

Woodkirk
Academy
& Sixth Form

SAFEGUARDING AND CHILD PROTECTION POLICY

Woodkirk Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff, Trustees, Governors, volunteers, contractors and visitors to share this commitment. We are fully committed to ensuring that consistent effective safeguarding procedures are in place to support children, families and staff at school.

Policy Details	
Document Name:	Leodis Academies Trust Safeguarding and Child Protection Policy
Version Number:	4.0
Effective From:	1 September 2025
Owner(s):	Mrs K Stringer, Leodis Chief Operating Officer Mr D Currie, School Designated Safeguarding Lead
Approved by:	Trustees and Woodkirk Academy Local Committee
Approval Date:	August 2025
Date Shared with Academy Staff:	September 2025
Next review date:	July 2026
Reference Documentation:	Leeds Children's Services Model Safeguarding and Child Protection Policy for Schools and Colleges Academic Year 2025-2026 KCSIE September 2025
Information	This Safeguarding and Child Protection Policy is available on the Academy website. This template is written by Leodis Academies Trust, and is reviewed by the Trust Safeguarding Trustee, and reviewed and ratified annually by the governing board/as delegated in the Scheme of Delegation or as events, or legislation requires. Any deficiencies or weaknesses identified will be remedied without delay.

Document History			
Version	Date	Author	Note of Revisions
1.0	July 2022	Katy Stringer	Trust Template created based on Leeds Children's Services Model Safeguarding and Child Protection Policy for Schools and Colleges Academic Year 2022-2023 and KCSIE September 2022
1.1			Changes made to Trust template to personalise for Name of Academy 2022
2.0	July 2023		Trust Template created based on Leeds Children's Services Model Safeguarding and Child Protection Policy for Schools and Colleges Academic Year 2022-2023 and KCSIE September 2023 Updates made to the following sections: Section 4/5/17 and appendix 1– reference to children absent from education in addition to missing. Section 5.3 – referral to online safety DfE guidance.

			<p>Section 5.4 – Trust Board/ LGB ensure safeguarding training completed.</p> <p>Section 5.6 – LGB consideration of children accessing IT system.</p> <p>Section 15 – more detail on forms of abuse.</p> <p>Section 19/ Appendix 6 – job candidates due diligence checks.</p> <p>Section 20 – Handling of allegations concerning external providers on school premises.</p> <p>Appendix 7: Contact for Prevent Team.</p> <p>Appendix 11: ULN and CPOMS record transfer.</p>
2.1	July 2023		Changes made to Trust template to personalise for Name of Academy 2023
3.0	July 2024		<p>Trust Template created based on Leeds Children's Services Model Safeguarding and Child Protection Policy for Schools and Colleges Academic Year 2024-2025 and KCSIE September 2024 (For information only awaiting final publication)</p> <p>Updates made to the following sections:</p> <p>Additional teams added to contact</p> <p>2.2.9 – Update to guidance link.</p> <p>2.3.3 – Reference to the Trust's Low-level Concerns Policy and removal of reference to Trust Digital Technologies and Social Media Code of Practice.</p> <p>3.1 – Inclusion of 5th definition (3.1.1) and extension of 3.1.2.</p> <p>3.7 – Insertion of further acronyms used.</p> <p>4.2 – Special considerations elaborated upon added to.</p> <p>5.2.4.6 – Inclusion of the word exploited.</p> <p>5.3.7.13 – Inclusion of need to complete Prevent Risk Assessment.</p> <p>5.6.7 – Inclusion of continued safeguarding responsibility where pupil with an Alternative Provision provider.</p> <p>9.3 – Reference to DfE Suspensions and Permanent Exclusion guidance updated.</p> <p>13 – Update to definition of radicalisation (13.1); change to process of reporting concerns (13.2); inclusion of link to guidance (13.3) and Prevent Training guidance.</p> <p>15.1 – Removal of reference to 'boys being boys'.</p> <p>16.1.1 – Inclusion of link to guidance.</p> <p>20.7, 20.9 and 20.10 – Reference to the Trust Low-Level Concerns Policy.</p> <p>21.4 – Rewording of paragraph with reference to induction training requirements, plus updated Prevent Team contact details.</p> <p>21.5 – Inclusion of clause to cover contractors provided through PFI.</p> <p>21.6 – Specific mention to Headteacher.</p> <p>21.9 – Refresher training three years, rather than five.</p>

			<p>22.1.11 – Referrals not made to another agency such as CSWS or Prevent.</p> <p>Appendix 1 – Paragraph inserted referring to Child Criminal Exploitation and reference to additional information in KCSiE.</p> <p>Appendix 12 – Update to LADO notification form.</p>
3.1	October 2024		<p>Following an update to the Leeds policy, the following changes have been made:</p> <p>9.2: Inclusion of reference to exploitation.</p> <p>9.2.5: Insertion of cognitive understanding as an additional barrier.</p> <p>DSL update: L Roberts replaced with N Power throughout.</p>
4.0	August 2025		<p>Updated to reflect changes suggested in Leeds model policy.</p> <p>1.3 / 3.7 / 5.4.1 / 5.6 Removed LCA mention</p> <p>1.3 Students on placements added</p> <p>2.1 Statutory guidance information amended</p> <p>2.2.11 / 2.2.14 / 2.2.15 Updated</p> <p>2.3.2 / 2.3.3 Updated</p> <p>2.3.5 AI and electronic device usage added</p> <p>5.2.2 Amended to read Part One</p> <p>5.2.4.1 Code of conduct added and word ‘annually’</p> <p>5.3.6 Sentence added re: DSL cover</p> <p>5.4.7 / 5.4.8 Updated</p> <p>5.6.3.1 Reference to Low-Level Concerns and Managing Allegations Policies</p> <p>5.6.5 Consideration of The Terrorism (Protection of Premises) Act 2025, also commonly referred to as Martyn's Law</p> <p>5.6.6 / 5.6.7 Alternative provision information</p> <p>5.6.8 Section 175 completion</p> <p>5.6.10 / 5.6.11 updated</p> <p>6.5.5 Academy Data Protection Lead is new role in line with Data Protection Policy</p> <p>6.6.2 Mention of importance of correct home address</p> <p>7.1.2 Updated to match Leeds model policy</p> <p>7.2.1 PSHE/RSHE added</p> <p>8.3 / 15.3</p> <p>AIM checklist added</p> <p>8.4 updated</p> <p>16 Separate heading in line with model policy</p> <p>16.4 / 18.1 / 18.3 updated</p> <p>21.16.2 Added</p> <p>22.9 / 22.10 / 22.11 Training information updated</p> <p>25.2.5 / 25.2.6 updated</p>

Woodkirk Academy

Child Protection and Safeguarding Advice Contact List

Role / Agency	Name and role	Contact Details
School Designated Safeguarding Lead (DSL) / Child Protection Coordinator	Mr D Currie	d.currie@woodkirk.leodis.org.uk
Deputy DSL	Miss N Power <i>Director of Student Support</i>	n.power@woodkirk.leodis.org.uk
Other DSLs	Mr N Cook <i>Vice Principal</i> Mrs A Scott <i>Learning Mentor</i> LSS Safeguarding and Early Help Lead <i>Leodis Support Services</i>	n.cook.@woodkirk.leodis.org.uk a.scott@woodkirk.leodis.org.uk leodissupportservice@woodkirk.leodis.org.uk
Governor with responsibility for Child Protection	Mr R Naglis	c.shearn@woodkirk.leodis.org.uk
Governor with responsibility for Safeguarding	Mr R Naglis (interim)	c.shearn@woodkirk.leodis.org.uk
Chair of Governors	Mr R Naglis	c.shearn@woodkirk.leodis.org.uk
Designated Teacher for Looked After and previously Looked After Children	Mr D Currie	d.currie@woodkirk.leodis.org.uk
SENDCo	Mrs C Worsley	c.worsley@woodkirk.leodis.org.uk
PSHE / RSE Coordinator	Mr D Skitt	d.skitt@woodkirk.leodis.org.uk
Online Safety Coordinator	Mr D Currie	d.currie@woodkirk.leodis.org.uk
CSWS Duty and Advice / Front Door Safeguarding Hub	Urgent Child Protection concerns / initial referral	Professionals – 0113 3760336 Members of the public – 0113 222 4403
CSWS Emergency Duty Team (out of hours)	Urgent Child Protection concerns	0113 535 0600 childrensEDT@leeds.gov.uk
Education Safeguarding Team	Advice / Training / Safeguarding Audit	0113 3789685 estconsultation@leeds.gov.uk
Local Authority Designated Officer	Allegations against adults in school	0113 3789687 lado@leeds.gov.uk
NSPCC Whistleblowing Helpline	Allegations against adults in school	0800 028 0285
PREVENT Team	Prevent training/advice	0113 535 0810 prevent@leeds.gov.uk
Leodis FSWI Cluster Co-ordinator	Mrs V Hayden – Cluster Co-ordinator	0113 887 3618 v.hayden@leodis.org.uk
Family Hub	Family Hub Support	0113 535 0185 Family.hubs@leeds.gov.uk
Data Protection Officer	Katy Stringer - Trust DPO Catherine Shearn – Academy Data Protection Lead	Dpo@leodis.org.uk
Trustee with responsibility for Safeguarding (Leodis Academies Trust)	Mrs S Makin	info@leodis.org.uk
Chair of Trustees (Leodis Academies Trust)	Mr N O'Donovan	info@leodis.org.uk

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1. AIMS

- 1.1 Woodkirk Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff, Trustees, Governors volunteers, contractors and visitors to share this commitment.
- 1.2 Woodkirk Academy, a member of Leodis Academies Trust, aims to ensure that:
 - 1.2.1 Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
 - 1.2.2 All staff are aware of their statutory responsibilities with respect to safeguarding, identifying children in need of early help, at risk of harm or those that have been harmed.
 - 1.2.3 Staff are properly trained in recognising and reporting safeguarding issues.
 - 1.2.4 A culture of vigilance is created and maintained to ensure that we will also act in the best interests of children to protect them online and offline.
 - 1.2.5 Systems for reporting abuse are well promoted, easily understood and easily accessible for children.
- 1.3 The Trustees of Leodis Academies Trust delegate responsibility of this policy to the Local Committee (LC) and staff of Woodkirk Academy (hereinafter referred to as "the school") take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess and support those children who are suffering harm and to keep them safe and secure whilst in our care.
- 1.4 The responsibilities set out in this policy apply (as appropriate) to all members of the Leodis Academies Trust and Woodkirk Academy community including pupils, staff, Trustees, Governors, visitors/contractors, volunteers, students on placement and trainees working within the school. It is fully incorporated into the whole school ethos and is underpinned throughout the teaching of the curriculum, within PSHE and within the safety of the physical environment provided for our pupils.

