



Harehills Primary School

CHILD PROTECTION POLICY 2021-2022

Written in accordance with guidance from Leeds City Council

Ratified by the Governing Body October 2021 Signed
To be reviewed (annually) October 2022

A handwritten signature in blue ink that reads "Julia Shevler".

Chair of Governors

Our Ethos

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

- Everyone's responsibility to safeguard children
- Everyone who comes into contact with children and families has a role to play
- Everyone working with children maintains an attitude of 'it could happen here' (Keeping Children Safe in Education, September 2021).

At Harehills Primary School we are committed to:

- The safeguarding and wellbeing of all children and adults
- Unlocking every child's potential to learn and succeed
- Creating independent, lifelong learners who embrace challenge

We believe:

- Schools can contribute to the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support which matches their individual needs including those who may have experienced abuse.
- Children need to be safe and feel safe in school.

Specifically, these responsibilities apply to all staff, governors and volunteers working in the school, to contractors, supply staff and visitors during any interactions they may have with children.

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

- **Keeping Children Safe in Education – Statutory guidance for schools and colleges, September 2021**
- **Working Together to Safeguard Children, March 2018 (Statutory guidance)**
- **Statutory guidance on children who run away or go missing from home or care – January 2014**
- **What to do if you're worried a child is being abused – March 2015**
- **Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers March 2015**
- **Leeds Safeguarding Children Board Procedures**
- **Children Act 1989 (as amended 2004 Section 52)**
- **Education Act 2002 s175/s157**
- **The Teachers Standards' 2012**
- **The Counter-Terrorism and Security Act 2015 (section 26 The Prevent Duty)**
- **Female Genital Mutilation Act 2003**
- **Sexual Violence and**
- **Serious Crime Act 2015**
- **Children Missing Education**
- **Attendance**
- **Behaviour**
- **Online Safety/Bullying**
- **The [Childcare \(Disqualification\) Regulations 2018](#) and [Childcare Act 2006](#) which set out who is disqualified from working with children**
- **This policy also meets requirements relating to safeguarding and welfare in the [Statutory framework for the Early Years Foundation Stage](#)**

The Policy conforms to locally agreed inter-agency procedures. It is available to all interested parties on our website and on request from the main school office. It should be read in conjunction with other relevant policies and procedures (See section 7 below).

Overall Aims

- Appropriate action is taken in a timely matter 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 also act in the best interests of the child to protect them offline and online.
- Systems for reporting abuse are well promoted, easily understood and easily accessible for children.

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

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

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

- Including appropriate work within the curriculum
- Implementing child protection policies and procedures
- Working in partnership with pupils, parents and agencies

To contribute to **supporting** our pupils in the following ways

- Identifying individual needs where possible
- Designing plans to meet needs

Legislation and Guidance

This policy is based on the Department for Education’s statutory guidance, Keeping Children Safe in Education (KCSiE) 2021 and Working Together to Safeguard Children (WTTSC 2018) AND THE Government Handbook. We comply with this guidance and the procedures set out by the Leeds Safeguarding Children’s Partnership.

Academic year	Designated Safeguarding Lead	Designated Safeguarding / Child Protection Coordinator	Other Designated Staff	Chair of Governors and Nominated Governor
2021/2022	Joanne Summerfield	Janet Haywood	Catherine McMullen Julie Drysdale Wendy Lister (Wendy deputy DSL) Steven Wood	Julia Shemilt

1. In-school procedures for protecting children

Visitors to school

All 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. This badge must be worn at all times. Staff must remain with their visitor at all times.

COVID-19

This policy will run concurrently with the following addendums issued in April 2020 during the COVID-19 period.

- ❖ Safeguarding & Child Protection Policy for Schools and Colleges Addendum – COVID-19 school closure arrangements for Safeguarding and Child Protection and:
- ❖ Guidance for safer working practice for those working with children and young people in education settings Addendum April 2020.

All staff and visitors will:

- Read and *be able to confidently articulate the content of both Part One and Annex A of Keeping Children Safe in Education (DfE 2021).*
- Staff who do not work directly with children will read either Part 1 or Annex A as determined by the DSL dependent on their roles, responsibilities and contact with children.
- Be familiar with the school's safeguarding and child protection policy including issues of confidentiality.
- Remember that the child's welfare and interests must be the paramount consideration at all times.
- Never promise to keep a secret or confidentiality, where a child discloses abuse.
- Be alert to signs and indicators of possible abuse. See **Appendix One** for current definitions of abuse and examples of harm.
- Record concerns on a "Cause for Concern" form **Appendix Four**. Blank copies of the "Cause for Concern" form can be located on the Safeguarding Board in the main school corridor, in the main school staffroom and in the main annexe corridor. Blank copies are also available from Janet Haywood. Once completed, must be handed to Janet Haywood, or any other of the Designated Staff; *Or record concerns via the organisation's electronically secure safeguarding systems which is CPOMS. Our electronic safeguarding recording system conforms to The British Standards Institute (BSI) code of practice on legal admissibility (DISC PD 0008:2004), Code of Practice for Legal Admissibility and Evidential Weight Information Stored Digitally, (ISBN 0 580 42774 9). If individuals are unable to access the organisation's electronic system then the concerns need to be recorded on a Cause for Concern form (Ref: Appendix 4). The Cause for Concern form, which once completed, must be handed to a member of designated staff.*
- Deal with a disclosure of abuse from a child in line with the recommendations in **Appendix Two**. These must be passed to one of the Designated Staff immediately, including any written notes. Staff should not take it upon themselves to investigate concerns or make judgements.
- Be involved in on-going monitoring and recording to support the implementation of individual education programmes and interagency child protection and child support plans.
- Be subject to Safer Recruitment processes and checks whether they are new staff,

supply staff, contractors, volunteers etc.

- Will be expected to behave in accordance with the Working Together to Safeguard Children (2018), Keeping Children Safe in Education (2021) and Guidance for Safer Working Practice (Leeds City Council 2019).

All staff will be aware of:

The early help process and their role in it, including being alert to emerging problems that may warrant Early Help intervention, particularly those identified in Part 1 of KCSiE. All staff should be reporting emerging problems that may warrant early help intervention/focussed support to/by completing a CPOMS entry or speaking face-to-face with a designated member of staff.

Definitions

Safeguarding and promoting the welfare of children means:

- 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 activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Children includes everyone under the age of 18.

Appendix one explains the different types and indicators of abuse.

Equality Statement

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 give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, disability, religion, gender reassignment, 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

Roles and responsibilities

- ❖ All staff will read and understand Part 1 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education and review this guidance at least annually.

