



Leeds Safeguarding
Children Partnership



Leeds
CITY COUNCIL



BENTON PARK

Safeguarding & Child Protection Policy September 2022

Contents

		Page No
1	Aims	5
2	Legislation and statutory guidance	5
3	Definitions	6
4	Equality statement	7
5	Roles and responsibilities	8
6	Confidentiality and Information Sharing	14
7	Our role in the prevention of abuse	15
8	Our role in supporting children	16
9	Female Genital Mutilation – Mandatory Reporting	17
10	Radicalisation and Terrorism	18
11	Child on Child Abuse	19
12	Children missing from education	22
13	A Safer School Culture	22
14	Training and Support	26
15	Child Protection Records	27
	Appendix 1: Definitions and indicators of abuse	31
	Appendix 2 Responding to children who report abuse	35
	Appendix 3 Chronology of key events	36
	Appendix 4 Cause for Concern Form	37
	Appendix 5 SMART Plan	39
	Appendix 6 Recruitment and Selection Checklist	40
	Appendix 7 Child Exploitation Response Checklist	43
	Appendix 8 Harmful Sexual Behaviour Response Checklist	44
	Appendix 9 Radicalisation Response Checklist	45
	Appendix 10 Missing from School Response Checklist	46
	Appendix 11 FE Safeguarding Information Sharing Form	47
	Appendix 12 LADO Notification Form	51
	Appendix 13 Visitor Protocol	55
	Appendix 14 Prevent Referral Form	58

“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 2018

This Safeguarding & Child Protection Policy is available on the school website and is reviewed and ratified annually by the governing body, 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
2022/23	Claire Scaife claire.scaife@bentonpark.net 0113 2502330 Ext 126	Elle Bentley Elle.bentley@bentonpark.net 0113 2502330 Ext 167	Julian Clough	Helen Flesher

Policy Review date	Date Ratified by governors	Date Shared with staff
September 2023	September 2022	September 2022

Child Protection and Safeguarding Advice

Role / Agency	Name and role	Contact Details
Designated Teacher for Looked After and previously Looked After Children	Emma Tyldsley	emma.tyldsley@bentonpark.net
SENDCo	Lara Tizard	lara.tizard@bentonpark.net
PSHE / RSE Coordinator	Allana Howard	allana.howard@bentonpark.net
Online Safety Coordinator	Vikki Taylor Jack Garratt	vikki.taylor@bentonpark.net jack.garratt@bentonpark.net
CSWS Duty and Advice / Front Door Safeguarding Hub	Urgent Child Protection concerns / initial referral	Leeds Professionals – 0113 3760336 Members of public: 0113 2223301 Bradford 01274 435600
CSWS Emergency Duty Team (out of hours)	Urgent Child Protection concerns	Leeds 0113 535 0600 childrensEDT@leeds.gov.uk Bradford 01274 431010
Education Safeguarding Team	Advice / Training / Safeguarding Audit	0113 378 9685 estconsultation@leeds.gov.uk
Local Authority Designated Officer	Allegations against adults in school	0113 378 9687 lado@leeds.gov.uk
NSPCC Whistleblowing Helpline	Allegations against adults in school	0800 028 0285
Cluster Targeted Services Lead	Simon Toyne	simon.toyne@aireboroughxs.co.uk
PREVENT Team	Prevent Training / Advice	0113 535 0810 prevent@leeds.gov.uk

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

Visitors to school

Benton Park School has a Visitor Protocol (Appendix 13) which must be followed at all times. Visitors must sign in on arrival and collect a visitor's badge and a School Information Leaflet which outlines Child Protection and Safeguarding procedures in school and how to report any concerns regarding a child/young person or another adult in school. Staff must ensure that visitors to school are supervised as appropriate and the requisite pre-employment checks have been completed as referenced in Part 3 of KCSiE. All contractors must follow the school's signing in arrangements as set out in contractual commissioning agreements.

1. Aims

1.1 Benton Park School aims to ensure that:

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

1.2 The Governing Body and staff of Benton Park School take as our first priority the responsibility to safeguard and promote the welfare of our students, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess and support those children who are suffering harm and to keep them safe and secure whilst in our care.

1.3 The responsibilities set out in this policy apply to all members of the school community including students, staff, governors, visitors, contractors, volunteers, supply staff and trainees working within the school. It is fully incorporated into the whole school ethos and is underpinned throughout the teaching of the curriculum, within PSHCE and within the safety of the physical environment provided for the students.

2. Legislation and statutory guidance

2.1 This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education \(KCSiE\) 2022](#) and [Working Together to Safeguard Children \(WTTSC 2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the procedures set out by our Local Safeguarding Children Partnership (LSCP).

2.2 This policy is also based on the following legislation and guidance:

Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of students.

[The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques.

[The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children.

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that Female Genital Mutilation (FGM) appears to have been carried out on a girl under 18.

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children.

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children.

Statutory [Guidance on the Prevent duty](#) (2015), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.

[Guidance for Safer Working Practice](#) for those working with children and young people in education settings (GSWP) (Safer Recruitment Consortium, 2022). This is used as the school's code of conduct for staff.

[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (Department for Digital, Culture, Media & Sport and UK Council for Internet Safety 2020)

[Safeguarding and remote education during coronavirus \(COVID-19\) \(DfE, 2021b\)](#)

[Children Missing Education – Statutory guidance for local authorities \(DfE September 2016\)](#)

[When to call the police – Guidance for schools and colleges \(NPCC – 2020\)](#)

[Education and Training \(Welfare of Children\) Act 2021](#)

Schools and colleges are under a statutory duty to cooperate with the published LSCP arrangements. This policy conforms to locally agreed inter-agency procedures [LSCP - Local protocols for Leeds practitioners \(leedsscp.org.uk\)](#) and has been ratified by the LSCP Education Reference Group. It is available to all interested parties on our website and on request from the main reception. It should be read in conjunction with other relevant policies and procedures and KCSiE (DfE 2022).

- 2.3 This policy should also be read in conjunction with the school's Online Safety Policy, The Acceptable Use Policies for Staff, Students and Visitors which set out the acceptable use of ICT, including the use of 3/4G devices on school site and The E-Safety Policy and Guidance for staff which offers further guidance on personal online behaviour and use of ICT.

The Online Safety Policy covers the 4Cs within students' education regarding online activity:

- Conduct
- Content
- Contact
- Commerce

3. Definitions

Safeguarding and promoting the welfare of children - refers to the protection, safety and promotion of the welfare of all students, including when in off-site

provision or activities and when using ICT. This includes the building of resilience and awareness of risk through the formal and informal curriculum.

This also includes:

- Protecting children from maltreatment.
- Preventing impairment of children's mental or physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Child Protection is part of this definition and refers to the multi-agency arrangements to identify and protect children who are, or may be at risk of, or suffering significant harm. (**Appendix 1** explains the different types and indicators of abuse.)

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

Child - is any student under the age of 18.

Abbreviations

- DSL Designated Safeguarding Lead
- DDSL Deputy Designated Safeguarding Lead
- DO Designated Officer
- DT Designated Teacher for Looked After and previously Looked After Children
- SENDCo Special Education Needs and Disabilities Coordinator
- PSHCE Personal, Social, Health, Citizenship and Economic
- SRE Sex and Relationships Education
- CSWS Childrens' Social Work Services

4. Equality statement

4.1 Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. We also recognise that some students with SEND or medical conditions may be disproportionately impacted by behaviours such as bullying but struggle to communicate this or show outward signs. To support the identification of safeguarding issues in SEND students we ensure our SENCo is a trained Safeguarding Designated Officer.

4.2 We give special consideration to children who:

- Have special educational needs or disabilities or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, disability, religion, gender identification, sex or sexual orientation
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are missing from education
- Children who are in care, previously looked after or any children not growing up with their birth family (this covers private fostering and all kinship arrangements)
- Whose parent/carers has expressed an intention to remove them from school to be home educated

5. Roles and responsibilities

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

5.2 All staff

5.2.1 All staff working directly with children will read and understand their statutory responsibilities outlined in Part 1 and Annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

5.2.2 Staff who do not work directly with children may be asked to read either Part 1 or Annex A as determined by the DSL dependent on their roles, responsibilities and contact with children.

5.2.3 All staff will be aware of:

- Our systems which support safeguarding, including reading and understanding their professional responsibilities as outlined in Guidance for Safer Working Practice (2022), understanding the role of the designated safeguarding lead (DSL/DDSL/DO), reading and understanding the behaviour policy, and their safeguarding responses to children who go missing from education during the school day or otherwise and reading and understanding the school's online safety policy.
- The early help process and their role in it, including being alert to emerging problems that may warrant Early Help intervention, particularly those identified in Part 1 of KCSiE. All staff should report emerging problems that may warrant Early Help intervention by, liaising with the Designated Officers and Year Leaders, and sharing information with other professionals to support early identification and assessment.

- That children's behaviours can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviours that may communicate that poor wellbeing can be an indicator of factors such as abuse, neglect or exploitation. Staff should understand the children's experiences such as abuse, neglect and adverse childhood experiences can impact on children's mental health, behaviour & education.
- The process for making referrals to Local Authority Children's Social Work Service (CSWS) and for statutory assessments that may follow a referral, including the role they might be expected to play.
(Fig 1: **Summary of in-school procedures to follow where there are concerns about a child** (Page 13) illustrates the procedure to follow if you have concerns about a child's welfare).

Wherever possible, speak to a Designated Officer first to agree a course of action. In the absence of a Designated Officer being available, staff must not delay in directly contacting children's social work duty and advice team or the police if they believe a child is at immediate risk of significant harm.