2. LEGISLATION AND STATUTORY GUIDANCE

- 2.1 This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education \(KCSiE\) 2025](#) and [Working Together to Safeguard Children \(WTTSC 2023\)](#), and the [DfE Academy Trust Governance Guide](#). We comply with this guidance and the procedures set out by our Local Safeguarding Children partnership (LSCP).
- 2.2 This policy is also based on the following legislation:
 - 2.2.1 Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school.
 - 2.2.2 [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children.
 - 2.2.3 Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.

- 2.2.4 [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.
- 2.2.5 [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children.
- 2.2.6 Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children.
- 2.2.7 Statutory [Guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.
- 2.2.8 Guidance for safer working practice for those working with children and young people in education settings (GSWP) (Safer Recruitment Consortium Feb 2022) [Guidance for safer working practice for those working with children and young people in education settings February 2022](#).
- 2.2.9 [Sharing Nudes and Semi-nudes: how to report and incident GOV.UK \(www.gov.uk\)](#)
- 2.2.10 [Safeguarding and remote education during coronavirus \(COVID-19\) \(DfE, 2021b\).](#)
- 2.2.11 [Children Missing Education – Statutory guidance for local authorities \(DfE August 2024\).](#)
- 2.2.12 [When to call the police – Guidance for schools and colleges \(NPCC – 2020\).](#)
- 2.2.13 [Education and Training \(Welfare of Children\) Act 2021](#)
- 2.2.14 [Alternative Provision Guidance February 2025](#)
- 2.2.15 [Working Together To Improve School Attendance 2024](#)

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

- 2.3.1 It must be read in conjunction with other relevant policies and procedures and KCSiE (DfE 2025). <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>.
- 2.3.2 This policy also complies with our funding agreement and articles of association.
- 2.3.3 This policy should also be read in conjunction with the Trust's Online Safety Policy and the school's Acceptable Use Policies for Staff, Pupils and Visitors which set out the acceptable use of ICT and AI including the use of mobile phones, cameras and other electronic devices with imaging and sharing capabilities are used on the school site; and the Trust Digital Technologies and Social Media Code of Practice; the Trust Code of Conduct and the Trust Low-level Concerns Policy.
- 2.3.4 This policy is written in conjunction with Trust's and school policies that promote the welfare of pupils.

3. DEFINITIONS

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

- 3.1.1 Providing help and support to meet the needs of children as soon as problems emerge.
- 3.1.2 Protecting children from maltreatment, whether that is within or outside the home, including online.
- 3.1.3 Preventing impairment of children's mental or physical health or development.
- 3.1.4 Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- 3.1.5 Taking action to enable all children to have the best outcomes.

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

3.3 **Child Protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm. It can refer to the multi-agency arrangements to identify and protect children who are or may be at risk of or suffering significant harm.

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

3.5 **Children** includes everyone under the age of 18 and/or whilst they remain in full time education at the Academy.

3.6 **All staff** refers to all paid adults, volunteers (including governors and trustees) or students on placement, working in any capacity in the school or in activities organised by the school which brings them in to contact with pupils of the school.

3.7 **Abbreviations used in this document**

CSWS	Children's Social Work Services
DDSL	Deputy Designated Safeguarding Lead
DfE	Department for Education
DSL	Designated Safeguarding Lead
DT	Designated Teacher for Looked After and previously Looked After Children
FGM	Female Genital Mutilation
FSWI	Family Support Worker Integrated [Cluster]
KCSiE	Keeping Children Safe in Education (September 2025)
LADO	Local Authority Designated Officer
LC	Local Committee
LSCP	Local Safeguarding Children Partnership
PFI	Private Finance Initiative
PSHE	Personal, social health and economic
RSHE	Relationships, Sex and Health Education
SENDCo	Special Education Needs and Disabilities Coordinator

4. EQUALITY STATEMENT

- 4.1 Some children have an increased risk of abuse, and additional barriers can exist for some with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise a pupil's diverse circumstances. We ensure that all pupils have the same protection, regardless of any barriers they may face.
- 4.2 We give special consideration to pupils who:
- 4.2.1 Are disabled or have certain health conditions and have specific additional needs.
 - 4.2.2 Have special educational needs (whether or not they have a statutory Education, Health and Care plan).
 - 4.2.3 Have a mental health need.
 - 4.2.4 Are a young carer.
 - 4.2.5 Are showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
 - 4.2.6 Are frequently missing/goes missing from education, home or care; or are absent from education.
 - 4.2.7 Have experienced multiple suspensions, are at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
 - 4.2.8 Are at risk of modern slavery, trafficking, sexual and/or criminal exploitation.
 - 4.2.9 Are at risk of being radicalised or exploited.
 - 4.2.10 Have a parent or carer in custody or is affected by parental offending.
 - 4.2.11 Are in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
 - 4.2.12 Are misusing alcohol and other drugs themselves.
 - 4.2.13 Are at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
 - 4.2.14 Are children in care, previously looked after or any children not growing up with their birth family (this covers private fostering and all kinship arrangements).
 - 4.2.15 May experience discrimination due to their race, ethnicity, disability, religion, gender identification, sex or sexual orientation.
 - 4.2.16 Have English as an additional language.
 - 4.2.17 Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence.
 - 4.2.18 Are asylum seekers.

- 4.2.19 Whose parent/carer has expressed an intention to remove them from school to be home educated.

5. ROLES AND RESPONSIBILITIES

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

5.2 All staff

- 5.2.1 All staff working directly with children will read and understand their statutory responsibilities outlined in Part 1 and Annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.
- 5.2.2 Staff who do not work directly with children will also read Part 1 and Annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.
- 5.2.3 All staff will be aware of:
- 5.2.3.1 Our systems which support safeguarding, including reading and understanding their professional responsibilities as outlined in Guidance for Safer Working Practice (2022) and the Trust Code of Conduct, understanding the role of the designated safeguarding leads (DSL/DDSL), reading and understanding the school behaviour policy, and the safeguarding response to children who go missing from education during the school day or otherwise and read and understand the school's online safety policy. These policies are provided for all staff by the DSL and staff are required to sign annually that they have read and understood the appropriate documents.
 - 5.2.3.2 The early help process and their role in it, including being alert to emerging problems that may warrant Early Help intervention, particularly those identified in Part 1 of KCSiE. All staff should be reporting emerging problems that may warrant early help intervention to the Designated Staff and/or Head of Year.
 - 5.2.3.3 Children's behaviours which can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviours that may communicate that poor wellbeing **can** be an indicator of factors such as abuse, neglect or exploitation. Staff should understand the children's experiences such of abuse, neglect and adverse childhood experiences can impact on children's mental health, behaviour and education.
 - 5.2.3.4 The process for making referrals to local authority children's social work service (CSWS) and for statutory assessments that may follow a referral, including the role they might be expected to play. The summary of in school procedures to follow where there are concerns about a child can be found on Page 19. Wherever possible, speak to Mr D Currie (DSL), Miss N Power (Deputy DSL) or a member of the Designated Staff to agree a course of action. In the absence of a DSL or member of the Designated Staff being available, speak to the Principal. In extreme circumstances where contact cannot be made with a member of Designated Staff or the Principal, staff must not delay

in directly contacting children's social work duty and advice team or the police if they believe a child is at immediate risk of significant harm.

- 5.2.3.5 The school working in partnership with other agencies in the best interests of children. 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.
- 5.2.3.6 What to do if they identify a safeguarding issue or a child tells them they are being abused, neglected or exploited, including specific issues such as Female Genital Mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- 5.2.3.7 In school procedures for recording any cause for concerns and passing information on to DSLs in accordance with school's recording systems.
- 5.2.3.8 The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE), FGM, radicalisation, child-on-child sexual abuse and serious and violent crime. All staff to be aware safeguarding incidents/behaviours can occur outside school or college or be associated with outside factors CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.
- 5.2.3.9 Children absent from education or missing/ absconding during the school day can also be a sign of safeguarding concerns including sexual abuse, sexual exploitation or child criminal exploitation.
- 5.2.3.10 A child missing education/absconding during the school day can also be a sign of CCE, including involvement in County Lines.
- 5.2.3.11 Children may not feel ready or know how to tell someone that they are being abused, exploited, neglected, and/or they may not recognise their experiences as harmful.

5.2.4 Appendix 1 details different kinds of abuse.

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

5.3 The designated safeguarding lead (DSL) and deputy designated staff.

- 5.3.1 Our DSL is Mr D Currie, Vice Principal Behaviour and Safety. The DSL takes lead responsibility for child protection and wider safeguarding (including online safety and understanding the filtering and monitoring systems which are in place). Refer to DfE Guidance. [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges-filtering-and-monitoring-standards-for-schools-and-colleges)
- 5.3.2 The optimal scenario is to have a trained DSL or DDSL available on site. Where this is not possible (e.g. due to self-isolating), a trained DSL or DDSL will be available to be contacted via phone or online video – for example when working from home.
- 5.3.3 During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Where a trained DSL (or deputy) is not on site, in addition to

the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

- 5.3.4 Out of school hours, the DSL can be contacted by email at safeguarding@woodkirk.leodis.org.uk.
- 5.3.5 When the DSL is absent, the Deputy, Miss N Power will act as cover.
- 5.3.6 If the DSL and deputy are not available, Mrs A Scott and Mrs J Standage will act as cover (for example, during out-of-hours/out-of-term activities).
Contact: safeguarding@woodkirk.leodis.org.uk.
The team of Academy DSLs across the Trust may also be available to offer DSL cover if required/appropriate.
- 5.3.7 The DSL will be given the time, training, resources and support to:
 - 5.3.7.1 Provide advice and support to other staff on child welfare and child protection matters.
 - 5.3.7.2 Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
 - 5.3.7.3 Contribute to the assessment of pupils by providing as much information as possible as part of the referral process to help social care assessments consider contexts outside the home and enable a contextual approach to harm.
 - 5.3.7.4 Refer suspected cases, as appropriate, to the relevant body (children's social care duty and advice team, Channel programme, Disclosure and Barring Service, Teaching Regulation Agency and/or police), and support staff who make such referrals directly. Provide support for staff to comply with their mandatory reporting duties in cases where FGM has been identified.
 - 5.3.7.5 Mr D Currie will ensure that all staff involved in direct casework of vulnerable pupils, where there are child protection concerns/issues, have access to regular safeguarding supervision. (Ref: LCC Framework for Supervision (2021)).
 - 5.3.7.6 The DSL will also keep the Principal informed of any issues and liaise with local authority officers and relevant professionals for child protection concerns as appropriate.
 - 5.3.7.7 The DSL is responsible for responding to domestic abuse notifications from the local authority and providing support to pupils and their families as appropriate.
 - 5.3.7.8 The school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
 - 5.3.7.9 The school will provide reports as required for meetings. If the school is unable to attend a meeting, a written report will be sent. Reports will, wherever possible, be shared with parents at least 24 hours prior to the meeting.
 - 5.3.7.10 Where a pupil in school is subject to an inter-agency child protection plan or any multi-agency risk management plan, the DSL or a member of the

Designated Team will contribute to the preparation, implementation and review of the plan as appropriate.