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 (2019/2020), understanding the role of the designated safeguarding lead (DSL), reading and understanding the behaviour/relationships policy, and their safeguarding responses to children who go missing from education during the school day or otherwise.
- ❖ 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 that children's experiences such as abuse, neglect and adverse childhood experiences can impact on children's mental health, behaviour and education.
- ❖ The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as sexual exploitation (CSE), child criminal exploitation (CCE), FGM, radicalisation 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 CSE, including involvement in County Lines.

2. Responsibilities of the Designated Safeguarding Lead /Safeguarding Co-ordinator

- Our named designated safeguarding lead officer on senior leadership team with lead responsibility and management oversight/accountability for child protection is **Joanne Summerfield Head teacher**.
- The designated safeguarding lead officer is supported by the following appropriately trained designated staff, **Janet Haywood, Safeguarding Coordinator**, along with the Assistant Head teacher Catherine McMullen and Julie Drysdale, Steven Wood and Wendy Lister (Wendy Lister deputises in the absence of Janet Haywood).
- The optimal scenario is to have a trained DSL or DDSL available on site. Where this is not possible (e.g., due to self-isolating) a trained DSL or DDSL will be available to be contacted via phone or online video – for example when working from home.
DSL email is j.haywood@harehills.leeds.sch.uk DDSL email is w.lister@harehills.leeds.sch.uk
- Harehills Primary School will ensure the designated safeguarding coordinator for Child Protection leads regular case monitoring reviews of vulnerable children with designated staff responsible for child protection. These reviews must be evidenced by minutes and recorded in case files and on the CPOMS electronic system and take place weekly at Designated Staff meetings.

- The designated safeguarding lead officer must ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues; have access to regular safeguarding supervision. (Refer: LCC Safeguarding Supervision: Policy and Guidance - Revised 2013).
- Where the school has concerns about a child, the designated safeguarding coordinator will act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- The designated safeguarding coordinator is responsible for referring all cases of suspected abuse to Children's Social Work Service Duty and Advice Team. Whilst Keeping Children Safe in Education (DfE 2021) dictates that anyone in the school setting can make a referral, wherever possible this should be done appropriately trained designated safeguarding staff.
- The designated safeguarding coordinator is responsible for promoting the educational achievement of children who are looked after, to ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe and will liaise with class teachers and other agencies in order to do this.
- The designated safeguarding coordinator will liaise with the Head teacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 (and 2004 amendment) and police investigations.
- During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. During school holidays the DSL can be contacted on the school telephone, or on DSL mobile phone.
- When the DSL is absent, a Deputy DSL will be put in place, nominated by the Head teacher.
- If the DSL or Deputy DSL is not available, a designated member of staff will be put in place and nominated by the Head teacher.
- Child Protection information will be dealt with in a confidential manner. A written/*electronic* record will be made of what information has been shared with who, and when. Staff will be informed of relevant details only when the Designated Safeguarding coordinator feels their having knowledge of a situation will improve their ability to deal with an individual child and /or family.
- Once a child protection cause for concern form has been passed to the designated Safeguarding coordinator, they will start a separate child protection file using CPOMS for the child where all *safeguarding concerns will be stored and any responses and outcomes will be recorded.*
- The DSL is responsible for ensuring that all child protection records must have a SMART plan/CPOMS actions in place that outlines what actions have been undertaken by the school to respond to the concerns raised. The SMART plan/actions should include school led actions, pastoral interventions and referrals for targeted support.

- The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2018). NSPCC (2020). When to call the police (NPCC 2020) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- Promote the educational outcomes of children with a social worker and other pupils deemed vulnerable.
- Designated staff must keep detailed, accurate, secure written records of concerns and referrals, using CPOMS, which clearly reflect the wishes and feelings of the child.
- If concerns relate to more than one child from the same family at the establishment, a **separate** file for each child should be created and cross-referenced to the files/records.
- Child Protection and Early Help records will be stored securely in a central place separate from academic records. Individual files will be kept for each child and archived in accordance with GDPR protocols; school **will not keep family files**. Original files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation.
- Access to these records by staff other than the Designated Staff will be restricted, and a written record will be kept of who has had access to them and when.

2.2 Training for Designated Safeguarding Staff

The designated safeguarding lead should receive appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so, including out of term time as agreed by the LSCB education reference group.
- Ensure each member of staff and volunteer has access to and understands the school's child protection policy and procedures, including new and part time staff
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- The DSL is responsible for overseeing any Early Help assessments. The DSL should ensure that the principles and responsibilities referenced in responding to emerging safeguarding concerns namely, - recording of children's wishes and feelings

confidentially, SMART planning/CPOMS actions and secure record keeping are applied consistently within Early Help assessments.

- Be able to keep detailed, accurate, secure written/electronic records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff.
- The Head teacher and at least one member of the governing body that is not a staff governor must complete the National Safer Recruitment Training, and refresh this every five years.
- The Head teacher will attend appropriate 1 day safeguarding training at least every three years.
- Governors, including the nominated governor will attend specific training for their role, updated at least every three years.

2.3 Raising Awareness

- The designated safeguarding lead and coordinator should ensure the school policies are known and used appropriately:
- Ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this. The policy is published on our website and there are paper copies on all safeguarding boards around school.
- Link with the local authority and LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

2.4 Child Protection Records

- The responsibility to maintain, process, share, transfer and store child protection and safeguarding records in accordance with the Data Protection Act 2018 and the GDPR principles is the responsibility of the designated safeguarding lead and any safeguarding deputies. Child protection and *Early Help* files should be held in a locked cabinet and on the CPOMS system, with only the designated coordinator, designated staff, head teacher having access; *or in case of an Early Help, the nominated lead professional, if this is not a designated lead/officer*. To help other staff to identify that there is a cause for concern with a child, information will be shared at regular meetings with teachers and support staff, and updates will be shared (**without detail**) in weekly briefings.

- The following information must be kept in the locked stand-alone file, whether paper or electronic:
 - Chronology
 - All completed child protection cause for concern forms/records
 - Any child protection information received from the child's previous Educational establishment
 - Records of discussions, telephone calls and meetings with colleagues and other agencies or services
 - Professional consultations
 - Letters sent and received relating to child protection matters
 - Referral forms (sent to Children's Social Care, other external agencies or education-based services)
 - Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc, copied to the file of each child in the family, as appropriate in line with GDPR.
 - Formal plans for or linked to the child, e.g. child protection plans, Early Help (previously known as CAF's), risk assessments etc.
 - A copy of the support plan for the young person.

