
**SAFEGUARDING &
CHILD PROTECTION POLICY**



**MOORLANDS
SCHOOL**

Authorised by	Board of Governors
Date of authorisation	This policy has been reviewed by Mrs Sharon Wheelhouse (Deputy Head and Designated Safeguarding Lead) in response to changes in the LSCB model policy in September 2017.
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Based on The Children's Services
Model Policy for Child Protection 2017

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School Contacts

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Designated Safeguarding staff

Designated Safeguarding Lead

Mrs Sharon Wheelhouse

Email: sharon.wheelhouse@moorlands-school.co.uk

Deputy Designated Safeguarding Leads

Miss Wendy A Cooper (EYFS Coordinator)

Email: wendy.cooper@moorlands-school.co.uk

E-Safety officer: Miss Jaqueline Atkinson

Email: headteacher@moorlands-school.co.uk

Governing Body (Initial contact through the School Office please)

Chair of Governors

Mr Peter Whittaker

Designated Safeguarding Governor

Mrs Val Snowden

Other contacts:

Leeds LSCB

LADO Contacts:

Ted O'Sullivan or Carolyn Hargreaves

Tel: **0113 3789687**. Leeds LSCB, 2 Great George Street, Leeds LS2 8BA

leedslscb@leeds.gov.uk

Education and Early Years Duty and Advice Team - **0113 3789685**

childrensedt@leeds.gov.uk

Children's Emergency Duty Team on **0113 376 0469**

Senior allegations managers for education – Raminder Aujla – Team Manager Education and Early Years Safeguarding Team - **0113 3789637**

Sophie Thompson Team Manager HR Schools Team - **0113 3950626**

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.

Leeds Children's Social Work Service – 0113 222 4403

Leeds PREVENT Education Officer – Julia Holden 07891 273720

DfE Prevent Helpline and Mailbox for non-urgent advice for staff and governors – 020 7340 7264 / counter-extremism@education.gsi.gov.uk

Reporting Female Genital Mutilation – complete [West Yorkshire Police FGM Reporting Form](#) or call 101

Other useful numbers may be:

Childline	0800 1111
NSPCC	0808 800 5000
Ofsted's Whistleblower Hotline	0300 123 3155
The Children's Commissioner	0800 528 0731 advice.team@childrenscommissioner.gsi.gov.uk

CHILD PROTECTION POLICY

Introduction

Moorlands School fully recognises the responsibility it has under section 157 (Section 175 for State Schools) of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children. With regard to the provisions we make for safeguarding and safer recruitment, the school takes into account the nature, age range and other significant features of the school including specifically our EYFS pupils,

In line with Keeping Children Safe in Education (Sept 2016), safeguarding and promoting the welfare of children is defined for the purposes of this policy as: “protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.”

This policy has been drawn up having regard to Disqualification under the Childcare Act February 2006 (March 2015)

Moorlands School recognises that safeguarding encompasses the duties of child protection and promoting the rights and welfare of children. As such:

- it is everyone’s responsibility to safeguard children
- everyone who comes into contact with children and families has a role to play
- everyone working with children must maintain an attitude of ‘it could happen here’ (Keeping Children Safe in Education, July 2016).

We believe:

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

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

- Keeping Children Safe in Education – Statutory guidance for schools and colleges, September 2016
- [Working Together to Safeguard Children, March 2015 \(Statutory guidance\)](#)
- [Statutory guidance on children who run away or go missing from home or care – January 2014](#)
- What to do if you’re worried a child is being abused – March 2015 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers March 2015
- Leeds Safeguarding Children Board Procedures
- [Children missing education – statutory guidance for local authorities – September 2016](#)

- Disqualification under the Childcare Act February 2006 (March 2015)
- Children Act 1989 (as amended 2004 Section 52)
- Education Act 2002 s175/s157
- The Teachers Standards' 2012
- The Counter-Terrorism and Security Act 2015 (section 26 The Prevent Duty)
- Prevent Duty Guidance: for England and Wales (March 2015)
- The Prevent duty: Departmental Advice for Schools and Childcare providers (June 2015)
- The Use of Social Media for On-line Radicalisation (July 2015)
- Female Genital Mutilation Act 2003
- Serious Crime Act 2015 Children Missing Education – Statutory guidance for local authorities (DfE September 2016).

The Policy conforms to locally agreed inter-agency procedures. It is available to all interested parties on our website and on request from the main school office. It should be read in conjunction with other relevant policies and procedures (See Appendix 6 – Missing from School Response Checklist).

It is important to note that safeguarding is everyone's responsibility and that anyone can make a referral to children's social care if necessary. At all times staff should consider what is in the best interests of the child. If you make a referral please inform the Designated Safeguarding Lead as soon as possible.

Our policy is consistent with the Leeds Local Safeguarding Children Board (LSCB) procedures and is based on the Children's Services Model Policy for Child Protection 2017.

Overall Aims

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

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

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

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

3. To contribute to supporting our pupils in the following ways:

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

This policy applies to the whole workforce of Moorlands School and covers KS1-2 and EYFS.

Section 1: In-school procedures for protecting children

To be read in conjunction with Appendix 2: Dealing With Disclosures of Abuse

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

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

All staff will:

- Be given a copy of Part One and Annex A of Keeping Children Safe in Education (DfE 2016) on appointment. Staff will read and be able to confidently articulate the content of both Part One and Annex A.
- In addition all staff as of September 2016, have also been given a copy of Annex A of Keeping Children Safe in Education (DfE 2016) and have signed to say they understand and have asked any questions they may have about this document.
- Be familiar with the School's Safeguarding & Child Protection Policy including issues of confidentiality, as well as the Staff Code of Conduct Policy/Health & Safety Policy/Whistleblowing Policy/Safer Recruitment Policy and any other appropriate documents within the Safeguarding field relevant to their appointment, whether internal or external.
- Remember that the child's welfare and best interests must be the paramount consideration at all times.
- Never promise to keep a secret or confidentiality, where a child discloses abuse.
- Be alert to signs and indicators of possible abuse. See Appendix One for current definitions of abuse and examples of harm.
- Record concerns on a "Cause for Concern" form (see appendix 4). Designated Staff have blank copies of the, "Cause for Concern" form, and it is available on the Child Protection section of the Intranet Shared Area. Once completed, the form must be handed to one of the Designated Staff immediately and within 24 hours as an absolute maximum:
- Be aware that, while a managed approach to referring disclosures is preferable, however, anyone can refer a child to children's social care if necessary
- Deal with a disclosure of abuse from a child in line with the recommendations in Appendix Two. These must be passed to one of the Designated Staff immediately, followed by a written account.
- Be involved in ongoing monitoring and recording to support the implementation of individual education programmes and interagency child protection and child support plans as appropriate.
- Be prepared to identify children who may benefit from Early Help.

- Be subject to Safer Recruitment processes and checks whether they are new staff, supply staff, contractors, volunteers etc.
- Will be expected to behave in accordance with the Guidance for Safer Working Practice for those Working with Children and Young People in Education settings (Safer Recruitment Consortium October 2015) as well as the Staff Code of Conduct /Health & Safety Policy and any other internal document relevant to their appointment or business.
- All visitors will be asked to sign in and out, show ID (unless parents) and will be the responsibility of the member of staff they have come to see whilst on site.