5.3.7.11 The DSL and DDSL should liaise with the three safeguarding partners and work with other agencies in line with [Working Together to Safeguard Children \(2023\)](#). [When to call the police \(NPCC 2020\)](#) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

5.3.7.12 The school will promote the educational outcomes of pupils with a social worker and other pupils deemed vulnerable. It is essential therefore that the DSL works in close collaboration with the DT and SENDCo as pupils who are in need of help and protection must also have their learning needs prioritised in planning to ensure education is a protective factor and not only by way of regular attendance at school.

5.3.7.13 The DSL will undertake a Prevent risk assessment which is shared with all staff and Governors/Trustees.

5.3.8 The full responsibilities of the DSL are set out in Annex C of KCSiE – Role of the designated safeguarding lead. The DSL and DDSL must read and comply with this.

5.4 The Trust Board

5.4.1 The Trust Board is the legal entity overseeing governance for all Academies in the Leodis Academies Trust. **The full responsibilities of the Trust Board are set out in Part 2 of KCSiE- The management of safeguarding. Part 2 sets out the full responsibilities of the Trust Board – The management of safeguarding.** In line with the Scheme of Delegation, the Trust Board delegates day to day responsibilities for safeguarding to the Local Committee at each Academy. **It is the responsibility of the LC to ensure that the school is fully compliant with their statutory safeguarding responsibilities.**

5.4.2 The Trust Board appoints a named Safeguarding Trustee, Steph Makin. The Safeguarding Trustee should access the LA designated safeguarding governor training every three years including online safety training.

5.4.3 The Safeguarding Trustee is invited to attend the Trust DSL Meeting which takes place a minimum of three times per academic year.

5.4.4 The Trust Board will complete the LA safeguarding and child protection briefing on their strategic roles and responsibilities every three years including online safety training. The Trust Board will ensure that all policies, procedures and training are effective and comply with the law at all times (see section 5.2 all staff).

5.4.5 The Trust Board will ensure via the LC that all staff undergo safeguarding and child protection training, prevent training and online safety training providing an understanding of the expectations and applicable roles and responsibilities in relation to filtering and monitoring. For clarity this includes the following training requirements:

Staff

- 5.4.5.1 Induction face to face safeguarding training through LSCP
- 5.4.5.2 Annual safeguarding refresher training (usually at September INSET training)
- 5.4.5.3 Annual cybersecurity training through NCSC
- 5.4.5.4 Ongoing safeguarding updates throughout the year

- 5.4.5.5 Induction Prevent training [Prevent duty training: Learn how to support people susceptible to radicalisation | Prevent duty training](#)
- 5.4.5.6 3 yearly refresher of face-to-face safeguarding training through LSCP
- 5.4.5.7 3 yearly refresher of Prevent duty training
- 5.4.5.8 3 yearly refresher of face-to-face Safe Working Practices through LSC

Trustees/Governors

- 5.4.5.9 Annual KCSiE update via NGA
 - 5.4.5.10 Annual Safeguarding/Prevent update (Governance Conference)
 - 5.4.5.11 Induction training on NGA/
 - 5.4.5.12 3 yearly refresher on Prevent duty
- 5.4.6 Trustees will ensure that they sign into the academy as a visitor for every visit, using their allocated ID badge, or as a visitor badge if they do not have one. Their ID or Visitor badge must be prominently displayed
- 5.4.7 The Trust Board will understand how to comply with data protection law, develop their data policies and processes, know what staff and pupil data to keep and follow good practices for preventing personal data breaches. [Data protection in schools - Guidance - GOV.UK \(www.gov.uk\) \(2024\)](#)
- 5.4.8 The Trust Board will understand their role within local safeguarding arrangements as set out in part 2 of Keeping Children Safe in Education. They will make themselves aware of and follow their local arrangements including the [LSCP best practice CPD guidance for Leeds education providers.](#)

5.5 The CEO Principal

- 5.5.1 The CEO Principal is responsible for ensuring that each Academy within the Trust adopts and implements this policy.
- 5.5.2 The CEO Principal may choose to appoint a Trust DSL Co-ordinator who is their representative at the Trust DSL Meeting
- 5.5.3 The CEO Principal or their delegate will ensure that all Academies adopt the Trust Template Policy
- 5.5.4 The CEO Principal is responsible for ensuring that all Central Trust staff (including temporary and supply staff) and volunteers are informed of each Academy policy where they will be working as part of their Trust role, as part of their induction.
- 5.5.5 The CEO Principal will ensure that they complete the one day LA course for Principals on safeguarding and child protection and that all staff undertake appropriate safeguarding and child protection training and update this every three years.
- 5.5.6 Will act as the 'case manager' in the event of an allegation of abuse made against a Principal or member of the central Trust team where appropriate.

5.6 The Local Committee

- 5.6.1 The LC will approve Woodkirk Academy's policy at each review, and hold the Principal to account for its implementation and any actions/recommendations made by the Trust

and/or Local Authority in respect to strengthening the school's safeguarding arrangements.

- 5.6.2 The LC and Leodis Academies Trust will create a strong culture of safeguarding in school in order to ensure that safeguarding and child protection are at the forefront and underpin all aspects of policy and procedure development.
- 5.6.3 As responsibility for safeguarding is delegated to the LC, all Governors will complete the LA safeguarding and child protection briefing on their strategic roles and responsibilities every three years including online safety training.
- 5.6.3.1 The LC will appoint a Safeguarding and Child Protection Governor to monitor the effectiveness of this policy, and other related safeguarding policies (i.e. online safety, whistleblowing, behaviour etc) in conjunction with the LC and Trust Board. Staff governors cannot be the lead governor with responsibility for safeguarding and child protection. Lead governors should access the Local Authority designated safeguarding governor training every three years including online safety training. In the event that safeguarding concerns or an allegation of abuse is made against the Principal, the CEO Principal will act as the 'case manager'. The Chair of Governors and Chair of Trustees would be informed. If an allegation is made against the CEO Principal, the Chair of Trustees would be informed and would appoint an independent case manager. (See Low-level Concerns and Managing Allegations Policy)
- 5.6.4 The LC will ensure that the school has robust IT filtering and monitoring systems in place and should be informed in part, by the risk assessment required by the Prevent Duty in order to limit pupils' exposure to online risks. This is provided by Smoothwall. The LC should consider the number and age range of children, those who are potentially at greater risk of harm and how often they access the IT system.
- 5.6.5 The LC, along with the school's senior leadership team, are responsible for satisfying themselves and obtaining written assurances from any relevant school lettings and alternative/off site providers and provisions that their safeguarding arrangements are secure, in keeping with the requirements set out in KCSIE. This includes ensuring that the provision has effective safeguarding policy/procedures/training in place for all staff. This may also include documentation to comply with The Terrorism (Protection of Premises) Act 2025, also commonly referred to as Martyn's Law.
- 5.6.6 Pupils who attend alternative provisions can often have complex needs and it is important that these settings are aware of the additional risk of harm that their pupils may be vulnerable to, and appropriate risk assessments/support plans are in place where pupils access provision offsite. Woodkirk Academy use the following alternative or off-site providers and have written evidence of safeguarding arrangements:
- Footsteps.
 - The Stephen Longfellow Academy.
 - Queenswood (Medical Needs).
 - The Elland Academy.
 - Southway.
 - Ethos Academies Trust (MNTS).
 - The Hunslet Club.
- 5.6.7 Where a school places a pupil within an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's need. The guidance set out in [Arranging Alternative Provision February 2025](#) will be followed.

- 5.6.8 The LC will supply information as requested by the LSCP (including ensuring completion of the section 175 Annual Review Monitoring) and the Local Authority Education Safeguarding Team.
- 5.6.9 The LC will ensure that the DSL attends the Trust DSL meeting and provides information to the Trust DSL Coordinator/CEO Principal for reporting to the Standards Committee/Trust Board.
- 5.6.10 The LC will ensure the Academy follows Trust policies in relation to data protection law, know what staff and pupil data to keep and follow good practices for preventing personal data breaches. [Data protection in schools - Guidance - GOV.UK \(www.gov.uk\) \(2024\)](https://www.gov.uk/guidance/data-protection-in-schools)
- 5.6.11 The LC understand their role within local safeguarding arrangements as set out in part 2 of Keeping Children Safe in Education. They will make themselves aware of and follow their local arrangements including the [LSCP best practice CPD guidance for Leeds education providers](#).

5.7 The Principal

The Principal is responsible for the implementation of this policy, including:

- 5.7.1 Ensuring that staff (including temporary and supply staff) and volunteers are informed of this policy as part of their induction.
- 5.7.2 Communicating this policy to parents when their child joins the school and via the school website.
- 5.7.3 Ensuring that the roles and responsibilities of the DSL/DDSL as referenced in Annex C of KCSiE (2025) are reflected in their job description.
- 5.7.4 Ensuring that the DSL has appropriate time, training and resources, and that there is always adequate cover if the DSL is absent.
- 5.7.5 Ensuring that they complete the one day LA course for headteachers/principals on safeguarding and child protection and that all staff undertake appropriate safeguarding and child protection training and update this every three years.
- 5.7.6 Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff (including supply staff) or volunteer, where appropriate.
- 5.7.7 Ensuring that all recommendations made by the Local Authority in relation to strengthening the school's safeguarding arrangements are actioned in a timely fashion.

