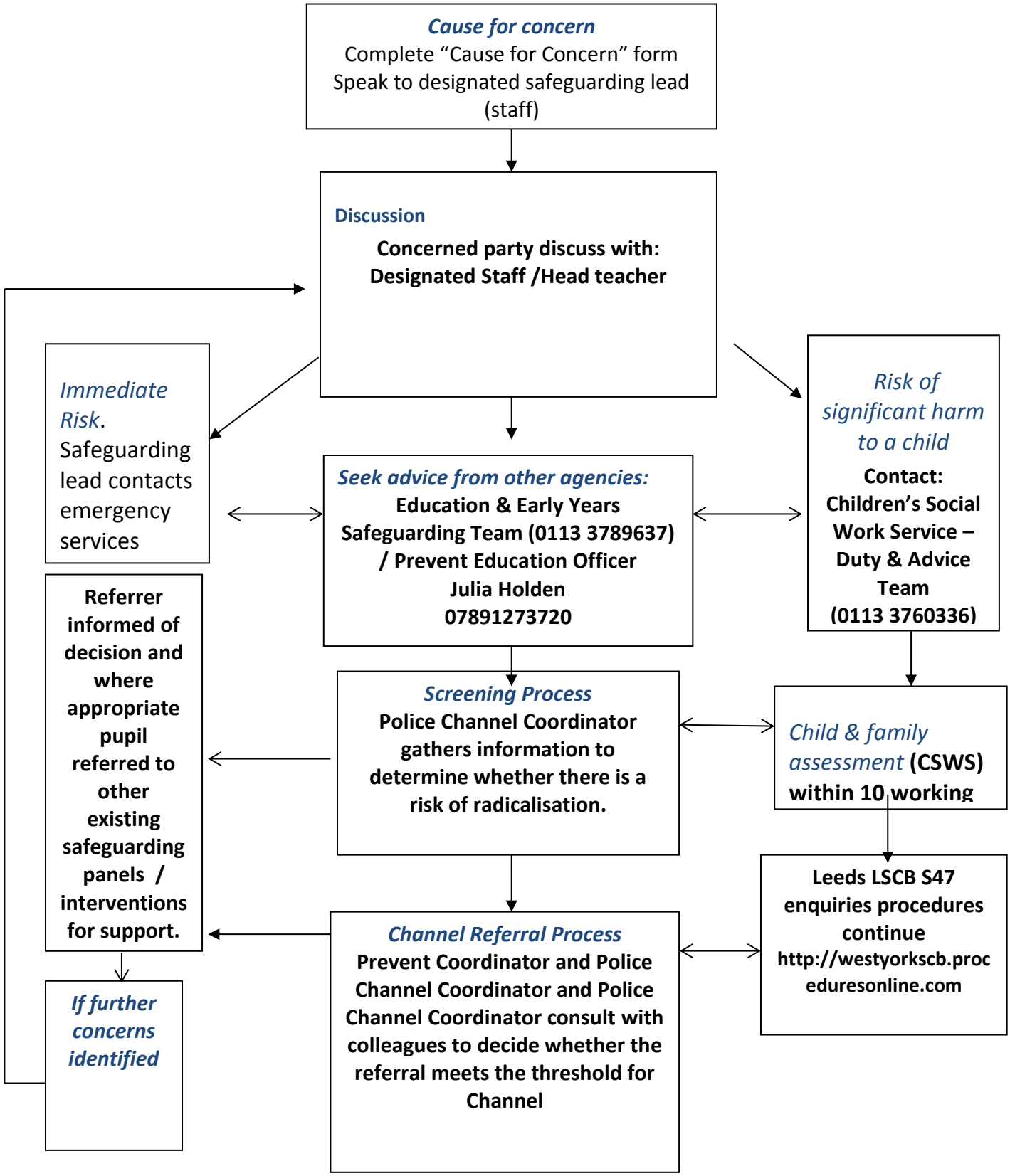
- **If checklist results are: healthy, low problematic use your school behaviour policy, expectations and resources from the AIM curriculum tools section of your AIM guidance.**
- **Continue to monitor behaviours and support young person.**