Section 2: The Designated Safeguarding Lead and Officers

Our named Designated Safeguarding Lead Officer on the school leadership team (SLT) with lead responsibility and management oversight/accountability for child protection is **Mrs Sharon Wheelhouse**

The Designated Safeguarding Lead Officer is supported by the following appropriately trained designated staff as her deputy: **Miss Wendy A Cooper (EYFS Coordinator)**

In the absence of the DSL, the following are identified as the next in line of responsibility: **Miss Wendy A Cooper (EYFS Coordinator)**.

Along with the Headteacher, they are responsible for co-ordinating all child protection activity.

Detailed descriptions of the role of the Designated Safeguarding Lead Officer can be seen in Appendix 3.

Section 3: The Governing Body

The Governing Body seeks to comply faithfully with its legislative duties and as a whole receives and ratifies the Safeguarding and Child Protection Policy annually, with the agreed document being signed off by the Chair. Any amendments are brought by the Designated Safeguarding Lead to the Governors' meeting and presented for approval alongside the annual report to Governors on Safeguarding. If interim changes are required by law or LSCB procedure changes, they are considered by the Governors between the annual reviews.

The Nominated Safeguarding Governor for child protection in the School is **Mrs Val Snowden**.

She is responsible for liaising with the Headteacher / Designated Staff over all matters regarding child protection issues. The role is strategic rather than operational – she will not be involved in concerns about individual pupils.

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

The Designated Lead Officer and named Safeguarding Governor are responsible for providing an annual report to the governing body of child protection activity and completing the annual review child protection monitoring submission to the local authority/LSCB; accurately reflecting the safeguarding arrangements of the school.

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

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

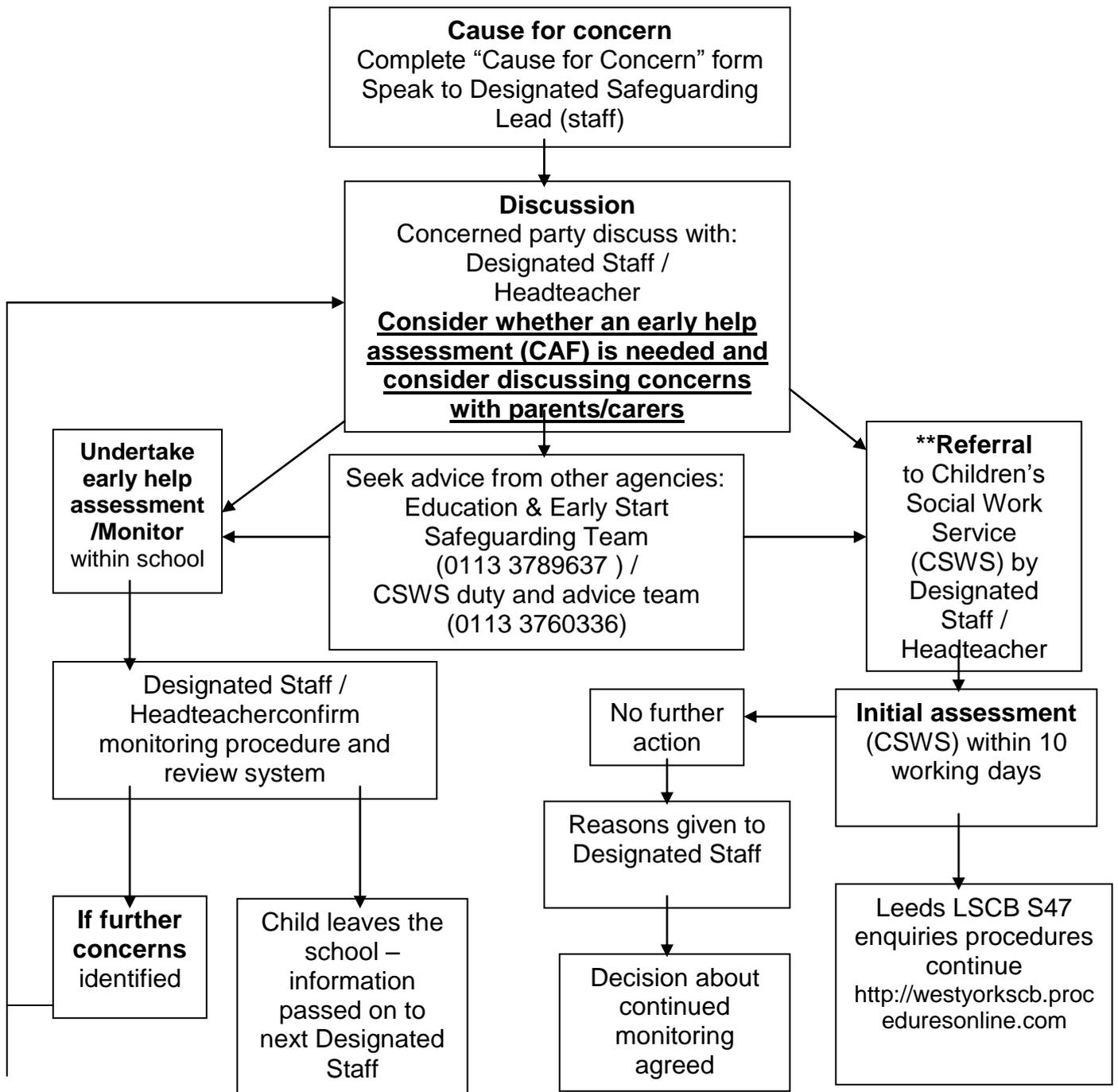
The chair is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher, or member of the governing body.

In the event of allegations of abuse being made against the Headteacher, allegations should be reported directly to the local authority designated officer (LADO) within one working day.

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

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

Section 4: Summary of in-school procedures to follow where there are concerns about a child



** If unhappy about the outcome of the referral to Children's Services Social Care, please refer to: Leeds LSCB Local Protocol: **Procedure for Resolving Professional Disagreements.** <http://www.leedslscb.org.uk/LSCB/media/Images/Concern-Resolution.pdf>

Section 5: Working with parents and other agencies to protect children

5.1 Involving parents / carers

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

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

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

Vehicles for informing parents/carers about our safeguarding & child protection policy are the School prospectus and website.

5.2 Multi-agency work

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

- We will co-operate with CSWS in accordance with the requirements of the Children Act and allow access to child and child protection records for them to conduct section 17 or section 47 assessments.
- Furthermore, school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings
- We will provide reports as required for these meetings. If school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.
- Where a child in school is subject to an inter-agency child protection plan or any multi-agency risk management plan, school will contribute to the preparation implementation and review of the plan as appropriate.

Section 6: 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.