5.8 Visitors to school (including contractors)

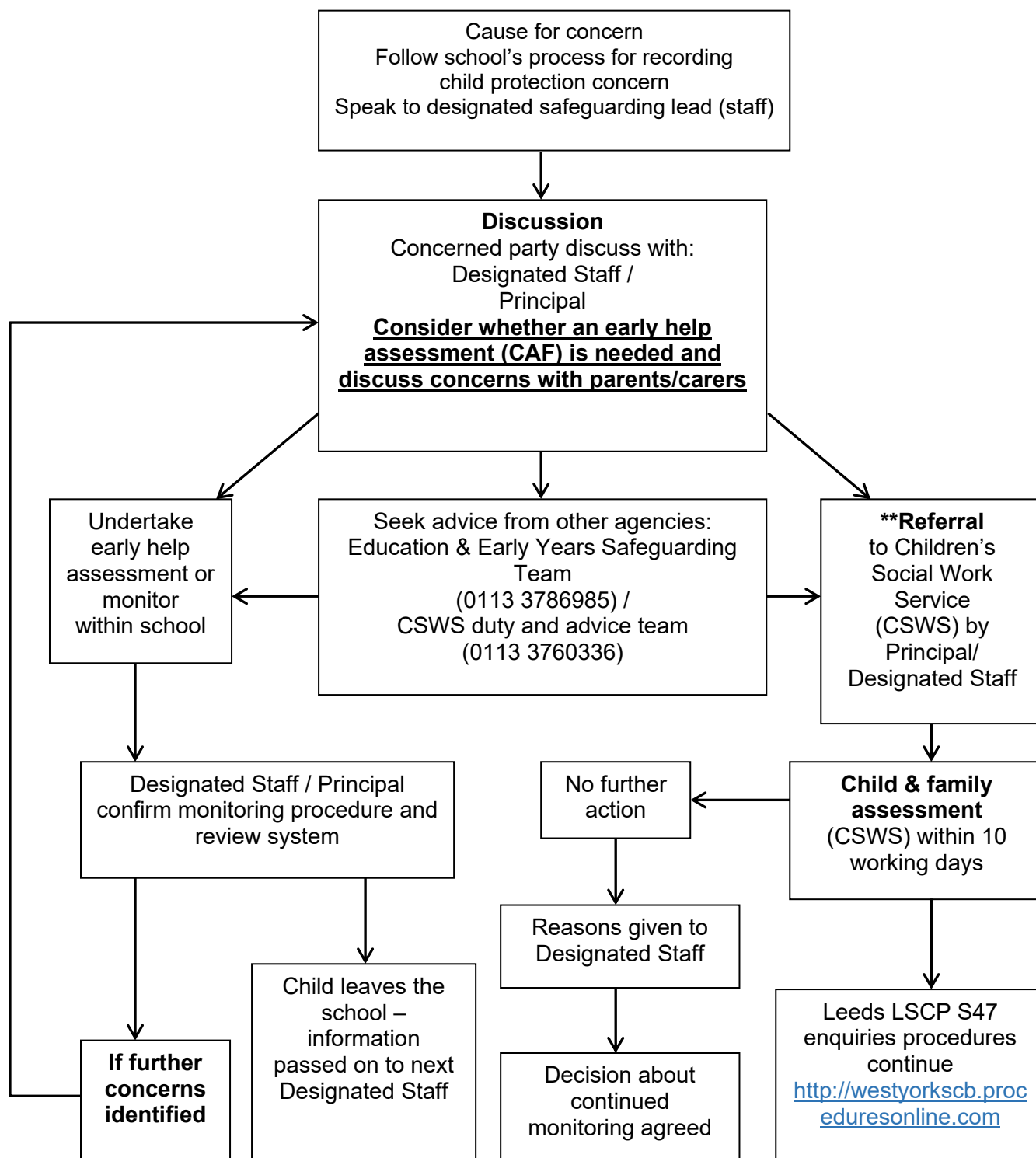
- 5.8.1 All visitors must sign in on arrival and collect a visitor's badge and a School Information Leaflet which identifies Designated Safeguarding staff and the safeguarding email address to report any concerns regarding a child/young person or another adult in school. The visitor's badge must be worn at all times unless prior agreement is in place in relation to a visitor's DBS status, (and they are registered on the school Inventory system as DBS checked), Staff must remain with their visitors at all times. Staff must ensure that visitors to school are supervised as appropriate and the requisite pre-employment checks have been completed as referenced in Part 3 of KCSiE. All

contractors must follow the school's signing in arrangements as set out in contractual commissioning agreements.

5.9 Central Trust Team staff

- 5.9.1 Central Trust Team staff must ensure that they follow the school Safeguarding policy and procedures across the Trust and complete the Annual Declaration in relation to policies at their base school.

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



** If unhappy about the outcome of the referral to Children's Services Social Care, please refer to: Leeds LSCP Local Protocol: <http://www.leedsLSCP.org.uk/Practitioners/Local-protocols> Concerns Resolution. <http://www.leedsLSCP.org.uk/LSCP/media/Images/Concern-Resolution.pdf>

6. CONFIDENTIALITY AND INFORMATION SHARING

- 6.1 Confidentiality is an issue that needs to be understood by all those working with pupils, particularly in the context of safeguarding.
- 6.2 The school recognises that the only purpose of confidentiality in this respect is to benefit the pupil. Staff/volunteers and visitors to school should never promise a pupil that they will not tell anyone about an allegation/disclosure and must pass any cause for concerns immediately to a designated safeguarding lead.
- 6.3 Confidentiality is addressed throughout this policy with respect to record-keeping (see section 22), dealing with reports of abuse (see Appendix 2), allegations of abuse against staff (see Section 20), information sharing (see Section 6.5) and working with parents (see section 6.6).
- 6.4 Following the report of pregnancy by a pupil, this will be dealt with by a designated member of staff. Parents may or may not be informed (in line with the United Nations Convention on the Rights of the Child, Article 16 – Right to privacy) depending on such factors as the age of the pupil concerned and the circumstances surrounding the pregnancy. The pupil's wishes will always be taken into account. A member of the Designated Team will be involved in every case and pupils will be signposted to further support as necessary. There may also be instances where an Individual Pupil Risk Assessment is required. Any information relating to pregnancy will be dealt with sensitively and other adults in school will be made aware on a 'need to know' basis. This applies to both male and female pupils involved.

6.5 Information sharing

- 6.5.1 Timely information sharing is essential for effective safeguarding. Information. The school will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance document [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers \(DfE 2024\)](#). This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being.
- 6.5.2 Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.
- 6.5.3 All staff must have due regard for the relevant data protection principles which allow them to share (in the context of their role) and withhold personal information, as provided for in the Data Protection Act 2018 and GDPR.
- 6.5.4 In order to promote positive educational outcomes for vulnerable pupils, including those with social workers, information that can help to support positive outcomes being achieved will be shared with colleagues in school that are not DSL's or DDSL's as appropriate.
- 6.5.5 If staff are in any doubt about sharing information, they must speak to designated staff, or the Principal, Academy Data Protection Lead or the Trust DPO.

6.6 Working with parents and other agencies to protect children

- 6.6.1 Parents will be made aware of our in-school procedures in respect to taking any reasonable action to safeguard the welfare of our pupils. In cases where the school has reason to be concerned that a pupil may be suffering significant harm, ill treatment or neglect or other forms of harm, staff will follow the procedures for responding to

suspected cases of child abuse outlined in this policy document and contact CSWS Duty and Advice team to discuss their concerns.

- 6.6.2 In keeping with KCSiE, we will endeavour wherever possible to obtain at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home. We also must have the correct home address of the child to ensure safeguarding procedures can be followed.
- 6.6.3 In general, we will discuss concerns with parents/carers before approaching other agencies and will seek to inform parents and receive their consent when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the child.
- 6.6.4 Parents are informed about our Safeguarding and Child Protection policy through: school prospectus, website, newsletters etc. A safeguarding and child protection statement is prominent in the school foyer/reception area.
- 6.6.5 Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will, working in partnership with the LA and other key professionals invite parents/carers to a meeting where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of the child. This is especially important where a child has SEND, is vulnerable, and/or has a social worker.

6.7 Multi-agency work

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

7. OUR ROLE IN THE PREVENTION OF ABUSE

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

7.1 Opportunities to teach safeguarding – preventative curriculum

- 7.1.1 We will ensure that pupils are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all pupils, and a more personalised or contextualised approach for more vulnerable pupils, victims of abuse and some SEND pupils may be needed.
- 7.1.2 As part of providing a broad and balanced curriculum, the PSHE/RSHE curriculum with reflect the statutory [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(DfE 2025\)](#). Relevant issues identified through the online My Health My School pupil perception survey or similar will be addressed through the PSHE curriculum to ensure it is needs led. Some of these include self-esteem, emotional literacy, assertiveness, power, relationships and sex education, online safety, online bullying, sexting, child exploitation (CSE/CCE), sharing nudes and semi-nudes, youth generated images, female genital mutilation (FGM), preventing radicalisation, child on child abuse, consent, anti- bullying, unhealthy and abusive family relationships.

Further support on the My Health My School Survey and PSHE/RSE curriculum can be obtained from the Health and Wellbeing Service (schoolwellbeing@leeds.gov.uk).

- 7.1.3 Relevant issues will be addressed through other areas of the curriculum. For example, circle time, English, History, Drama, PSHE, Art, Social Sciences, tutor time and assemblies.

7.2 Other areas of work

- 7.2.1 All our policies that address issues of power and potential harm, e.g. Anti- Bullying and Harassment, Equalities, Positive Behaviour & Discipline, Online Safety and PSHE/RSHE, will be linked to ensure a whole school approach.
- 7.2.2 Our Safeguarding and Child Protection policy cannot be separated from the general ethos of the school which is to ensure that pupils are treated with respect and dignity, feel safe, and are listened to.
- 7.2.3 The school's online safety policy is reflective of the requirements set out in KCSiE (2025) in regard to content, contact, conduct and commerce. The school's Online Safety Policy is aligned to the school behaviour policy and reflects our approach to issues of online safety (including the sharing of nudes and semi-nudes) that empowers us to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

8. OUR ROLE IN SUPPORTING CHILDREN

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

- 8.1 In cases where pupils have experienced abuse/abused others, the DSL will ensure that appropriate support is offered. An individual support plan will be devised, implemented and reviewed regularly should the pupil (or others affected) require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e. learning mentor, key worker) and the pupil's wishes and feelings. A copy of the individual support plan will be kept in the pupil's child protection record (see Appendix 5).
- 8.2 For pupils who have sexually harmed or may have sexually harmed peers, an AIM Risk Assessment Management Plan (RAMP) will be completed that includes safety and support planning.
- 8.3 An age appropriate AIM Checklist will be completed for all pupils involved in any incident that could be deemed sexual in nature.
- 8.4 For children who have been found to be in possession of a knife or bladed implement whilst on an education setting/grounds, or has used a weapon, or has threatened the use of a weapon a Weapons Risk Assessment Management Plan (WRAMP) will be completed that includes safety and support planning [Weapons Risk Assessment Management Plan and guiding principles](#)

9. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS, DISABILITIES OR HEALTH ISSUES

- 9.1 Woodkirk Academy recognises that while all children have a right to be safe, some *may* be more vulnerable to abuse, for example those with a disability or special educational need, mental health issues or those living with domestic violence or drug/alcohol abusing parents, parents' mental

health issues, learning disabilities, pupils who are in care or previously looked after, pupils having adverse childhood experiences etc.

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

9.2.1 Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.

9.2.2 Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.

9.2.3 The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

9.2.4 Communication barriers and difficulties in managing or reporting these challenges.

9.2.5 Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/ behaviours in schools or colleges or the consequences of doing so.