Medium Problematic/ Harmful

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

Appendix Nine

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

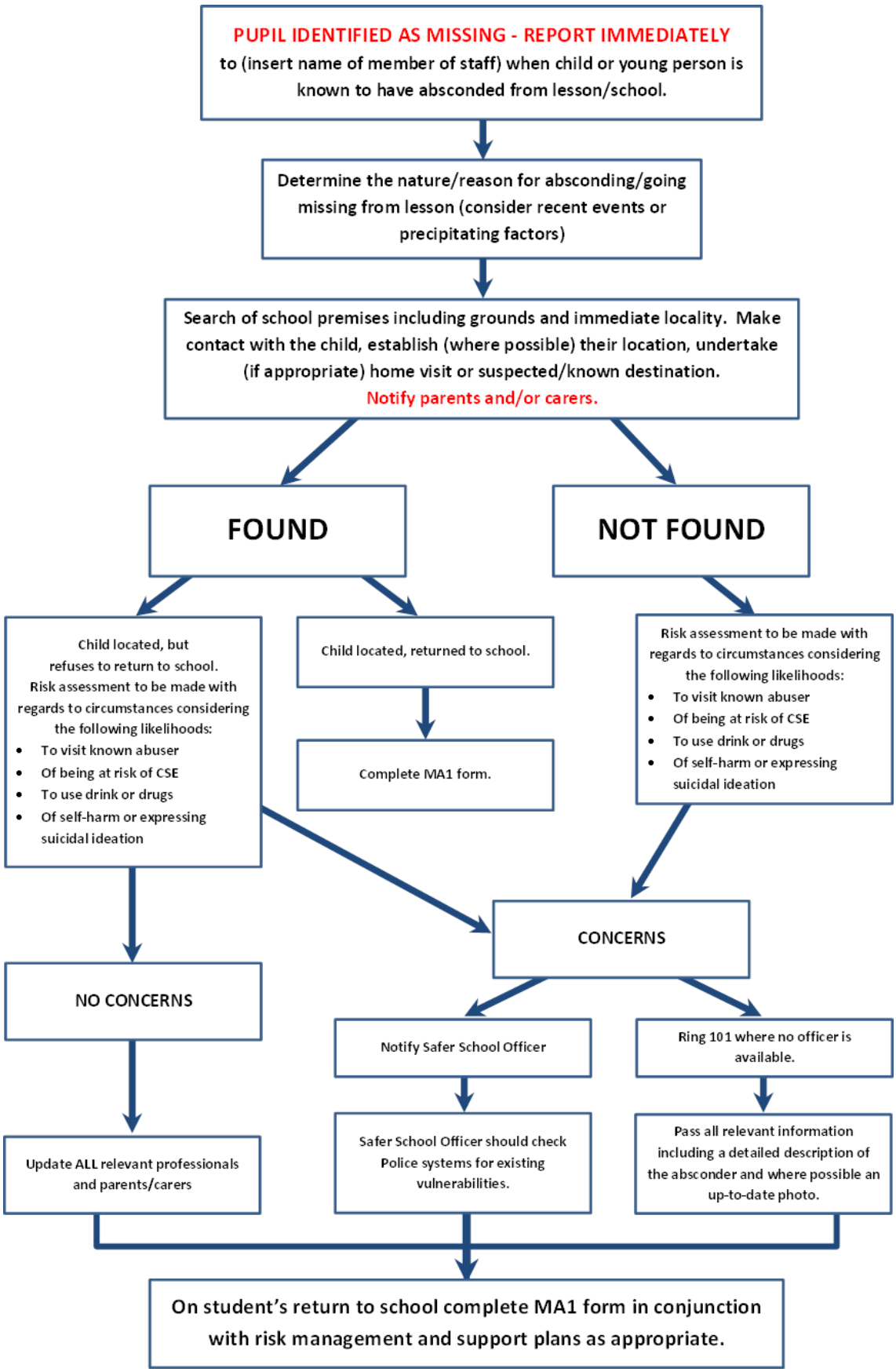


Further information and relevant guidance documents referred to, are available electronically from *Leeds Education Hub – Safeguarding Page* and directly upon request from education.training@leeds.gov.uk

Appendix Ten

Missing from School Response Checklist

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



Appendix Eleven: 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