- We work in partnership with other agencies in the best interests of the children. Requests for service to CSWS should (wherever possible) be made by a Designated Officer to the CSWS Duty and Advice team (0113 3760336-Leeds, 01274 435600 - Bradford). Where a child already has a child protection social worker, the Designated Officer will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as Female Genital Mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- In school procedures for recording any cause for concerns and passing information on to Designated Officers in accordance with school's recording systems.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE), FGM, radicalisation, child-on-child sexual abuse and serious and violent crime. All staff to be aware that safeguarding incidents / behaviours can occur outside school or be associated with outside factors. CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.
- Children missing education / absconding during the school day can also be a sign of CCE, including involvement in County Lines.
- Children may not feel ready or know how to tell someone that they are being abused, exploited, neglected, and/or they may not recognise their experiences as harmful.

Appendix 1 details different kinds of abuse.

Appendix 2 provides guidance to staff on how to respond to children who report abuse.

5.3 The Designated Safeguarding Lead (DSL) and Designated Officers.

5.3.1 Our DSL is Claire Scaife. The DSL takes lead responsibility for child protection and wider safeguarding.

5.3.2 Our Designated Officers are:

- a. Elle Bentley (Deputy DSL)
- b. Sara Wood (Safeguarding Officer, KS3)
- c. Jo Welbourne (KS4)
- d. Kathryn Holdsworth (School Counsellor)
- e. Lara Tizard (SEND)
- f. Emma Tyldsley (CLA)
- g. Bridget Barratt
- h. Tilly Fox
- i. Martin Bownass (AHT)
- j. Chloe Parker-Reaney (KS5)
- k. Delia Martin (Executive Headteacher)

5.3.3 During term time, the DSL or Designated Officers will be available during school hours for staff to discuss any safeguarding concerns. During the holidays our Safeguarding Team can be contacted for urgent safeguarding queries by leaving a message on the dedicated phone number 07891 276642.

5.3.4 When the DSL is absent, the DDSL, Safeguarding Officer or Designated Officers will act as cover. In any event where this is not possible (e.g. due to self-isolating), a trained DSL or DDSL will be available to be contacted via phone or online video – for example when working from home. Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

5.3.5 The Designated Officers will be given the time, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of children by providing as much information as possible as part of the referral process to help social care assessments consider contexts outside the home and enable a contextual approach to harm.
- Refer suspected cases, as appropriate, to the relevant body (children's social care Duty and Advice team, Channel programme, Disclosure and Barring Service, Teaching Regulation Agency and/or police), and support staff who make such referrals directly.
- Provide support for staff to comply with their mandatory reporting duties in cases where FGM has been identified.
- Claire Scaife and Elle Bentley will ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues, have access to regular safeguarding supervision.
- The DSL will also keep the Headteacher informed of any issues, and liaise with Local Authority officers and relevant professionals for child protection concerns as appropriate.

- The DSL/DDSL/DOs are responsible for responding to domestic abuse notifications from the Local Authority and providing support to children and their families as appropriate
- The school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- Provide reports as required for meetings. If school is unable to attend a meeting, a written report will be sent. Reports will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- Where a child in school is subject to an inter-agency child protection plan or any multi-agency risk management plan, the Designated Officers will contribute to the preparation, implementation and review of the plan as appropriate.
- The DSL and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2018) and NPCC (2020). When to call the police (NPCC 2020) should help DSLs to understand when they should consider calling the police and what to expect when they do.
- Promote the educational outcomes of children with a social worker and other students deemed vulnerable. It is essential therefore, that the DSL/DDSL/DOs work in close collaboration with the DT and SENDCo as children who are in need of help and protection must also have their learning needs prioritised in planning, to ensure education is a protective factor and not only by way of regular attendance at school.

The full responsibilities of the DSL are set out in Annex C of KCSIE – Role of the Designated Safeguarding Lead. All Designated Safeguarding Leads, Deputy Safeguarding Leads and Designated Officers must read and comply with this.

5.4 The Governing Body

- 5.4.1 The Governing Body will approve this policy at each review and hold the Headteacher to account for its implementation and any actions/recommendations made by the Local Authority in respect to strengthening the school's safeguarding arrangements.
- 5.4.2 The Governing Body and proprietors will create a strong culture of safeguarding in school in order to ensure that safeguarding and child protection are at the forefront and underpin all aspects of policy and procedure development.
- 5.4.3 The Governing Body will complete the LA safeguarding and child protection briefing on their strategic roles and responsibilities every three years, including online safety training.
- 5.4.4 The governing board will ensure that all policies, procedures and training are effective and comply with the law at all times.
- 5.4.5 The Governing Body will appoint a Lead Governor to monitor the effectiveness of this policy and other related safeguarding policies (i.e: online safety, whistleblowing, behaviour etc.) in conjunction with the full Governing Board. Staff governors cannot be the lead governor with responsibility for safeguarding and child protection. Lead governors should access the LA designated safeguarding governor training every three years, including online safety training.

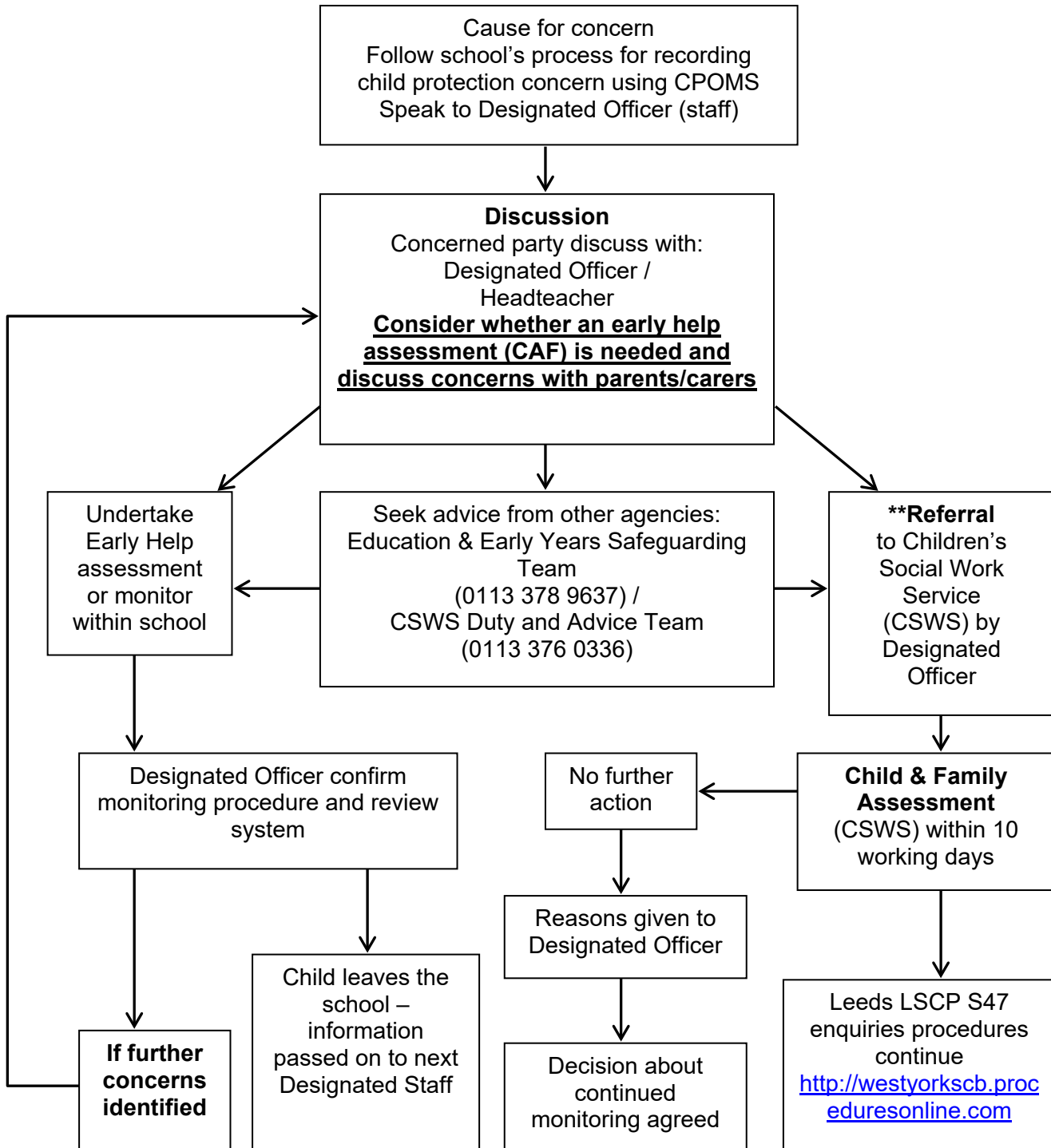
- 5.4.6** In the event that safeguarding concerns or an allegation of abuse is made against the Headteacher, the Chair of Governors will act as the 'case manager'.
(See also
5.4.7)
- 5.4.8 The Governing Body will ensure that the school has robust IT filtering and monitoring systems in place and should be informed in part, by the risk assessment required by the Prevent Duty in order to limit children's exposure to online risks.
- 5.4.9 The Governing Body, along with the school's Senior Leadership Team, are responsible for satisfying themselves and obtaining written assurances from any relevant school lettings and alternative/off site providers and provisions that their safeguarding arrangements are secure and in keeping with KCSIE. This includes ensuring that the provision has effective safeguarding policy/procedures/training in place for all staff. The provision follows safer recruitment processes and has clear allegation management processes. Students who attend alternative provisions can often have complex needs and it is important that these settings are aware of the additional risk of harm that their students may be vulnerable to and appropriate risk assessments/support plans are in place where students access provision offsite. Where school use alternative or off-site providers we will carry out an audit of their safeguarding arrangements.
- 5.4.10 The Governing Body will supply information as requested by the LSCP and the Local Authority Education Safeguarding Team.