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

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

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

- There is no need to keep copies of the child protection file/records, apart from the chronology summary and in either of the following instances:
 - Where a child transfers out of area, *(the original file/records should be retained by the school and a copy sent)*
 - Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the pupil's wishes and feelings on their child protection information being passed on, in order that the FE establishment can provide appropriate support, *child protection information must be shared via the FE Safeguarding Information Sharing Form only.* In cases where it is deemed appropriate to transfer child protection records to an FE education establishment, the original file/records should be retained by the school and a copy sent. *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 file should be retained by the school)*
 - Where the child has not attended the nominated school *(the original file should be retained by the school)*
 - There is any on-going legal action *(the original file/records should be retained by the school and a copy sent)*
- Pupil records should be transferred in a secure manner, for example, by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school they are being transferred to will be made and a signature obtained from the receiving school as proof of receipt.
 - If a pupil moves from our school, child protection records will be forwarded onto the named designated child protection person at the new school, with due regard to their confidential nature. Good practice dictates that this should always be done with a face to face handover wherever possible.
 - If sending by post children records should be sent, “Special Delivery”, a note of the special delivery number should also be noted to enable the records to be tracked and traced, via Royal Mail.
 - For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child’s name, date of birth, where and to whom the records have been sent and the date sent and/or received. A copy of the child protection chronology sheet will also be retained for audit purposes.
 - If a pupil is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded onto the relevant organisation in accordance with the ‘The Education (Pupil Information – England) Regulations 2005, and GDPR protocols 2018.
 - When a designated safeguarding lead/ member of staff resigns their post/no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.
 - In exceptional circumstances when a face-to-face handover is unfeasible, it is the responsibility of the head teacher to ensure that the new post holder is fully conversant with all procedures and case files.
 - All Designated Safeguarding Leads receiving current (live) files or closed files must keep all contents enclosed and not remove any material.
 - All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section and GDPR protocols.

2.41 Archiving

Responsibility for the pupil record once the pupil leaves the school

- The school which the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining the child protection record. The recommended retention periods are 35 years from closure when there has been a referral to Children's Social Work Social Services, and in line with GDPR protocols. If no referral has been made to Children's Social Work Service the child protection record should be retained until the 25th birthday. The decision of how and where to store these files must be made by the school via the governing body. (NB. Due to sensitivity of the information, the records should continue to be held in a secure area with limited access e.g. designated officer or head teacher)

2.42 Access to files

- A pupil or their nominated representative has the legal right to see their file at any point. This is their right of subject to Access under the Data Protection Act 1998. It is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.

2.43 Children's and parents access to child protection files

- Under the Data Protection Act 1998, a pupil or their nominated representative has the legal right to request access to information relating to them. This is known as a subject access request. Therefore it is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.
- Any child who has a child protection file has a right to request access to it. In addition the Education (Pupil Information) (England) Regulations 2005 give parents the right see their child's school records. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:
 - could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person; or
 - could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or
 - is likely to prejudice an on-going criminal investigation; or
 - The information about the child also relates to another person who it could be identified from or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.
 - It is best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice should be sought from the Leeds Children's Services Information Governance Team.
 - The establishment's report to the child protection conference should be shared with the child, if old enough and parent at least two days before the conference.

2.44 Safe Destruction of the pupil record

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

3. Information sharing

- When there is a concern that a child is at risk of significant harm, all information held by the establishment must be shared with Children's Social Care, police and health professionals. Section 47 of the Children Act 1989 (and [2004 amendment](#)) and sections 10 and 11 of the Children Act 2004 empower all agencies to share information in these circumstances. If designated safeguarding leads are in doubt, they should consult the Education and Early Years Safeguarding Team on **0113 3789685** or Leeds Children's Services Information Governance Team.
- On occasions when safeguarding concerns exist for a child in the context of a family situation and siblings attend other educational establishments or the children are known to other agencies, it may be appropriate for the designated safeguarding staff to consult with, on a confidential basis, their counterpart from other establishments or other agencies to share and jointly consider concerns. If in any doubt about the appropriateness of this process, advice can be sought from the Leeds Children's Services Information Governance Team on **0113 3784251**.
- It is good practice to seek consent from the child or their parent before sharing information. Children over the age of 12 years are considered to have the capacity to give or withhold consent to share their information, unless there is evidence to the contrary; therefore, it is good practice to seek their views. If the young person is over 16, they should be involved in decision-making about information sharing, unless they do not have the capacity to give consent.
- However, consent is not always a condition for sharing, and sometimes we do not inform the child or family that their information will be shared, if doing so would:
 - place a person (the child, family or another person) at risk of significant harm, if a child, or serious harm, if an adult; or
 - prejudice the prevention, detection or prosecution of a crime; or
 - lead to unjustified delay in making enquiries about allegations of significant harm to a child or serious harm to an adult.

- Consent should not be sought if the establishment is required to share information through a statutory duty, e.g., section 47 of the Children Act 1989 (and [2004 amendment](#)) as discussed above, or court order.

4. The Governing Body

- The Nominated Safeguarding Governor for child protection at the school is **Julia Shemilt**.
- 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.
- The governing body will ensure that the school has appropriate IT filtering and monitoring systems in place and should be informed in part by the risk assessment required by the Prevent Duty in order to limit children's exposure to online risks.
- They are responsible for liaising with the Head teacher / Designated Staff over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils.
- Staff governors cannot be the lead governor with responsibility for safeguarding and child protection.
- The nominated Safeguarding Governor will support the designated safeguarding lead in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity.
- The designated safeguarding coordinator is responsible for providing an annual report to the Chair of Governors and the governing body of child protection activity. The local authority annual review monitoring return for safeguarding should be sufficient as an annual report for governors.
- The designated safeguarding lead and safeguarding coordinator must ensure that the annual review child protection monitoring submission is completed and returned in a timely manner to the local authority/LSCB. The return must be signed by the Chair of Governor's to confirm that it is an accurate reflection of the safeguarding arrangements of the school/college.
- The governing body are responsible for ensuring any gaps in safeguarding arrangements/improvement actions identified in the local authority annual review monitoring return, are addressed appropriately and in a timely manner.
- The governing body should have child protection training every three years, on their strategic responsibilities in order to provide appropriate challenge and support for any action to progress areas of weakness or development in the school/college's safeguarding arrangements.
- The chair is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the head

teacher, the principal of a college or proprietor or member of governing body of an independent school.

- In the event of allegations of abuse being made against the head teacher and/or where the head teacher is also the sole proprietor of an independent school, allegations should be reported directly to the local authority designated officer (LADO) **within one working day**. (Refer 8.2).
- Under no circumstances should the establishment's governors or trustees be given details of individual cases. Governors or trustees may, however, be provided with a report at the end of the academic year, outlining the number of cases dealt with and other statistics which do not identify individual children.
- 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. Harehills Primary School use the following off-site providers and have written evidence of safeguarding arrangements:
- The governing board will supply information as requested by the LSCP and the Local Authority Education Safeguarding Team.
- Purple Mash, Altaro, Artis, Capita, CCTV – Dom Alarms, Celsius Education, Chatterbugs, Classdojo, Education City, Education Network, Espresso Education Ltd, Evolve, Exa Networks, Getaway Girls, HP, Inventory, LCC – Leeds Education Hub, Leeds Community School Nursing, Leeds Supply Services, Leeds Teaching Hospitals, Athletics, Meritec CPOMS, Microsoft Office 365, Net2, Optimum, Out of the Ark – music, Parago, Parentpay, Pearson Education, Ranstad, Shantona Women and Family Centre, Shred It, Spelling – Oxford Owl, Tapestry, Text2Parents, The Key, The School Photography Company, Twinkl, Prime Principle, West Yorkshire Police, Wonde, Hamilton, Switched on Science.