6.1 The Curriculum

- Relevant issues will be addressed through the PSHEE curriculum, including self-esteem, emotional literacy, assertiveness, power, sex and relationship education, online safety, online bullying, sexting, child sexual exploitation (CSE), female genital mutilation (FGM), preventing radicalisation, peer on peer abuse (including that banter is considered completely unacceptable) and anti-bullying.
- British values and the working of British society are promoted across the year groups
- Students receive appropriate SRE Education in line with their ages and development, as outlined in the SRE policy. Appropriate annual topics in e-safety are dealt with, e.g. proper use of digital media, staying safe in cyberspace, proper use of mobile phones and other devices, cyber bullying, sexting, personal responsibility for keeping information secure. Issues of personal safety, bullying, friendship and appropriate relationships, as well as information about who to approach with concerns regular run through the programme. Some of this connects to documents such as The ICT Acceptable Use Policy
- Relevant issues will be addressed through other areas of the curriculum. For example, circle time, English, History, Drama, PSHEE, Art and assemblies.

6.2 Other areas of work

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

Our Safeguarding & Child Protection Policy cannot be separated from the general ethos of the school, which should ensure that children are treated with respect and dignity, feel safe, and are listened to. Safeguarding is a far bigger field than Child Protection alone.

Section 7: Our role in supporting children

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

In cases where children have experienced abuse/abused others, an individual pastoral support plan will be devised, implemented and reviewed regularly should the pupil require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e. learning mentor, key worker) and the child's wishes and feelings. A written outline of the individual support plan will be kept in the child's child protection record (Ref. Appendix 5).

Where children and young people have exhibited sexually inappropriate/harmful behaviour and/or abused others, an AIM (Assessment, Intervention, Moving on) checklist must be

completed for all incidents and contact made with Children's Social Work Service if appropriate. Good practice dictates that there should be a co-ordinated multi-agency approach, in way of an AIM risk assessment, to respond to their needs, which will include, parent/carers, youth justice (where appropriate), children's social work service and health.

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

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

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

7.1 Children with additional needs

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

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

7.2 Children in Specific Circumstances

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

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

For further information see: <https://www.gov.uk/government/collections/statutory-guidance-schools#safeguarding-children-and-young-people>

7.3 Female Genital Mutilation:

Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. It is a surprisingly common form of abuse in the UK.

“FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways”. (Multiagency statutory guidance on female genital mutilation, April 2016).

The age at which FGM is carried out varies enormously according to the community. The procedure may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman’s first pregnancy.

FGM is extremely harmful and has short and long term effects on physical and psychological health.

FGM is internationally recognized as a violation of the human rights of girls and women, and is illegal in most countries, including the UK.

The school takes these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM.

Specific factors that may heighten a girl’s or woman’s risk of being affected by FGM

There are a number of factors in addition to a girl’s or woman’s community or country of origin that could increase the risk that she will be subjected to FGM:

- The position of the family and the level of integration within UK society – it is believed that communities less integrated into British society are more likely to carry out FGM.
- Any girl born to a woman who has been subjected to FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl who has a sister who has already undergone FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl withdrawn from Personal, Social and Health Education or Personal and Social Education may be at risk as a result of her parents wishing to keep her uninformed about her body and rights.

Indications that FGM may be about to take place soon

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is newborn, during childhood or adolescence, at marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

It is believed that FGM happens to British girls in the UK as well as overseas (often in the family’s country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies.

There can also be clearer signs when FGM is imminent:

- It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.
- A professional may hear reference to FGM in conversation, for example a girl may tell other children about it.
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent.
- Parents seeking to withdraw their children from learning about FGM.

Indications that FGM may have already taken place

It is important that professionals look out for signs that FGM has already taken place so that:

- the girl or woman affected can be supported to deal with the consequences of FGM
- enquiries can be made about other female family members who may need to be safeguarded from harm.
- criminal investigations into the perpetrators, including those who carry out the procedure, can be considered to prosecute those breaking the law and to protect others from harm.

There are a number of indications that a girl or woman has already been subjected to FGM:

- A girl or woman may have difficulty walking, sitting or standing and may even look uncomfortable.
- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating. A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.
- A girl or woman may have frequent urinary, menstrual or stomach problems.
- There may be prolonged or repeated absences from school or college.
- A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
- A girl or woman may be particularly reluctant to undergo normal medical examinations.
- A girl or woman may confide in a professional.
- A girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear.
- A girl may talk about pain or discomfort between her legs.

The Mandatory Reporting Duty

From October 2015, Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover

(either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Under the mandatory reporting requirements teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out (either through disclosure by the victim or visual evidence) on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

Professionals should complete the [West Yorkshire Police FGM Reporting Form](#) and email to cib@westyorkshire.pnn.police.uk. The mail box is monitored 24 hours a day, seven days a week and upon receipt our operator will create an incident log and also a child protection report. The child protection report will be forwarded to the appropriate Safeguarding Unit child protection team to initiate police and partner investigation. Alternatively any reports can also be made by calling 101.

Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate. (*Keeping Children Safe in Education, September 2016*)

7.4 Radicalisation

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

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

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

PREVENT is part of the UK’s counter terrorism strategy, it focuses on supporting and protecting vulnerable individuals who may be at risk of being exploited by radicalisers and subsequently drawn into terrorist related activity. PREVENT is not about race, religion or ethnicity, the programme is to prevent the exploitation of susceptible people. Schools play an important part in safeguarding children from the risk of radicalisation. Effective early help relies on all staff being vigilant and aware of the nature of the risk for children and young people, and what support may be available.

Moorlands School has a Preventing Extremism and Radicalisation Policy and a Protocol for Screening Visiting Speakers and Organisations. The following is included for information:

Potential indicators of radicalisation identified include:

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

Responding to concerns

The DSL acts as the Lead Officer for PREVENT.

If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) they should seek advice appropriately with the DSL who should contact the Education & Early Years Child Protection Team or the Prevent Education Officer– Julia Holden, 07891 273720 for further advice. Non-urgent advice is available from DfE on 020 7340 7264 or at counter-extremism@education.gsi.gov.uk

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

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

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

7.5 Supporting Vulnerable Children

We recognise that abuse or witnessing violence may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may become withdrawn. We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

The school will support the pupil through:

- Listening to the child. The school will ensure the pupil's wishes and feelings are taken into account
- when determining what action to take and what services to provide.
- Curricular opportunities to encourage self-esteem and self-motivation
- An ethos that actively promotes a positive, supportive and safe environment and values the whole
- community
- The school's behaviour policy will support vulnerable pupils in the school. All staff will agree on a
- consistent approach, which focuses on the behaviour of the child but does not damage the pupil's
- sense of self-worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Leeds LSCB
- A commitment to develop productive and supportive relationships with parents/carers
- Recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers
- Monitoring and supporting pupil's welfare, keeping records and notifying Social Care in accordance
- with the Leeds Local Safeguarding Children Board "Inter-Agency Procedures"
- When a pupil who is subject to a child protection plan leaves, information will be transferred to the
- new school immediately.

7.6 Substance Misuse and Child Protection

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse
- to believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
- where the misuse is suspected of being linked to parent/carer substance misuse.

7.7 Children of Substance Misusing Parents/Carers

Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence. When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.

This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food,
- heat and clothing for the children
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

7.8 Domestic Abuse

Where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: Psychological, physical, sexual, financial and emotional.