9.3 When the school is considering suspending for a fixed term period, or permanently excluding, a vulnerable pupil/a child with additional needs and/or a pupil who is either subject to a S47 Child Protection plan/child in need plan or there are/have previously been child protection concerns, we will undertake an informed (multi-agency where other professionals are involved) risk-assessment prior to making the decision to suspend or exclude. The school would be advised to speak to the named social worker for the pupil where the exclusion will be to the home to ensure that any risk is assessed and speak to Area Inclusion Partnership for support if required. The school will note advice in the DfE [Suspension and permanent exclusion guidance September 2023](#) (DfE) Section 3. In situations that a looked after child is at risk of exclusion the school will notify the Virtual School. In the event of a one-off serious incident resulting in an immediate decision to permanently exclude, the risk assessment must be completed prior to convening a meeting of the LC.

9.4 All staff have a role in preventing impairment of children's mental health/emotional wellbeing, including promoting positive mental health and identifying where pupils are struggling with their Mental Health. We regularly communicate messages to pupils regarding wellbeing and the promotion of positive mental health strategies through the curriculum, PSHCE and Form Time. Further support can be obtained from the Health and Wellbeing Service (schoolwellbeing@leeds.gov.uk).

9.5 Concerns regarding a child's mental health/emotional wellbeing should be reported to a member of the school the safeguarding team in keeping with the school's safeguarding reporting arrangement so that pupils can be offered appropriate support, this may include local or national online services where appropriate. In addition, the school are able to make referrals to a wide range of external services to secure additional appropriate support for pupils. Woodkirk Academy works closely with Leodis Support Services (Cluster) and refers families and/or pupils for further support via their in-house and commissioned services. Leodis Support Service has excellent links with a variety of external agencies and referrals are made as necessary.

10. CHILDREN AT RISK OF SPECIFIC FORMS OF ABUSE

10.1 This school follows the [Leeds LSCP](#) online locally agreed multi-agency procedures, in circumstances where children are at risk of or specific forms of abuse as outlined in Part 1 and Annex B of KCSiE.

11. REMOTE LEARNING AND REMOTE WELFARE

- 11.1 If children are being asked to learn online at home, for example because of the coronavirus pandemic, schools and colleges should follow advice from the DfE on [safeguarding and remote education \(DfE, 2021b\)](#). In addition to following the Guidance for Safer Working Practice (Safer Recruitment Consortium, Feb 2022) and the supporting COVID Addendum for Guidance for Safer Working Practice (Safer Recruitment Consortium, 2022).
- 11.2 Where children are remote learning and the DSL has identified a child to be vulnerable, on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. The communication plans can include remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded. Details of this plan must be recorded, as should a record of contact made.
- 11.3 We recognise that school is a protective factor for children and situations such as periods of national lockdown can affect the mental health of pupils and their parents/carers. Staff will be aware of these issues and have due regard for them in setting expectations of pupils' work where they are at home.

12. FEMALE GENITAL MUTILATION: THE MANDATORY REPORTING DUTY

- 12.1 The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".
- 12.2 FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.
- 12.3 **Any teacher** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must immediately (in consultation with the DSL) report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.
- 12.4 The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff must not examine pupils.
- 12.5 **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.
- 12.6 **Any member of staff** who suspects a pupil is *at risk* of FGM or discovers that a **pupil age 18 or over** appears to have been a victim of FGM, must speak to the DSL and follow our [local safeguarding children's partnership procedures](#).

13. RADICALISATION AND TERRORISM

- 13.1 Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. defined as the process by which people come to support terrorism and forms of extremism leading to terrorism. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
- 13.2 If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) consider the 'NOTICE, CHECK SHARE' process for making a referral where required (see [appendix 9](#)). A Prevent referral can be made using the

national referral form [Prevent referral form](#). If you require further support or information, contact the Education Safeguarding Team or the Leeds Prevent Team on 0113 5350810.

- 13.3 Schools and colleges are expected to assess the risk of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. The Education Safeguarding Team and the Prevent team can advise and identify local referral pathways. For further guidance please see [Managing risk of radicalisation in your education setting - GOV.UK \(www.gov.uk\)](#)
- 13.4 Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. The school will ensure that as far as possible all front line staff will undertake Prevent awareness training. Mr D Currie, DSL, has the Home Office Accreditation to deliver this training. DSLs and those with a responsibility for Prevent will ensure they attend Prevent training every two years, in particular focussing on local threat and risk and ideology training as outlined in the [Prevent Duty Guidance](#).

14. CHANNEL

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

15. CHILD-ON-CHILD ABUSE

- 15.1 We recognise that children are capable of abusing their peers and that child on child abuse can manifest in many different ways, including bullying, cyber bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing type violence and rituals, sharing of nudes and semi-nudes, up skirting (taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm) and abuse within intimate partner relationships. These types of abuse can occur online and/ or face to face (both physical and verbal). It is very clear that this type of abuse should always be treated seriously, and never just as banter or part of growing up. Our school has a zero tolerance approach to such attitudes and behaviours.
- 15.1.1 We will take steps to minimise the risk of child-on-child abuse by ensuring pupils recognise behaviour that is not appropriate and understand how to stay safe and challenge and report unwanted behaviours. We will also regularly review the school site and school activities to further minimise the risk of child-on-child abuse occurring.
- 15.1.2 We recognise that abuse can often go unreported or be reported latterly. We will encourage and support pupils to report child-on -child abuse to trusted adults in school or the NSPCC helpline.
- 15.1.3 Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns
- 15.1.4 All concerns around child-on-child abuse will be taken seriously, reported, investigated, recorded and managed in line with the child protection procedures outlined in this policy. Woodkirk Academy will ensure that at least one member of the school's

safeguarding team has completed the one day [AIM Project training on understanding and managing harmful sexual behaviour in education settings](https://aimproject.org.uk/product/understanding-managing-hsb-in-education-settings/)

<https://aimproject.org.uk/product/understanding-managing-hsb-in-education-settings/>. The DSL is responsible for providing support to all pupils involved in incidents of child-on-child sexual abuse. Where incidents of child-on-child abuse involve pupils attending another school setting we will liaise with the relevant DSL/DO at the setting to ensure appropriate information is shared.

- 15.2 We recognise that sexual violence and/or sexual harassment can happen anywhere including educational settings. Where concerns of sexual violence or sexual harassment are witnessed, disclosed or reported to the school (including those that have happened outside of school or online) the concern will be taken seriously. We recognise that sexual violence and harassment exist on a continuum and may overlap; they can occur online and face to face (both physical and verbal) and are never acceptable. In responding to such concerns DSL must (where appropriate) always complete AIM (Assessment, Intervention, Moving On) checklist and contact the Duty and Advice team if appropriate and follow the principles set out in Part 5 of KCSiE.
- 15.3 We will ensure that the needs of children who may have/have sexually harmed others will be considered separately from the needs of those who have/may have been subject to sexual harm. Children who have/may have sexually harmed others will be responded to in a way that meets their needs as well as protecting others within the school community through an age appropriate AIM (Assessment, Intervention, Moving On) checklist, and if appropriate, a multi-agency risk assessment management plan (RAMP). Where appropriate there must be a coordinated multi-agency approach to risk assessment which will include involvement of parent/carers, social care, health, police and youth justice (where appropriate). From a best practice perspective, the RAMP should be independently chaired, this could be another DSL within the Trust or the Trust Safeguarding Governor. Further support and advice on AIM Checklists and/or undertaking a RAMP can be obtained from the Education Safeguarding Team.
- 15.4 We will ensure that all pupils who may have been sexually harmed will be taken seriously, and they will be supported and kept safe. Where appropriate, support plans will be put in place for pupils subjected to sexual harm.
- 15.5 In cases where allegations of sexual violence and/or harassment are found to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the pupil or person who has made the allegation is in need of support or may have been abused by someone else. In cases where the report is found to be deliberately invented or malicious the school will consider whether it is appropriate to take any disciplinary action in keeping with the Academy's Positive Behaviour and Discipline Policy.

16. CHILD EXPLOITATION

- 16.1 Where child exploitation (i.e., criminal, sexual, trafficking, modern day slavery etc), or the risk of it, is suspected, frontline practitioners must notify the designated member of staff for child protection, in line with the child protection policy reporting systems.
- 16.2 The DSL must complete the child exploitation response checklist for partners [Child Exploitation Risk Identification Tool](#) and refer to the table at the end of the tool to help decide how to proceed. A copy of the completed tool must be kept in the child's child protection records for future reference. The DSL can also refer a pupil to the fortnightly Multi-agency Child Exploitation (MACE) meeting (see Appendix 7), if it is felt that the criteria for referral is met, and a discussion is warranted. Information should be emailed to chs.mace@leeds.gov.uk. Information provided should include name; date of birth; what the risks are; what has been put in place to lessen the risk; and the plan that the child is subject to. Referrals will be triaged and if selected, the social worker, team manager or other relevant practitioner involved will be invited to attend the MACE meeting for a short discussion.

- 16.3 If the child /young person already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about child exploitation. Where children may currently be looked after or previously looked after the DSL should also notify the Designated Teacher for children looked after.
- 16.4 The [LSCP child exploitation practice guidance](#) will be followed. This guidance aims to help children who are at risk of exploitation receive the right support at the right time. The guidance is an overview of good practice and information.
- 16.5 We will ensure the school, works in partnership with parents / carers and other agencies as appropriate. This includes facilitating return to home interviews as requested

17. SHARING NUDES AND SEM-NUDES

17.1 Staff responsibilities when responding to an incident.

- 17.1.1 If any adult in school is made aware of an incident involving the consensual or non-consensual **sharing** of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), they must report it to the DSL immediately. The DSL will refer to DfE guidance: [Sharing nudes and semi-nudes: how to respond to an incident \(overview\) \(updated March 2024\) - GOV.UK \(www.gov.uk\)](#)
- 17.1.2 They must **not**:
- 17.1.2.1 View, copy, print, share, store or save the imagery, or ask a pupil to share or download it (if they have already viewed the imagery by accident, they must report this to the DSL).
 - 17.1.2.2 Delete the imagery or ask the pupil to delete it.
 - 17.1.2.3 Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility).
 - 17.1.2.4 Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents/carers.
 - 17.1.2.5 Say or do anything to blame or shame any young people involved.

17.2 DSL responsibilities

- 17.2.1 Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:
- 17.2.1.1 Whether there is an immediate risk to pupil(s).
 - 17.2.1.2 If a referral needs to be made to the police and/or children's social care.
 - 17.2.1.3 If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed).
 - 17.2.1.4 What further information is required to decide on the best response.

