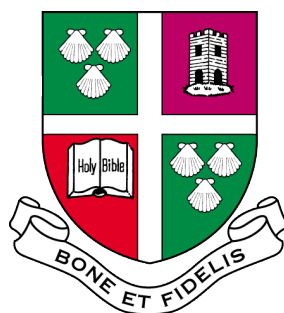


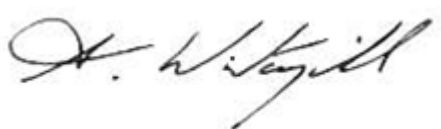
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# SAFEGUARDING & CHILD PROTECTION POLICY

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## WOODHOUSE GROVE SCHOOL & BRONTE HOUSE SCHOOL

Authorised by	Board of Governors
Date of authorisation	05/09/2023
Effective date of policy	05/09/2023
Circulation	School Website; School FireFly; Governors; Staff
Owner of policy	Anthony Cadman
Lead for update and review	Anthony Cadman
Review cycle	Annual
Last reviewed on	September 2023
Next review due	September 2024 (or as required)
Signed off by Chair of Governors September 2023	

Based on the Leeds Children's Services Model Safeguarding & Child Protection Policy for Schools and Colleges 2022/23



Leeds Safeguarding  
Children Partnership

## **Contents**

<b>1. AIMS</b>	<b>6</b>
<b>2. LEGISLATION AND STATUTORY GUIDANCE</b>	<b>6</b>
<b>3. DEFINITIONS</b>	<b>8</b>
<b>4. EQUALITY STATEMENT</b>	<b>8</b>
<b>5. ROLES AND RESPONSIBILITIES</b>	<b>9</b>
<b>6. CONFIDENTIALITY AND INFORMATION SHARING</b>	<b>15</b>
<b>7. OUR ROLE IN THE PREVENTION OF ABUSE</b>	<b>16</b>
<b>8. OUR ROLE IN SUPPORTING CHILDREN</b>	<b>17</b>
<b>9. CHILDREN WHO ARE ABSENT OR MISSING FROM EDUCATION</b>	<b>26</b>
<b>10. A SAFER SCHOOL CULTURE</b>	<b>27</b>
<b>11. CHILD PROTECTION RECORDS</b>	<b>32</b>
<b>12. SAFEGUARDING RESPONSIBILITIES FOR PUPILS IN TRANSITION</b>	<b>36</b>
<b>APPENDIX 1: DEFINITIONS AND INDICATORS OF ABUSE</b>	<b>37</b>
<b>APPENDIX 2: TAKING ACTION/RESPONDING TO CHILDREN WHO REPORT ABUSE</b>	<b>41</b>
<b>APPENDIX 3: CAUSE FOR CONCERN FORM</b>	<b>43</b>
<b>APPENDIX 4: VISITOR SAFEGUARDING</b>	<b>45</b>
<b>APPENDIX 5: RECRUITMENT AND SELECTION CHECKLIST</b>	<b>47</b>
<b>APPENDIX 6: CHILD EXPLOITATION RESPONSE CHECKLIST</b>	<b>51</b>
<b>APPENDIX 7: HARMFUL SEXUAL BEHAVIOR RESPONSE CHECKLIST</b>	<b>52</b>
<b>APPENDIX 8: RADICALISATION RESPONSE CHECKLIST</b>	<b>53</b>
<b>APPENDIX 9: MISSING FROM SCHOOL CHECKLIST</b>	<b>54</b>
<b>APPENDIX 10: FE SAFEGUARDING INFORMATION SHARING FORM</b>	<b>55</b>
<b>APPENDIX 11: LADO NOTIFICATION FORM</b>	<b>59</b>
<b>APPENDIX 12: PREVENT REFERRAL FORM</b>	<b>63</b>
<b>APPENDIX 13: EYFS POLICY FOR THE USE OF CAMERAS AND MOBILE PHONES</b>	<b>65</b>
<b>APPENDIX 14: LOW LEVEL CONCERNS POLICY</b>	<b>67</b>

## School Contacts

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**Mrs Sarah Chatterton, Head Teacher, Bronte House**

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**Designated Safeguarding Lead**

**Mr. Anthony Cadman, Deputy Head (Pastoral)**

Email: [cadman.am@woodhousegrove.co.uk](mailto:cadman.am@woodhousegrove.co.uk)

**Deputy Designated Safeguarding Leads**

**Woodhouse Grove**

**Mrs Rebecca Vernon, Head of Pupil**

**Wellbeing**

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**Mrs Fiona Pearson, Deputy Head (Pastoral)**

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**Mrs Hannah Foster- EYFS Coordinator, Ashdown Lodge**

Email: [foster.ha@brontehouse.co.uk](mailto:foster.ha@brontehouse.co.uk)

**Governing Body (Initial contact through the School Office please)**

**Chair of Governors**

**Mr Alan Wintersgill**

**Designated Safeguarding Governor**

**Mr Martin Pearman**

**MIST safeguarding trustee – Lady Fiona Mynors** [fmynors.trustee@methodistschools.org.uk](mailto:fmynors.trustee@methodistschools.org.uk)

## Other contacts: Leeds Safeguarding Children Partnership (LSCP)

<b>CSWS Duty and Advice / Front Door Safeguarding Hub</b>	Urgent Child Protection concerns / <b><u>initial referral</u></b>	Professionals – 0113 3760336 Members of the public – 0113 2223301
<b>CSWS Emergency Duty Team (out of hours)</b>	Urgent Child Protection concerns	0113 535 0600 <a href="mailto:childrensEDT@leeds.gov.uk">childrensEDT@leeds.gov.uk</a>
<b>Education Safeguarding Team</b>	<b><u>Advice</u></b> / Training / Safeguarding Audit	0113 3789685 <a href="mailto:estconsultation@leeds.gov.uk">estconsultation@leeds.gov.uk</a>
<b>Local Authority Designated Officer</b>	Allegations against adults in school	0113 3789687 <a href="mailto:lado@leeds.gov.uk">lado@leeds.gov.uk</a>
<b>NSPCC Whistleblowing Helpline</b>	Allegations against adults in school	0800 028 0285
<b>PREVENT Team</b>	Prevent training/advice	0113 535 0810 <a href="mailto:prevent@leeds.gov.uk">prevent@leeds.gov.uk</a>

**Bradford** Children's Social Services Initial Contact Point: 01274 437500

**Bradford** Social Services emergency Duty Team (out of hours): 01274 431010

**Advice can also be sought from Deborah Jobson** – Team Manager Education and Early Years Safeguarding Team - 0113 **3789637**

**Any incidents causing serious harm should also be reported to the police from the outset, using the 101 number, as should any other crime that has been committed.**

**DfE Prevent Helpline and Mailbox for non-urgent advice for staff and governors – 020 7340 7264 / [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)**

Children Missing Education - [cme@leeds.gov.uk](mailto:cme@leeds.gov.uk). Tel: 0113 3789686.

**Reporting Female Genital Mutilation – complete [West Yorkshire Police FGM Reporting Form](#) or call 101. Staff Should follow the local safeguarding Children's partnership procedures**

## Other useful numbers may be:

<b>Childline</b>	0800 1111
<b>NSPCC</b>	0808 800 5000
<b>Ofsted's Whistleblower Hotline</b>	0300 123 3155
<b>The Children's Commissioner</b>	0800 528 0731 <a href="mailto:advice.team@childrenscommissioner.gsi.gov.uk">advice.team@childrenscommissioner.gsi.gov.uk</a>
<b>The NSPCC whistleblowing helpline</b>	0800 028 0285

The 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.

**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 pupils of the school.

**Child Protection** refers to the multi-agency arrangements to identify and protect children who are, or may be at risk of or suffering significant harm.

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

**Child** is any pupil under the age of 18.

### Glossary

- DSL                      Designated Safeguarding Lead
- DDSL                    Deputy Designated Safeguarding Lead
- SENDCo                Special Education Needs and Disabilities Coordinator
- PSHE                    Personal, social health and economic
- RSE                      Relationships and Sex education
- CSWS                    Childrens' Social Work Services
- KCSiE                    Keeping Children Safe in Education

### 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 and concerns regarding a child/young person or another adult in school. This badge must be worn at all times. 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.

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This Safeguarding & Child Protection Policy is available on the school website, and is reviewed and ratified annually and by the governing body/board of trustees or as events, or legislation requires. Any updates, deficiencies or weaknesses identified will be remedied without delay.

# Part One: Policy for schools

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## 1. Aims

1.1 Woodhouse Grove School and Bronte House School aim 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 Woodhouse Grove and Bronte House School (hereinafter referred to as "Woodhouse Grove School") take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our 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 Woodhouse Grove School is a member of the Methodist Independent Schools Trust (MIST) who, as proprietor of the school, has safeguarding responsibilities. The Head is responsible for the day-to-day child protection, discipline, health & safety, and promoting and safeguarding the welfare of children and young persons with whom the school engages. While the day-to-day oversight of this is delegated to local governing bodies, MIST has ultimate responsibility as proprietor for safeguarding within Trust schools. MIST also have their own [Safeguarding Policy](#) and [Whistleblowing Policy](#)

1.4 The responsibilities set out in this policy apply (as appropriate) to all members of the school community including pupils, 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 PSHE and within the safety of the physical environment provided for the pupils.

## 2. Legislation and statutory guidance

2.1 This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education \(KCSIE\) 2023](#) and [Working Together to Safeguard Children \(2023\)](#) 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:

Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school

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

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

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

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

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

Statutory [Guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 (updated 2021) 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 Feb 2022)

National Minimum Standards for Boarding Schools (September 2022);

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

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

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

Schools and colleges are under a statutory duty to cooperate with the published LSCP arrangements. This policy conforms to locally agreed inter-agency procedures [LSCP - Local protocols for Leeds practitioners \(leedsscp.org.uk\)](#) and has been ratified by the LSCP Education Reference Group. It is available to all interested parties on our website and on request from the main school office. It must be read in conjunction with other relevant policies and procedures and KCSiE (DfE 2023).

The [Childcare \(Disqualification\) Regulations 2018](#) (<http://www.legislation.gov.uk/uksi/2018/794/contents/made>) and [Childcare Act 2006](#), which set out who is disqualified from working with children

This policy also meets requirements relating to safeguarding and welfare in the [Statutory framework for the Early Years Foundation Stage. \(DfE 2021\)](#)

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 3/4/5G devices on school site

### 3. Definitions

3.1 **Safeguarding and promoting the welfare of children** means:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, Whether the risk of harm comes from within the child's family and/or outside (from the wider community), including online
- 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

3.2 **Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

3.3 Appendix 1 explains the different types and indicators of abuse.

3.4 **Children** includes everyone under the age of 18.

### 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.

4.2 We give special consideration to children who:

- Have special educational needs or disabilities or health conditions
- Children with a social worker
- Are young carers
- Suffer from effects of poor parenting
- May experience discrimination due to their race, ethnicity, disability, religion, gender identification, sex or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or homelessness or where there are issues such as substance abuse or domestic violence
- Children in the court system
- Children with a parent in prison
- Are at risk of FGM, Honour-based abuse, 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 absent or 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)



- Have been involved in child abduction or community safety incidents
- Children involved or victims of cybercrime
- Whose parent/carer 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 familiarise themselves with this policy as part of their induction arrangements as well as the documents referenced in section 5.2 (All staff) below and any updates therein.