Please see School Business Manager for further details.

The full responsibilities of the governing body are set out in Part Two of KCSiE – The management of safeguarding. All governing bodies should read Part Two of KCSiE in order to ensure that the school is fully compliant with their statutory safeguarding responsibilities.

- **The Head teacher**

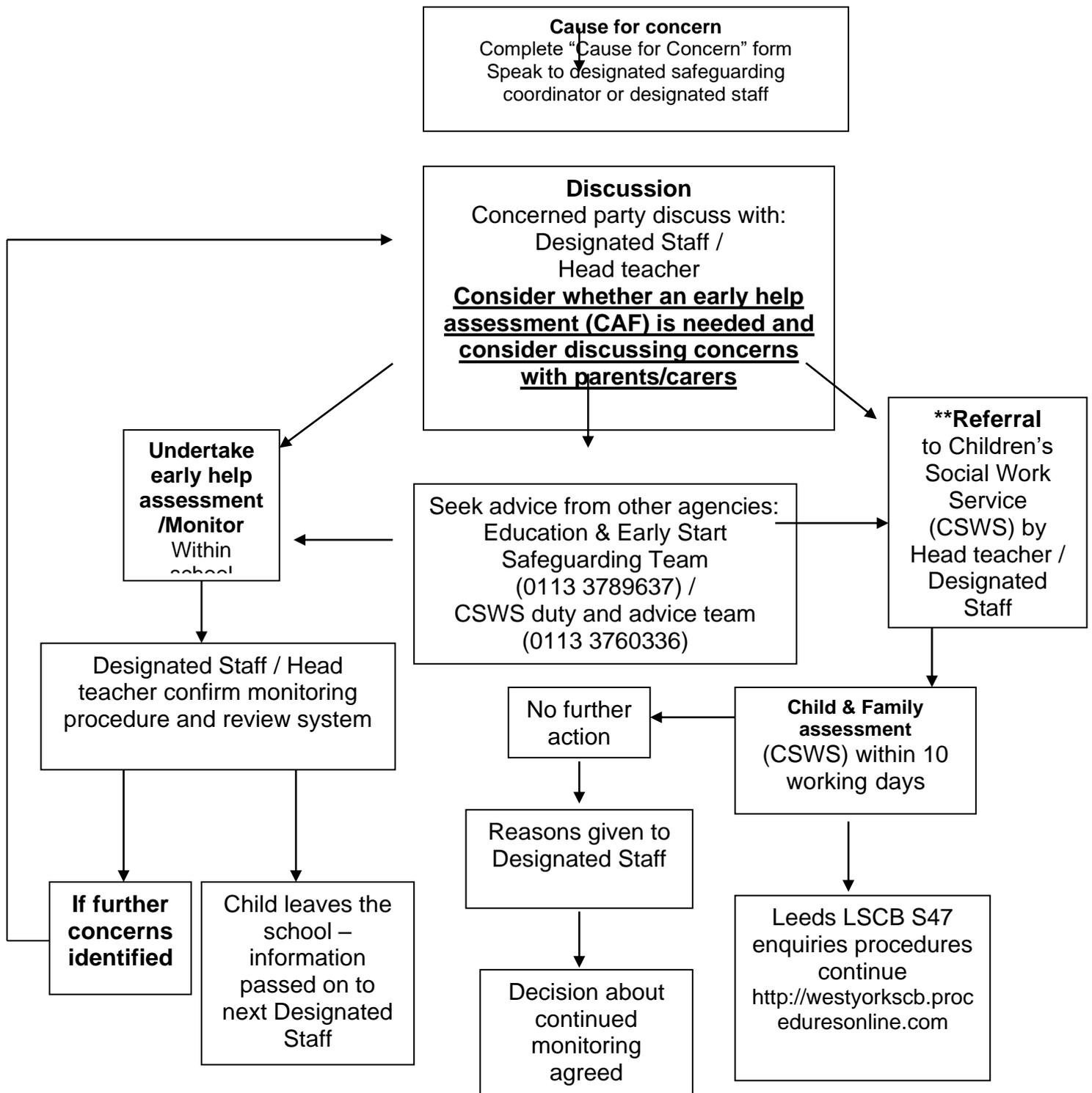
Joanne Summerfield is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction, (Designated CP Co-ordinator and School Business to support).
- Communicating this policy to parents when their child joins the school and via the school website.
- Ensuring that the DSL has appropriate time, training and resources, and that there is always adequate cover if the DSL is absent.

- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- Ensuring the relevant staffing ratios is met, where applicable.
- Making sure each child in the Early Years Foundation Stage is assigned a key person.

Appendix 6

Fig 1: Summary of in-school procedures to follow if you have concerns about a child



** If unhappy about the outcome of the referral to Children's Services Social Care, please refer to: Leeds LSCB Local Protocol: **Procedure for Resolving Professional Disagreements.**

5. Working with parents and other agencies to protect children

5.1 Involving parents / carers

- Parents/carers will be made aware of our in-school procedures in respect to taking any reasonable action to safeguard the welfare of its pupils. 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.
- In general, we will discuss concerns with parents/carers before approaching other agencies and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding Coordinator. However, there may be occasions when school will contact another agency before informing parents / carers, if the school decides that contacting them may increase the risk of significant harm to the child.
- Vehicles for informing parents/carers about our *safeguarding* child protection policy are Welcome leaflet for all staff, visitors, volunteers, school prospectus, website, notice boards.
- Where a parent/carer has expressed their intention to remove a child from school with a view to educating them 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.

5.2 Multi-agency work

- We work in partnership with other agencies in the best interests of the children. Therefore, school will, where necessary, liaise with the school nurse and doctor, and make referrals to Children's Social Work Service. Referrals should be made, by the Safeguarding Designated Staff, to the CSWS advice and duty team (0113 3760336). In exceptional circumstances, any staff member can speak directly to Children's Social Care. Where a child already has a child protection social worker, the school will immediately contact the social worker involved, or in their absence the team manager of the child protection social worker.
- We will co-operate with Children's Social Work Service where they are conducting child protection enquiries. Furthermore, school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- We will provide reports as required for these meetings. If school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.

- Where a child in school is subject to an inter-agency child protection plan or a Multi-agency Risk Assessment Conference (MARAC) meeting, school will contribute to the preparation implementation and review of the plan as appropriate.