The full responsibilities of the Governing Body are set out in Part Two of KCSIE, The management of safeguarding. All Governors will be asked to read Part Two of KCSiE in order to ensure that the school is fully compliant with their statutory safeguarding responsibilities.

5.5 The Headteacher

- 5.5.1 The Headteacher is responsible for the implementation of this policy, including:
- Ensuring that staff (including temporary and supply staff) and volunteers are informed of this policy as part of their induction.
 - Communicating this policy to parents when their child joins the school and via the school website.
 - Ensuring that the roles and responsibilities of the DSL/DDSL as referenced in Annex C of KCSiE (2022) are reflected in their job description.
 - Ensuring that the DSL and DDSL have appropriate time, training and resources, and that there is always adequate cover if the DSL is absent.
 - Ensuring that they complete the one day LA course for Headteachers on safeguarding and child protection and that all staff undertake appropriate safeguarding and child protection training and update this every three years.
 - Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff (including supply staff) or volunteer, where appropriate or delegating this to the HR Director.
 - Ensuring that all recommendations made by the Local Authority in relation to strengthening the school's safeguarding arrangements are actioned in a timely fashion.

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



** If unhappy about the outcome of the referral to Children's Services Social Care, please refer to: Leeds LSCP Local Protocol: [Concerns Resolution](#).

6 Confidentiality and Information Sharing

- 6.1.1 Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding.
- 6.1.2 Benton Park School recognises that the only purpose of confidentiality in this respect is to benefit the child. Staff/volunteers and visitors to school should never promise a child that they will not tell anyone about an allegation / report of abuse, and must refer any cause for concerns immediately to a Designated Officer.
- 6.1.3 Confidentiality is addressed throughout this policy with respect to record-keeping (see section 13), dealing with reports of abuse (see **Appendix 2**), allegations of abuse against staff (see section 6.1.4), information sharing (see section 6.2) and working with parents (see section 6.3).
- 6.1.5 Benton Park School's confidentiality policy for sharing reports of pregnancy by students is to support the student concerned by, in the first instance clarifying the validity of the report. In the event a student is confirmed to be pregnant school will encourage the student to tell parents/carers unless to do so would place the student at risk of harm. Where a student is seeking appropriate medical advice and treatment and is deemed by medical professionals to have the capacity to make decisions about their own medical treatment we will not override their own wishes and feeling regarding confidentiality and inform parents / carers unless to do so would place the child at risk of harm. Additional support may also be offered to keep the student safe at the time or in the future dependant on the context of the circumstances leading to the report, whether or not pregnancy is confirmed.

6.2 Information sharing

- 6.2.1 Timely information sharing is essential for effective safeguarding. Benton Park School will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance document, [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers \(DfE 2018\)](#). This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being
- 6.2.2 Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.
- 6.2.3 All staff must have due regard for the relevant data protection principles which allow them to share (in the context of their role) and withhold personal information, as provided for in the Data Protection Act 2018 and GDPR.
- 6.2.4 In order to promote positive educational outcomes for vulnerable children, including children with social workers information that can help to support positive outcomes being achieved will be shared with colleagues in school that are not DSL's or DDSL's as appropriate
- 6.2.5 If staff are in any doubt about sharing information, they must speak to the designated staff, or the Headteacher.

6.3 Working with parents and other agencies to protect children

- 6.3.1 Parents/carers will be aware of our in-school procedures in respect to taking any reasonable action to safeguard the welfare of our students. In cases where the school has reason to be concerned that a child may be suffering significant harm, ill treatment or neglect or other forms of harm, staff will follow the procedures for responding to suspected cases of child abuse outlined in this policy document and contact CSWS Duty and Advice team to discuss their concerns.
- 6.3.2 In keeping with KCSIE, we will endeavour wherever possible to obtain at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.
- 6.3.3 In general, we will discuss concerns with parents/carers before approaching other agencies and will seek to inform parents/carers and receive their consent when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with a Designated Officer. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the child.
- 6.3.4 Parents/carers are informed about our Safeguarding & Child Protection policy through our website, transition pack and safeguarding notices in school. A safeguarding & child protection statement is prominent in the school reception area.
- 6.3.5 Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will, working in partnership with the LA and other key professionals invite parents/carers to a meeting where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of the child. This is especially important where a child has SEND, is vulnerable, and/or has a social worker.

6.4 Multi-agency work

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

7 Our role in the prevention of abuse

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

7.1 Opportunities to teach safeguarding

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

- 7.1.2 As part of providing a broad and balanced curriculum, relevant issues will be addressed through the PSHCE curriculum, including self-esteem, emotional literacy, assertiveness, power, healthy relationship and sex education, online safety, online bullying, sexting, child exploitation (CSE/CCE), sharing nudes and semi-nudes, female genital mutilation (FGM), preventing radicalisation, peer on peer abuse, consent, online safety, anti-bullying, unhealthy and abusive family relationships. The curriculum will reflect the statutory Relationship Education, Relationship and Sex Education and Health Education (DfE 2020).
- 7.1.3 Relevant issues will be addressed through other areas of the curriculum. For example, Form Time Programme, English, History, Drama, Art, Religious Studies Aspiration for All and Assemblies.

7.2 Other areas of work

- 7.2.1 All our policies that address issues of power and potential harm, e.g. Anti-Bullying, Equalities, Positive Handling, Behaviour, On-line Safety, will be linked to ensure a whole school approach.
- 7.2.2 Our Safeguarding and Child Protection policy cannot be separated from the general ethos of the school which is to ensure that children are treated with respect and dignity, feel safe, and are listened to.
- 7.2.3 The school's Online Safety policy is reflective of the requirements set out in Keeping Children Safe in Education (2022) in regards to content, contact, conduct and commerce. The school's Online Safety policy is aligned to the school behaviour policy and reflects our approach to issues of online safety, including the sharing of nudes and semi-nudes. This empowers us to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

8 Our role in supporting children

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

- 8.1.1 In cases where children have experienced abuse/abused others, the Designated Officers will ensure that appropriate support is offered. Appropriate support will be devised, implemented and reviewed regularly should the student (or others affected require additional pastoral support/intervention. This plan will detail areas of support, who will be involved and the student's wishes and feelings. A copy of the individual support plan will be uploaded to CPOMS (see **Appendix 5**).
- 8.1.2 For children who have sexually harmed or may have sexually harmed peers, an AIM Risk Assessment Management Plan RAMP will be completed that includes safety and support planning.

8.2 Children with special educational needs, disabilities, or health Issues

- 8.2.1 Benton Park 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, mental health issues or those living with domestic violence or drug/alcohol abusing parents, parents mental health issues, learning

disabilities, children who are in care or previously looked after, children having adverse childhood experiences etc.

Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students
- The potential for students with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges

8.2.2 When the school is considering excluding, either a fixed term period or permanently, a vulnerable student/a child with additional needs and/or a student who is either subject to a S47 Child Protection Plan, Child in Need Plan or where there are or have previously been child protection concerns, we will, wherever possible, undertake an informed (multi-agency where other professionals are involved) risk-assessment prior to making the decision to exclude. Where it is not possible to consult other agencies prior to making a decision with regard to a fixed term exclusion, other agencies will be notified as soon as practicable. In situations that a looked after child is at risk of exclusion the school will notify the Virtual School. In the event of a one-off serious incident resulting in an immediate decision to permanently exclude, the risk assessment will be completed prior to convening a meeting of the Governing Body.

8.3 Mental Health

8.3.1 All staff have a role in preventing impairment of children's mental health including promoting positive mental health and identifying where students are struggling with their Mental Health. We regularly communicate messages to students regarding wellbeing and the promotion of positive mental health strategies through the curriculum, assemblies, PSHCE and Form Time. The school have a team of Mental Health First Aiders and any student can self refer for support with their own mental health, in many cases a wellbeing support plan will be created with the student and shared with adults they choose. Concerns regarding a student's Mental Health should be reported to the DSL/DDSL/DO using CPOMS so that students can be offered appropriate support, this may include local or national online services where appropriate. In addition the school are able to make referrals to a wide range of external services to secure additional appropriate support for students.

8.3 Children at risk of specific forms of abuse

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

8.4 Remote Learning and Remote Welfare

8.4.1 If students are being asked to learn online at home, for example because of the coronavirus pandemic, Benton Park School will follow advice from the DfE on safeguarding and remote education (DfE, 2021b). In addition to following the Guidance for Safer Working Practice (Safer Recruitment Consortium, 2019) and

the supporting COVID Addendum for Guidance for Safer Working Practice (Safer Recruitment Consortium, 2022).

8.4.2 Where students are remote learning and the DSL/DDSL has identified a child to be vulnerable, on the edge of social care support, or who would normally receive pastoral-type support in school, they will ensure that a robust communication plan is in place for that child or young person. The communication plans can include remote contact, phone contact, or door-step visits. Details of this plan and a record of contact made will be recorded on CPOMS.

8.4.3 We recognise that school is a protective factor for children and situations such as periods of national lockdown can affect the mental health of students and their parents/carers. Staff will be aware of these issues and have due regard for them in setting expectations of students' work where they are at home.

9.0 Female Genital Mutilation: The Mandatory Reporting Duty

9.1.1 The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

9.1.2 FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

9.1.3 **Any Teacher** who discovers that an act of FGM appears to have been carried out on a **student under 18** must immediately (in consultation with the DSL/DDSL) report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Our Designated Officers will support the teacher to report this to police.