### 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 will 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), reading and understanding the school behaviour policy (which reflects measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying), 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 be reporting emerging problems that may warrant early help intervention to the Safeguarding Team via CPOMS.
- 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 of abuse, neglect and adverse childhood experiences can impact on children's mental health, behaviour & education. If staff have a Mental health concern about a child that is also a safeguarding concern, immediate action should be

taken, following the procedures in this policy. Our Mental Health Policy includes routes to escalate concerns.

- 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 the DSL, deputy DSL or head teacher (in the absence of a DSL) first to agree a course of action. In the absence of a DSL or head teacher 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 the Safeguarding Designated Staff, to the CSWS Duty & Advice Team (0113 3760336). Where a child already has a child protection social worker, the school will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker.
- 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.
- How to manage a report of child-on-child sexual violence and sexual harassment.
- In school procedures for recording any cause for concerns and passing information on to DSLs 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 safeguarding incidents/behaviours can occur outside school or college or be associated with outside factors CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.
- Children absent from education or missing/absconding during the school day can also be a sign of a range of safeguarding concerns including sexual abuse, sexual exploitation or child criminal exploitation.
- 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.

**EYFS Staff** must follow the EYFS Policy for the use of cameras and mobile phones Appendix 13.

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 deputy designated staff.**

- 5.3.1 Our DSL is Mr Anthony Cadman (Deputy Head (Pastoral)). The DSL takes lead responsibility for child protection and wider safeguarding (including online safety and understanding the filtering and monitoring systems which are in place). Refer to DfE Guidance [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](#)
- 5.3.2 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.
- 5.3.3 During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns (see Pg. 3 for contact details). 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.
- 5.3.4 When the DSL is absent, the deputies will act as cover (See page 3 for contact details).
- 5.3.5 If the DSL and deputy are not available, one of the Safeguarding Team will act as cover (for example, during out-of-hours/out-of-term activities).
- 5.3.6 The DSL will be given the time, training, resources and support to:
- Provide advice and support to other staff on child welfare and child protection matters
  - Ensure staff are trained in online safety, including filtering and monitoring systems in place
  - 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.
  - Mr Anthony Cadman (DSL) will ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues, have access to regular safeguarding supervision. (Ref: LCC Framework for Supervision (2021)).
  - The DSL will also keep the Head teacher informed of any issues, and liaise with local authority officers and relevant professionals for child protection concerns as appropriate.
  - The DSL is responsible for responding to domestic abuse notifications from the local authority and providing support to children and their families as appropriate
  - The school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.

- Provide reports as required for meetings. 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 DSL will contribute to the preparation, implementation and review of the plan as appropriate.
- The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2018). NPCC (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. It is essential therefore that the DSL works in close collaboration with the 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 and deputy safeguarding leads must read and comply with this.**

## **5.4 The governing board**

- 5.4.1 The governing board will approve this policy at each review, at least annually, usually September, and hold the head teacher to account for its implementation. They will receive a termly report from the DSL.
- 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 safeguarding and child protection briefing on their strategic roles and responsibilities every three years provided by the MIST Safeguarding consultant. Training will also include relevant Online Safety Training. The governing body will ensure that all staff undergo safeguarding and child protection training, including online safety training which provides an understanding of the expectations and applicable roles and responsibilities in relation to filtering and monitoring.
- 5.4.4 The governing board will appoint a lead governor to monitor the effectiveness of this policy and other related safeguarding policies in conjunction with the full governing board. A Staff Governor cannot be the lead governor with responsibility for safeguarding and child protection. The lead governor will access AGBIS safeguarding governor training every three years including online safety training.
- 5.4.5 In the event that safeguarding concerns or an allegation of abuse is made against the head teacher, the chair of governors will act as the 'case manager'. See also 10.2
- 5.4.6 The governing body will ensure that the school has robust IT filtering and monitoring systems in place and should be informed in part, by the risk assessment required by the Prevent Duty in order to limit children's exposure to

online risks. The governing body should consider the number and age range of children, those who are potentially at greater risk of harm and how often they access the IT system.

5.4.7 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 for all staff in place. The provision follows safer recruitment processes and have clear allegation management processes. Pupils who attend alternative provisions can often have complex needs and it is important that these settings are aware of the additional risk of harm that their pupils may be vulnerable too and appropriate risk assessments/support plans are in place where pupils access provision offsite. Woodhouse Grove School has used the following alternative or off-site providers and has written evidence of safeguarding arrangements:

- Queenswood Education Centre

5.4.8 The governing body will supply information as requested by the LSCP and the Local Authority Education Safeguarding Team.

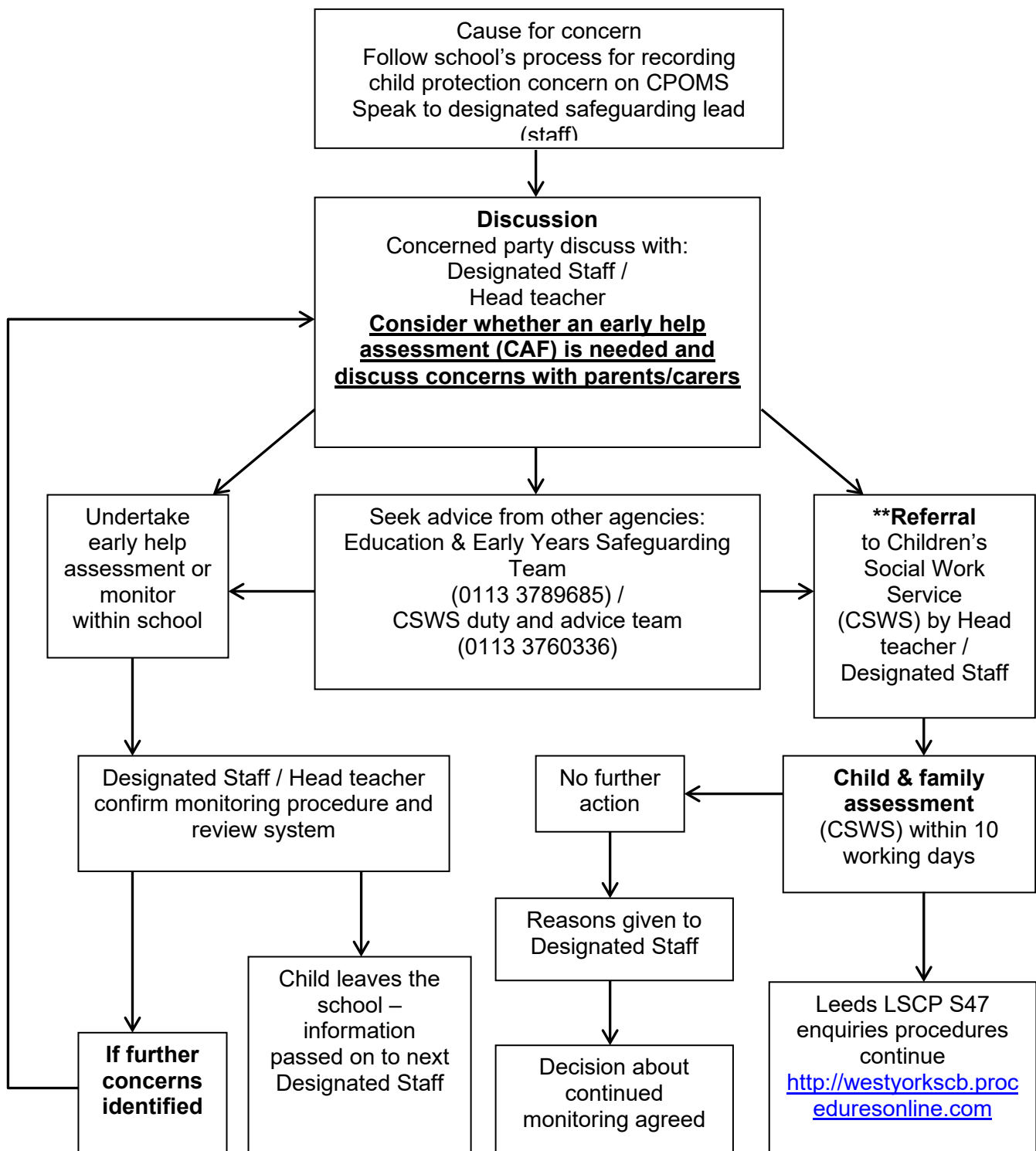
**The full responsibilities of the governing board are set out in Part Two of KCSIE – The management of safeguarding. The governing board will ensure that the school is fully compliant with their statutory safeguarding responsibilities.**

## **5.5 The head teacher**

5.5.1 The head teacher 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 (2023) are reflected in their job description.
- Ensuring that the DSL has appropriate time, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that they complete appropriate training for head teachers/principals 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, supply staff or volunteer, where appropriate.
- Recording and responding to low level concerns
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

**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: [http://www.leedslscb.org.uk/Practitioners/Local-protocols/Concerns Resolution](http://www.leedslscb.org.uk/Practitioners/Local-protocols/Concerns%20Resolution).

## **6. Confidentiality and Information Sharing**

- 6.1 Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding.
- 6.2 Woodhouse Grove 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 pass any cause for concerns immediately to a designated safeguarding lead.
- 6.3 Confidentiality is addressed throughout this policy with respect to record-keeping (see section 11), dealing with reports of abuse (see Appendix 2), allegations of abuse against staff (see section 10.2), information sharing (see section 6.4) and working with parents (see section 6.5).
- 6.4 The school's confidentiality policy for sharing reports of pregnancy by pupils is within our Sexual Health Protocol Statement. These procedures must always take into account the organisation's responsibility to safeguard the pupil and promote their welfare.

### **6.4 Information sharing**

- 6.4.1 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 promotes their well-being.
- 6.4.2 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.
- 6.4.3 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.
- 6.4.4 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.
- 6.4.5 If staff are in any doubt about sharing information, they must speak to the designated staff, or the head teacher.

### **6.5 Working with parents and other agencies to protect children**

- 6.5.1 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.

- 6.5.2 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.
- 6.5.3 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 the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of harm to the child.
- 6.5.4 Parents/carers are informed about our Safeguarding & Child Protection policy through: school prospectus, website etc. A safeguarding & child protection statement is prominent in the school foyer/reception area.
- 6.5.5 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 and 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.

## 6.6 Multi-agency work

- 6.6.1 We will co-operate with CSWS in accordance with the requirements of the Children Act and allow access to child and child protection records for them to conduct section 17 or section 47 assessments.
- 6.6.2 In the best interests of our pupils, we will work with all relevant professionals and agencies as required to safeguarding 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. Children are taught to be able to recognise when they are at risk and know how to get help when they need it.**

### 7.1 The Curriculum/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 PSHE curriculum, including self-esteem, emotional literacy, assertiveness, power, relationship and sex education (in line with RSHE Statutory Guidance 2019) , online safety, online bullying, sexting, child



sexual exploitation (CSE), sharing nudes and semi-nudes, female genital mutilation (FGM), preventing radicalisation, child on child abuse, consent, anti-bullying and unhealthy and abusive family relationships. Schools can seek advice on the PSHE curriculum from the LCC Health & Wellbeing Service ([schoolwellbeing@leeds.gov.uk](mailto:schoolwellbeing@leeds.gov.uk)). Our RSHE Policy can be found on the [School Website](#).

- 7.1.3 Relevant issues will be addressed through other areas of the curriculum. For example, form time, English, History, Drama, PSHE, Art 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, Equal Opportunities, Positive Handling, Behaviour, Online 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 KCSiE (2023) 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) that 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 In cases where children have experienced abuse/abused others, the DSL will ensure that appropriate support is offered. An individual support plan will be devised, implemented and reviewed regularly should the pupil or others affected require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e., learning mentor, key worker) and the child's wishes and feelings. A copy of the individual support plan will be kept in the pupil's child protection record.