6. Opportunities to teach safeguarding – Preventative curriculum

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.

- We will ensure that the 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.

6.1 The Curriculum

- As part of providing a broad and balanced curriculum relevant issue will be addressed through the PSHCE curriculum. For example, self esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety, Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM) and anti- bullying. Sexual Violence and Sexual Harassment (SVSH).
- Relevant issues will be addressed through other areas of the curriculum. For example, circle time, English, History, Drama, PSHE, Art.

6.2 Other areas of work

- All our policies which address issues of power and potential harm, e.g., Anti- Bullying, Equalities, Handling, Positive Behaviour, On-line Safety will be linked, to ensure a whole school approach.
- 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.
- The school's online safety policy is reflective of the requirements set out in Keeping Children Safe in Education and reflects our approach to issues of online safety that empowers us to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

7. Our role in supporting children

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

- An individual support plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child's

wishes and feelings. A written outline of the individual support plan will be kept in the child's child protection record.

- Where children and young people have exhibited sexually inappropriate/harmful behaviour and/or abused others, an AIM checklist must be completed for all incidents and contact made with Children's Social Work Service if appropriate. Good practice dictates that there should be a co-ordinated multi-agency approach, in way of an AIM risk assessment, to respond to their needs, which will include, parent/carers, youth justice (where appropriate), children's social work service and health. An individual support plan will be devised, implemented and reviewed regularly should the pupil (victim, perpetrator, of other child affected) require additional pastoral support/intervention. This plan will detail areas of support and who will be involved (i.e. learning mentor/key worker), and the child's wishes and feelings. A copy of the individual support plan details will be kept on the CPOMS system.
- A child going missing from education is a potential indicator of abuse or neglect. School and college staff members must follow the Leeds Children's Services LA procedure, *"Identifying, engaging and locating children missing education - Handbook of procedures"*
Contact: cme@leeds.gov.uk. Tel: 0113 3789686.
- Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. School and college staff members should follow the school's or college's procedures for dealing with children who are absent/ go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. Children missing education/absconding during the day can also be a sign of CCE (Child Criminal Exploitation), including in County Lines.
- Where child sexual exploitation, or the risk of it, is suspected, frontline practitioners should complete a cause for concern form and pass onto the designated member of staff for child protection. The DS Coordinator should complete a CSE Checklist (**Refer: Appendix 8**).
- <http://www.leedslscb.org.uk/LSCB/media/Images/CSE-Checklist-Toolfor-Partner-Agencies.docx> and refer to local authority (LA) children's social care and the police, if appropriate, regardless of whether the child is engaging with services or not.
- We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- Children and young people that abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment.
- We will ensure the school works in partnership with parents / carers and other agencies as appropriate. This includes facilitating return to home interviews as requested.

7.1 Children with additional needs

Harehills Primary 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, those living with domestic violence or drug/alcohol abusing parents, parents mental health issues, learning disabilities etc.

When the school is considering excluding, fixed term or permanently, a vulnerable pupil and/or a pupil who is either subject to a S47 Child Protection plan or there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Governing body. Schools would be advised to speak to the named social worker for the child where the exclusion will be to the home to ensure that any risk is assessed and speak to Area Inclusion Partnership for support if required. Schools should note advice in the DFE Exclusions Guidance September 2017 Section 3. In the event of a one-off serious incident resulting in an immediate decision to permanently exclude, the risk assessment must be completed prior to convening a meeting of the governing board.

7.2 Children in Specific Circumstances

This school follows the Leeds LSCB (www.leedslscb.org.uk) online multi-agency procedures and will where necessarily have due regard to the government guidance for children in specific circumstances as outlined in Part 1 and Annex A of KCSiE 2021, and will include,

- Child Sexual Exploitation (CSE)
- Bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Preventing radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking

***Female Genital Mutilation: The Mandatory Reporting Duty**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is

meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty commenced in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding coordinator and involve children’s social care as appropriate. (*Keeping Children Safe in Education September 2021*).

Remote Learning and Remote Welfare

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

7.3 Radicalisation

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. The process of radicalisation is different for every individual and is a process, not a one-off event; it can take place over an extended period or within a very short time frame. It is important that staff are able to recognise possible signs and indicators of radicalisation.

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.

Children and young people may be vulnerable to exposure or involvement with groups or individuals who advocate violence as a means to a political or ideological end. From more than 4,000 referrals to the Channel process (A multi-agency safeguarding programme to identify and support people at risk of radicalisation) more than half of the concerns raised are about children.

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include family members or friends, direct contact with members groups and organisations or, increasingly, through the internet, including through social media sites. This can put children and young people at risk of being drawn into criminal activity and has the potential to cause significant harm.

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

Potential indicators identified include:

- Use of inappropriate language
- Possession of violent extremist literature
- Changes in behaviour, language, clothing or appearance
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

PREVENT is part of the UK's counter terrorism strategy, it focusses on supporting and protecting vulnerable individuals who may be at risk of being exploited by radicalisers and subsequently drawn into terrorist related activity. PREVENT is not about race, religion or ethnicity, the programme is to prevent the exploitation of susceptible people.

Responding to concerns

If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too and be referred to the Head teacher in the first instance) they **must** seek advice appropriately with the designated safeguarding coordinator who **must** contact the Education & Early Years Child Protection Team or the *Prevent Education Officer – Julia Holden, 07891 273720* for further advice (Refer: Appendix 10).

PREVENT does not require staff to do anything in addition to their normal duties, what is important is that if staff are concerned that someone is being exploited in this way they have the confidence to raise these concerns. The Education & Early Years Child Protection Team and the PREVENT team can advise and identify local referral pathways.

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

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school 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.

7.4 Peer on Peer abuse/child on child

We recognise that children are capable of abusing their peers and that peer on peer/child on child abuse can manifest in many different ways, including on-line/cyber bullying, sexting, criminal and sexual exploitation, sexual violence and harassment, sharing of nudes and semi-nudes, initiation/hazing and inappropriate/harmful sexualised behaviours, up-skirting and youth

produced imagery (sexting), 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' or growing up. Our school has a zero-tolerance approach to such attitudes and behaviours.