9.1.4 The duty above does not apply in cases where a student is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff must not examine students.

9.1.5 **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **student under 18** must speak to a Designated Officer and follow our local safeguarding procedures.

9.1.6 **Any member of staff** who suspects a student is *at risk* of FGM or discovers that a **student age 18 or over** appears to have been a victim of FGM, must speak to a Designated Officer and follow our [local safeguarding children's partnership procedures](#).

10 Radicalisation and Terrorism

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

10.2 Responding to concerns about radicalisation

- 10.2.1 If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) they must seek advice appropriately with a Designated Officer who will contact the Prevent Education Officer– Julia Holden, 07891 273720 for further advice (see **Appendix 9**)
- 10.2.2 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 Safeguarding Team and the Prevent team can advise and identify local referral pathways.
- 10.2.3 Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. Our school will ensure that as far as possible front line staff will undertake Prevent Awareness Training.

10.3 Channel

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

11 Child on child abuse

- 11.1.1 We recognise that children are capable of abusing their peers and that child on child abuse can manifest in many different ways, including bullying, cyber bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, sharing of nudes and semi-nudes, upskirting (taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm) and abuse within intimate partner relationships. It is very clear that this type of abuse should always be treated seriously, and never just as banter, part of growing up or boys being boys. Our school has a zero tolerance approach to such attitudes and behaviours.
- 11.1.2 We will take steps to minimise the risk of peer on peer abuse by ensuring students recognise behaviour that is not okay and understand how to stay safe and challenge and report unwanted behaviours. We will also regularly review the school site and school activities to further minimise the risk of peer on peer abuse occurring.
- 11.1.3 We recognise that abuse can often go unreported or be reported latterly. We will encourage and support students to report child on child abuse to trusted adults in school or the NSPCC helpline.

- 11.1.4 Most cases of students hurting other students will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns
- 11.1.5 All concerns around child on child abuse will be taken seriously, reported, investigated, recorded and managed in line with the child protection procedures outlined in this policy. Our school will ensure that at least one member of the school's safeguarding team has completed the 1 day AIM Project training on understanding and managing harmful sexual behaviour in education settings <https://www.leedsforlearning.co.uk/Training/> <https://aimproject.org.uk/product/understanding-managing-hsb-in-education-settings/>
- The DSL/DDSL/DOs are responsible for providing support to all children involved in incidents of peer on peer sexual abuse. Where incidents of peer on peer abuse involve children attending another school setting we will liaise with the relevant DSL/DO at the setting to ensure appropriate information is shared.
- 11.1.6 We recognise that sexual violence and/or sexual harassment can happen anywhere including educational settings. Where concerns of sexual violence or sexual harassment are witnessed, disclosed or reported to the school (including those that have happened outside of school or online) the concern will be taken seriously. We recognise that sexual violence and harassment exist on a continuum and may overlap; they can occur online and face to face (both physical and verbal) and are never acceptable. In responding to such concerns DSL/DDSL/DO will, where appropriate, complete an AIM (Assessment, Intervention, Moving On) checklist and contact the Duty and Advice team if appropriate and follow the principles set out in Part 5 of KCSiE.
- 11.1.7 We will ensure that the needs of children who may have/have sexually harmed others will be considered separately from the needs of those who have/may have been subject to sexual harm. Children who have/may have sexually harmed others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment management plan (RAMP). Where appropriate there must be a coordinated multi-agency approach to risk assessment which will include involvement of parent/carers, social care, health, police, and youth justice (where appropriate). From a best practice perspective the RAMP should be independently chaired. Further support and advice on AIM Checklists and/or undertaking a RAMP can be obtained from the Education Safeguarding Team.
- 11.1.8 We will ensure that all children who may have/have been sexually harmed will be taken seriously and that they will be supported and kept safe. Where appropriate support plans will be put in place for children subjected to sexual harm.
- 11.1.9 In cases where allegations of sexual violence and/or harassment are found to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child or person who has made the allegation is in need of support or may have been abused by someone else. In cases where the report is found to be deliberately invented or malicious the school will consider whether it is appropriate to take any disciplinary action in keeping with the school's behaviour management policy.
- 11.1.10 Where child sexual exploitation (i.e.; criminal, sexual, trafficking, modern day slavery etc.), or the risk of it is suspected, frontline practitioners should report a cause for concern on CPOMS. For visitors hard copy Cause for Concern forms

are available in the staff room or from reception which, once completed, must be handed to a member of designated staff.

- 11.1.11 The Designated Officer will complete the child exploitation risk identification tool for partners and refer to the table at the end of the tool to help decide how to proceed. A copy of the completed tool will be kept as part of the child's child protection records for future reference. The Designated Officer can also refer a student to the monthly Multi-Agency Child Exploitation (MACE) meeting if it is felt that the criteria for referral is met and a discussion is warranted. Relevant information should be emailed to chs.mace@leeds.gov.uk. Information provided should include: name; date of birth; what the risks are; what has been put in place to lessen the risk; and the plan that the child is subject to. Referrals will be triaged and if selected, the social worker, team manager or other relevant practitioner involved will be invited to attend the MACE meeting for a short discussion.

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

- 11.1.12 A copy of the CSE checklist tool for partners can be obtained from the LSCP Website: [CSE Checklist Tool for Partner Agencies](#)
- 11.1.13 We will ensure the school works in partnership with parent / carers and other agencies as appropriate. This includes facilitating return to home interviews as requested.

11.2 Sharing Nudes and Semi Nudes

- 11.2.1 The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship.
Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents involving children and young people complex.
Our response to an incident will differ depending on the motivations behind the incident and the child or young person's/people's behaviour and developmental stage. If a member of staff is concerned that a child has been involved in the taking, sharing, receiving or watching of nude or semi-nude images, videos or live streams they should report this to safeguarding designated staff.
- 11.2.2 Where there is a reasonable belief that a device in school contains a nude or semi-nude image of a child the device should be secured, switched off and passed to a safeguarding designated member of staff. Staff must not view, copy, print, share, store or save the imagery yourself, or ask a student to share or download it.
- 11.2.3 Safeguarding designated staff will gather information about the nature of the image, how and why it was shared and who it was shared with, if there was any adult involvement or any coercion, if there was any intent to harm and the developmental age and vulnerabilities of the child. A decision will be made about whether any incident is Experimental or Aggravated and if it is appropriate to inform the police or other agencies or respond to the incident internally working with students and their parents.

- The Designated staff will make an immediate referral to police and/or children's social care if:
- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- The images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any child in the images or videos is under 13
- Designated staff have reason to believe a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal)

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

In all cases the safeguarding designated staff will follow the national UKCIS guidance Sharing Nudes and Semi Nudes.

12 Children missing from education

12.1.1 A child going missing from education is a potential indicator of abuse or neglect. Where a child is reported to be missing education we will comply with our statutory duty to inform the Local Authority of any student who falls within the reporting notification requirements outlined in [Children Missing Education – Statutory guidance for local authorities \(DfE September 2016\)](#) and follow the Leeds Children's Services LA procedure and contact: cme@leeds.gov.uk. Tel: 0113 378 9686.

12.1.2 Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect, CSE or CCE including involvement in County Lines. School staff members must follow our procedures for reporting 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 them going missing in future (see **Appendix 10**).

13 A safer school culture

The Governing Board will ensure that the following appropriate policies and procedures are in place and shared with staff at the point of induction, in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. These procedures will be read in conjunction with this policy and will be provided to all staff as part of their induction procedures:

- Whistle Blowing Policy (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)
- School's procedures for reporting children who are missing
- Guidance on Safer Working Practices
- Safeguarding and Child Protection Policy

- Online Safety Policy
- E-safety and Social Media Policy and Guidance
- School Behaviour Policy
- The names, roles and responsibilities of the Designated Safeguarding Lead and any deputies.

13.1 Safer Recruitment, selection and pre-employment vetting

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

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

- 13.2.1 These procedures must be followed in any case in which it is alleged that a member of staff, including supply staff, governor, visiting professional or volunteer has:
- 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
 - d) behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes any behaviour that may have happened outside of school that might make the individual unsuitable to work with children. This is known as transferable risk.
- 13.2.2 All adults working in school have duty to disclose to the Headteacher / HR Director, or Chair of Governors where appropriate, where their relationships and

associations both within and outside of the workplace, including online, may have implications for safeguarding children in school.

13.2.3 Examples of behaviours that would warrant an allegation or safeguarding concern by a member of staff could include:

- Physical, for example intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- Emotional, for example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, sex, disability or sexuality.
- Sexual, for example sexualised behaviour towards students, grooming, sexual harassment, sexual assault and rape, sending inappropriate messages through social media and other technologies.
- Neglect which may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.

13.2.4 A safeguarding complaint that meets the above criteria must be reported to the Headteacher or HR Director ('case manager') immediately. If the complaint involves the Headteacher then the HR Director must be informed and notify the Chair of Governors.

13.2.5 Where the Headteacher determines that a safeguarding allegation does not meet the harm threshold in line with the criteria above they will refer the matter to be managed in line with paragraphs 13.2.6-13.2.8 (inc) by a designated manager with appropriate safeguarding training. It is important to carefully consider who in school is best placed to manage concerns that do not meet the harm threshold and ensure appropriate action is taken given the sensitive and confidential nature of the information relating to staff. In most cases the Headteacher will retain this role or delegate it to the HR Director.