- 17.2.1.5 Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown).
- 17.2.1.6 Whether immediate action should be taken to delete or remove images or videos from devices or online services.
- 17.2.1.7 Any relevant facts about the pupils involved would influence risk assessment.
- 17.2.1.8 If there is a need to contact another school, college, setting or individual.
- 17.2.1.9 Whether to contact parents or carers of the pupils involved (in most cases parents should be involved).
- 17.2.2 The DSL will make an immediate referral to police and/or children's social care if:
 - 17.2.2.1 The incident involves an adult.
 - 17.2.2.2 There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs).
 - 17.2.2.3 What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent.
 - 17.2.2.4 The imagery involves sexual acts and any pupil in the images or videos is under 13.
 - 17.2.2.5 The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming).
- 17.2.3 If none of the above apply then the DSL, in consultation with the Principal and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

18. CHILDREN WHO ARE ABSENT FROM EDUCATION

- 18.1 A child who is absent as well as missing from education is a potential indicator of abuse or neglect. Where a child is reported to be missing education we will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in [Children Missing Education – Statutory guidance for local authorities \(DfE August 2024\)](#) and follow the Leeds Children's Services LA procedure and contact: cme@leeds.gov.uk. Tel: 0113 3789686.
- 18.2 Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse, neglect, CSE or CCE including involvement in county lines. School and college staff members must follow the school's or college's procedures for dealing with pupils who are absent/go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future (see Appendix 10).
- 18.3 The DfE statutory guidance on school attendance [Working together to improve school attendance](#) will be followed and school must work with local authority children's services where school absence indicates safeguarding concerns.

19. A SAFER SCHOOL CULTURE

The Trust Board through the LCs will ensure that the following appropriate policies and procedures are in place and shared with staff at the point of induction, in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare:

- 19.1 Whistleblowing/Confidential reporting policies (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult's behaviour).
- 19.2 School's procedures for managing children who are missing education (Section 6 – Woodkirk Academy Attendance Policy).
- 19.3 Guidance on Safer Working Practices.
- 19.4 Safeguarding and Child Protection policy (including online safety).
- 19.5 School Positive Behaviour and Discipline policy.
- 19.6 The names, roles and responsibilities of the designated safeguarding lead and any deputies.

20. SAFER RECRUITMENT, SELECTION AND PRE-EMPLOYMENT VETTING

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

21. MANAGING ALLEGATIONS OR SAFEGUARDING CONCERNS AGAINST A MEMBER OF STAFF OR PERSON IN SCHOOL

- 21.1 These procedures must be followed in any case in which it is alleged that a member of staff (including supply staff), Trustee, Governor, visiting professional, contractor or volunteer has met the harm test, this includes where an adult has:
- 21.1.1 Behaved in a way that has harmed a child or may have harmed a child.
 - 21.1.2 Possibly committed a criminal offence against or related to a child.
 - 21.1.3 Behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children; or
 - 21.1.4 Behaved or may have behaved in a way that indicates they may not be suitable to work with children (this includes any behaviour that may have happened outside of school that might make the individual unsuitable to work with children. This is known as transferable risk).
- 21.2 All adults working in school have duty to disclose to the Principal (or CEO Principal where appropriate) where their relationships and associations both within and outside of the workplace (including online) may have implications for safeguarding children in school.
- 21.3 Examples of behaviours that would warrant an allegation or safeguarding concern by a member of staff could include:
- 21.3.1 Physical, for example intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
 - 21.3.2 Emotional, for example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, sex, disability or sexuality.
 - 21.3.3 Sexual, for example sexualised behaviour towards pupils, grooming, sexual harassment, sexual assault and rape; or
 - 21.3.4 Neglect which may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.
- 21.4 A safeguarding complaint that meets the above criteria must be reported to the Principal ("case manager") immediately. If the complaint involves the Principal, then the CEO Principal and the Chair of Governors and Trustees must be informed. If the safeguarding complaint involves the CEO Principal then the Chair of Trustees must be informed. In our academy, the named case managers are Tim Jones, Woodkirk Academy Principal, Joe Barton, CEO Principal and Nick O'Donovan, Chair of Trustees. They will follow the processes outlined in this section,
- 21.5 Where the Principal determines that a safeguarding allegation does not meet the harm threshold in line with the criteria above, they will refer the matter to be managed in line with paragraphs 21.8 and 21.9 by a designated manager with appropriate safeguarding training. It is important for the Principal to carefully consider who in school is best placed to manage concerns that do not meet the harm threshold and ensure appropriate action is taken given the sensitive and confidential nature of the information relating to staff over time. In many cases the Principal may decide to retain this role in the event that they have appropriate safeguarding training.

- 21.6 All staff must fully understand that any adult behaviours that deviate from the Guidance for Safer Working Practice, including inappropriate conduct outside of work are a concern, even if they are low-level. Low-level concerns are concerns that do not meet the harm test/allegations threshold. Examples of such behaviour include:
- 21.6.1 Being over familiar with children.
 - 21.6.2 Having favourites.
 - 21.6.3 Taking photographs of children on their mobile phone.
 - 21.6.4 Engaging with a child on a one-to-one basis in a secluded area or behind a closed door.
 - 21.6.5 Humiliating pupils.
- 21.7 Schools may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (e.g. Community groups, sports associations or service providers that run extra-curricular activities). As with any safeguarding allegation, schools should follow their safeguarding policies and procedures, including informing the LADO. Procedures are detailed in the Trust Low-level Concerns Policy.
- 21.8 The case manager should ensure that the child is not at risk and where appropriate ensure that the child is referred to the local authority Duty and Advice team as referenced in Part 1 of KCSIE.
- 21.9 The case manager should gather as much information about the alleged incident as necessary in order to establish whether there is substance to the allegation. In situations where the case manager determines that the harm test has not been met, they must ensure that there is a clear record of the incident, include any actions taken to address the concern raised (including whether any HR advice had been sought and actioned). This record must be kept confidential, stored securely and comply with the Data Protection Act 2018 and UK General Data Protection Regulation 2018 (UK GDPR 2018). All low-level concern records will be kept in line with the Trust Low-level Concerns Policy and Leodis Academies Trust Retention Policy. Records of low-level concerns will be reviewed so that any patterns of recurring low-level concerns can be identified and responded to appropriately, this may include a referral to the LADO where repeated behaviours indicate an individual may not be suitable to work with children.
- 21.10 All low-level concern records will be kept in line with the Trust Low-level Concerns Policy and the Trust Retentions Policy.
- 21.11 In situations where the case manager has sufficient information to suggest that the harm test/allegations threshold has been met, the case manager must use the local authority designated officer (LADO) notification form (see Appendix 12) in order to assess the level of concern, **prior to contacting the LADO**. As part of this initial consideration, the case manager should consult with their school's HR Advisor/provider/contact or in the case of a supply member of staff the supply agency safeguarding lead/senior manager. The completed LADO notification form must be sent to LADO@leeds.gov.uk **within one working day of the allegation being made**. This will assist the case manager and HR/supply agency senior manager in consultation with the LADO to decide on the most appropriate course of action. This includes when to inform the member of staff of the concerns raised. Parents or carers of the child or children involved should be told about the allegation as soon as possible if they do not already know of it.
- 21.12 The case manager **must** not carry out an investigation or **directly interview** an individual about whom there is a concern until the above process has been duly completed and relevant partners

have been consulted. However, statements of any alleged incidents of harm should be obtained as appropriate at the earliest opportunity in order to establish facts from relevant individuals.

- 21.13 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.
- 21.14 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.
- 21.15 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.
- 21.16 Any staff/volunteers who are dismissed by the school for gross misconduct or cumulative misconduct relating to safeguarding of children/young people will be referred to the DBS for consideration of barring. Similarly, where the school has a reasonable belief that the member of staff/volunteer would have been dismissed by the school had they been employed at the time of the conclusion of investigations, they will be referred to the DBS. The school will keep written records of all of the above.

21.16.1 LADO Contacts: Claire Ford or Jo Peake Tel: 0113 3789687.

21.16.2 Advice can also be sought from Louise Cornwell and Angela Marshall – Team Manager Education Safeguarding Team

- 21.17 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 at 21.16.1 and 21.16.2 in addition to other whistleblowing channels which may be open to them.
- 21.18 The Leodis Academies Trust Whistleblowing Policy states that concerns can be raised with the Principal, CEO Principal or Whistleblowing Trustee Colin Stribley by the following methods:
 - 21.18.1 By phone: 0113 340 0025.
 - 21.18.2 By email: c.stribley@leodis.org.uk
- 21.19 The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday and Email: help@nspcc.org.uk.

22. TRAINING AND SUPPORT

- 22.1 All staff members will be made aware of systems within the school that support safeguarding and these will be explained to them as part of their induction. This includes the school's safeguarding/child protection policy, working practice document and whistleblowing procedures, as well as their responsibilities to read and understand KCSiE Part 1 and Annex B, this must be done as part of their induction and reviewed annually.
- 22.2 The school recognises the stressful and traumatic nature of child protection work. Support is available for any member of staff from Mr D Currie, Mr N Cook, Miss N Power, Mrs A Scott or (LSS), and the HR team and other DSLs across the Trust. Access to regular and timely supervision is an essential form of support for all designated safeguarding staff. Children's Services Education Safeguarding team are also potentially available for advice and support (Tel:

0113 3789685). The school also has access to a fully qualified counsellor via Leodis Support Service for staff who require further support.

- 22.3 Designated Safeguarding staff must have attended the three day Children's Services Education child protection training course, and the Leeds LSCP multi-agency Working Together to Safeguard Children and Young People training. All staff will access basic child protection training (including online safety) and 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. The DSL will undertake Prevent Awareness Training (for example, Workshop to Raise Awareness of Prevent [WRAP]) every two years to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- 22.4 The school will ensure all staff, including temporary and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the school. All staff basic child protection training, including online safety as part of the school's induction arrangements and will access refresher training at least every three years. All staff should access PREVENT training every three years. All staff should have 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. Training will include briefings on how to manage a report of child-on-child sexual violence or harassment and on the government's anti-radicalisation strategy, PREVENT, to enable staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Access to training can be via the Children's Services Education Safeguarding Team and the Prevent team: chs.mace@leeds.gov.uk; prevent@leeds.gov.uk.
- 22.5 Contractors who are provided through a private finance initiative (PFI) or similar contract must also access safeguarding training that reflects LSCP locally agreed protocols and referral pathways.
- 22.6 The CEO Principal and Principal will attend appropriate safeguarding training for Headteachers at least every three years.
- 22.7 Trustees and Governors, including the nominated Trustee and Governor for Safeguarding will attend specific training for their role, updated at least every three years.
- 22.8 Any training accessed through third party/independent providers must reflect the LSCP protocols and the LSCP minimum standards checklist. This training should be recorded by the school on a separate database.
- 22.9 The CEO Principal, Principal, at least one Trustee and at least one member of the Local Committee who is not a staff governor must complete the National Safer Recruitment Training and refresh this training every three five years.