### 8.2 Children with special educational needs, disabilities or health issues

Woodhouse Grove School recognises that while all children have a right to be safe, some children *may* be more vulnerable to abuse or disproportionately impacted e.g., those with a disability or special educational need, mental health issues or those living with domestic violence or drug/alcohol abusing parents, gangs, so called honour-based abuse, forced marriage, 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

- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
  - The potential for pupils 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
- 8.2.1 When the school is considering excluding, either for a fixed term period or permanently, a vulnerable pupil/a child with additional needs and/or a pupil who is either subject to a S47 Child Protection plan/child in need plan or there are/have previously been child protection concerns, we will undertake an informed (multi-agency where other professionals are involved) risk-assessment prior to making the decision to exclude. We would 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. We 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.
- 8.2.2 All staff have a role in preventing impairment of children's mental health/emotional wellbeing, including promoting positive mental health and identifying where students are struggling with their Mental Health. We regularly communicate messages to students regarding wellbeing and the promotion of positive mental health strategies through the curriculum, PSHCE and Form Time. Further support can be obtained from the Health & Wellbeing Service ([schoolwellbeing@leeds.gov.uk](mailto:schoolwellbeing@leeds.gov.uk)).
- 8.2.3 Concerns regarding a student's mental health/emotional wellbeing should be reported to a member of the school the safeguarding team in keeping with the school's safeguarding reporting arrangement 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](http://www.leedsLSCP.org.uk)) online locally agreed multi-agency procedures, in circumstances where children are at risk of 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 children are being asked to learn online at home, for example because of the coronavirus 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 Recruitment Consortium, 2022)
- 8.4.2 Where children are remote learning and the DSL has identified a child to be vulnerable, on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. The communication plans can include: remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and

recorded. Details of this plan must be recorded, as should a record of contact have made.

- 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 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.

### 8.5 Female Genital Mutilation: The Mandatory Reporting Duty

- 8.5.1 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".
- 8.5.2 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'.
- 8.5.3 **Any teacher** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must immediately (in consultation with the DSL) report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.
- 8.5.4 The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff must not examine pupils.
- 8.5.5 **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.
- 8.5.6 **Any member of staff** who suspects a pupil is *at risk* of FGM or discovers that a **pupil age 18 or over** appears to have been a victim of FGM, must speak to the DSL and follow our [local safeguarding children's partnership procedures](#).
- 8.5.7 Signs a teacher or school may notice
- A family arranging a long break abroad during the summer holidays.
  - Unexpected, repeated or prolonged absence from school.
  - Academic work suffering.
- 8.5.8 Indicators FGM may have taken place  
A girl or woman who's had female genital mutilation (FGM) may:
- have difficulty walking, standing or sitting
  - spend longer in the bathroom or toilet
  - appear withdrawn, anxious or depressed
  - have unusual behaviour after an absence from school or college
  - be particularly reluctant to undergo normal medical examinations
  - ask for help, but may not be explicit about the problem due to embarrassment or fear.

## 8.6 Radicalisation & Terrorism

- 8.6.1 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.
- 8.6.2 If staff are concerned about a change in the behaviour of an individual or see something that concerns them (**this could be a colleague too**) they should seek advice appropriately with the DSL who must contact the Education Safeguarding Team or the Leeds Prevent Education Team for further advice (see **Appendix 8**).
- 8.6.3 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.
- 8.6.4 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. Woodhouse Grove School will ensure that as far as possible all front-line staff will undertake Prevent awareness training (e.g. Workshop to Raise Awareness of Prevent [WRAP]).
- 8.6.5 Woodhouse Grove School has a Preventing Extremism and Radicalisation Policy and a Protocol for Screening Visiting Speakers and Organisations.

## 8.7 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 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.

## 8.8 Child on child abuse

- 8.8.1 We recognise that children are capable of abusing their peers and that child on child abuse can manifest in many different ways, including bullying (including cyber-bullying, prejudice-based and discriminatory bullying), physical abuse (including kicking, hitting, shaking, biting, hair pulling, or otherwise causing physical harm), criminal and sexual exploitation, sexual harassment and violence, upskirting, initiation/hazing, consensual and non-consensual sharing

of nudes and semi-nudes, causing someone to engage in sexual activity without consent 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, just having a laugh, part of growing up or boys being boys as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. Our school has a zero-tolerance approach to such attitudes and behaviours and staff will challenge abusive behaviour between peers.

Pupils know how to report concerns (e.g., to Form tutor, Head of Year, Safeguarding team). 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. We recognise that just because no cases are reported, such abuse may still be happening but may not be being reported.

Our school will ensure that at least one member of the school's safeguarding team has completed the 1 day LA training on understanding and managing harmful sexual behaviour in education settings. The DSL is responsible for providing support to all children involved in incidents of child-on-child sexual abuse. Where incidents of child-on-child abuse involve children attending another school setting we will liaise with the relevant DSL/DO at the setting to ensure appropriate information is shared.

We will take steps to minimise the risk of child-on-child abuse by ensuring students recognise behaviour that is not appropriate and understand how to stay safe and challenge and report unwanted behaviours. We will also regularly review the school site and school activities to further minimise the risk of child-on-child abuse occurring. Boarding Students are spoken to about this separately due to the unique nature of boarding accommodation and the risks associated with children sharing overnight accommodation.

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.

Most cases of pupils hurting other pupils 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. This includes any incidents involving boarding students.

- 8.8.2 Research suggests that girls and young women are more at risk of abusive behaviours perpetrated by their peers; however, it can also affect boys and young men, those with learning difficulties or disabilities, LGBTQ+ Children and young people and those who are from different communities.
- 8.8.3 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 is never acceptable. In responding to such concerns DSL must (where appropriate) always complete an AIM checklist and contact made with Children's Social Work Service if appropriate (see [Appendix 8](#)) and follow the principles set out in Part 5 of KCSiE.

- 8.8.4 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. The DSL and other key staff are trained to use AIM Checklists and/or undertaking a RAMP but further information/advice can be obtained from the Education Safeguarding Team
- 8.8.5 We will ensure that all children who may have/has been sexually harmed will be taken seriously and that they will be supported and kept safe. Where appropriate support plans will be put in place for children subjected to sexual harm.
- 8.8.6 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.
- 8.8.7 Where child exploitation (i.e.; criminal, sexual, trafficking, modern day slavery etc.), or the risk of it, is suspected, frontline practitioners must notify the designated member of staff for child protection, in line with the child protection policy reporting systems and the National Referral Mechanism.
- 8.8.8 The DSL must complete the child exploitation risk identification tool for partners (see Appendix 7) 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](mailto: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.
- 8.8.9 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 child exploitation
- 8.8.10 A copy of the child exploitation risk identification tool for partners (see Appendix 6) for partners can be obtained from the LSCP Website.
- 8.8.11 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.
- 8.8.12 Children, both victim and perpetrator, and any other children affected, will be supported in the most appropriate way e.g., restorative practice, peer support.



- 8.8.13 The school has put in place safeguards to reduce the likelihood of child-on-child allegations. An ethos of respect, friendship, courtesy and kindness with clear behaviour policies which set out the school's expectations and consequences for unacceptable behaviour together with visible staff presence. The school seeks to educate all pupils on healthy relationships through the curriculum, and raising staff awareness, however we recognise despite this we need to be alert to child-on-child abuse.

## **8.9 Child Exploitation**

- 8.9.1 Where child exploitation (i.e.; criminal, sexual, trafficking, modern day slavery etc.), or the risk of it, is suspected, frontline practitioners should complete a complete a CPOMS referral or if you cannot access use Cause for Concern Form and alert the designated member of staff for child protection.
- 8.9.2 The DSL should complete the child exploitation risk identification tool for partners (see Appendix 6) 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](mailto: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.
- 8.9.3 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 child exploitation.
- 8.9.4 A copy of the child exploitation risk identification tool (see Appendix 6) for partners can be obtained from the LSCP Website.
- 8.9.5 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.

## **8.10 Sharing nudes and semi-nudes**

- 8.10.1 The sending of an indecent image can be illegal. A person under 18 is committing an offence if they send an indecent image of themselves and someone passing this on is also distributing an indecent image of a child. The School seeks to protect children from these incidents and the impact it can have.
- 8.10.2 Where an incident takes place the School would follow its Sharing Nudes & Semi-Nudes Policy which makes reference to [Sharing nudes and semi-nudes: advice for education settings working with children and young people \(Department for Digital, Culture, Media & Sport and UK Council for Internet Safety 2020\)](#)

Advice for pupils is available at:  
<http://www.thinkuknow.co.uk>

<https://www.childline.org.uk/explore/online-safety/pages/sexting.aspx>

Advice for parents is available at:

<http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/>

## **8.11 Online Safety**

### **8.11.1 The School will ensure that:**

- Appropriate filters and monitoring systems are in place to keep children safe from potentially harmful and inappropriate material online. The school's internet traffic is filtered using Securus Web Filter. Such systems aim to reduce the risk of children being exposed to illegal or inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help to manage online behaviour that can increase a child's likelihood of, or causes, harm;
- Staff are trained to understand the limitations of filtering & monitoring systems and understand their individual responsibility to ensure children are safe when using technology
- Children are taught about safeguarding, including online;
- Children are taught that abuse can take place online or technology may be used to facilitate offline abuse.
- Staff are equipped with the knowledge to safeguard children online by attending online safety training. The School's ICT Acceptable Use Policy also sets out the School's approach to online safety.
- Children must read and sign the Pupil IT User Guide prior to gaining access to the network
- Students are encouraged to connect their own devices to the school wifi.
- Students must abide by the Mobile Phone Protocol in order that the school can manage the access to 3G/4G/5G data as some pupils may abuse to sexually harass their peers, share indecent images consensually and non-consensually and view and share pornography and other harmful content.

## **8.12 Private Fostering**

8.12.1 A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

8.12.2 A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents (if married to the partner or in a civil partnership); it does not include great-aunts or uncles, great grandparents or cousins. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

8.12.3 In terms of the Boarding Community, it is important to note that;

***If a child is intending to remain in a residential setting outside of term time for more than 14 days, this becomes a Private Fostering arrangement.***



8.12.4 People become private foster carers for all sorts of reasons. Private foster carers can be a friend of the child's family or be someone who is willing to care for a child of a family they do not know. It is not a private fostering arrangement if the placement was made by a social worker who has intervened on behalf of the local authority.

Examples include:

- Children (sometimes very young) where a parent is unable to care for them because of chronic ill health or where there are alcohol, drug or mental health issues. Sometimes the parent may be in prison
- Adolescents temporarily estranged from their parents;
- Children in service families where parents are posted overseas;
- Children from overseas where parents are not resident in this country;
- Children from abroad who attend a language school or mainstream school in England, staying with host families.