13.2.6 All staff must understand that any adult behaviours that deviate from the Guidance for Safer Working Practice, including inappropriate conduct outside of work are a concern, even if they are low-level. Low-level concerns are concerns that do not meet the harm test/allegations threshold. Examples of such behaviour include:

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

13.2.7 The case manager/designated manager should ensure that the child is not at risk and where appropriate ensure that the child is referred to the Local Authority Duty and Advice team as referenced in Part 1 of KCSIE.

13.2.8 The case manager/designated manager should gather as much information about the alleged incident as necessary in order to establish whether there is substance to the allegation. In situations where the case manager/designated manager determines that the harm test has not been met the case manager must ensure that there is a clear record of the incident, include any actions taken to address the concern raised. This record must be kept confidential, stored securely and

comply with the Data Protection Act 2018 and the UK GDPR (2018). These will be stored until normal retirement age to respond accurately to any safeguarding enquiries. Records of low level concerns will be reviewed so that any patterns of recurring low level concerns can be identified and responded to appropriately, this may include a referral to the LADO where repeated behaviours indicate an individual may not be suitable to work with children.

- 13.2.9 In situations where the case manager has sufficient information to suggest that the harm test/allegations threshold has been met, the case manager must use the Local Authority Designated Officer (LADO) notification form (see **Appendix 1**) in order to assess the level of concern. As part of this initial consideration, the case manager will consult with the Director of HR Safeguarding and Facilities. In the case of a supply member of staff the supply agency safeguarding lead/senior manager will also be consulted. The completed LADO notification form must be sent to lado@leeds.gov.uk **within one working day of the allegation being made**. This will assist the case manager and, where appropriate, supply agency senior manager in consultation with the LADO to decide on the most appropriate course of action. This includes when to inform the member of staff of the concerns raised. Parents/carers of the child or children involved should be told about the allegation as soon as possible if they do not already know of it.
- 13.2.10 The case manager **must not** carry out an investigation or **directly interview** an individual about whom there is a concern until the above process has been duly completed and relevant partners have been consulted. However, statements of any alleged incidents of harm should be obtained as appropriate at the earliest opportunity in order to establish facts from relevant individuals.
- 13.2.11 A multi-agency allegations management meeting may be arranged to look at the complaint in its widest context. The case manager will 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.
- 13.2.12 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.
- 13.2.13 In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children/young people may be at further risk and/or evidence/witnesses may be compromised and/or the allegations are so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the school's Disciplinary Policy.
- 13.2.14 Any staff/volunteers who are dismissed by the school for gross misconduct or cumulative misconduct relating to safeguarding of children/young people will be referred to the DBS for consideration of barring. Similarly, where the school has a reasonable belief that the member of staff/volunteer would have been dismissed by the school had they been employed at the time of the conclusion of investigations, they will be referred to the DBS. The school will keep written records of all of the above.
- **LADO Contacts: Claire Ford or Jo Peake Tel: 0113 3789687**
 - **Advice can also be sought from Deborah Jobson – Team Manager Education Safeguarding Team 0113 3789475**

- 13.2.15 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.
- 13.2.16 The Leeds City Council Whistleblowing Policy states that concerns can be raised by the following methods:
- Whistleblowing hotline 0113 378 8008 (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.

14 Training and Support

- 14.1.1 All staff members will be made 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 and Child Protection Policy; the school's Safer Working Practice Guidance and the school's Whistleblowing Procedures as well as their responsibilities to read and understand KCSiE part 1 and annexe b, this must be done as part of their induction and reviewed annually.
- 14.1.2 We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from Claire Scaife or Delia Martin. Access to regular and timely supervision is an essential form of support for all Designated Officers. The Children's Services Education Safeguarding team are also potentially available for advice and support (Tel: 0113 378 9685).
- 14.1.3 Designated Officers must have attended the three day Children's Services Education Child Protection training course, and the Leeds LSCP multi-agency Working Together to Safeguard Children and Young People training. They will attend refresher training at least every two years. The Designated Officers will also undertake Prevent Awareness training, to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- 14.1.4 The school will ensure all staff receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the school. All staff will access basic child protection training, including online safety, at least every three years and regular safeguarding and child protection training updates, including online safety updates as required. This will be at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Training will include briefings on how to manage a report of child on child sexual violence or harassment and on the government's anti-radicalisation strategy, PREVENT, to enable staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Access to training can be via the Children's Services Education Safeguarding Team and the LSCP.
- 14.1.5 The Headteacher will complete appropriate safeguarding training at least every three years.
- 14.1.6 Governors, including the nominated governor will complete specific training for their role, updated at least every three years.

- 14.1.7 Any training accessed through third party/independent providers must reflect the LSCP protocols and the LSCP minimum standards checklist. The school holds a Safeguarding Training Record.
- 14.1.8 The Headteacher and at least one member of the governing body that is not a staff governor should complete the National Safer Recruitment Training and refresh this training every five years. Refreshers may be carried out by the Director of HR, Safeguarding and Facilities as an accredited trainer.

15 Child Protection Records

- 15.1.1 The responsibility to maintain, process, share, transfer and store child protection and safeguarding records in accordance with the Data Protection Act 2018 and the GDPR principles is the responsibility of the DSL and any safeguarding deputies.

Hard copy Child Protection records will be held in a locked cabinet (the red filing cabinets in the Safeguarding Office) with only the Designated Officers, the HR/Safeguarding Administrator and Headteacher having access. In cases of Early Help, the nominated lead professional and Designated Officers will have access to the plans which are held in the black filing cabinet in the Safeguarding Office. For further information please see [Early Help](#). Files on CPOMS are secure and can only be accessed by designated staff allocated access.

The following information will be kept in the file, whether paper or electronic:

- Chronology; summary of significant events and the actions and involvement of the school/college
- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome
- All completed 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 and emails 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 any support plan for the student concerned.

- 15.1.2 Where a student leaves their existing provision, the school will ensure that the child protection file is transferred securely and separately from the main student file to the receiving school/educational establishment (where this is known) as soon as possible and within 5 school days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Student Information – England) Regulations 2005'. A copy of the chronology must be retained for audit purposes.
- 15.1.3 Where there is an existing risk management plan/assessment in place for behaviours that are deemed potentially harmful to the student or others (i.e. self-harming or harmful sexualised behaviour), this information must be shared with

the destination provision prior to the student starting so that appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring. The DSL will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving, for example prior to a transfer programme.

15.1.4 Where a child leaves a school before statutory school leaving age, the child protection file must be transferred to the new school or college. There is no need to keep written or electronic copies of the child protection records, therefore these must be deleted from electronic systems once the successful transfer has been confirmed. The exception to this rule will be in any of the following instances:

- Where a vulnerable young person is moving to a Further Education establishment, consideration will be given to the student's wishes and feelings about their child protection information being passed on, in order that the FE establishment can provide appropriate support. In cases where it is deemed appropriate, relevant child protection information must be shared via the FE Safeguarding Information Sharing Form. The original records will be retained and archived by the school/college. Due consideration must be given to the sharing of any additional information requested by the receiving establishment.
- Where the destination school is not known the original records will be retained by Benton Park School
- Where the child has not attended the nominated school the original records should be retained by Benton Park School
- There is any on-going legal action - the original file should be retained by Benton Park School and a copy sent
- Where a child moves to a different school outside of the Leeds Authority a copy of the child protection record will be retained for reference.

15.1.5 Student records should be transferred in a secure manner, for example, through secure electronic file transfer or by hand. When hand-delivering student records, a list of the names of those students whose records are being transferred and the name of the school/college they are being transferred to must be made and a signature obtained from the receiving school/college as proof of receipt. When sending records through secure electronic file transfer, a record of the transfer must be retained for audit purposes.

15.1.6 If a student 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 be done with a face to face handover between designated staff or a verbal conversation is had over the telephone if a face to face handover is not possible. A signed receipt of file transfer or a record of electronic delivery must be obtained for audit purposes by the delivering school.

15.1.7 If sending by post, student's 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.

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

15.1.9 If a student 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 (Student Information – England) Regulations 2005, following the above procedure for delivery of the records.

- 15.1.10 If a parent chooses to electively home educate (EHE) their child, we will contact the EHE team on ehe@leeds.gov.uk or 0113 378 5028 for information on where the child protection record must be sent.
- 15.1.11 When a DSL 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.
- 15.1.12 In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the Headteacher to ensure that the new post holder is fully conversant with all procedures and case files.
- 15.1.13 All Designated Officers receiving current (live) files or closed files must keep all contents enclosed and not remove any material.
- 15.1.14 All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

15.2 Archiving

- 15.2.1 The school that the student attended until statutory school leaving age (or the school where the student completed sixth form studies) is responsible for retaining any child protection records they may hold. The recommended retention periods is 35 years from closure when there has been a referral to CSWS. If no referral has been made to CSWS, the child protection record should be retained until the child's 25th birthday, after which point the file will be destroyed confidentially (if hard copy) or deleted from CPOMS. Due to sensitivity of the information, the records will continue to be held in a secure area with limited access e.g. Designated Officers or Headteacher. The DSL is responsible for ensuring that all CP files are archived in accordance with the timescales referenced above. The DSL is responsible for ensuring that the appropriate timeframes for archiving and destroying child protection records referenced above are set on electronic systems accordingly for each student.
- 15.2.2 Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

15.3 Children's and Parents' access to Child Protection files

- 15.3.1 Under Data Protection legislation (General Data Protection Regulation & Data Protection Act 2018) a student or their nominated representative have a number of legal rights in respect of information relating to them. These rights include the right to access and the right to rectification of inaccurate data. Therefore it is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.
- 15.3.2 Any child who has a child protection file has a right to request access to it. However, neither the child nor the parent has an automatic right to see all the information held in 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.

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

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

Telephone: 0113 378 4251.