This definition, which is not a legal definition, includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

Schools are ideally placed to offer appropriate support, alongside other agencies, whether families are in crisis, or whether there are early signs of potential abuse.

Helplines:

<http://www.nationaldomesticviolencehelpline.org.uk/>

Advice:

<http://www.nhs.uk/Livewell/abuse/Pages/domestic-violence-help.aspx>

<http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/>

7.9 Honour Based Violence

So called 'honour' based violence encompasses crimes which have been committed to protect or defend the honour of the family and /or community, including Female Genital Mutilation, forced marriage and practices such as breast ironing. The school recognises that all cases of honour based violence fall under the safeguarding and child protection umbrella and will be treated accordingly.

7.10 Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, drugs, alcohol, gifts or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups.

Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming.

It is important to recognize that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse.

7.11 Peer on peer abuse

We recognise that children are capable of abusing their peers and that peer on peer abuse can manifest in many different ways, including on-line bullying, sexting, banter, initiation/hazing and inappropriate/harmful sexualised behaviours. In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. Moorlands School recognise that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'. The forms of peer on peer abuse are outlined below.

- Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
- Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
- Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others.
- Serious Youth Violence – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19' i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences.

The term peer-on-peer abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences. There are also different gender issues that can be prevalent when dealing with peer on peer abuse (i.e. girls being sexually touched/assaulted or boys being subjected to initiation/hazing type violence).

Moorlands School aims to reduce the likelihood of peer on peer abuse through;

- the established ethos of respect, friendship, courtesy and kindness;
- high expectations of behaviour;
- clear consequences for unacceptable behaviour;
- providing a developmentally appropriate PSHE curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe;
- systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed;
- robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.

Research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, we will also educate pupils in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.

Any concerns, disclosures or allegations of peer on peer abuse in any form should be referred to the DSL using the school's child protection procedures as set out in this policy. Where a concern regarding peer on peer abuse has been disclosed to the DSL(s), advice and guidance will be sought from Children Social Care and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.

Working with external agencies the school will respond to the unacceptable behaviour. If a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected and the victim and perpetrator will be provided with support.

Where children and young people have exhibited inappropriate/harmful sexualised behaviour and/or exhibited inappropriate/harmful sexualised behaviours towards others an AIM (Assessment, Intervention, Moving on) Harmful, Sexual Behaviour Response checklist must be completed and contact made with Children's Social Work Service if appropriate (Ref: Appendix 9). Good practice dictates that there should be a co-ordinated multi-agency approach through a risk assessment management plan (RAMP) to respond to their needs, which will include, parent/carers, youth justice (where appropriate), children's social work service and health. Further support and advice on undertaking a RAMP can be obtained from the Education & Early Years Child Protection Team on 0113 3789685 and/or Nathalie Fontenay (Coordinator- Harmful Sexual Behaviour) on 0113 3789644.

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

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

7.12 Sexting

The sending of an indecent image can be illegal. A person under 16 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 sexting and the significant impact it can have.

Advice for pupils is available at:

<http://www.thinkuknow.co.uk>

<https://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx>

Advice for parents is available at:

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

Section 8: Children missing from education

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

Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. School 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. (Appendix 11 Missing from school response checklist)

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) as stated in our Admission Register Policy.

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

The DSL should complete a CSE Checklist (Appendix 8)

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

and refer to the table at the end of the tool to help decide how to proceed a copy of the completed tool must be kept in the child's child protection records for future reference.

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

The Governors and Headteacher affirm their responsibility to monitor attendance and respond appropriately to CME and general attendance concerns.

Section 9: Promoting a Safer School Culture

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

Moorlands School's Whistle Blowing policy provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour.

The school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of Keeping Children Safe in Education. It cooperates fully in the work of the Local Safeguarding Children Boards, principally Leeds.

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

- The school will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK. (Ref: Appendix 7).
- All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.
- The school will ensure that all recruitment panels include at least one person that has undertaken safer recruitment training as recommended by the Local Authority/Leeds LSCB.
- The school will ensure that a person who is prohibited from teaching will not be appointed to undertake teaching work in the school.
- The school will ensure that where relevant employed individuals are not disqualified under the Childcare (Disqualification) Regulations 2009.
- The school will ensure that appropriate DBS risk assessments will be undertaken as required. Advice and support for carrying out risk assessments can be accessed through the schools HR Advisor/Provider/Contact.

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

Leeds LSCB LADO Contacts:

Ted O'Sullivan or Carolyn Hargreaves

Tel: 0113 3789687. Leeds LSCB, 2 Great

George Street, Leeds LS2 8BA

leeds@leeds.gov.uk

Senior allegations managers for education –

Raminder Aujla – Team Manager Education
and Early Years Safeguarding Team

0113 3789637

Sophie Thompson Team Manager HR Schools
Team - **0113 3950626**

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

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

- 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
- behaved in a way that indicates s/he is unsuitable to work with children.

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

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

A safeguarding complaint that meets the above criteria must be reported to the Headteacher immediately. If the complaint involves the headteacher then the next most senior member of staff must be informed along with the Chair of Governors. The case manager should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The case manager must use the local authority designated officer (LADO) notification Ref Appendix 13 in order to assess the level of concern. As part of this initial consideration the case manager should consult with their school's HR advisor/provider/contact. The completed LADO notification form must be sent to lado@leeds.gcsx.gov.uk within **one working day of the allegation being made**. This will assist the case manager and HR in consultation with the LADO to decide on the most appropriate course of action.

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

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

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

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

Consideration will also be given by the Headteacher as to whether a referral to the National College for Teaching and Leadership (NCTL) should be made where a teacher has been dismissed, (or would have been dismissed had he / she not resigned) and a prohibition order may be appropriate because of 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction at any time for a relevant offence'. Advice about whether an allegation against a teacher is sufficiently serious to refer to the NCTL can be found in Teacher misconduct: the prohibition of teachers (October 2015). Further guidance is published on the NCTL website.

In relation to the Early Years Foundation Stage (EYFS) the school will notify Ofsted (08456 404040 or 0300 1233155) within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the school whether the allegations relate to harm or abuse which took place on the premises or elsewhere.

The school will provide Ofsted the following information about themselves or an employee when relevant:

- details of any order, determination, conviction, or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006;
- the date of the order, determination or conviction, or the date when the other ground for disqualification arose;
- the body or court which made the order, determination or conviction, and the sentence (if any)
- imposed; and a certified copy of the relevant order (in relation to an order or conviction).

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

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

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

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

Whistleblowing hotline 0113 2474645 (dedicated hotline answered by a member of the Internal Audit team or an answerphone).

e-mail concerns@leeds.gov.uk

In writing Internal Audit, 3rd Floor West, Civic Hall, Leeds, LS1 1JF

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 0280285 – line is available from 8.00am to 8.00pm, Monday to Friday or email help@nspcc.org.uk

9.2 Training and Support

All staff members should be aware of systems within our school which support safeguarding and these will be explained to them as part of our staff induction. This includes: the school's safeguarding & child protection policy; the school's staff behavior policy, the school's whistleblowing procedures, the ICT Acceptable User Policy and the identity of the designated safeguarding lead and their cover or nominated deputy.