8.12.5 Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

8.12.6 Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

8.12.7 Staff should notify the Designated Safeguarding Lead or his deputies when they become aware of private fostering arrangements. The Designated Safeguarding Lead or one of the deputies will speak to the family of the child involved to check that they are aware of their duty to inform the Local Authority. The school itself has a duty to inform the local authority of the private fostering arrangements. On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

### **8.13 Boarding Students**

8.13.1 Woodhouse Grove School has additional factors to consider with regard to safeguarding due to having boarding students. With this in mind:

- Boarding Students will be made aware of the school's policy on sexual relationships between children (and importance of boarders understanding this policy). This will be explained to all boarders in a meeting held at the start of each year by Head of Boarding who is a DDSL.
- Our approach to child-on-child abuse, will reflect the unique nature of boarding accommodation and the risks associated with children sharing overnight accommodation. The rules about areas they can and can't go will be explained to boarders in the same meeting and consequences of this. Along with outline of child-on-child abuse and consequences of this.
- Our Boarding Houses will have clear guidance regarding how boarders' devices are managed in terms of bringing a device into the school, and harmful content that may already be downloaded on to it, and the opportunity to download harmful content via 3,4 and 5G that will bypass the school's filtering

and monitoring systems. There is a policy/guideline in place from an online safety perspective for boarders i.e. collect phones, on school Wi-Fi with filters etc.

## 9 Children who are absent or missing from education

9.1 A child who is absent or missing from education is a potential indicator of abuse or neglect. School and college staff members must follow the local Children's Services LA procedure

9.2 Contact: [cme@leeds.gov.uk](mailto:cme@leeds.gov.uk). Tel: 0113 3789686.

9.3 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 and college 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 (see Appendix 9 ).

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

## 10 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 have concerns about any adult's behaviour)
- School's procedures for managing children who are missing education
- Guidance on Safer Working Practices/Code of Conduct/Social Media Policy
- Safeguarding and Child Protection policy (including online safety).
- Low-Level Concerns Policy
- School behaviour policy
- The names, roles and responsibilities of the designated safeguarding lead and any deputies

**Members of the school staff are expected to follow the guidance of the Staff Code of Conduct at all times.**

### 10.1 Safer Recruitment, selection and pre-employment vetting

- 10.1.1 Woodhouse Grove School pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSiE and in line with MIST Safer Recruitment Procedures
- 10.1.2 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.
- 10.1.3 All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils. (See Appendix 5)
- 10.1.4 Woodhouse Grove 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.
- 10.1.5 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 (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.
- 10.1.6 Woodhouse Grove 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. Advice and support for carrying out risk assessments can be accessed through the school's HR Advisor/Provider/Contact or the Education Safeguarding Team.

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

10.1.8 Copies of documents used to verify the successful candidate's identity (including birth/adoption certificate where available), right to work and required qualifications should be kept in their personnel file

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

10.2.1 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.)*

10.2.2 Examples of behaviours that would warrant an allegation or safeguarding concern by a member of staff or person in school 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 pupils, 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.
- All adults working in school have duty to disclose to the head teacher/principal (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.
- Staff have a duty to abide by the Staff Code of Conduct.

10.2.3 A safeguarding complaint that meets the above criteria about a member of staff, the DSL, supply staff or volunteers must be reported to the Head teacher ("case manager") immediately.

10.2.4 If the complaint involves the Headteacher then the Chair of Governors ("case manager") and CEO of MIST should be contacted without informing the head teacher.

Additionally, where there may be a conflict of interest in reporting the matter to the head teacher then the LADO should be contacted directly.

10.2.5 Where a 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 10.2.6-10.2.8 by a designated manager with appropriate safeguarding training. Reports about supply staff and contractors should be notified to their employers so any potential patterns of inappropriate behaviour can be identified. It is important for Head teachers 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 over time. In many cases Head teachers may decide to retain this role in the event that they have appropriate safeguarding training.

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

- *Being over friendly with children*
- *Having favourites*
- *Taking photographs of children in a way that contravenes school policy*
- *Engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or*
- *Humiliating Pupils*

*Staff should be aware of the Woodhouse Grove School Low-level Concerns Policy – See Appendix 14*

10.2.7 The case manager should ensure that the child is not at risk and where appropriate ensure that the child is referred to the local authority Duty and Advice team as referenced in Part 1 of KCSIE

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

10.2.9 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 11) in order to assess the level of concern, **prior to contacting the LADO**. As part of this initial consideration, the case manager should consult with the HR manager or in the case of a supply member of staff the supply agency safeguarding lead/senior manager. The completed LADO notification form must be sent to [lado@leeds.gov.uk](mailto:lado@leeds.gov.uk) **within one working day of the allegation**

**being made.** This will assist the case 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 or 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

10.2.10 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

10.2.11 A multi-agency allegations management meeting may be arranged to look at the complaint in its widest context. The case manager must attend this meeting, which will be arranged by the LADO. All issues must be recorded and the outcome reached must be noted to ensure closure.

10.2.12 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.

10.2.13 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.

10.2.14 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 and Teaching Regulation Agency (TRA) 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 and TRA. The school will keep written records of all of the above.

10.2.15 Woodhouse Grove may receive an allegation relating to an incident that has happened when an individual or organisation is using our school premises for the purposes of running activities for children (*e.g., Community groups, sports associations or service providers that run extra-curricular activities*). As with any safeguarding allegation, Woodhouse Grove will follow our safeguarding policy and procedures, including informing the LADO

- **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**

10.2.16 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, including the WGS Whistleblowing Policy and the MIST Whistleblowing Policy

- 10.2.17 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](mailto:help@nspcc.org.uk).

### **10.3 Allegations against a student or students**

If the allegation is about a student or group of students abusing another student, a referral will be made by the Designated Safeguarding Lead to CSWS after consultation with Leeds Safeguarding Education if appropriate.

If the allegation is about a student or group of students abusing another student, whether in the day setting or in boarding a referral will be made by the Designated Safeguarding Lead to CSWS after consultation with Leeds Safeguarding Education if appropriate, in line with normal procedures. The DSL will work in collaboration with the most appropriate member of the pastoral team (Head of Year/Boarding Houseparent) to support the students involved.

A pupil may be suspended during any investigation in line with behaviour, discipline and sanctions policies and any incident of bullying which is suspected to be causing a student to suffer or be likely to suffer harm may be treated as a child protection concern (see Anti-Bullying Policy).

Should police interview seem likely because of the nature of any allegation, the School will ensure, subject to advice from CSWS, that parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

### **10.4 Allegations against a member of the Boarding staff**

If the complaint concerns a member of staff resident in the boarding setting, the Headmaster and the Designated Safeguarding Lead, in consultation with the Head of Boarding, will conduct a risk assessment about the safety of boarders and will act to ensure that safety. If required, the member of staff will be moved off campus and normal procedures for such complaint will be followed.

## **10.5 Training and Support**

- 10.5.1 All staff members should be aware of systems within our school that support safeguarding and these will be explained to them as part of our staff induction and updates at least annually. This includes: the school's/college's safeguarding/child protection policy (including the roles and identity of the DSL & Deputies), the staff code of conduct, the school's whistle blowing procedures, online safety including ICT AUP, KCSIE Part 1 and Annex B (leaders and those who work directly with children) or Annex A (role dependent), Behaviour Policy (include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying) and Safeguarding response to children who go missing from education (CME).

- 10.5.2 We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from any member of the Safeguarding team (see page 3 for details). Access to regular and timely supervision is an essential form of support for all designated safeguarding staff.

Children's Services Education Safeguarding team are also potentially available for advice and support (Tel: 0113 3789685).

- 10.5.3 Designated Safeguarding staff must have attended the 3-day Children's Services Education child protection training course and multi-agency Working together to safeguard children training. They will attend refresher training at least every two years. The DSL will undertake Prevent Awareness Training (e.g., Workshop to Raise Awareness of Prevent [WRAP]) to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- 10.5.4 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 basic child protection training (including online safety) refresher training at least every three years. All staff should have regular safeguarding, child protection and online safety updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Training will include briefings on how to manage a report of child-on-child abuse or 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.
- 10.5.5 The Head teacher will attend appropriate safeguarding training at least every three years.
- 10.5.6 Governors, including the nominated Governor will attend specific training for their role, updated at least every three years.
- 10.5.7 School Prefects receive Child Protection training as part of their induction into the role.
- 10.5.9 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 training every five years.

## 11 Child Protection Records

- 11.1.1 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. Child protection and safeguarding records will be held securely, with access being restricted to the DSL and their deputies, head teacher and in cases of Early Help, the nominated lead professional, if this is not a designated safeguarding lead/officer. For further information please see [Early Help](#). The following information must be kept securely with restricted access, whether paper or electronic:
  - Chronology (summary of significant events and the actions and involvement of the school)
  - 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 pupil concerned.

11.1.2 Where a pupil leaves their existing provision, the school will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known) as soon as possible and within 5 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.

11.1.3 Where 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), this information 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. The DSL should 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.

11.1.4 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 pupil's wishes and feelings about their child protection information being passed on, in order that the FE establishment can provide appropriate support. In cases where it is deemed appropriate, relevant child protection information must be shared via the FE Safeguarding Information Sharing Form only. The original records will be retained and archived by the 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 the school*)
- Where the child has not attended the nominated school (*the original records should be retained by the school*)
- There is any on-going legal action (*the original file should be retained by the 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.
- 11.1.5 Pupil records should be transferred in a secure manner, for example, through secure electronic file transfer or by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school/college they are being transferred to must be made and a signature obtained from the receiving school/college as proof of receipt. When sending records through secure electronic file transfer, a delivery and read receipt of the transfer must be retained for audit purposes.
- 11.1.6 If a pupil moves from our school, child protection records will be forwarded onto the named DSL at the new school, with due regard to their confidential nature. Good practice suggests that this should always be done with a face-to-face handover 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 must be obtained for audit purposes by the delivering school.
- 11.1.7 If sending by post, children records should be sent "Special Delivery". A note of the special delivery number should also be made to enable the records to be tracked and traced via Royal Mail.
- 11.1.8 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 will also be retained for audit purposes and kept securely.
- 11.1.9 If a pupil is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records.
- 11.1.10 If a parent chooses to electively home educate (EHE) their child, WGS will contact the EHE team on [ehe@leeds.gov.uk](mailto:ehe@leeds.gov.uk) or 0113 3785028 for information on where the child protection record must be sent.
- 11.1.11 When a DSL member of staff resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.
- 11.1.12 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.
- 11.1.13 All DSLs receiving current (live) files or closed files must keep all contents enclosed and not remove any material (except where the file includes data that should not have been transferred and the school has no lawful processing condition to retain it (GDPR UK / DPA 2018).
- 11.1.14 All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

## 11.2 Archiving

11.2.1 The school that the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining 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 end of the academic year of the pupil's 25th birthday, after which point the file will be destroyed confidentially or deleted from our electronic system. The decision of how and where to store child protection files must be made by the school via the governing body. Due to sensitivity of the information, the records should continue to be held in a secure area with limited access e.g., designated officer or head teacher. 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 pupil.

## 11.3 Children's and parents' access to child protection files

11.3.1 Under Data Protection legislation (General Data Protection Regulation & Data Protection Act 2018) a pupil 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.

11.3.2 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.

11.3.3 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 Children's Information Governance Hub.

Contact email: [IMG.AC@leeds.gov.uk](mailto:IMG.AC@leeds.gov.uk) Telephone: 0113 3784251.

Woodhouse Grove School may also consult their solicitors.

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

## **11.4 Safe Destruction of the pupil record**

11.4.1 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 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.

## **12. Safeguarding responsibilities for pupils in transition**

12.1.1 In the event that a pupil transitions full-time from a primary setting into a high school setting before the end of their academic school year 6, the high school must place a pupil on their admissions register on the first day that the pupil attends and submit a new starter form to the local authority admissions team. Once the pupil is registered at the new school, the previous school can remove the pupil from their register. All safeguarding responsibilities, including attendance management, for the pupil will transfer to the head teacher and/or the senior designated safeguarding lead of the secondary setting. All child protection files and risk assessments will be transferred in keeping with the guidance outlined in section 11 of this policy – Child Protection Records

12.1.2 Where a vulnerable pupil transitions from a high school setting to a post-16 provision (refer 11.1.4), the school must complete the FE Safeguarding Information Sharing Form only (Appendix 10). All existing child protection records must be archived in keeping with the guidance outlined in section 11.2 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.