15.3.4 The school's report to the child protection conference will, wherever possible, be shared with the child, if old enough, and parent at least two days before the conference.

15.4 Safe Destruction of the student record

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

15.5 Safeguarding responsibilities for students in transition

15.5.1 Where a vulnerable student transitions from a our school setting to a post-16 provision we will complete the FE Safeguarding Information Sharing Form ([Appendix 11](#)). All existing child protection records will be archived in keeping with the guidance outlined in section 15.2 of this policy –Archiving.

Appendix 1: Definitions and indicators of abuse

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Soiling, smearing faeces, enuresis

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

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

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

All staff should ensure they are aware of and respond to wider safeguarding issues outlined in KCSiE 2021 Annex B, this includes further information on:

- Child abduction and community safety incidents
- Children and the court system
- Children missing from education
- Children with family members in prison
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- County Lines
- Modern Slavery and the National Referral Mechanism
- Cybercrime
- Domestic abuse
- Homelessness
- So-called ‘honour-based’ abuse (including Female Genital Mutilation and Forced Marriage)
- Preventing radicalisation (including the Prevent duty and Channel)
- Peer on peer/ child on child abuse
- Sexual violence and sexual harassment between children in schools and colleges (including Upskirting)

Responses from parents

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

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

Children with Special Educational Needs and Disabilities

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

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

Appendix 2 Responding to children who report abuse.

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

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

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

Immediately afterwards

You must not deal with this yourself. All reports of abuse must be recorded and responded to in keeping with the professional roles and responsibilities outlined in **Fig 1: Summary of in-school procedures to follow where there are concerns about a child** (Page 13)

Appendix 3

Chronology of Key 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. **NB - For new files, CPOMS will hold a Chronology. Details of concerns and actions logged on CPOMS must be recorded clearly covering the information below.**

Name of Student.....Form

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



Appendix 4

Cause for Concern Form

NB - For Staff, volunteers and trainees without access to CPOMS. For all other staff, concerns should be logged on CPOMS via the link on the staff desk top.

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

Name of Student..... Form.....

Name of staff member completing form.....

Day..... Date..... Time..... Place.....
(of observed behaviour / discussion / report of abuse)

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

Signed:

Action/Passed to:

For: Designated Child Protection Officer use. **NB** -For new files, CPOMS will hold details of concerns and actions taken this must be recorded clearly covering the information below.

Officer Name: _____ Date: _____ Time _____

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

Appendix 5 SMART Plan

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

Appendix 6 Recruitment and Selection Checklist

Post _____

Date _____

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

available online that might compromise their professional role so this can be discussed with candidates at interview		
Interview - Explores applicants' suitability for work with children as well as for the post		
Self Disclosure – Completed self disclosure is submitted and seen by the member of the panel who is safer recruitment trained.		
Note: identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents; copies of documents taken and placed on file; where appropriate applicant completed application for DBS disclosure		
Conditional offer of appointment: pre appointment checks. Offer of appointment is made conditional on satisfactory completion of the following pre- appointment checks and, for non-teaching posts, a probationary period		
References before confirmation of appointment: (if not obtained and scrutinised previously) (If received by email – accompanying email to verify authenticity. If not from professional email address, follow up to ensure authenticity)		
Identity (if that could not be verified at interview)		
Qualifications (if not verified on the day of interview)		
Permission to work in UK, if required		
School record sight of DBS certificate - where appropriate satisfactory DBS certificate received (If concerns referred to C Scaife for Risk Assessment) (For Volunteers – see Risk Assessment below)		
DBS Barred list check – applicant is not barred from working with Children (this must be completed before the applicant commences work)		
Health – the candidate is medically fit Medical Pre Employment Questionnaire		
Prohibition from Teaching Work Check – For those carrying out teaching work (see below) the teacher has		

not been included in the prohibition list or interim prohibition list or has a GTCE sanction.		
Qualified Teacher Status (QTS) Check – (for teaching posts in maintained schools) the teacher has obtained QTS or is exempt from the requirement to hold QTS (for teaching posts in FE colleges) the teacher has obtained a Post Graduate Certificate of Education (PGCE) or Certificate of Education (Cert. Ed) awarded by a higher education institution, or the FE Teaching Certificate conferred by an awarding body		
Overseas Checks – for individuals who have lived or worked abroad in the last 5 years. (For those carrying out teaching work within the EEA area this will include an EEA prohibition order check through Employer Access until Jan 21, after this date it will include a reference from any education employer overseas in the same period)		
Statutory Induction Completed (for teachers who obtained QTS after 7 May 1999 and are not employed as NQTs)		
Risk Assessment – for Volunteers a written Risk assessment in relation to undertaking an Enhanced DBS		
<p>Child Protection training and other induction such as H&S, Safe Working Practice / code of staff behaviour, etc</p> <p>Including:</p> <p>Safeguarding & Child Protection Policy</p> <p>Safer Working Practice Guidance</p> <p>Whistleblowing procedures</p> <p>KCSiE Part 1 & Annexe B</p> <p>ICT Acceptable Use Policy</p> <p>E-Safety & Social Media Policy & Guidance</p>		

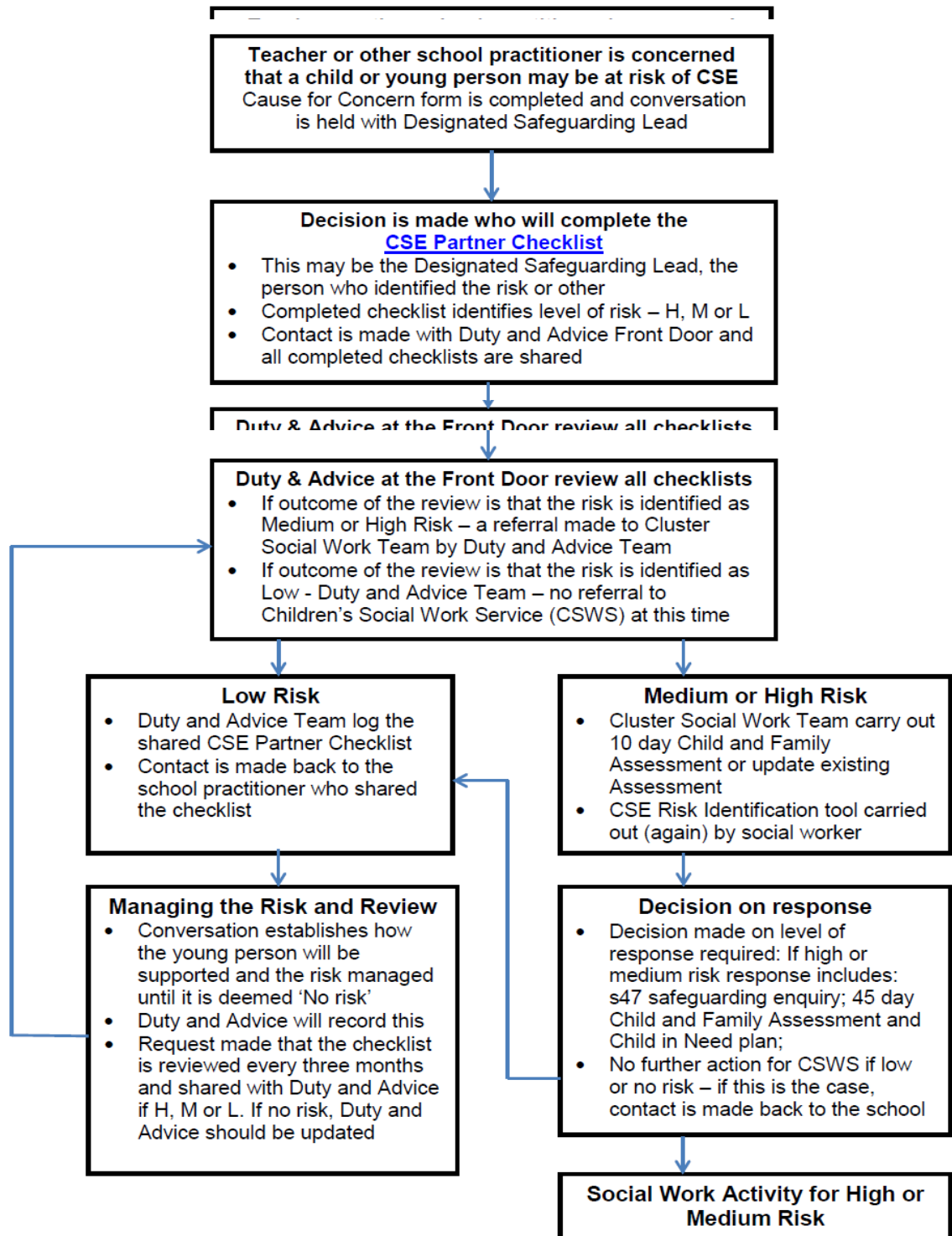
Each of the following activities is teaching work: planning and preparing lessons and courses for students, delivering* lessons to students; assessing the development, progress and attainment of students; and reporting on the development, progress and attainment of students.