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

Designated Safeguarding staff must have attended the 3-day Children's Services Education child protection training course (or equivalent), and the Leeds LSCB multi-agency Working Together to Safeguard Children and Young People Parts 1 & 2. They will attend refresher training at least every two years. The DSL will undertake Prevent Awareness Training (eg. Workshop to raise Awareness of Prevent (WRAP) to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

The school will ensure that all staff, including temporary and volunteer personnel, receive induction and updated INSET appropriate to their roles and responsibilities. They will be provided with induction training that includes this policy [ensuring an awareness of *What to do if a child is being abused (2015)*], the staff Code of Conduct; the identity of the Designated Safeguarding Leads; signing for and reading Part 1 of *Keeping children safe in education, the Child Protection Policy and Code of Conduct* and Annex A, *Further information on a child missing from education*. In addition staff will receive training in connection to the PREVENT duty. All staff will access refresher training at least every three years and regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Access to training can be via the Children's Services Education and Early Years Safeguarding Team and the LSCB.

All staff including the Headteacher will receive a copy of this policy, Part 1 of *Keeping children safe in education, Annex A of Keeping Children Safe in Education*, the School's Staff Code of Conduct Whistleblowing Policy and will be required to confirm that they have read these.

All staff will access refresher training at least every three years. Access to training will be via the Children's Services Education and Early Years Safeguarding Team. In addition they will receive training in the PREVENT Duty.

The Headteacher will attend appropriate safeguarding training at least every three years.

Governors, including the Nominated Governors, attend specific training on their role, updated at least every three years.

Training completed will be recorded by the school; a print out of the school's training history can be obtained from the Children's Services Education and Early Years Safeguarding team. Any training accessed through third party/independent providers must reflect the LSCB protocols and the LSCB minimum standards checklist. This training should be recorded by the school on a separate database.

9.3 Professional Confidentiality

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

9.4 Use of Mobile Phones Policy

The Use of Mobile Phones Policy is a requirement for all schools with EYFS.

Our policy on use of mobile phones, cameras and sharing of images is set out in a separate document and is reviewed annually. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the school has developed a policy to outline the required protocol for all staff, students volunteers and parents/carers.

9.5 Guest Speakers

Please see our separate policy on guest speakers at Moorlands School.

Appendix One: Definitions and indicators of abuse

Reference: Working Together to Safeguard Children (March 2015)

Neglect

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
 - Protect a child from physical and emotional harm or danger;
 - Ensure adequate supervision (including the use of inadequate care-givers)
 - Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

Hunger

Tiredness or listlessness

Child dirty or unkempt

Poorly or inappropriately clad for the weather

Poor school attendance or often late for school

Poor concentration

Affection or attention seeking behaviour

Untreated illnesses/injuries

Pallid complexion

Stealing or scavenging compulsively

Failure to achieve developmental milestones, for example growth, weight

Failure to develop intellectually or socially

Neurotic behaviour

Physical abuse

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

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

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

Finger, hand or nail marks, black eyes

Bite marks

Round burn marks, burns and scalds

Lacerations, wealds

Fractures

Bald patches

Symptoms of drug or alcohol intoxication or poisoning

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

Sexual Abuse

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

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

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

Emotional abuse

Emotional abuse: Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child in

participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another. It may involve serious bullying (*including cyber bullying*), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment, although it may occur alone.

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

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”) can indicate maltreatment.

Child Sexual Exploitation

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

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group take 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 wants or needs and/or b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

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 well-being;

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

Responses from parents

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

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

Disabled Children

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

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

Appendix Two: Dealing with a disclosure of abuse

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. 26. 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, 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.

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 you're the designated safeguarding lead / the deputy designated safeguarding lead / the Headteacher. 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 or 0800 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 designated safeguarding lead / the Headteacher, it is your responsibility to take action.

Referring to children's social care.

If, at any time, you believe that a child may be a child in need, or that a child is being harmed or is likely to be, 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.

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

Summary guidelines: Dealing with a disclosure of abuse

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

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

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

Immediately afterwards

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

Appendix 3: The Designated Safeguarding Lead

1. Overview of responsibilities

Our named Designated Safeguarding Lead Officer on the school leadership team (SLT) with lead responsibility and management oversight/accountability for child protection is **Mrs. Sharon Wheelhouse**

The Designated Safeguarding Lead Officer is supported by the following appropriately trained designated staff as her deputies:

Miss Wendy A Cooper (EYFS Coordinator).

In the absence of the DSL, the following are identified as the next in line of responsibility:

Miss Wendy A Cooper (EYFS Coordinator)

Along with the Headteacher, they are responsible for co-ordinating all safeguarding and child protection activity.

All schools must ensure the Designated Safeguarding Lead Officer for child protection leads regular case monitoring reviews of vulnerable children with designated staff responsible for child protection. These reviews must be evidenced by minutes and recorded in case files.

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

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

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

In addition the Designated Safeguarding Lead Officer will liaise with:

- the headteacher to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989,
- with the LADO where child protection allegations have been made against members of staff,
- with the DBS when a member of staff has left or been dismissed due to risk/harm to a child and
- with the police in their investigations when a crime may have been committed.

Child Protection information will be dealt with in a confidential manner. A written record will be made of what information has been shared with whom, and when. Staff will be informed of relevant details only when the Designated Safeguarding lead feels their having

knowledge of a situation will improve their ability to meet the needs of an individual child and/or family.

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

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

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

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

If concerns relate to more than one child from the same family at the establishment, a separate record for each child should be created and cross-referenced to the records of other family members. Child protection records will not be kept in one central family file. Common records, e.g. child protection conference notes, should be duplicated for each file.

Child Protection and Early Help records will be stored securely in a central place separate from academic records. Individual records will be kept for each child; school will not keep family files. Original records will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation.

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

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

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

2. Training for Designated Safeguarding Staff

The Designated Safeguarding Lead has attended the 3-day Children's Services Education child protection training course, and the Leeds LSCB multi-agency 1-day course *Level 2 Working Together*.

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

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so, including out of term time as agreed by the LSCB education reference group.
- Designated staff must ensure all adults (as appropriate) including each member of staff, trainee and volunteer has access to and understands the school's child protection policy and procedures, including new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff.
- Designated staff must highlight the importance of demonstrating children's wishes and feelings to all staff and that these are clearly evidenced.

3. Raising Awareness

The Designated Safeguarding Lead should ensure the school's policies are known and used appropriately:

- Ensure the school's safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this.
- Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the local authority and LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school ensure that their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file (cp. Section 2.4)

4. Child Protection Records

4.1 Management

Child protection records and Early Help records should be held securely, with access being restricted to the DSL or headteacher. The following information must be kept securely with restricted access, whether paper or electronic:

- Chronology
- All completed child protection cause for concern records
- Any child protection information received from the child's previous educational establishment
- Records of discussions, telephone calls and meetings with colleagues and other agencies or services
- Professional consultations

- Letters sent and received relating to child protection matters
- Referral forms (sent to Children’s Social Care, other external agencies or education-based services)
- Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc, copied to the file of each child in the family, as appropriate
- Formal plans for or linked to the child, e.g. child protection plans, early help (previously known as CAF’s), risk assessments etc.
- A copy of the support plan for the young person. (Reference Appendix 6)

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

4.2 Transfer

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

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

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

- a) Where a child transfers out of area, (the original record should be retained by the school and a copy sent)
- b) Where the destination school is not known, (the original record should be retained by the school)
- c) Where the pupil has not attended the nominated school (the original record should be retained by the school)
- d) There is any on-going legal action (the original record should be retained by the school and a copy sent)

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

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

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

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

If a pupil is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Pupil Information – England) Regulations 2005.