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children

**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
- Provide suitable education

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

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

- Hunger
- Tiredness or listlessness
- Child 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 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. Females can also be abusers as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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 (CSE):** CSE 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. CSE does not always involve physical contact; it can also occur through the use of technology.

See Also KCSIE Annex B for further info.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional wellbeing;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education

### **Child Criminal Exploitation (CCE) & County Lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

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

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

For more information on CCE & County Lines see KCSIE Annex B

### **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

### **Contextual Safeguarding/Extra-Familial Harms**

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here:

<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>



## **Appendix 2 Taking Action/Responding to children who report abuse**

There are four key steps to follow to help you to identify and respond appropriately to possible abuse and/or neglect.

It may not always be appropriate to go through all four stages sequentially. If a child is in immediate danger or is at risk of harm, you should refer to children's social care and/or the police. Before doing so, you should try to establish the basic facts. However, it will be the role of social workers and the police to investigate cases and make a judgement on whether there should be a statutory intervention and/or a criminal investigation. You should record, in writing, all concerns and discussions about a child's welfare, the decisions made and the reasons for those decisions.

### **Being alert to signs of abuse and neglect.**

The first step is to be alert to the signs of abuse and neglect, to have read this document and to understand the procedures set out in your local multi-agency safeguarding arrangements. You should also consider what training would support you in your role and what is available in your area.

### **Questioning behaviours**

The signs of child abuse might not always be obvious and a child might not tell anyone what is happening to them. You should therefore question behaviours if something seems unusual and try to speak to the child, alone, if appropriate, to seek further information.

If a child reports, following a conversation you have initiated or otherwise, that they are being abused and neglected, you should listen to them, take their allegation seriously, and reassure them that you will take action to keep them safe. You will need to decide the most appropriate action to take, depending on the circumstances of the case, the seriousness of the child's allegation and the local multi-agency safeguarding arrangements in place. You might refer directly to children's social care and/or the police (If so, please discuss this with the DSL at the first opportunity) or discuss your concerns with others and ask for help. At all times, you should explain to the child the action that you are taking. It is important to maintain confidentiality, but you should not promise that you won't tell anyone, as you may need to do so in order to protect the child. You should write down details of the conversation as soon as possible and add this detail on CPOMS or if you cannot access CPOMS on a Cause for Concern Form and pass directly to the DSL.

### **Asking for help.**

Concerns about a child's welfare can vary greatly in terms of their nature and seriousness, how they have been identified and over what duration they have arisen. If you have concerns about a child, you should ask for help.

You should discuss your concerns with the school's designated safeguarding lead. The safeguarding lead will usually decide whether to make a referral to children's social care. For early years practitioners, the Early Years Foundation Stage sets out that providers should ensure that they have a practitioner who is designated to take a lead responsibility for safeguarding children who should liaise with local statutory children's services agencies.

You can also seek advice at any time from the NSPCC helpline – [help@nspcc.org.uk](mailto:help@nspcc.org.uk) or 0808 800 5000. Next steps might involve undertaking an early help assessment or making a referral directly to children's social care/the police. If you have concerns about the safety or welfare of a child and feel they are not being acted upon by your manager or designated safeguarding lead, it is your responsibility to take action.

### **Referring to children's social care.**

If, at any time, you believe that a child is in need or at risk, you should refer immediately to local authority children's social care. **This referral can be made by any practitioner.** If you see further signs of potential abuse and neglect, report and refer again. (If you do decide to make a direct referral, please discuss this with the DSL at the first opportunity)

When referring a child to children's social care, you should consider and include any information you have on the child's development needs and their parents'/carers' ability to respond to these needs within the context of their wider family and environment. Parental consent is not required for referrals to statutory agencies.

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

**It is very important to reassure victims that they are being taken seriously and that they will be supported and kept safe so that no victim will be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment and no victim ever be made to feel ashamed for making a report.**

- 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 try not to 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 any 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 to 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 14).

**Staff should record concerns on CPOMS. If you cannot access CPOMS then use a Cause for Concern Form and pass directly to the DSL.**

### Appendix 3 Cause for Concern Form

Page 1 of 2

Strictly Confidential

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

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

Name of staff member completing form.....

Day..... Date..... Time..... Place.....  
(of observed behaviour / discussion / 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 Safeguarding Lead Officer Use

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time \_\_\_\_\_

Action Taken	By whom	Outcome
Discuss with child  Ensure the child's wishes and feelings are ascertained where appropriate and fully recorded.		
Monitoring sheet		
Check behaviour database, for recent incidents, that might be significant to inform assessment		
Contact parents Please tick  Telephone Call ____ Meeting: ____ Email : ____		
Refer as appropriate (i.e. CSWS, cluster, family support etc.)		
Other (Please specify)		

<b>Woodhouse Grove School</b> <b>Safeguarding Contacts</b>	<b>Other Information</b>	<div> <div>WOODHOUSE GROVE SCHOOL</div> <div>Safeguarding – It is everybody's responsibility!</div> </div> <div>  <p><b>WOODHOUSE GROVE SCHOOL</b></p> <p><b>Visitor and Safeguarding Information.</b></p> <p>Welcome to Woodhouse Grove School. We are committed to safeguarding and promoting the welfare of children &amp; young people and require all staff, volunteers and visitors to share this commitment.</p> <p><u>Please Switch your Mobile Phone to Silent.</u></p> <p><u>Please do not take calls in the presence of pupils.</u></p> <p><u>Please do not take photos while on school site</u></p> </div>
<p><b><u>Designated Safeguarding Lead (DSL)</u></b></p> <p>Mr Anthony Cadman cadman.am@woodhousegrove.co.uk</p> <p><b><u>Headmaster—Mr J.A. Lockwood</u></b></p> <p><b><u>Chair of Governors—Mr A. Wintersgill</u></b></p> <p><b><u>Designated Safeguarding Staff</u></b></p> <p>Mrs Rebecca Vernon Vernon.re@woodhousegrove.co.uk</p> <p>Mrs E Nulty Nulty.e@woodhousegrove.co.uk</p> <p>Mr D King King.d@woodhousegrove.co.uk</p> <p>Mrs Care Blake Blake.c@woodhousegrove.co.uk</p> <p>Mr Adam Ridley <b><u>Brontë House</u></b></p> <p><b><u>Headteacher—Mrs S Chatterton</u></b></p> <p>Mrs Fiona Pearson Pearson.f@bronte-house.co.uk</p> <p>Mrs Helen Simpson Simpson.H@bronte-house.co.uk</p> <p>Mrs. Hannah Foster (EYFS) foster.h@bronte-house.co.uk</p> <p><b><u>Safeguarding Governor</u></b></p> <p>Mr M Pearson</p>	<p><b><u>Fire &amp; Emergency</u></b></p> <p>In the event of the fire alarm sounding or emergencies please evacuate the building by the nearest fire exit and proceed to the assembly point in the school yard at the rear of the school.</p> <p><b><u>First Aid</u></b></p> <p>If you require First Aid treatment please contact a member of staff who will assist you with this. Medical Centre phone extension—238.</p> <p><b><u>Accidents and Incidents</u></b></p> <p>Please report these to your host or reception.</p> <p><b><u>Parking &amp; Disabled Parking</u></b></p> <p>Parking is available at the front of the Sports Centre.</p> <p><b><u>Toilets</u></b></p> <p>Visitors' toilets are located in the sports centre, next to the staff room and on the Headmaster's corridor. Please do not use the student facilities.</p> <p><b>WOODHOUSE GROVE SCHOOL</b></p> <p><b><u>Angelsley Bridge</u></b> Bradford West Yorkshire BD10 0NR.</p> <p>Phone: 0113 2502477 E-mail: <a href="mailto:enquiries@woodhousegrove.co.uk">enquiries@woodhousegrove.co.uk</a></p> <p></p>	



# Safeguarding—It is everyone’s responsibility

## “It could happen here”

### Introduction

This leaflet is designed to be kept with you during your hours in school.

This leaflet has been given to you to help and ensure you understand what is expected of you.

Woodhouse Grove School has a Safeguarding & Child Protection Policy and a copy is available on the school website: [www.woodhousegrove.co.uk](http://www.woodhousegrove.co.uk)

### Visitors

All visitors will sign in at reception and wear a visitor’s badge at all times.

Please sign out and hand your badge in upon departure.

If you become concerned about:

- Comments made by a child
- Marks or bruising on a child
- A child’s behaviour or demeanour
- The behaviour of an adult

Please report these concerns to a member of staff or reception who will pass this information on to the school’s Designated Safeguarding Lead (DSL). You can contact the school’s DSL directly using the contact details within this leaflet.

### How do I handle a child that reports they are being harmed?

Although the likelihood of a child disclosing to a visitor is small, it is important to know what to do in such an eventuality as children rarely lie about such matters.

- Stay calm. Do not transmit shock, anger or embarrassment.
- Reassure the child but do not make promises that might not be possible to keep.
- Tell the child who you will have to tell (DSL) and why—so they can get help.
- Do not interrogate or ask leading questions.
- Listen and remember.
- Praise the child for telling you.
- Do not make comments about the alleged perpetrator.
- As soon as possible record all the details of the conversation using the child’s own language. Do not add opinions.

**You must not deal with this yourself.** Clear indications or disclosure of abuse must be reported to **Children’s Social Work Service** without delay, by the Head Teacher / Designated Safeguarding Lead/Staff .

### Keeping everyone safe

- Maintain a professional approach wherever and whenever you have contact with pupils.
- Unprofessional contact with pupils (e.g. through social media) may leave you vulnerable to an allegation of abuse.
- Avoid, as far as possible, being alone and isolated with a pupil.
- You should only work with a student on a one to one basis if appropriate safeguarding checks have been carried out such as enhanced DBS checks.
- If you are working with a pupil on their own, always ensure that the door is left open, or that you are visible to others.