- Where children and young people have exhibited inappropriate/harmful sexualised behaviour and/or exhibited inappropriate/harmful sexualised behaviours towards others, an AIM (Assessment, Intervention, and Moving-on) checklist must be completed and contact made with Children's Social Work Service if appropriate. Good practice dictates that there should be a co-ordinated multi-agency approach through a risk assessment management plan (RAMP) to respond to their needs, which will include parent/carers, youth justice, (where appropriate), children's social work service and health. Further support and advice on undertaking a RAMP can be obtained from the Education & Early Years Safeguarding Team on 0113 3789685 and/or Nathalie Fontenay (Coordinator – Harmful Sexual Behaviour) on 0113 3789644.
- We 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), 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, the DSL must (where appropriate) always complete an AIM (Assessment, Intervention, Moving on) checklist and contact the Duty and Advice Team if appropriate and follow the principles set out in Part 5 of KCSiE and the DfE guidance on Sexual Violence and Sexual Harassment 2021.
- Where child exploitation (i.e., criminal, sexual, trafficking, modern day slavery etc), or the risk of it is suspected, frontline practitioners must notify the designated member of staff for child protection, in line with the child protection policy reporting systems.
- The DSL must complete the child exploitation risk identification tool for partners (see Appendix 8), and refer to the table at the end of the tool to help decide how to proceed. A copy of the completed tool must be kept in the child's child protection records for future reference. The DSL can also refer a pupil to the monthly Multi-agency Child Exploitation) MACE meeting if it is felt that the criteria for referral is met and a discussion is warranted, information should be emailed to chs.mace@leeds.gov.uk. Information provided should include: name, date of birth, what the risks are, what has been put in place to lessen the risk, and the plan that the child is subject to. Referrals will be triaged and if selected, the social worker, team manager or other relevant practitioner involved will be invited to attend the MACE meeting for a short discussion.
- We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment.

7.5 Children missing from Education

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

- Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect, CSE, CCE including involvement in county lines. School staff members should follow the school's procedures for dealing with children who are absent/go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. (Ref: Appendix 11).
- We will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in Children Missing Education – Statutory guidance for local authorities (DfE September 2020).
- Where child sexual exploitation or the risk of it is suspected, frontline practitioners should complete a cause for concern form and pass on to the Designated member of staff for child protection.
- The DSL should complete the CSE checklist tool for partners (Ref: Appendix 8) and refer to the table at the end of the tool kit to help decide how to proceed. A copy of the completed tool must be kept in the child's child protection records for future reference.
- If the child/young person already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about sexual exploitation.
- A copy of the CSE checklist tool for partners can be obtained from the LSCB Website: [CSE Checklist Tool for Partners Agencies](#).
- We will ensure the school works in partnership with parents/carers and other agencies as appropriate. This includes facilitating return to home interviews as requested.

8. 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:

- Whistle Blowing/Confidential reporting policies (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff has concerns about any adult's behaviour).
- School's procedures for managing children who are missing education.
- Guidance on Safer Working Practices.
- Safeguarding and Child Protection Policy (including online safety).
- School Relationships Policy (which includes behaviour).
- The names, roles and responsibilities of the designated safeguarding lead and any deputies.

8.1 Safer Recruitment, selection and pre-employment vetting

- The school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined part three of Keeping Children Safe in Education (2020).
- 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 2021). **(Refer: Appendix 7).**

- All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.
- The school will ensure that all recruitment panels include at least one person that has undertaken safer recruitment training as recommended by the Local Authority/Leeds LSCB.
- The school will ensure that where relevant, individuals are not disqualified under the Childcare (Disqualification) Regulations 2009.
- The school will ensure that a person who is prohibited from teaching will not be appointed to *undertake teaching work in the school*.
- The school will ensure that appropriate DBS risk assessments will be undertaken as required. Advice and support for carrying out risk assessments can be accessed through the schools HR Advisor/Provider/Contact.

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

These procedures must be followed in any case in which it is alleged that a member of staff (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. behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children
- c. possibly committed a criminal offence against or related to a child
- d. Behaved in a way that indicates s/he is unsuitable 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 transferrable risk*).

All staff and volunteers should feel able to raise concerns about poor or unsafe practice. There are appropriate whistleblowing procedures which are displayed in staff common areas. Allegations against a member of staff, governor or volunteer

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

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

A safeguarding complaint that meets the above criteria must be reported to the Head teacher immediately. If the complaint involves the Head teacher then the next most senior member of

staff must be informed and the Chair of Governors. The Head teacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. In the case of a supply member of staff, the supply agency safeguarding lead/senior manager should also be made aware.

The Head teacher should not carry out the investigation itself or interview pupils. As part of this initial consideration, the Head teacher should consult with their schools HR Advisor who will then contact the Local Authority Designated Officer (LADO), *in order to assess the level of concern. As part of this initial consideration, the Head teacher should consult with their schools' HR Advisor/provider/contact. The completed LADO notification must be sent to lado@leeds.qcsx.gov.uk **within one working day of the allegation being made.** This will assist the Head teacher and HR in consultation with the LADO to decide on the most appropriate course of action.*

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

A multi-agency *allegations management* meeting may be arranged to look at the complaint in its widest context, the Head teacher /a senior member of school staff / Chair of Governors (where appropriate) must attend this meeting, which will be arranged by the LADO. All issues must be recorded and the outcome reached must be noted to ensure closure.

LADO Contacts: Claire Ford, Carolyn Hargreaves or Jo Peake Tel: 0113 3789687.

Advice can also be sought from either of the two named senior allegations managers for education – Raminder Aujla – Team Manager Education and Year Early Years Safeguarding Team 0113 3789637.

8.3 Training and Support

All staff members should be aware of the signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM, radicalisation and serious crime, as well as systems within our school which support safeguarding and these will be explained to them as part of our staff induction. This includes: the school's child protection/safeguarding policy; the school's safer working practice document and the Designated Safeguarding Lead and the Designated Safeguarding Coordinator.

We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from (names of designated safeguarding staff). The Children's Services Education and Early Years Safeguarding team are also available for advice and support (Tel: 0113 3789637).

- The Designated Safeguarding Staff must have attended the 3-day Children's Services Education child protection training course, and the Leeds LSCB multi-agency 1-day course *Level 2 Working Together*. They will attend refresher training at least every two years. The DSL will undertake Prevent Awareness Training (e.g. Workshop to Raise Awareness of PREVENT (WRAP)), to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- The school will ensure all staff including temporary and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the

school. All staff will access refresher training at least every three years. Access to training can be via the Children's Services Education and Early Years Safeguarding Team.

- The Head teacher will attend appropriate safeguarding training at least every three years.
- Governors, including the Nominated Governor, attend specific training on their role, updated at least every three years.
- Training completed will be recorded by the school; a printout of the school's training history can be obtained from the Children's Services Education and Early Years Safeguarding team.

8.4 Professional Confidentiality

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

Information sharing

Timely information sharing is essential for effective safeguarding. This 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 promote their wellbeing.