23. CHILD PROTECTION RECORDS

- 23.1 **The responsibility to maintain, process, share, transfer and store child protection and safeguarding records in accordance with the Data Protection Act 2018 and the GDPR principles is the responsibility of the designated safeguarding lead and any safeguarding deputies. Child protection and safeguarding records will be held securely, with access being restricted to the DSL and their deputies, Principal and in cases of Early Help, the nominated lead professional, if this is not a designated safeguarding lead/officer. For further information please see [Early Help](#). The following information must be kept securely with restricted access, whether paper or electronic:**

- 23.1.1 Chronology (summary of significant events and the actions and involvement of the school/college).
 - 23.1.2 A clear and comprehensive summary of the concern.
 - 23.1.3 Details of how the concern was followed up and resolved.
 - 23.1.4 A note of any action taken, decisions reached and the outcome.
 - 23.1.5 All completed child protection cause for concern records.
 - 23.1.6 Any child protection information received from the child's previous educational establishment.
 - 23.1.7 Records of discussions, telephone calls and meetings with colleagues and other agencies or services.
 - 23.1.8 Professional consultations.
 - 23.1.9 Letters and emails sent and received relating to child protection matters
 - 23.1.10 Referral forms sent to CSWS, other external agencies or education-based services.
 - 23.1.11 Record of instances where referrals were or were not made to another agency such as CSWS or Prevent.
 - 23.1.12 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.
 - 23.1.13 Formal plans for, or linked to, the child e.g. child protection plans, Early Help (previously known as CAF's), risk assessments etc.
 - 23.1.14 A copy of any support plan for the pupil concerned (see Appendix 5).
- 23.2 Where a pupil leaves their existing provision, the school will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known) as soon as possible and within 15 school days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes.
- 23.3 Where there is an existing risk management plan/assessment in place for behaviours that are deemed potentially harmful to the pupil or others (i.e. self-harming or harmful sexualised behaviour), this information must be shared with the destination provision prior to the pupil starting so that appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring. The DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a pupil leaving, for example prior to a transfer programme.
- 23.4 Where a pupil leaves a school before statutory school leaving age, the child protection file must be transferred to the new school or college. There is no need to keep written or electronic copies of the child protection records, therefore these must be deleted from electronic systems once the successful transfer has been confirmed. The exception to this rule will be in any of the following instances:
- 23.4.1 Where a vulnerable young person is moving to a Further Education establishment, consideration will be given to the pupil's wishes and feelings about their child protection information being passed on, in order that the FE establishment can provide appropriate support. In cases where it is deemed appropriate, relevant child protection information must be shared via the FE Safeguarding Information Sharing Form only. The original records will be retained and archived by the school/college. Due consideration must be given to the sharing of any additional information requested by the receiving establishment.
 - 23.4.1.1 Where the destination school is not known (the original records will be retained by the school/college).
 - 23.4.1.2 Where the child has not attended the nominated school (the original records should be retained by the school/college).

23.4.1.3 There is any on-going legal action (the original file should be retained by the school and a copy sent).

23.4.1.4 Where a pupil moves to a different school outside of the Leeds authority a copy of the child protection record will be retained for reference.

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

23.6 If a pupil moves from the school, child protection records will be forwarded onto the named DSL at their new school, with due regard to their confidential nature. Good practice suggests that this should always be done with a face to face handover between designated staff or a verbal conversation is had over the telephone if a face to face handover is not possible.

23.7 If sending by post, pupil 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.

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

23.9 If a pupil is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded on to the relevant organisation in accordance with the 'The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records.

23.10 If a parent chooses to electively home educate (EHE) their son/daughter, please contact the EHE team at ehc@leeds.gov.uk or 0113 3785028 for information on where the child protection must be sent.

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

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

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

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

24. ARCHIVING

24.1 The school that the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining any child protection records they may hold. The recommended retention period is 35 years from closure when there has been a referral to CSWS. If no referral has been made to CSWS, the child protection record should be retained until the child's 25th birthday, after which point the file will be destroyed confidentially/deleted from our electronic system. The decision of how and where to store child protection files must

be made by the school via the Local Committee. 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 Principal. The DSL is responsible for ensuring that all CP files are archived in accordance with the timescales referenced above. (for schools using electronic systems please add). The DSL is responsible for ensuring that the appropriate time frames for archiving and destroying child protection records referenced above are set on electronic systems accordingly for each pupil.

- 24.2 Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

25. PUPILS' AND PARENTS' ACCESS TO CHILD PROTECTION FILES

- 25.1 Under Data Protection legislation (General Data Protection Regulation and Data Protection Act 2018) a pupil or their nominated representative have a number of legal rights in respect of information relating to them. These rights include the right to access and the right to rectification of inaccurate data. **Therefore, it is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.**

- 25.2 Any child who has a child protection file has a right to request access to it. However, neither the pupil nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:

25.2.1 Could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the pupil or another person;

25.2.2 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 pupil;

25.2.3 Is likely to prejudice an on-going criminal investigation; or

25.2.4 Information about the pupil 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 Trust or the Local Authority.

25.2.5 If an application is made to see the record, advice must be sought from the Academy Data Protection Lead or the Trust data protection officer dpo@leodis.org.uk. Information can also be sought from the Leeds Adults, Health and Children's Information Governance Hub. Contact email: IMG.AC@leeds.gov.uk Telephone: 0113 378425

25.2.6 The establishment's report to the child protection conference will (wherever possible) be shared with the pupil, if old enough, and parent at least two days before the conference.

26. SAFE DESTRUCTION OF THE PUPIL RECORD

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

27. SAFEGUARDING RESPONSIBILITIES FOR PUPILS IN TRANSITION

- 27.1 In the event that a pupil transitions full-time from a primary setting into a high school setting before the end of their academic school year 6, the high school must place a pupil on their admissions register on the first day that the pupil attends and submit a new starter form to the local authority admissions team. Once the pupil is registered at the new school, the previous school can remove the pupil from their register. All safeguarding responsibilities, including attendance management, for the pupil will transfer to the Principal and/or the senior designated safeguarding lead of the secondary setting. All child protection files and risk assessments will be transferred in keeping with the guidance outlined in Section 23 of this policy – Child Protection Records.
- 27.2 Where a vulnerable pupil transitions from a high school setting to a post-16 provision (see 11.5), the school must complete the FE Safeguarding Information Sharing Form only (Appendix 12). All existing child protection records must be archived in keeping with the guidance outlined in section 24 of this policy – Archiving.

Definitions and indicators of abuse

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 caregivers).
- Ensure access to appropriate medical care or treatment.

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

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

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

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

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The

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

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

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

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

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

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

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

Child Sexual Exploitation: Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or

young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Child Criminal Exploitation: is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or other advantage of the perpetrator or facilitator, and/or (c) through violence or the threat of violence.

All staff should ensure they are aware of and respond to wider safeguarding issues outlined in KCSiE 2025 Annex B, this includes further information on:

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

Responses from parents

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

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

Children with special educational needs and disabilities

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

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

Responding to children who report abuse

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

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

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

Immediately afterwards

You must not deal with this yourself. All reports of abuse must be recorded and responded to in keeping with the professional roles and responsibilities outlined on page 19 of the Woodkirk Academy Safeguarding and Child Protection Policy.

Guidance Notes: What was our involvement with this child and family? Construct a comprehensive chronology of involvement by the agency and/or professional(s) in contact with the child and family over the period of time set out in the review's terms of reference. Briefly summarise decisions reached, the services offered and/or provided to the child(ren) and family, and other action taken.

[illegible]

Confidential

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 Teacher.

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

Name of staff member completing form.....

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

Nature of incident / concern including relevant background (Record child's word verbatim)

- Signed: _____
- Action/passed to: _____

- ***For Designated Teacher use (please tick relevant items)***

Action Taken	By whom	Outcome
Discuss with child		
Monitoring sheet		
Check behaviour database		
Contact parents Telephone call Meeting		
Check SEN Register		
Refer to Social Care		
Other (Please specify)		

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



NEW STARTER CHECKLIST

To be completed for all new employees in Leodis Academies Trust	Date Checked/Recorded	Initial
(Prospective) Employee Name: . Post: . Academy: . Proposed Start Date:		
Advert – including school's commitment to safeguarding, promoting the welfare of children and the requirement of safeguarding checks;	.	.
JD and PS – including safeguarding responsibilities, and whether the post is exempt from ROA 1974;	.	.
ATR Form – including evidence that one member of the interview panel is Safer Recruitment trained	.	.
Interview arrangements - evidence to verify that at least one member of the interview panel for recruitment has completed Safer Recruitment training and questions of a safeguarding nature are included.	.	.
Copy of interview notes - explores candidates' suitability for work with children as well as for the post.	.	.
Application Form – Scrutinised for discrepancies/gaps/anomalies in employment and includes hand signature by applicant;	.	.
Self-Disclosure Form - Sent to Safer Recruitment trained lead and fully completed and includes a hand signature by the applicant;	.	.
Evidence that an online check of the applicant has been carried out on content publicly available, and evidence of intelligence that could compromise their professional role has been discussed during the interview, with evidence of candidate's response;	.	.
Satisfactory Reference 1 – Most recent employer, this should be the Head Teacher (or most senior manager) within the organisation, if received by email – accompanying email to verify authenticity is saved to file, if not from a professional email, a follow up to ensure authenticity and recorded in file;	.	.
Satisfactory Reference 2; guidelines as above	.	.
Confirmation of Appointment – completed by the Principal/ Hiring Manager;	.	.
<u>Verification of identity</u> – best practice is checking birth certificate;	.	.
<u>Right to Work Document</u> – includes right to work checklist;	.	.
<u>Documents for DBS processing;</u>	.	.

DBS Update Service Check : DBS Number: . (If applicable) Surname: . Date of Birth: .	.	.
Qualifications relevant to the post, including QTS (Teachers);	.	.
(Teachers) - Teaching Regulation Agency Check ;	.	.
(Teachers) - Prohibition Check ; Carrying out Teacher work (includes HLTA's), not included on prohibition list, interim prohibition list or has a GTCE sanction.	.	.
Statutory Induction Completed (for teachers who obtained QTS after 7 May 1999 and are not employed as NQTs)	.	.
(Management) - Section 128 check ;	.	.
(Working with children 5 years and under/ wraparound care) – Childcare Disqualification Regulations 2018 checked and applicant informed of the legislation;	.	.
Overseas check – for anyone who has lived or worked outside of the UK for more than 3 months in the past 5 years. (For those carrying out teaching work within the EEA area this will include an EEA prohibition order check through Employer Access until Jan 21, after this date it will include a reference from any education employer overseas in the same period)	.	.
Health declaration form completed and guidance sent ;	.	.
If applicable, response to Health Declaration form sent to HR Manager for further investigation;	.	.
Conditional Offer Letter sent to candidate, on completion of pre-employment checks, and probationary periods for non-teaching posts;	.	.
Enhanced DBS check processed with child barred list through DDC ;	.	.
Documents verified with DDC ;	.	.
Or, DBS Update Service checked , consent saved to employee file;	.	.
Confirmation of DBS certification, or online check saved to employee file;	.	.
Physical DBS certificate (applies if using DBS update service) verified and checked by appropriate person;	.	.
Contract of Employment sent on satisfactory completion of all pre-employment checks;	.	.
New starter forms sent to applicant (for payroll);	.	.
Inputted to payroll;	.	.
Inputted to Arbor;	.	.
Inputted to school's SCR;	.	.
Inputted to Every – holiday amounts calculated (if applicable);	.	.
Induction pack task added to Every for new starter, including statutory policies to read; <ul style="list-style-type: none"> - Safeguarding and Child Protection Policy - Safer Working Practice Guidance - KCSIE Part 1 or Annex A and Annex B - ICT Acceptable Use Policy - Children Missing Education Policy - Behaviour Policy 	.	.