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

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

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

All Designated Safeguarding Leads receiving current (live) files or closed files must keep all contents enclosed and not remove any material.

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

4.3 Archiving: Responsibility for the pupil record once the pupil leaves the school

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

4.4 Access to files

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

Any child who has a child protection file has a right to request access to it. In addition the Education (Pupil Information) (England) Regulations 2005 give parents the right see their child's school records. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:

- could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person
- 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
- is likely to prejudice an on-going criminal investigation
- the information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.
- It is best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice should be sought from the Leeds Children's Services Information Governance Team.
- Contact email: childrens.information.policy@leeds.gov.uk telephone: 0113 3950780.
- The school's report to the child protection conference should be shared with the child, if old enough and parent at least two days before the conference.

4.5 Safe Destruction of the pupil record

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

5. Information Sharing

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

- On occasions when safeguarding concerns exist for a child in the context of a family situation and siblings attend other educational establishments or the children are known to other agencies, it may be appropriate for the designated safeguarding staff to consult with, on a confidential basis, their counterpart from other establishments or other agencies to share and jointly consider concerns. If in any

doubt about the appropriateness of this process, advice can be sought from Leeds Children's Services Information Governance Team on **0113 3784251**.

- In accordance with section 29 of the Data Protection Act, the police are allowed access to school records in certain circumstances such as criminal investigations. If you have any queries regarding police access to any school records please contact the information governance team on **0113 3784251** for advice.
- It is good practice to seek consent from the child or their parent before sharing information. Children over the age of 12 years are considered to have the capacity to give or withhold consent to share their information, unless there is evidence to the contrary; therefore it is good practice to seek their views. If the young person is over 16, they should be involved in decision-making about information sharing, unless they do not have the capacity to give consent.
- However, consent is not always a condition for sharing and sometimes we do not inform the child or family that their information will be shared, if doing so would:
 - place a person (the child, family or another person) at risk of significant harm, if a child, or serious harm, if an adult; or
 - prejudice the prevention, detection or prosecution of a crime; or
 - lead to unjustified delay in making enquiries about allegations of significant harm to a child or serious harm to an adult.
- Consent should not be sought if the establishment is required to share information through a statutory duty, e.g. section 47 of the Children Act 1989 as discussed above, or court order.



Confidential

Child Protection Cause for Concern Form

Note: Please do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the Designated Safeguarding Lead – Mrs Sharon Wheelhouse.

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

Name of staff member completing form.....

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

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

Signed: _____

Action/passed to _____

Page 2 of 2

For: Designated Safeguarding Lead Officer Use

Name: _____ Date: _____ Time _____

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



Confidential

Child Protection Ongoing Monitoring Form

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

<u>Day & Date</u>	<u>Observation / incident</u>	<u>Staff initials</u>	<u>Action taken</u>

Appendix 5

SMART Plan

Example: Overview of Child Protection Support/SMART Plan

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

Other Information

Mobile Phones

Due to concern about the risks posed directly and indirectly to children through the use of camera phones on school premises, there is a ban on the use of camera phones in school.

Fire & Emergency

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.

First Aid

If you require First Aid treatment please contact a member of staff who will assist you with this.

Accidents and Incidents

Please report these to your host or reception.

Parking & Disabled Parking

Parking is available in the designated car park. Please telephone ahead for disabled parking.

Toilets

Visitors' toilets are located in the entrance to Early Years, or on the ground floor corridor. Please do not use the student facilities.

Behaviour

A high standard of behaviour is expected from all visitors and abusive language or threatening behavior will not be accepted.

MOORLANDS SCHOOL

Safeguarding – It is everybody's responsibility!



MOORLANDS SCHOOL

Visitor and Safeguarding Information.

Welcome to Moorlands School.
We are committed to safeguarding and promoting the welfare of young people and require all staff, volunteers and visitors to share this commitment.

Moorlands School Safeguarding Contacts

Designated Safeguarding Lead (DSL)

Mrs Sharon Wheelhouse
Sharon.wheelhouse@moorlands-school.co.uk

Headteacher – Miss J Atkinson

Chair of Governors – Mr A. Wintersgill

Chair of Moorlands Committee of Governors

Rev. P. Whittaker

Designated Safeguarding Staff

Miss Wendy Cooper

Safeguarding Governors

Dr. G. Haslam

Mrs. V. Snowden

MOORLANDS SCHOOL

Foxhill Drive

Weetwood Lane

Leeds

LS16 5PF

Phone: 0113 278 5286

E-mail: info@moorlands-school.co.uk





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. Moorlands School has a Child Protection Policy and a copy is available on the school website: www.moorlands-school.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

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 disclosing that he/she is being harmed?

Although the likelihood of this 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 his/her own, always ensure that the door is left open, or that you are visible to others.