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

Appendix 7 Child Exploitation Response Checklist

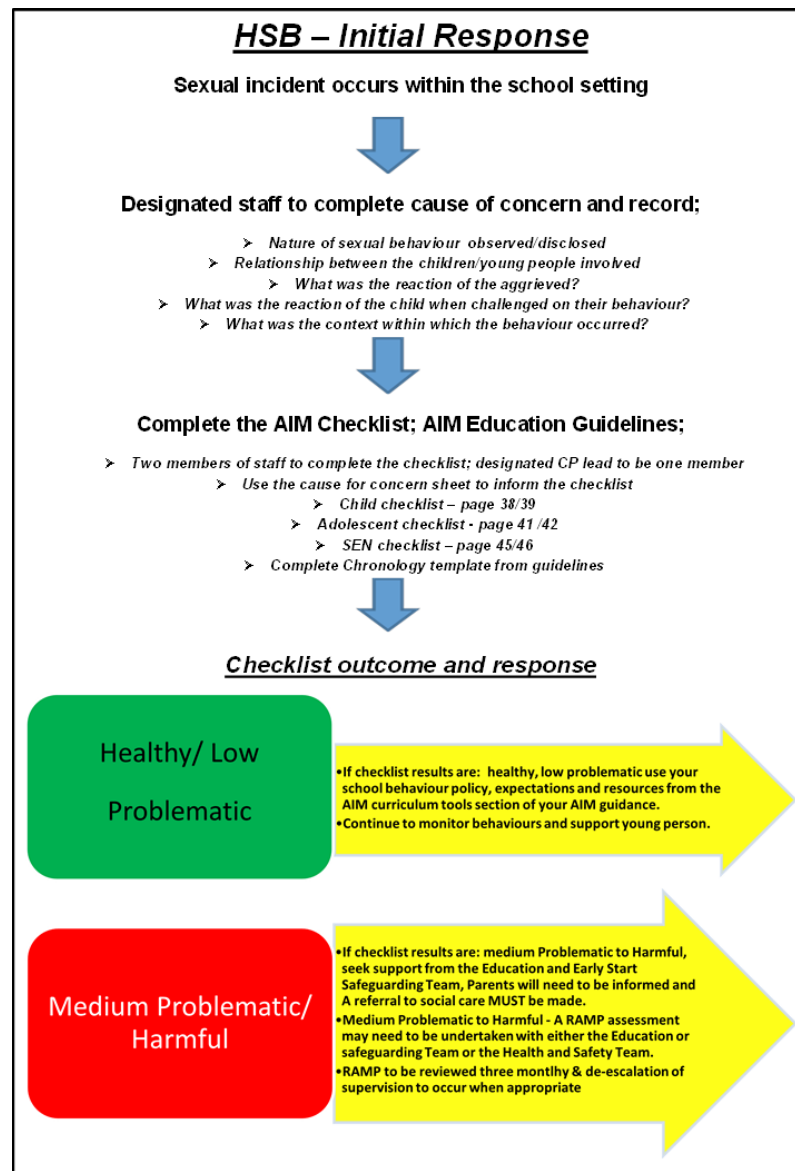
Responding to identified concerns about Child Sexual Exploitation (CSE) in schools

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



Appendix 8 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.

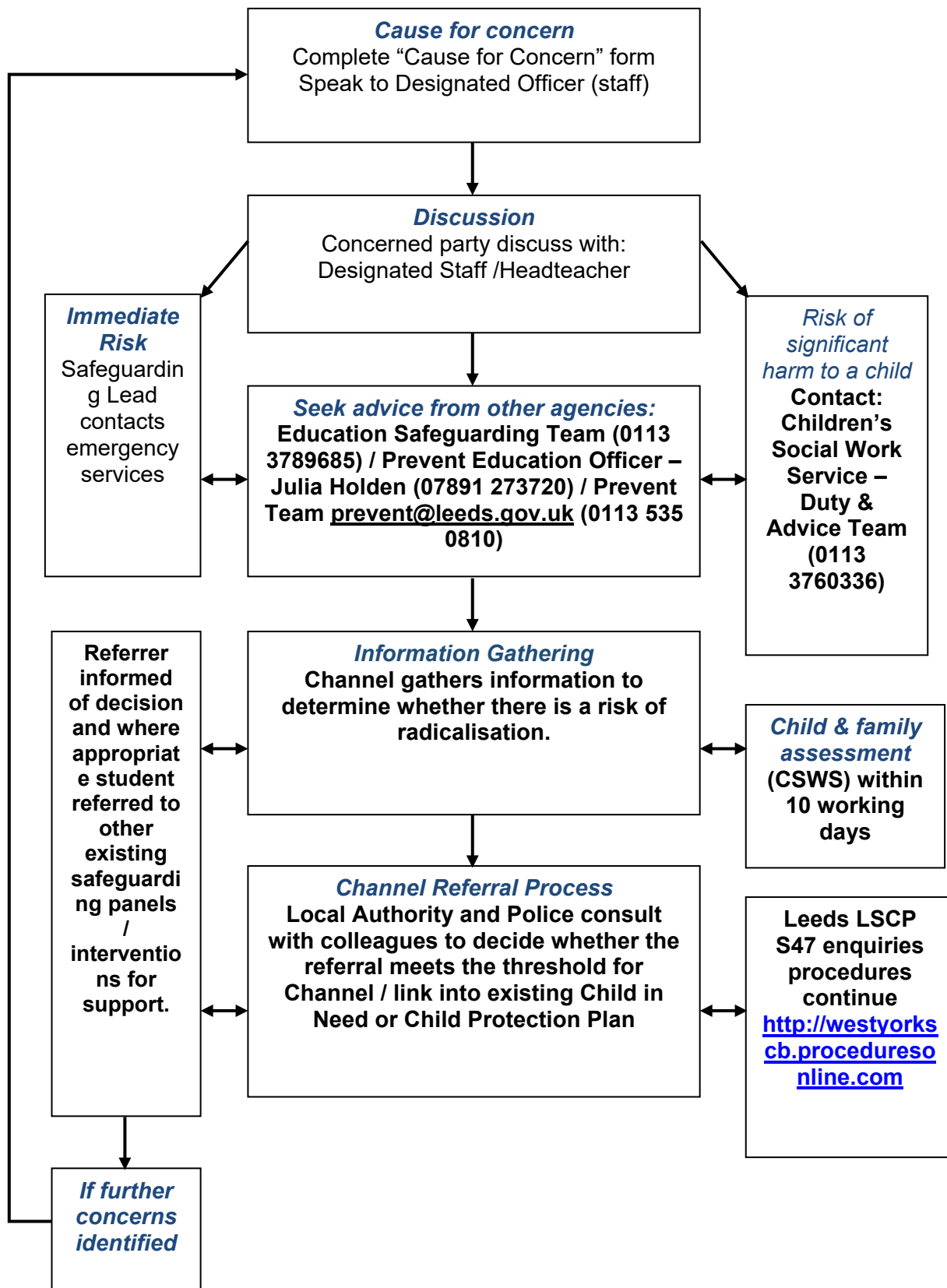


Appendix 9

Radicalisation Response Checklist

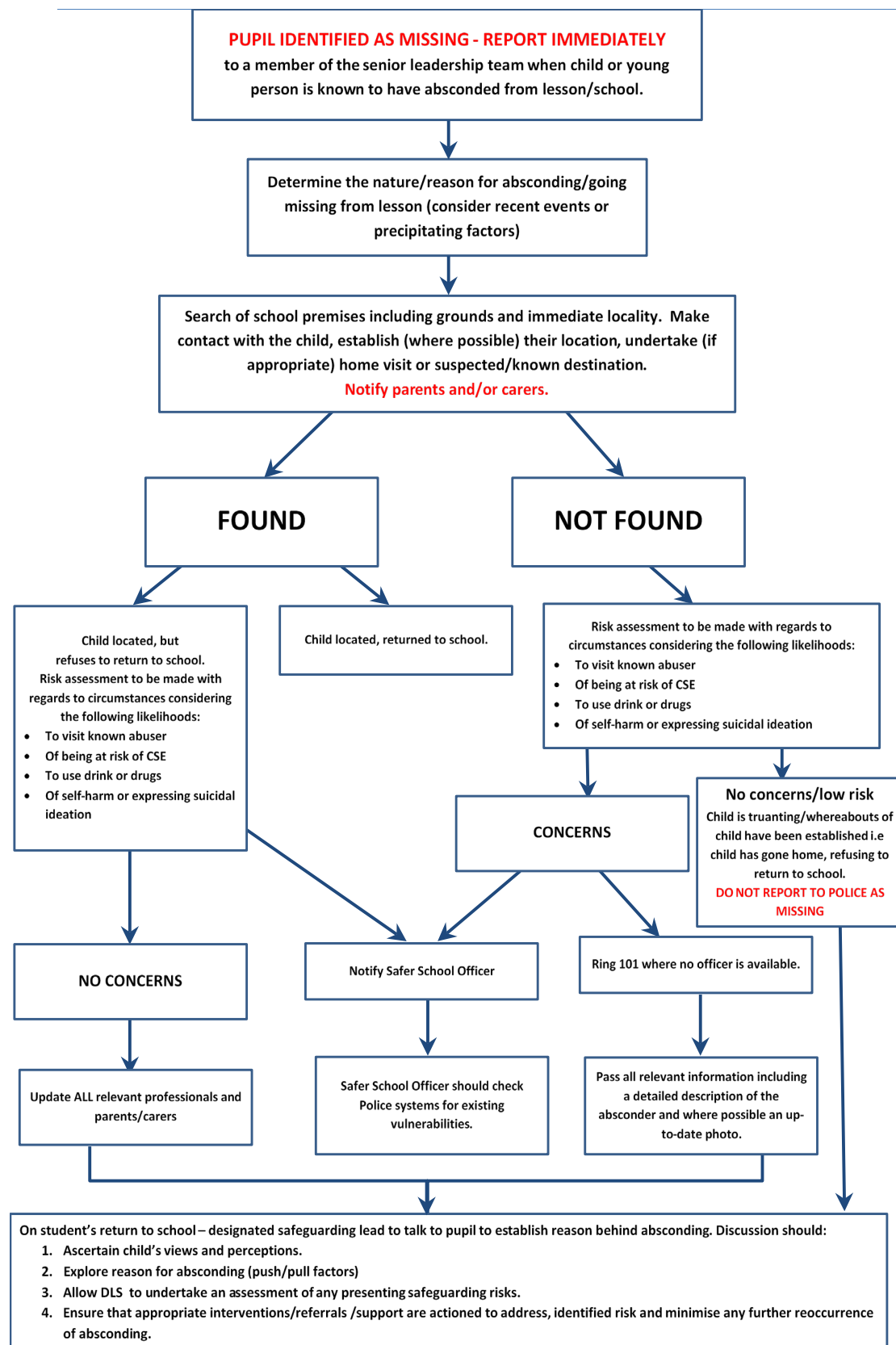
Summary of in-school procedures to follow where there are potential radicalisation concerns about a child/member of staff

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



Appendix 10 Missing from School Response Checklist

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



Appendix 11

FE Safeguarding Information Sharing Form

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

Please indicate the nature of the incident or safeguarding issue that you have been concerned about either in the past or currently?