Appendix One

Definitions and indicators of abuse

Reference: Working Together to Safeguard Children (DfE 2018)

Neglect

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

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

Patterns of bruising; inconsistent account of how bruising or injuries occurred

Finger, hand or nail marks, black eyes

Bite marks

Round burn marks, burns and scalds

Lacerations, wealds

Fractures

Bald patches

Symptoms of drug or alcohol intoxication or poisoning

Unaccountable covering of limbs, even in hot weather

Fear of going home or parents being contacted

Fear of medical help

Fear of changing for PE

Inexplicable fear of adults or over-compliance

Violence or aggression towards others including bullying

Isolation from peers

Sexual Abuse

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

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

Sexually explicit play or behaviour or age-inappropriate knowledge

Anal or vaginal discharge, soreness or scratching

Reluctance to go home

Inability to concentrate, tiredness

Refusal to communicate

Thrush, Persistent complaints of stomach disorders or pains

Eating disorders, for example anorexia nervosa and bulimia

Attention seeking behaviour, self-mutilation, substance abuse
Aggressive behaviour including sexual harassment or molestation
Unusually compliant
Regressive behaviour, Enuresis, soiling
Frequent or open masturbation, touching others inappropriately
Depression, withdrawal, isolation from peer group
Reluctance to undress for PE or swimming
Bruises, scratches in genital area

Emotional abuse

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

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

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

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

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

Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child

sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Responses from parents

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

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

Disabled Children

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

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

Early Years Settings

- Ensure that relevant staffing ratios are met
- Make sure that each child in the Early Years Foundation Stage is assigned a key person

Appendix Two

Dealing with a disclosure of abuse

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

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

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

Immediately afterwards

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

Appendix Four

Harehills Primary School
Darfield Road
Leeds
LS8 5DQ



Tel: 0113 2350539

E-mail: info@harehills.leeds.sch.uk

Website: www.harehills.leeds.sch.uk

Learn, laugh, love.

Harehills Primary School actively promotes equality of opportunity for all staff, governors, pupils and parents, creating a harmonious learning community where all can succeed

Child Protection Cause for Concern Sheet

Name of child..... Date of birth..... Class.....

Day/Date of observation..... Time of observation..... Person making observation.....

Details of observation – facts only

(Record what you saw, what you said or did and anything the child said or did. Please limit your comment to facts only at this stage and record anything said, verbatim if possible.)

Please attach any written notes/drawings etc and hand to a designated member of staff – Janet Haywood, Jo Summerfield, Jo Lee, Wendy Lister, Julie Drysdale or Steven Wood

Action

Agreed and signed by..... Date.....

(This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment)

Headteacher: Mrs J Summerfield BA Hons PGCE NPQH, Assistant Head: Mrs C McMullen, Chair of Governors: Mrs J Shemilt

For: Designated Safeguarding Lead Officer Use

Action Taken	By whom	Outcome
<p>Discuss with child</p> <p><i>Ensure the child's wishes and feelings are ascertained where appropriate and fully recorded.</i></p>		
<p>Discussed with teacher/TA/other (only if appropriate)</p>		
<p>Monitoring agreed What.....?</p>		
<p>Check behaviour database</p>		
<p>Contact parents</p> <p>Telephone Call ____ Meeting: ____</p>		
<p>Check SEN Register</p>		
<p>Other (Please specify)</p>		