Appendix 7 Recruitment and Selection

7.1 Safer Recruitment, selection and pre-employment vetting

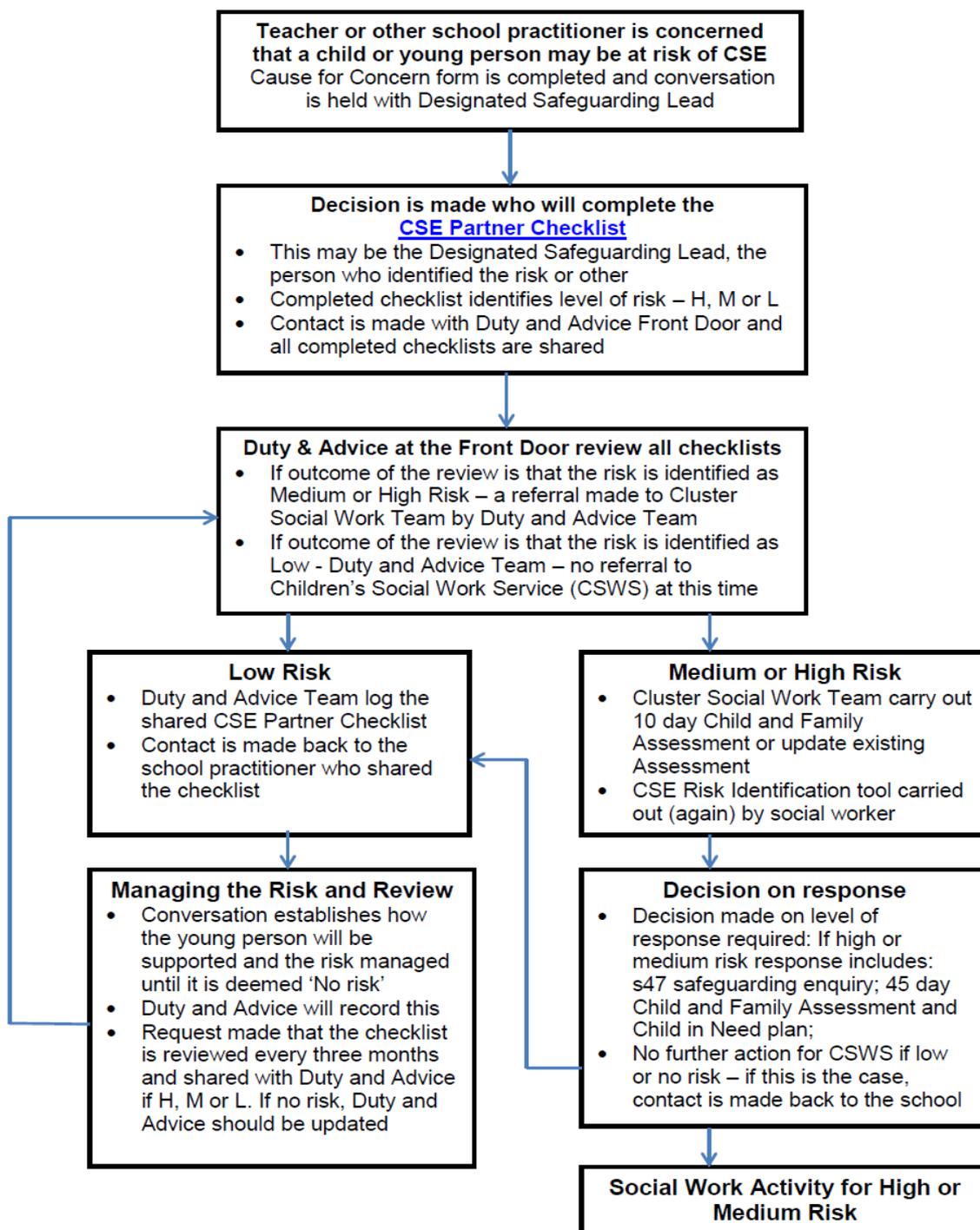
- The school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of Keeping Children Safe in Education.
- The school will maintain a single central record which demonstrates the relevant vetting checks required including: identity, qualifications, prohibition order and right to work in the UK. (See: Appendix 6).
- All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.
- The school will ensure that all recruitment panels include at least one person that has undertaken safer recruitment training as recommended by the Local Authority/Leeds LSCB
- The school will ensure that appropriate DBS Checks will be undertaken as required and, for teachers, a check against the NCTL Prohibition List. This policy will be updated to meet the requirements of the ISI.
- In connection with "Disqualification by Association", the school will also ensure those members of staff who work with, or manage, children up to age of 8 complete a Staff Suitability Declaration on an annual basis.
- Advice and support for carrying out the risk assessments can be accessed through the schools HR Advisor/Provider/Contact.

7.2 Recruitment and Selection Checklist

Pre-interview:	Initials	Date
Planning - Timetable decided: job specification and description and other documents to be provided to applicants, reviewed and updated as necessary. Application form seeks all relevant information and includes relevant statements about references etc		
Vacancy advertised (where appropriate) Advertisement includes reference to safeguarding policy, that is, statement of commitment to safeguarding and promoting welfare of children and need for successful applicant to be DBS checked		
Applications on receipt - Scrutinised – any discrepancies/anomalies/gaps in employment noted to explore if candidate considered for short-listing		
Short-list prepared		
References – seeking Sought directly from referee on short-listed candidates; ask recommended specific questions; include statement about liability for accuracy		
References – on receipt Checked against information on application; scrutinised; any discrepancy/issue of concern noted to take up with referee and/or applicant (at interview if possible)		
Invitation to interview - Includes all relevant information and instructions		
Interview arrangements - At least two interviewers; panel members have authority to appoint; have met and agreed issues and questions/assessment criteria/standards		
Interview - Explores applicants' suitability for work with children as well as for the post		
Note: identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents; copies of documents taken and placed on file; where appropriate applicant completed application for DBS disclosure		
Conditional offer of appointment: pre appointment checks Offer of appointment is made conditional on satisfactory completion of the following pre- appointment checks and, for non-teaching posts, a probationary period		
References: (if not obtained and scrutinised previously)		
Identity (if that could not be verified at interview)		
Qualifications (if not verified on the day of interview)		
Permission to work in UK, if required		
DBS certificate - where appropriate satisfactory DBS certificate received		
DBS Barred list – person is not prohibited from taking up the post		
Health – the candidate is medically fit		
Prohibition – (for teaching posts in any type of school) the teacher has not been included in the prohibition list or interim prohibition list		
Qualified Teacher Status (QTS) – (for teaching posts in maintained schools) the teacher has obtained QTS or is exempt from the requirement to hold QTS (for teaching posts in FE colleges) the teacher has obtained a Post Graduate Certificate of Education (PGCE) or Certificate of Education (Cert. Ed) awarded by a higher education institution, or the FE Teaching Certificate conferred by an awarding body		
Disqualification by Association – Those who work with or manage pupils up to the age of 8 must complete a Staff Suitability Declaration on an annual basis		
Statutory induction (for teachers who obtained QTS after 7 May 1999)		
Child Protection training and others such as H&S induction, Safe Working Practice, etc.		