Physical Abuse	<input type="checkbox"/>	Sexual Abuse	<input type="checkbox"/>	Emotional Abuse	<input type="checkbox"/>
Neglect	<input type="checkbox"/>	Mental ill Health	<input type="checkbox"/>	Suicidal intent	<input type="checkbox"/>
Self-Harm	<input type="checkbox"/>	Forced Marriage	<input type="checkbox"/>	Risk to others	<input type="checkbox"/>
Prevent	<input type="checkbox"/>	CSE	<input type="checkbox"/>	Faith Abuse	<input type="checkbox"/>
Financial Abuse	<input type="checkbox"/>	Domestic Violence	<input type="checkbox"/>	Female Genital Mutilation	<input type="checkbox"/>
Fabricated/Induced Illness	<input type="checkbox"/>	Gangs and Youth Violence	<input type="checkbox"/>	Harmful Sexual Behaviour	<input type="checkbox"/>
Institutional abuse	<input type="checkbox"/>	Missing from home	<input type="checkbox"/>	Sexting	<input type="checkbox"/>
Trafficking	<input type="checkbox"/>	Missing in education	<input type="checkbox"/>	Substance abuse	<input type="checkbox"/>
*Child Looked After	<input type="checkbox"/>	COVID-19 related issues	<input type="checkbox"/>		

Other/Additional information(Please State):

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

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

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

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

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

Please can you provide your details below:	
Name:	Position:
Organisation:	Tel No:
Email Address:	Date:

CONSENT TO SHARE INFORMATION PRIOR TO ENROLMENT

To be completed by student

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

Date	
Signature of student	

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

Name of contact	
Telephone number	

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

Please return this form to the relevant contact listed below:

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

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

	Leeds City College
Name of Contact	Andrew Ottey
Job Title	Head of Safeguarding
Name of organisation / service	Leeds City College, Park Lane Campus, room A2.20
Email address	andrew.ottey@leedscitycollege.ac.uk
Contact telephone number	Tel: 0113 2162055/ 07710138460

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

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

Appendix 12 LADO Notification Form



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

ALLEGATIONS OR CONCERN ABOUT A PERSON WORKING WITH CHILDREN

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

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

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

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

Professional's Details :

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

Home Address :

Child/ren's Details (if applicable):

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

Address :

Detail of Allegation	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 be seen)
-------------------------------------	---

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

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

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

--

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

Does the professional work with children in any other capacity?

Does the professional acknowledge the concern? Please consult with HR if advice is required about talking to the member of staff 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?
<i>Please explain your rationale for both a Yes or No response.</i>

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

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

What is their view

Name of employer:

Contact details:

LADO Discussion

Please provide relevant details

Form Completed by:

Contact details:

Information entered on MOSAIC: YES ☐

NO ☐



Appendix 13

Benton Park School Visitor Protocol

Occasional visitors (This includes Governors)
<p>Must report to main reception Reception staff to check identity documents Visitor to sign in Visitor issued with a visitor badge with key info on reverse Reception to contact designated staff member for the visit. Visitors should remain supervised throughout the day. Designated staff member to escort them to reception to sign out when leaving the site. (NB Governors will be recorded on the single central record and have an enhanced DBS and 128 check, but will not have a barred list check unless they are approved for carrying out regulated activity unsupervised so must remain supervised when in contact with children)</p>
Regular volunteers (or volunteers carrying out regulated activity)
<p>Please notify Lisa Sykes (well in advance of them starting) that a regular arrangement is being planned or considered so a Safer Recruitment process can be undertaken and they can be added to the SCR. Volunteer to complete a volunteer application form Volunteer to be interviewed by team leader/director accompanied by a member of the HR Team who has completed Safer Recruitment Training References to be obtained by Lisa Sykes Identity check to be completed by Lisa Sykes Barred list check to be completed by Lisa Sykes (for unsupervised volunteers-see risk assessment) Enhanced DBS check to be completed in most cases (this is due to the nature of the work, the disparate nature of the site layout, the opportunity for contact with children and the limitations of ongoing supervision – see risk assessment) Prohibition order completed for anyone carrying out 'teaching work' Overseas checks for anyone who has lived or worked abroad in the last 5 years(including EEA check for those carrying out teaching work) Identity badge to be issued Induction completed by Team Leader/Director. Including issuing induction file NB It is essential that these are carried out <u>before</u> they commence regular visits. If we do not have the necessary checks done and recorded appropriately we will have to delay their start date.</p>
Regular visitor (or visitors carrying out regulated activity)
<p>Please notify Lisa Sykes (well in advance of them starting) that a regular arrangement is being planned or considered so they can be added to the SCR. Identity check to be completed by Lisa Sykes Information obtained from Employing organisation (see form attached) to include, date of birth, Barred list check completed, Enhanced DBS check completed Prohibition order completed (for those carrying out 'teaching work') Identity badge to be issued Induction completed by Team Leader/Director. Including issuing induction file NB It is essential that these are carried out <u>before</u> they commence regular visits. If we do not have the necessary checks done and recorded appropriately we will have to delay their start date.</p>



Safer Recruitment – Regular Visitors

Please could you confirm that as part of a safer recruitment process the following checks have been undertaken for (NAME) as (ROLE)

Check	Completed by Employer Yes/No/ NA	Date Completed
References		
Identity and right to work in the UK		
Qualifications (If required for post)		
Enhanced DBS certificate (satisfactory DBS certificate received and risk assessed if appropriate)		
DBS Barred list		
Prohibition – (for those carrying out teaching work – see below)		
Qualified Teacher Status (QTS) – (for teaching posts in maintained schools)		
Overseas Checks – for individuals who have lived or worked abroad in the last 5 years. For those carrying out teaching work this will include an EEA prohibition order check through Employer Access		
Statutory induction (for teachers who obtained QTS after 7 May 1999)		
<p>Each of the following activities is teaching work:</p> <ul style="list-style-type: none"> • planning and preparing lessons and courses for students; • delivering* lessons to students; • assessing the development, progress and attainment of students; and • reporting on the development, progress and attainment of students. <p>* “delivering” includes delivering lessons through distance learning or computer aided techniques.</p> <p>The activities specified above are not teaching work for the purposes of the Regulations if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the Headteacher to provide such direction and supervision.</p>		

DBS Number		Date of Issue	
Completed by:			
Name:		Job Role:	
Date:			



Volunteer Risk Assessment

Name			
Volunteer Role			
Will the volunteer be in school regularly on an ongoing basis for 4 or more weeks?			
Yes <input type="checkbox"/>	No <input type="checkbox"/>		
Will the volunteer be supervised throughout their time in school including moving between locations/buildings?			
Yes <input type="checkbox"/>	No <input type="checkbox"/>		
Will the volunteer have contact with students overnight?			
Yes <input type="checkbox"/>	No <input type="checkbox"/>		
Will the volunteer have contact with students during the course of their duties?			
Yes <input type="checkbox"/>	No <input type="checkbox"/>		
Are there any specific concerns arising from the Recruitment Process e.g. references, identity checks etc?			
Yes <input type="checkbox"/>	No <input type="checkbox"/>		
Are there any concerns about the volunteer being a fit and proper person to work with young people.			
Yes <input type="checkbox"/>	No <input type="checkbox"/>		
Has the volunteer lived or worked abroad in the last 5 years?			
Yes <input type="checkbox"/>	No <input type="checkbox"/>		
NB to be completed by a member of the HR team with safer recruitment training.			
Based consideration of the information above the following actions should be taken:			
An Enhanced DBS check	<input type="checkbox"/>	A Barred List Check	<input type="checkbox"/>
An Overseas Check	<input type="checkbox"/>	A Prohibited Check	<input type="checkbox"/>
A further interview to discuss concerns	<input type="checkbox"/>	An internet check including Social Media presence	<input type="checkbox"/>
Other specific Control measures (Please specify)	<input type="checkbox"/>	1:1 Supervision	<input type="checkbox"/>
Risk Assessment Completed by:		Date	

Appendix 14 Prevent Referral Form

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

DESCRIBE CONCERNS	In as much detail as possible, please describe the specific concern(s) relevant to Prevent.
<p>Please Describe</p>	

FOR EXAMPLE:

- How / why did the Individual come to your organisation's notice in this instance?
- Does it involve a specific event? What happened? Is it a combination of factors? Describe them.
- Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How?
- Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?
- Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information?
- Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly?
- Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider *any* extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures.
- Please describe any other concerns you may have that are not mentioned here.

COMPLEX NEEDS

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

Please Describe

FOR EXAMPLE:

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

OTHER INFORMATION

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

Please Describe