## Appendix 5 Recruitment and Selection Checklist

Added to Online Training ☐

### RECRUITMENT AND APPOINTMENT CHECKLIST

Name: \_\_\_\_\_ Job Title: \_\_\_\_\_  
School: \_\_\_\_\_

Start Date: \_\_\_\_\_ Teacher No: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

ACTION		TICK AND DATE	SIGNATURE
Self-Disclosure Form		Online Check complete	
Two references requested			
Two written references received		1. 2.	
Reference Authenticity		1. 2.	
Right to Work (Passport) & Identity Check			
Birth / adoption certificate seen (verification of name changes)			
Qualification Check (where relevant)			
Interview Record / Employment History Check (including gaps) Check activity during Covid-19.			
Barred List Check			
<b>DBS Check for Regulated Activity</b>  Date sent online application email: Date HR submitted online:		Date HR viewed Online: Cert No: Issue Date: Date seen hard copy certificate: Signed to agree to join Update Service:	
<b>DBS Update Service</b>		Date Checked:	
Overseas Check		For Overseas check only: Letter of professional standing from regulating authority	
TRA (previously NCTL) <b>Prohibition from Teaching</b> (Teaching Staff or former Teaching staff only)	QTS Check		
<b>Prohibition on Participation in Management (S128)</b> (for mgmt role, or previously in mgmt role)			
Staff Disqualification Declaration (Under 8's only)			
Offer Letter		Date Sent:	Date Received:

Personnel Forms incl Health Form, Employee Form	Date Sent:	Date Received:	
Policies (KCSIE and Policy Acceptance Sheet)	Date Sent:	Date Received:	
Contract of Employment	Date Sent:	Date Received:	
Staff Handbook (Teachers online, Support Staff – Docusign)			
Email request for Safeguarding training	Date Sent to DSL:		
Risk Assessment			
Statutory Induction for Teachers			

<b>ADDED TO SCR (iSAMS)</b>		<b>PHOTO TAKEN</b>		<b>ADDED TO ONLINE TRAINING</b>	
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**Pre-employment Checks Complete: File signed off by:**

**Date:**

### **Pre Interview Checklist**

Post \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

Pre Interview checklist	Initials	Date
<b>Pre-interview:</b>		
<b>Planning</b> - 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		
<b>Vacancy advertised</b> (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		
<b>Applications on receipt</b> - Scrutinised – any discrepancies/anomalies/gaps in employment noted to explore if candidate considered for short-listing		
<b>Short-list prepared by at least two people</b>		
<b>Criminal/Suitability self Disclosure</b> – sent to candidate and returned prior to interview		



<b>Online search</b> - panel informed of any publicly available information that may affect suitability to work with children so that it can be discussed with candidate at interview		
<b>References – seeking</b>  Sought directly from referee on short-listed candidates; ask recommended specific questions; including reason for leaving; include statement about liability for accuracy		
<b>References – on receipt</b>  Must be from a person with relevant authority – if a school must be provided or confirmed by the Head. Contact made with provider of reference to confirm authenticity. Content checked against information on application; scrutinised; any discrepancy/issue of concern noted to take up with referee and/or applicant (at interview if possible)  (Digital references must be followed up to ensure the source is legitimate)		
<b>Invitation to interview</b> - Includes all relevant information and instructions and the self-disclosure form.		
<b>Interview arrangements</b> - At least two interviewers; both of whom were involved in the short listing; panel members have authority to appoint; have met and agreed issues and questions/assessment criteria/standards		
<b>Interview</b> - Explores applicants' motives for applying, suitability for work with children as well as for the post		
<b>Criminal self-disclosure</b> – Completed self-disclosure is seen by the member of the panel who is safer recruitment trained & any relevant information discussed with candidate at interview. Any concerns to be highlighted to HR and HR to will then discuss with candidate at interview.		
<b>Note:</b> 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		
<b>Conditional offer of appointment:</b> 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		

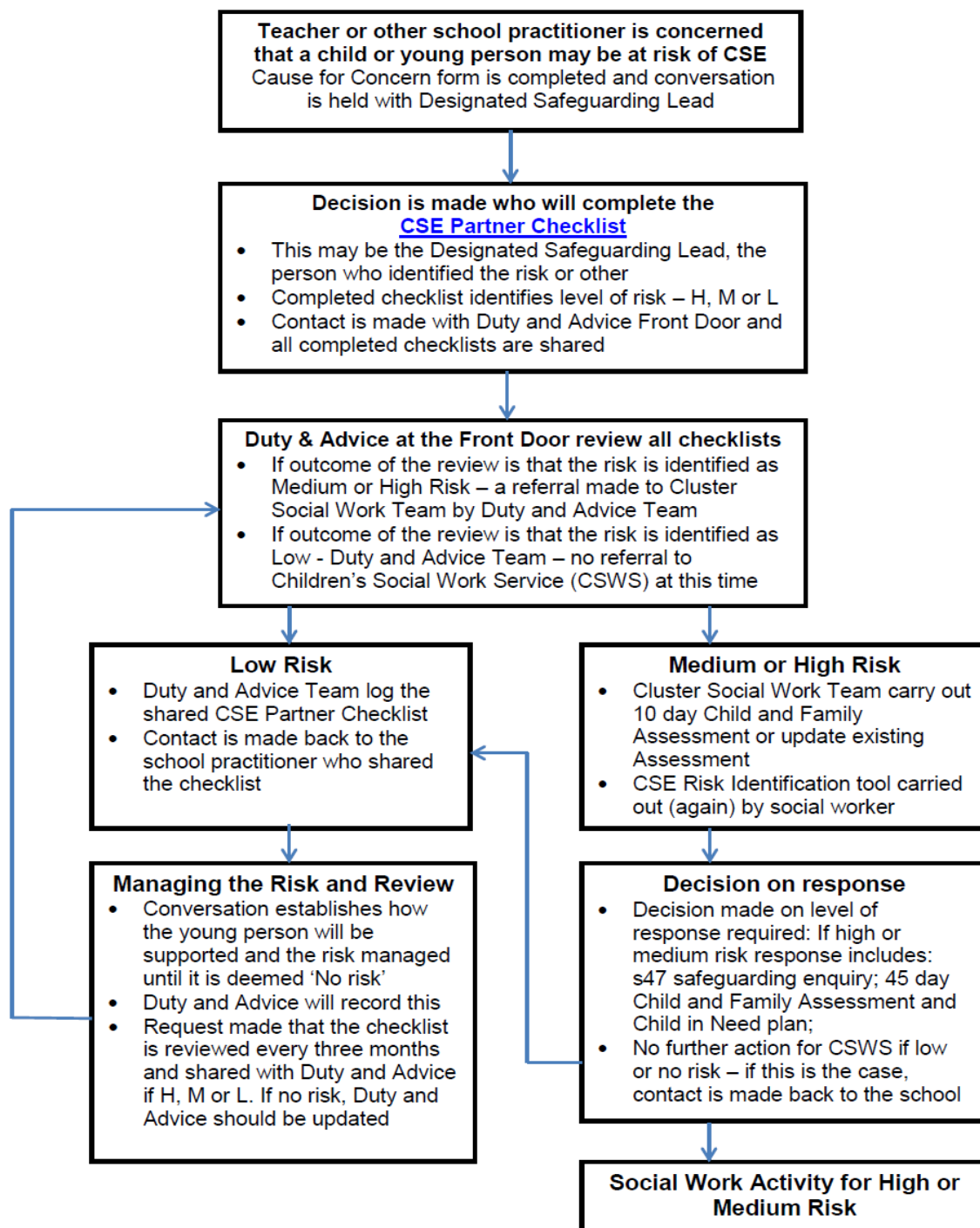
Each of the following activities is teaching work: planning and preparing lessons and courses for pupils, delivering\* lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils.

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

## Appendix 6 Child Exploitation Response Checklist

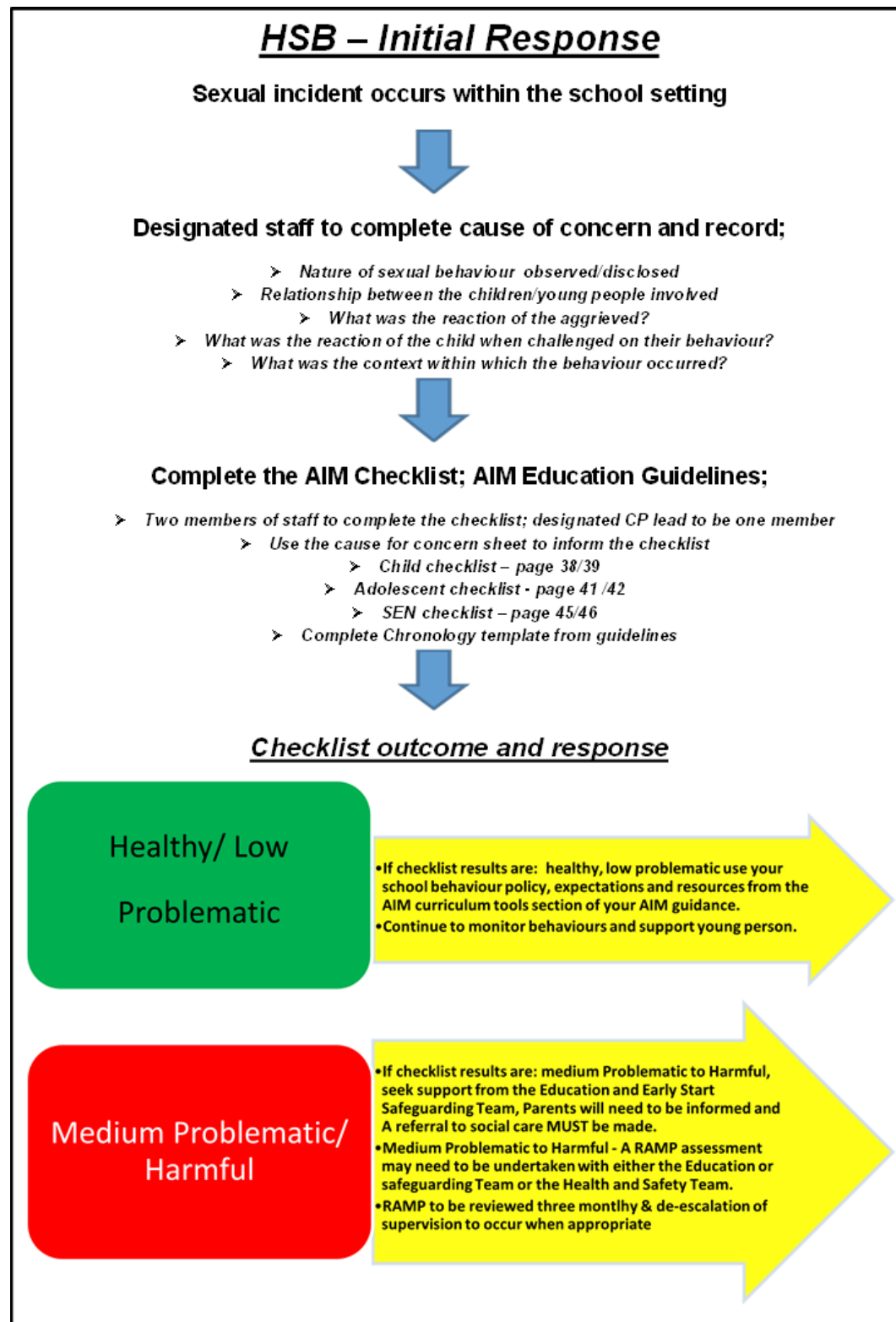
### Responding to identified concerns about Child Sexual Exploitation (CSE) in schools

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 7 Harmful Sexual Behaviour Response Checklist