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

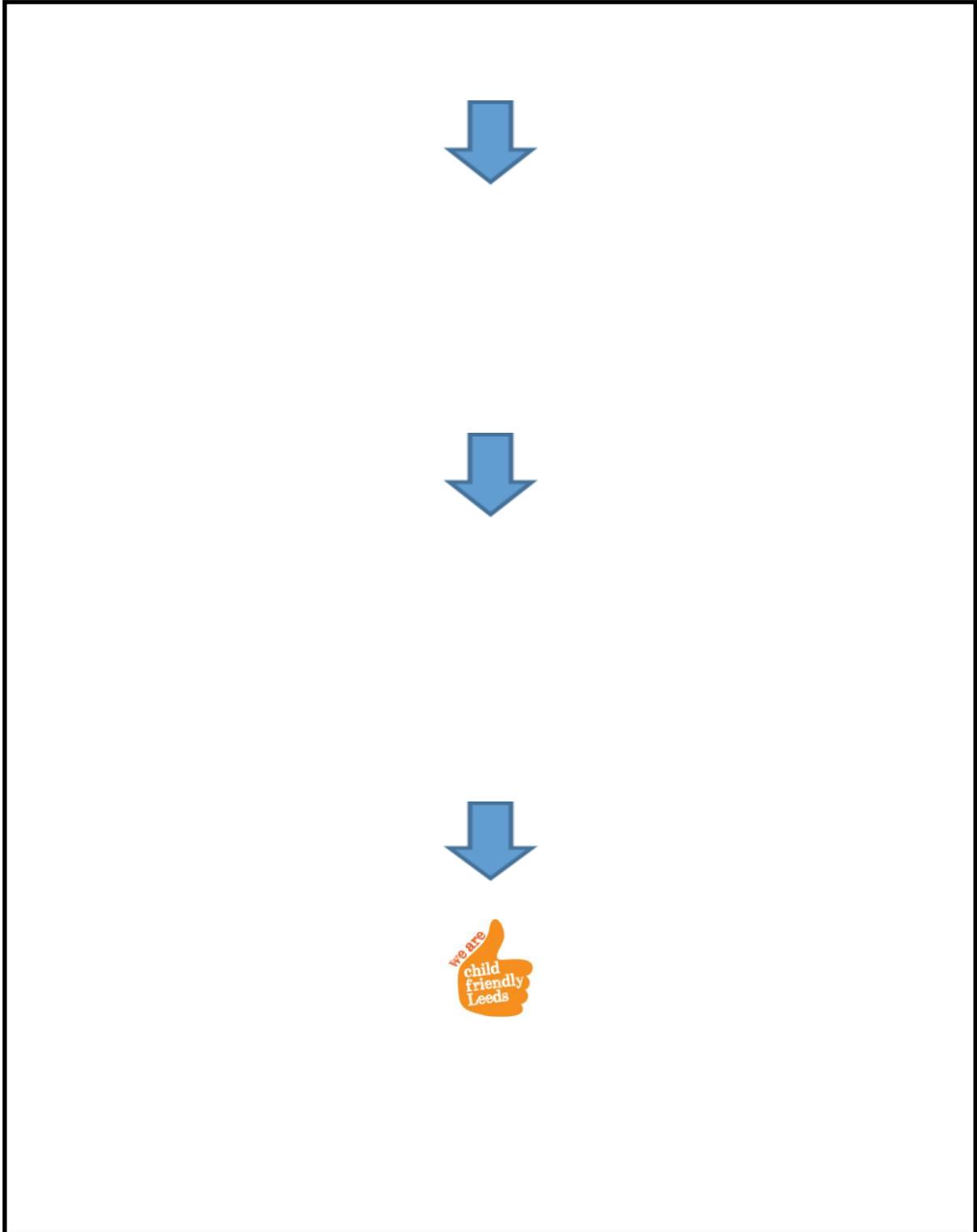
Education professionals can also use the [WY Police CSE information report form](http://www.leedslscb.org.uk/LSCB/media/Images/Police-information-report-for-CSE.doc) on the Leeds LSCB website to share any information which could help identify possible perpetrators of CSE, or children at risk of CSE.



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

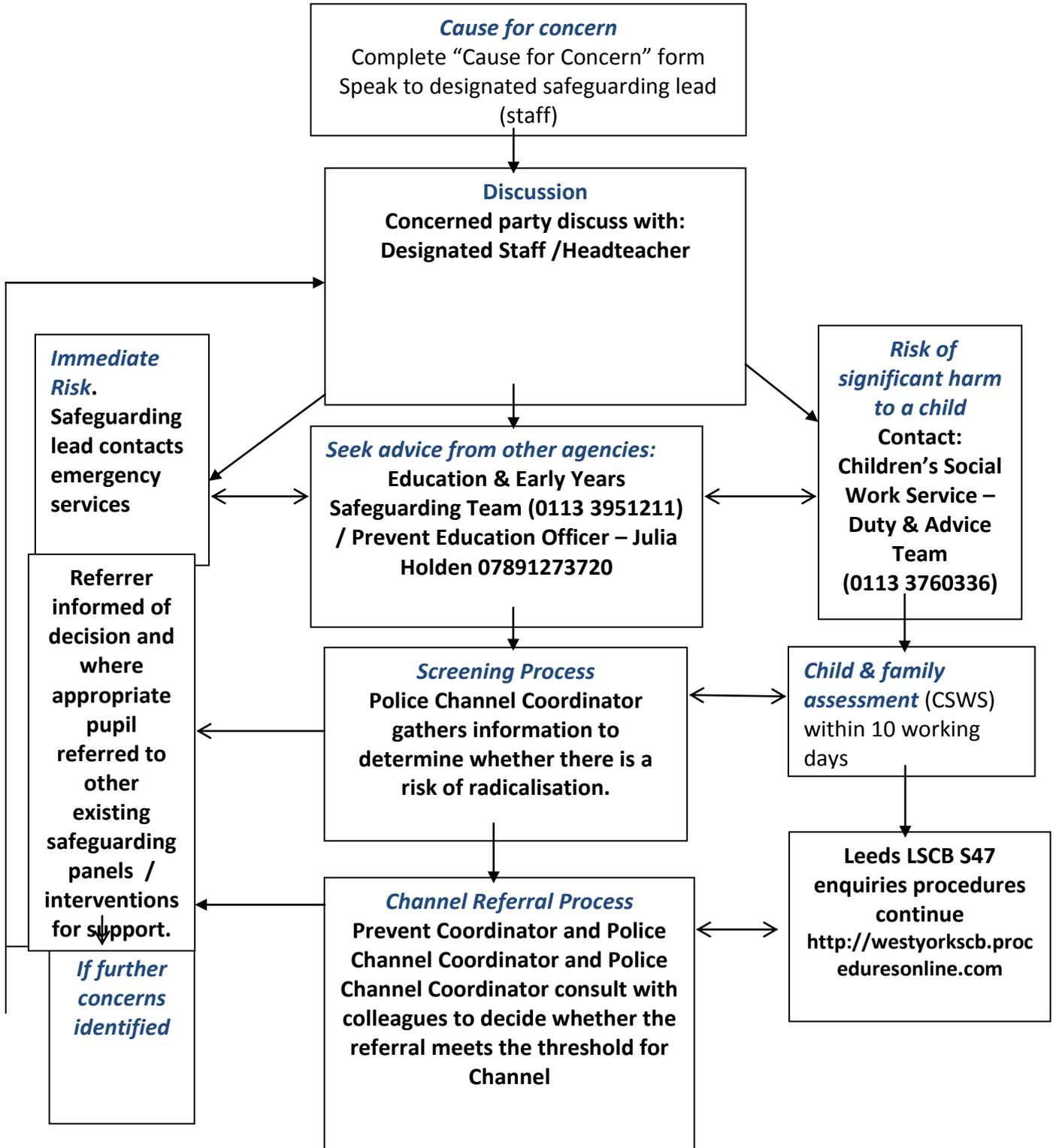
<http://www.leedslscb.org.uk/LSCB/media/Images/Police-information-report-for-CSE.doc>

Appendix 9 Harmful Sexual Behaviour Response Checklist



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

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



Appendix 11 Missing from School Response Checklist

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



Appendix 12 LADO Notification Form



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

ALLEGATIONS OR CONCERN ABOUT A PERSON WORKING WITH CHILDREN

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

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

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

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

Professional's Details :

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

Home Address :

Child/ren's Details (if applicable):

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

Address :

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

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

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

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

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

--

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

Does the professional work with children in any other capacity?

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

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

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

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

What is their view

Name of employer:

Contact details:

LADO Discussion

Please provide relevant details

Form Completed by:

Contact details:

Information entered on MOSAIC:

 S

NO