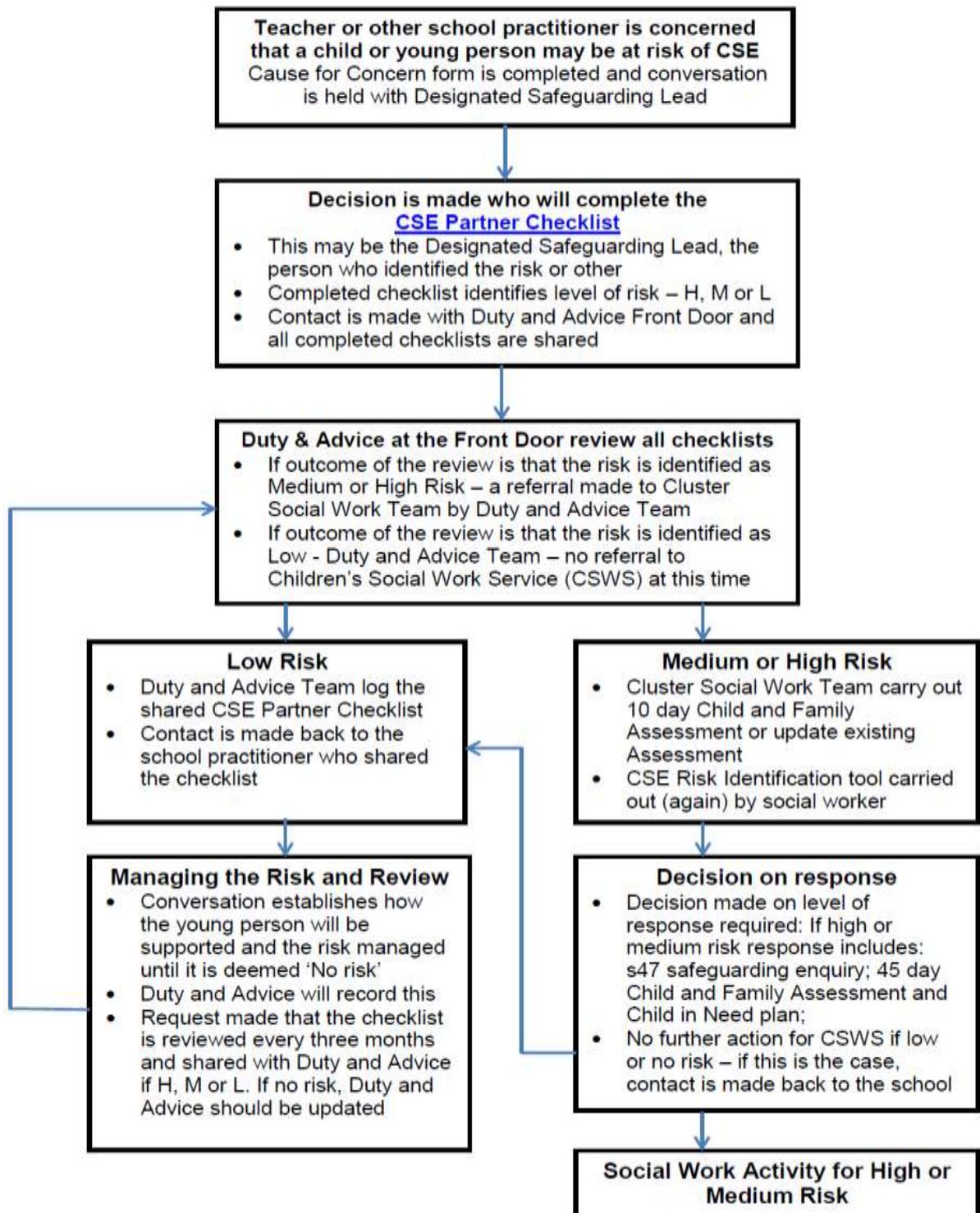
Recruitment and Selection Checklist

Appendix 7

Pre-interview:	Initials	Date
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)		
Invitation to interview - Includes all relevant information and instructions		
Interview arrangements - At least two interviewers; panel members have authority to appoint; have met and agreed issues and questions/assessment criteria/standards		
Interview - Explores applicants' suitability for work with children as well as for the post		
Note: identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents; copies of documents taken and placed on file; where appropriate applicant completed application for DBS disclosure		
Conditional offer of appointment: pre appointment checks Offer of appointment is made conditional on satisfactory completion of the following pre- appointment checks and, for non-teaching posts, a probationary period		
References: (if not obtained and scrutinised previously)		
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		
DBS certificate - where appropriate satisfactory DBS certificate received		
DBS Barred list – person is not prohibited from taking up the post		
Childcare (Disqualification) Regulations 2009 - For staff who work in childcare provision or who are directly concerned with the management of such provision, the school needs to ensure that appropriate checks are carried out to ensure that individuals caught up in these regulations are not disqualified under the Childcare (Disqualification) Regulations 2009.		
Health – the candidate is medically fit		
Prohibition – (for teaching posts in any type of school) the teacher has not been included in the prohibition list or interim prohibition list		
Qualified Teacher Status (QTS) – (for teaching posts in maintained schools) the teacher has obtained QTS or is exempt from the requirement to hold QTS (for teaching posts in FE colleges) the teacher has obtained a Post Graduate Certificate of Education (PGCE) or Certificate of Education (Cert. Ed) awarded by a higher education institution, or the FE Teaching Certificate conferred by an awarding body		
Statutory induction (for teachers who obtained QTS after 7 May 1999)		
<p>Each member of staff must have been given a copy of the following documents, with signed verification of receipt and that they have read and understood them</p> <ul style="list-style-type: none"> • Copy of organisation's child protection policy • Copy of Guidance for Safer Working Practice • Copy of organisation's Whistle Blowing Procedures • Copy of Keeping Children Safe in Education (most updated version) including a copy of Annex A • Copy of the schools' ICT Acceptable use policy • Copy of the organisation's online safety policy • Child Protection training and induction 		

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

Education professionals can also use the [WY Police CSE information report form](http://www.leedslscb.org.uk/LSCB/media/Images/Police-information-report-for-CSE.doc) on the Leeds LSCB website to share any information which could help identify possible perpetrators of CSE, or children at risk of CSE.



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

<http://www.leedslscb.org.uk/LSCB/media/Images/Police-information-report-for-CSE.doc>

Appendix 8 CSE Response Checklist

Appendix 9 Harmful Sexual Behaviour Response Checklist

Appendix 9

HSB – Initial Response

Sexual incident occurs within the school setting



Designated staff to complete cause of concern and record;

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



Complete the AIM Checklist; AIM Education Guidelines;

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



Checklist outcome and response

**Healthy/ Low
Problematic**

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

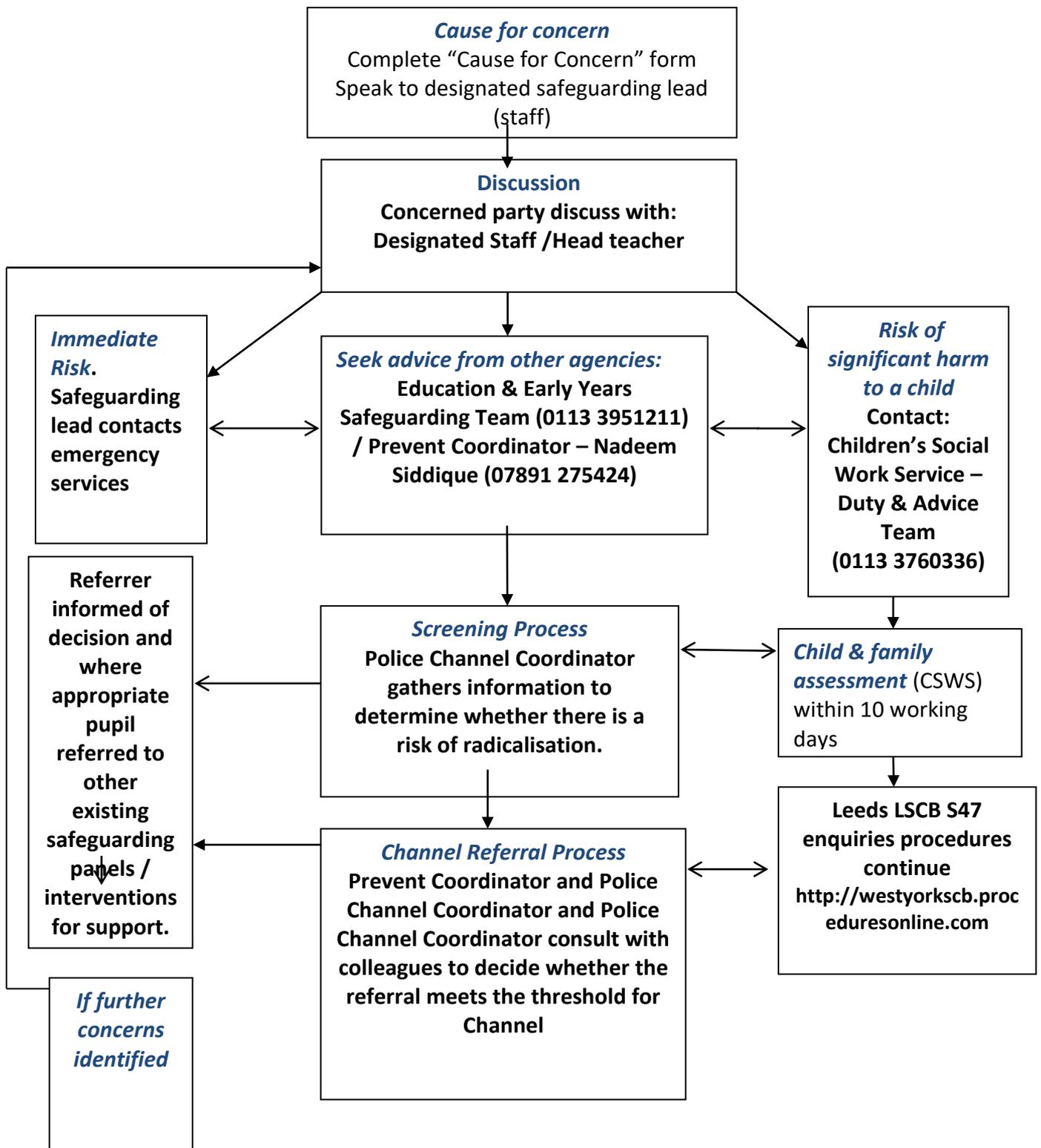
**Medium Problematic/
Harmful**

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



Appendix 10

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



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

Appendix 5

SMART Plan

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

Overview of Child Protection Support/SMART Plan