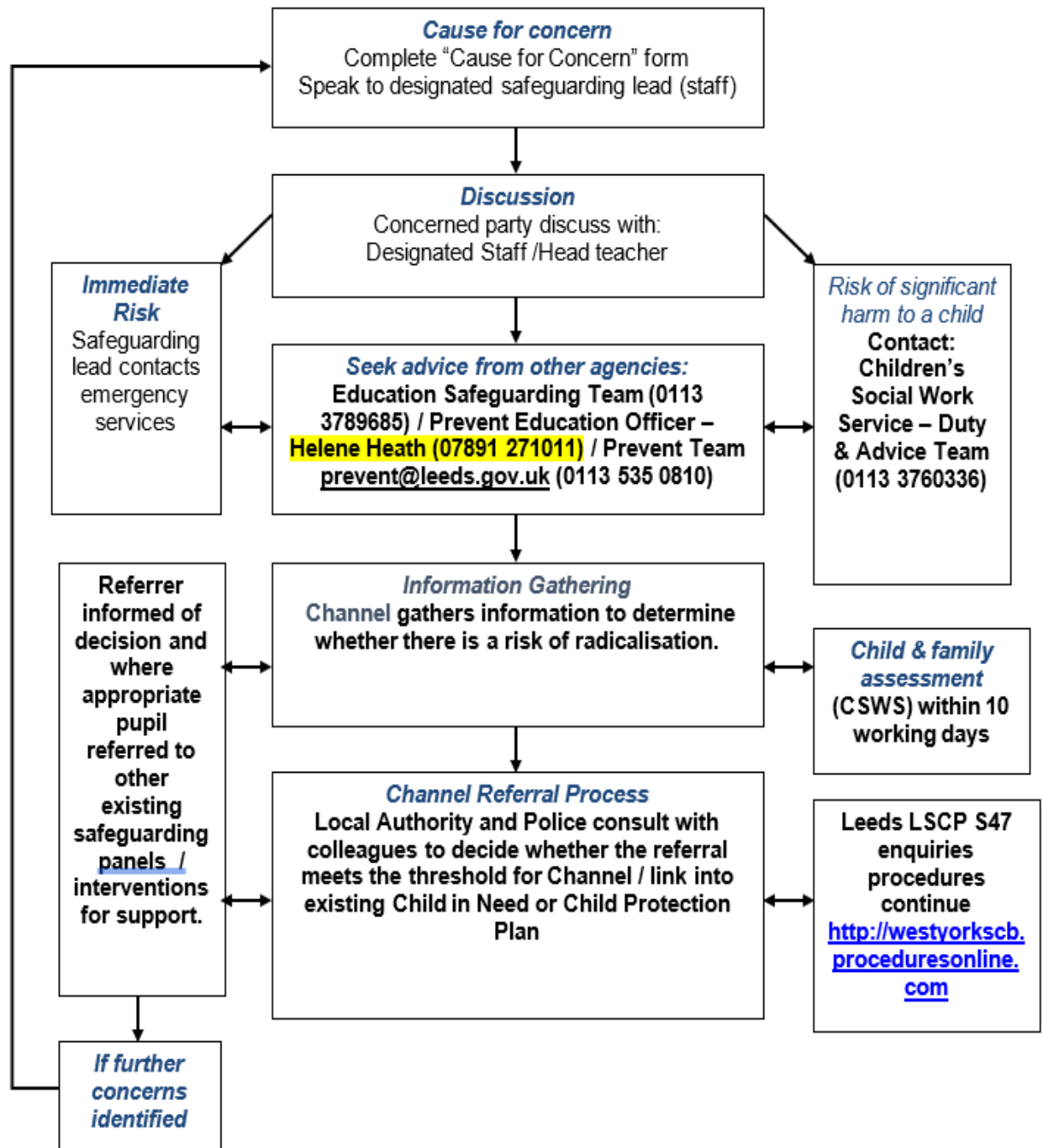
Further information and relevant guidance documents referred to, are available electronically from Leeds Education Hub – Safeguarding Page and directly upon request from [education.training@leeds.gov.uk](mailto:education.training@leeds.gov.uk).



## Appendix 8 Radicalisation Response Checklist

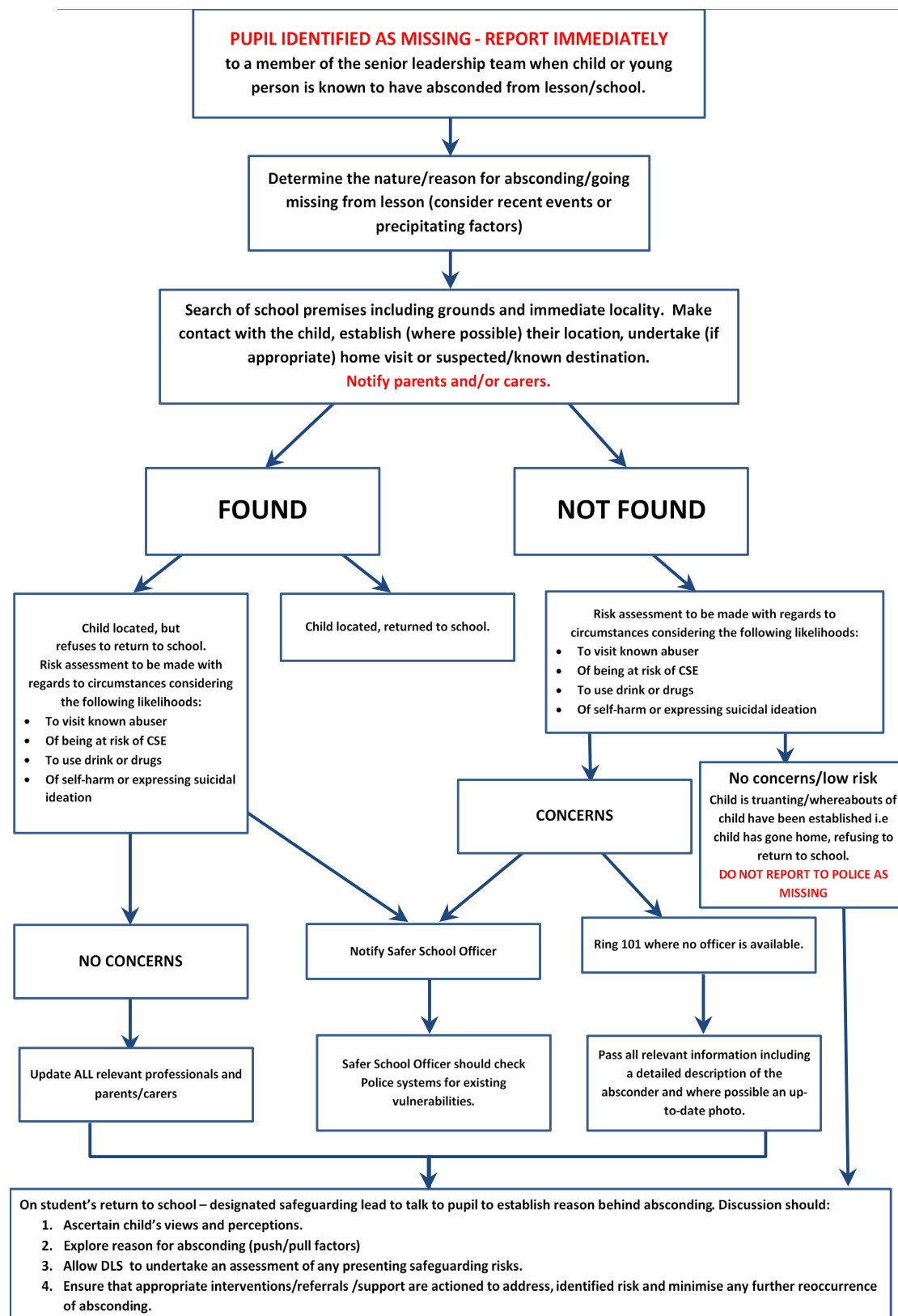
Summary of in-school procedures to follow where there are potential radicalisation concerns about a child/member of staff

Further information and relevant guidance documents are available from the Prevent Team or directly upon request from [education.training@leeds.gov.uk](mailto:education.training@leeds.gov.uk)



## Appendix 9 Missing from School Response Checklist

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



## Appendix 10

## FE Safeguarding Information Sharing Form

<b>Name</b>			
<b>Date of Birth</b>	Unique Learner Number _____		
<b>Gender Identity</b>	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"/>				
<b>Other (Please State):</b>					

<b>Are there any current or relevant historical safeguarding concerns?</b>		
<p>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. <b>Please ensure that CPOMS safeguarding records are transferred within 5 days of confirmation that the student is on role.</b></p>		
<b>Safeguarding Issue</b>	<b>Date</b>	<b>What action was taken / Referred to agency?</b>

**Please can you give full details including contact details of which agencies are currently working with the student?**

Children's Social Work Services		Adult Social Care	
Probation		Youth Offending Services	
CAMHS		Police	
Other, Please state			

**Has the student been subject to a Child in Need Plan, a Child Protection Plan, Early Help Plan, Education Health Care Plan or Personal Education Plan** *Please give further details about the support they are currently receiving.*

--

**What areas of support would you recommend the student will need at College?**

Additional Learning Support	<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"/>	<i>(Please indicate if this is for risk to others, risk to themselves or relating to sexually harmful behaviour)</i>					

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

--

**Please can you provide your details below:**

Name:	Position:
Organisation:	Tel No:
Email Address:	Date:



## CONSENT TO SHARE INFORMATION PRIOR TO ENROLMENT

### To be completed by student

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

Date	
Signature of student	

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

Name of contact	
Telephone number	

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

Please return this form to the relevant contact listed below:

	<b>Leeds College of Building</b>
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	<a href="mailto:cduffy@lcb.ac.uk">cduffy@lcb.ac.uk</a>
Contact telephone number	T: 0113 2226000 Ex: 3845 M: 07872693424

	<b>Notre Dame Catholic 6<sup>th</sup> Form College</b>
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	<a href="mailto:s.dumont@notredamecoll.ac.uk">s.dumont@notredamecoll.ac.uk</a>
Contact telephone number	0113 2946644

	<b>Leeds City College</b>
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	<a href="mailto:andrew.ottey@leedscitycollege.ac.uk">andrew.ottey@leedscitycollege.ac.uk</a>
Contact telephone number	Tel: 0113 2162055/ 07710138460

	<b>Leeds Arts University</b>
Name	Katrina Welsh
Job Title	Head of Student Support
Name of organisation / service	Leeds Arts University
Email address	<a href="mailto:katrina.welsh@leeds-art.ac.uk">katrina.welsh@leeds-art.ac.uk</a>
Contact telephone number	0113 202 8000

	<b>Elliott Hudson College</b>
Name	Rosie Quashie
Job Title	Assistant Principal
Name of organisation / service	Elliott Hudson College
Email address	<a href="mailto:rosiequashie@elliottHUDSONcollege.ac.uk">rosiequashie@elliottHUDSONcollege.ac.uk</a>
Contact telephone number	0113 3239777



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](mailto:LADO@leeds.gov.uk) WITHIN ONE WORKING DAY**

<b>Date of Notification:</b>	
<b>Date of Alleged Incident:</b>	
<b>Name of Referrer:</b>	
<b>Agency:</b>	
<b>Contact Details:</b>	

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:	
----------	--

<b>Detail of Allegation</b>	<b>Referral Details</b> (to include name of referrer, date, time, detail of allegation and professional (s) involved)
-----------------------------	---

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

**Have you discussed this concern with the appropriate Line Manager and Human Resources within your organisation?**

*What is their view*

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

**Previous concerns of a safeguarding nature:**

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

**Does the professional work with children in any other capacity?**

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

**Do you believe that the individual concerned poses a current risk of significant harm to children and young people in your organisation?**

*Please explain your rationale for both a Yes or No response.*

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

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

*What is their view*

**Name of employer:**

**Contact details:**

### **LADO Discussion**

*Please provide relevant details*

**Form Completed by:**

**Contact details:**

**Information entered on MOSAIC: YES** ☐

**NO** ☐

## Appendix 12 Prevent Referral Form

### REFERRAL PROCESS

Once you have completed this form, please email via secure email arrangements to: [prevent@leeds.gov.uk](mailto:prevent@leeds.gov.uk) and [nectu.fimu@westyorkshire.pnn.police.uk](mailto:nectu.fimu@westyorkshire.pnn.police.uk)

All public sector organisations (including schools) have appropriate email security in place. Please contact [prevent@leeds.gov.uk](mailto:prevent@leeds.gov.uk) if you wish to refer from outside this sector.

If you have any questions whilst filling in the form, please call: 0113 535 0810 (Leeds City Council Prevent Team) or 0113 395 4141 (Police Prevent Team).

### INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS

Forename(s):	First Name(s)
Surname:	Last Name
Date of Birth (DD/MM/YYYY):	D.O.B.
Approx. Age (if DoB unknown):	Please Enter
Gender:	Please Describe
Known Address(es):	Identify which address is the Individual's current residence
Nationality / Citizenship:	Stated nationality / citizenship documentation (if any)
Immigration / Asylum Status:	Immigration status? Refugee status? Asylum claimant? Please describe.
Primary Language:	Does the Individual speak / understand English? What is the Individual's first language?
Contact Number(s):	Telephone Number(s)
Email Address(es):	Email Address(es)
Any Other Family Details:	Family makeup? Who lives with the Individual? Anything relevant.

### DESCRIBE CONCERNS

In as much detail as possible, please describe the specific concern(s) relevant to Prevent.

Please Describe

#### FOR EXAMPLE:

- How / why did the Individual come to your organisation's notice in this instance?
- Does it involve a specific event? What happened? Is it a combination of factors? Describe them.
- Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How?
- Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?
- Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information?
- Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly?
- Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider *any* extremist ideology, group or cause, as well as support for "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



## **APPENDIX 13 - EYFS POLICY FOR THE USE OF CAMERAS AND MOBILE PHONES**

This policy is to ensure the safety and welfare of the children in our care and outlines the protocols for the use of personal mobile phones and cameras in the EYFS dept of Bronte House School.

### **Aims:**

- Protect children from harm and abuse
- Prevent staff from being subject to false allegations
- Help staff remain focused on the care of children
- Work in an open and transparent environment
- Ensure parents and staff know the acceptable use of mobile phones and other recording devices
- To ensure proper use of mobile phones at only the appropriate times, ensuring all staff are clear about this

### **Advice For Staff:**

All mobile phones must be stored securely within the setting during contact time with children. (This includes staff, visitors, parents, volunteers and students).

Mobile phones must not be used in any teaching area within the setting or within the bathroom area.

Mobile phones will be stored away from the children in lockers or in a suitable place so the children cannot reach them.

Staff are advised to have access to their phones password protected.

In the case of a personal emergency, staff should use the school telephone. It is the responsibility of staff to make all families aware of the school telephone numbers.

Parents and visitors will be asked to move away from the setting if they are using their phone. School policy on this matter should be explained clearly to parents by the EYFS lead.

Personal calls may be made in non-contact time but not within the teaching areas

Mobile phones will only be used in classroom or other pupil populated areas in the event of a lockdown/stay safe practice or live event.

Personal mobiles, cameras or video recorders should not be used to record classroom activities. ONLY school equipment should be used.

Photographs and recordings can only be transferred to and stored on a school computer before printing.

School cameras and ipads can be used to record the children. Images can be posted on school media sites with permission gained during the admissions process. Only the Head teacher and staff from the marketing dept should post to social media.

Staff from Ashdown may take their mobile phone when conducting educational walks around the ground but must keep it concealed. There should be two staff present and the phones should be used only in case of an emergency such as a Lockdown/Stay Safe incident where the staff and children may have to hide in the grounds or in an area away from other groups.

All telephone contact with Parents/Carers must be made on the school telephone. The school mobile phone or personal mobiles can be carried by staff on outings for emergency use only but should not be used in front of the children for any other reason.

The exception to this is during periods when staff are working from home due to national or local lockdown or self isolation, also, within school in areas assigned to a particular member of staff without a school phone being present. In these circumstances, a member of staff's own phone can be used (previously agreed by the staff member and the school) but the member of staff should ensure that caller id is turned off. Staff should not allow parents/carers to have their personal phone numbers. In an emergency situation, where this is deemed essential, specific permission must be granted by an appropriate senior leader.

#### **Advice for parents:**

Parents will be asked not to make recordings of children during plays, productions or in school. This will be done verbally and displayed on posters around the school.

#### **Visitors to school**

In the EYFS, visitors are requested to leave their mobile phones in the Ashdown office during their visit.

#### **Links with other policies:**

- Whole school Child Protection Policy
- EYFS Care and Welfare and procedures,
- Whole school Acceptable Use of Technology policy
- Stay Safe procedures

## **Appendix 14 - Low Level Concerns (about Adults) Policy**

*This Policy should be read in conjunction with:*

- Woodhouse Grove School Safeguarding and Child Protection Policy
- Whistle blowing Policy
- Staff Code of Conduct

*This Policy is relevant to all staff i.e. anyone associated with the organisation i.e. working in or on behalf of the organisation.*

### **What is a low-level concern?**

A low-level concern does not mean that it is insignificant. For this purpose it is any concern, no matter how small, and even if no more than a 'nagging doubt', that an adult may have acted in a manner inconsistent with the School's Code of Conduct (including inappropriate conduct outside of the workplace) or simply – even if not linked to a particular act – a sense of unease as to the adult's behaviour particularly towards or around children.

From time to time an individual may find him/herself in a situation which might appear compromising to others or which could be misconstrued. Equally, an individual may for whatever reason have behaved in a manner which on reflection he/she considers falls below the standard set out in the Code of Conduct. Self-reporting in these circumstances is encouraged as it demonstrates both awareness of the expected behavioural standards and self-awareness as to the individual's own actions or how they could be perceived. As such the School sees self-reporting of low-level concerns as an important means of maintaining a culture where everyone aspires to the highest standards of conduct and behaviour.

### **Why is this important?**

There have been previous cases where, had a system been in place for recording low level concerns which were then stored centrally and allowed tracking, the perpetrator would have been challenged much earlier in the event.

This policy is about building on, and continuing to develop, our positive culture towards the safeguarding of the young people in our care.

This policy should allow the positive culture to manifest itself in the following ways

- High expectations, openness, trust and transparency

- Staff are empowered to share concerns
- Staff should feel able to challenge inappropriate behaviour
- Staff are encouraged to be self-reflective about their conduct (Self disclosure)
- It will prevent boundary slippage
- Protect everyone against misunderstandings
- All staff can be confident and clear about the expected behaviours

It needs to be made clear that this is not about “Workplace vigilantism”. This is all about the children’s best interests, protecting staff from allegations and protecting the organizational reputation of the school.

### **Examples of Low-Level Concerns**

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
  - having favourites
  - taking photographs of children on their mobile phone, contrary to school policy
  - engaging with a child on a one-to-one basis in a secluded area or behind a closed door,
- or
- humiliating pupils.

### **What should I do if I have a Concern?**

Where a low-level concern exists it should be reported to the DSL or to the Headteacher as soon as reasonably possible and in any event within 24 hours of becoming aware of it (where the concern relates to a particular incident)



### **How will my low-level concern be handled?**

The procedures below are based on the guidance provided by Farrer & Co's Safeguarding Unit within the document "Developing and implementing a low-level concerns policy: A guide for organizations which work with children". Our procedure is outlined below with further guidance sought from the aforementioned document as appropriate.

The DSL will discuss all low level concerns they receive with the Headteacher as soon as possible and in any event within 24 hours of becoming aware of it. The Headteacher will in the first instance satisfy them self that it is a low-level concern and should not be reclassified as a higher level concern/allegation and dealt with under the appropriate procedure below.

The circumstances in which a low-level concern might be reclassified are where:-

- (a) the threshold is met for a higher level concern/allegation
- (b) there is a pattern of low-level concerns which collectively amount to a higher level concern/allegation or
- (c) there is other information which when taken into account leads to a higher level concern/allegation.

Where the Headteacher is in any doubt whatsoever, advice will be sought from the LA Designated Officer, if necessary on a no-names basis.

Having established that the concern is low-level the DSL or Headteacher as appropriate will discuss it with the individual who has raised it and will take any other steps to investigate it as necessary. The below guidance is taken directly from the Farrer & Co Document )Section 8) and gives clear direction on how to proceed.

*When staff share what they believe to be a low-level concern, how should this be responded to by the Headteacher/Principal or Safeguarding Lead?*

*8.18 All low-level concerns should be responded to in a sensitive and proportionate way – on the one hand demonstrating that such concerns when raised will be handled promptly and effectively whilst, on the other hand, protecting staff from any potential false low-level concerns or misunderstandings.*

*8.19 Once the Headteacher/Principal or Safeguarding Lead has received what is believed (by the person raising it) to be a low-level concern, they should (not necessarily in the below order but in an appropriate sequence according to the nature and detail of the particular concern shared with them):*

- (a) speak to the person who raised the concern (unless it has been raised anonymously), regardless of whether a written summary, or completed low-level concerns form has been provided;*
- (b) speak to any potential witnesses (unless advised not to do so by the LADO/other relevant external agencies, where they have been contacted);*
- (c) speak to the individual about whom the low-level concern has been raised (unless advised not to do so by the LADO/other relevant external agencies, where they have been contacted);*
- (d) review the information and determine whether:*
  - (i) the behaviour is in fact appropriate – ie entirely consistent with their staff code of conduct and the law,*
  - (ii) the behaviour constitutes a low-level concern (see paragraph 3.2 above),*

*(iii) there is any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact may meet the harm threshold, in which case they should consult with their LADO,*

*(iv) in and of itself the behaviour may meet the harm threshold, and should be referred to the LADO/other relevant external agencies, or*

*(v) when considered with any other low-level concerns that have previously been shared about the same individual, the behaviour may meet the harm threshold, and should be referred to the LADO/other relevant external agencies,*

*(e) make appropriate records of:*

- *all internal conversations – including with the person who initially shared the low-level concern (where this has been possible), the adult about whom the concern has been shared (subject to the above), and any relevant witnesses (subject to the above);*
- *all external conversations – for example, with the LADO/other external agencies (where they have been contacted, and either on a no-names or names basis);*
- *their determination (as above at 8.19(d));*
- *the rationale for their decision; and*
- *any action taken.*

*Ref - Farrer & Co – Developing and implementing a low-level concerns policy: a guide for organizations which work with children*

Most low-level concerns by their very nature are likely to be minor and will be dealt with by means of management guidance, training etc.

Low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

### **What records will be kept?**

Where a low-level concern has been communicated, a confidential record will be kept in a central file which logs all low-level concerns. This is necessary to enable any patterns to be identified. However no record will be made of the concern on the individual's personnel file (and no mention made in job references) unless either:-

(a) the concern (or group of concerns) has been reclassified as a higher level concern as above or

(b) the concern (or group of concerns) is sufficiently serious to result in formal action under the School's grievance, capability or disciplinary procedure.

## **References**

Farrer & Co – Developing and implementing a low-level concerns policy: a guide for organizations which work with children – Farrar & co Safeguarding Unit (Adele Eastman, Owen O’Rorke, Kaie Fudakowski and David Smellie) Marcus Erooga and Delyth Lynch. September 2022 - <https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/developing-and-implementing-a-low-level-concerns-policy.pdf>

DfE – Keeping Children Safe In Education September 2023 - [KCSIE 2023](#)

HM Government (July 2018) Working together to Safeguard Children. Statutory guidance on inter-agency working to safeguard and promote the welfare of children. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/942454/Working\\_together\\_to\\_safeguard\\_children\\_inter\\_agency\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf)

Safer Recruitment Consortium (February 2022) Guidance for safer working practice for those working with children and young people in education settings - [https://www.saferrecruitmentconsortium.org/files/ugd/f576a8\\_0d079cbe69ea458e9e99fe462e447084.pdf](https://www.saferrecruitmentconsortium.org/files/ugd/f576a8_0d079cbe69ea458e9e99fe462e447084.pdf)