Task completed on Every that policies have been read and understood;	.	.
Child protection and Online Safety training booked; Date:_____	.	.
Safer recruitment training completed (if applicable);	.	.
Check probationary period tasks on Every;	.	.

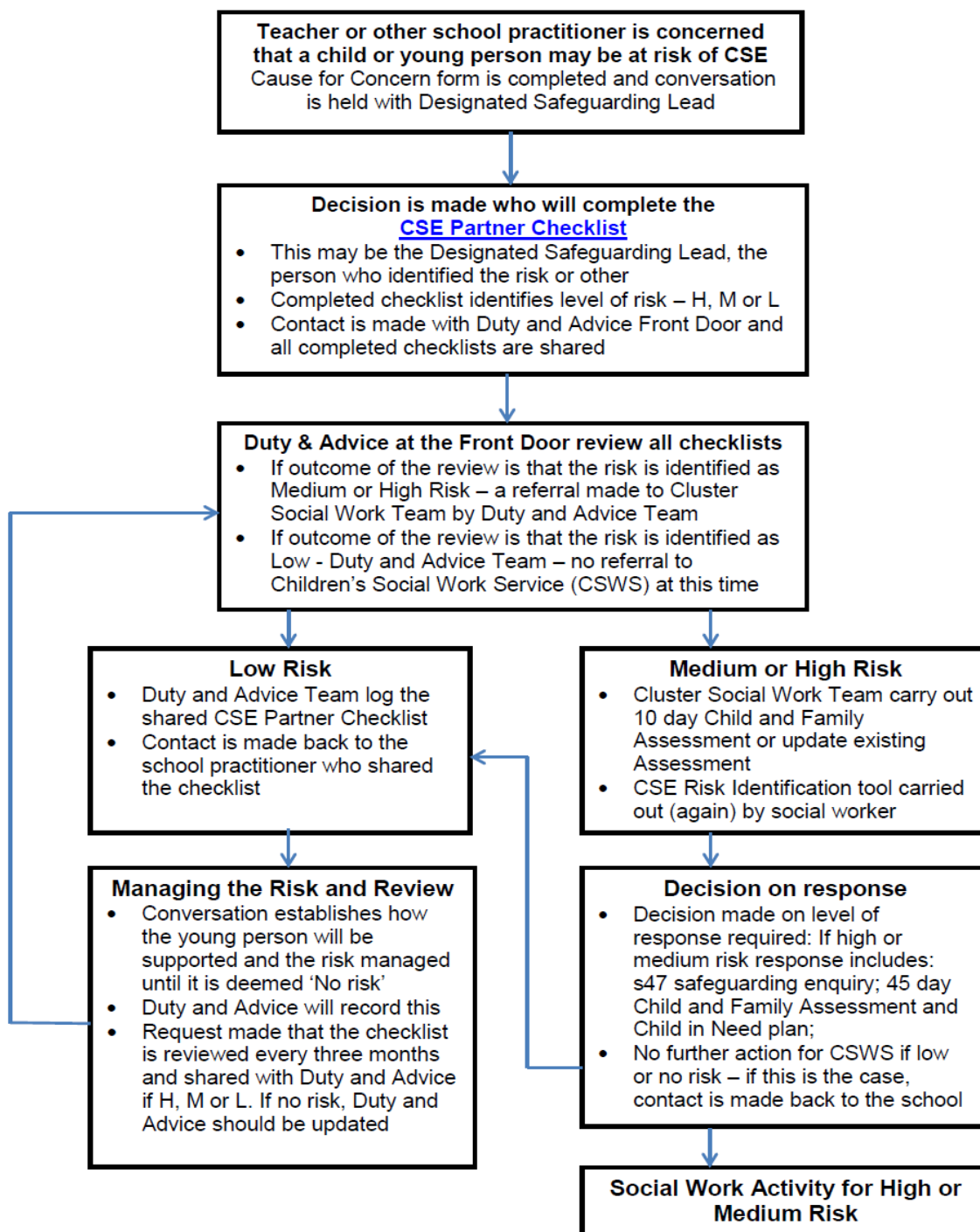
File check completed by:_____ **Date**_____

Documents and Checklist added to Every by:_____ **Date**_____

Child Exploitation Response Checklist

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

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



MACE Panel Referral Form

Please submit this form via email to CHS.MACE@leeds.gov.uk

Referrer's Details

Referrer's Name:	
Referrer's Agency:	
Telephone:	
Email:	
Date of Referral:	

Child's Details

Name:			
DOB:		Mosaic ID:	
Ethnicity:		Gender:	
Address:		Sibling(s):	
Is the child open to CSWS?	Yes / No	Is the child open to Early Help?	Yes / No
Does the child have a disability or SEN?		Is the child attending an educational provision? <i>(Please state)</i>	Yes / No
What type of educational provision does the child attend? <i>(Please state details of their timetable and attendance)</i>			
What service(s) are currently working with the child?			
Type of Exploitation: (please tick)	CSE <input type="checkbox"/>	CCE <input type="checkbox"/>	Both CSE & CCE <input type="checkbox"/>
Has the child experienced online abuse? <i>(If yes, please state which online platforms/names)</i>	Yes / No		
Has a Child Exploitation Risk Assessment (Toolkit) been completed? <i>(please tick)</i>	(please delete) Yes / No	Date of last toolkit:	
Assessed Level of Risk:	No Risk <input type="checkbox"/>	Low Risk <input type="checkbox"/>	Medium Risk <input type="checkbox"/>
VRMP in place?	Yes / No	Has there been an FGC?	Yes / No

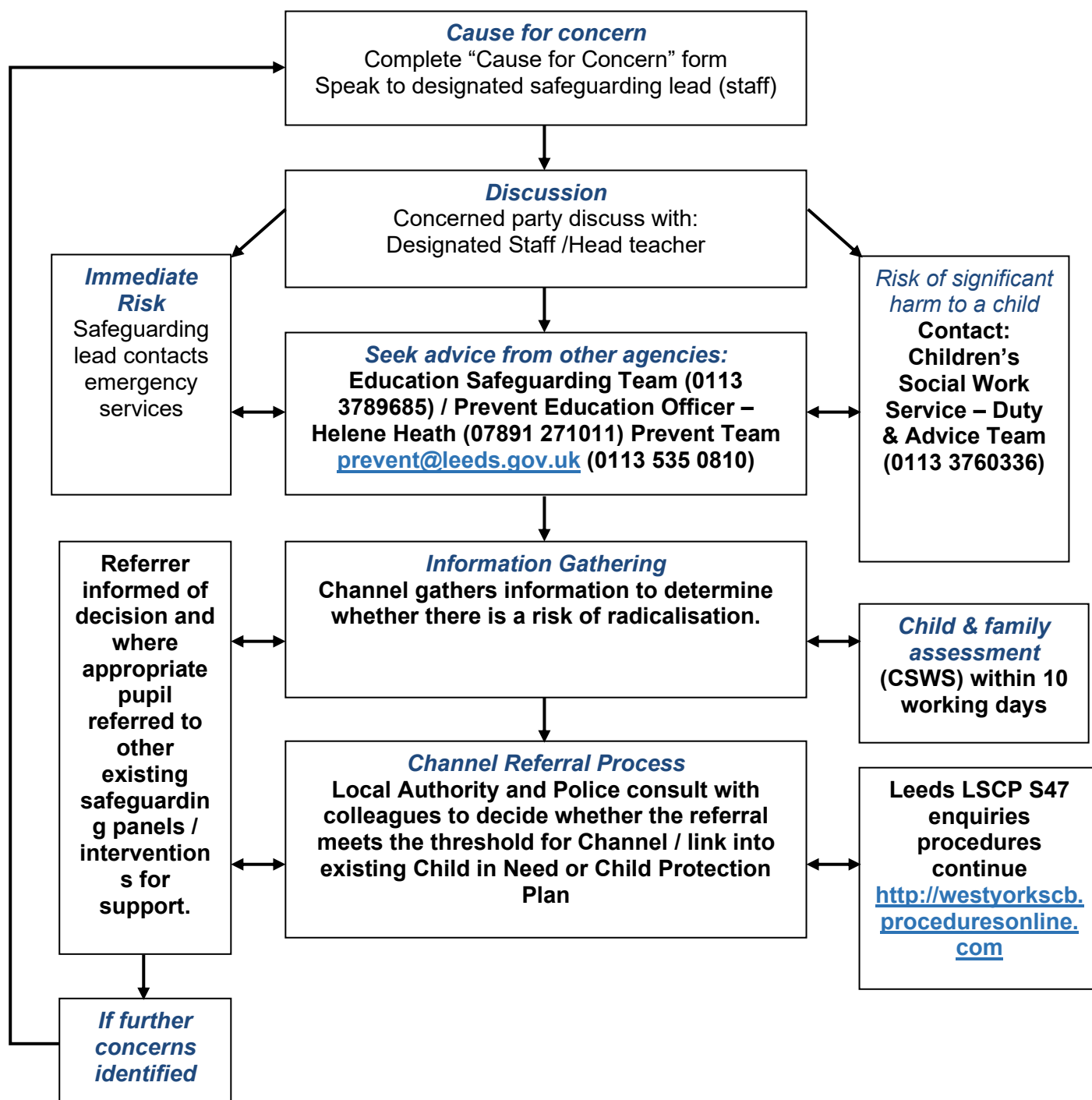
Has a Mapping Meeting taken place?	Yes / No	Is the child part of a peer group of children identified as being at risk of exploitation?	Yes / No
Has the child been discussed at MACE previously? <i>If so, please provide a summary of previous MACE actions / interventions.</i>			
What is the main presenting issue(s): <i>What is happening right now for the child that you are concerned about in relation to potential exploitation? (e.g. If the child is going missing, how often, where do they go missing to if known, what do missing episodes look like?) Consider what the associated risk(s) are.</i>			
What concern(s) are the presenting issue(s) causing? <i>What are you worried will happen to the child?</i>			
What or who are protective factor(s) in the child's life?			

TO BE COMPLETED INTERNALLY:

Screened By:	Date:	Has the referral been accepted? Yes / No	MACE Panel Date:
If referral not accepted, please state why:			

Radicalisation Response Checklist

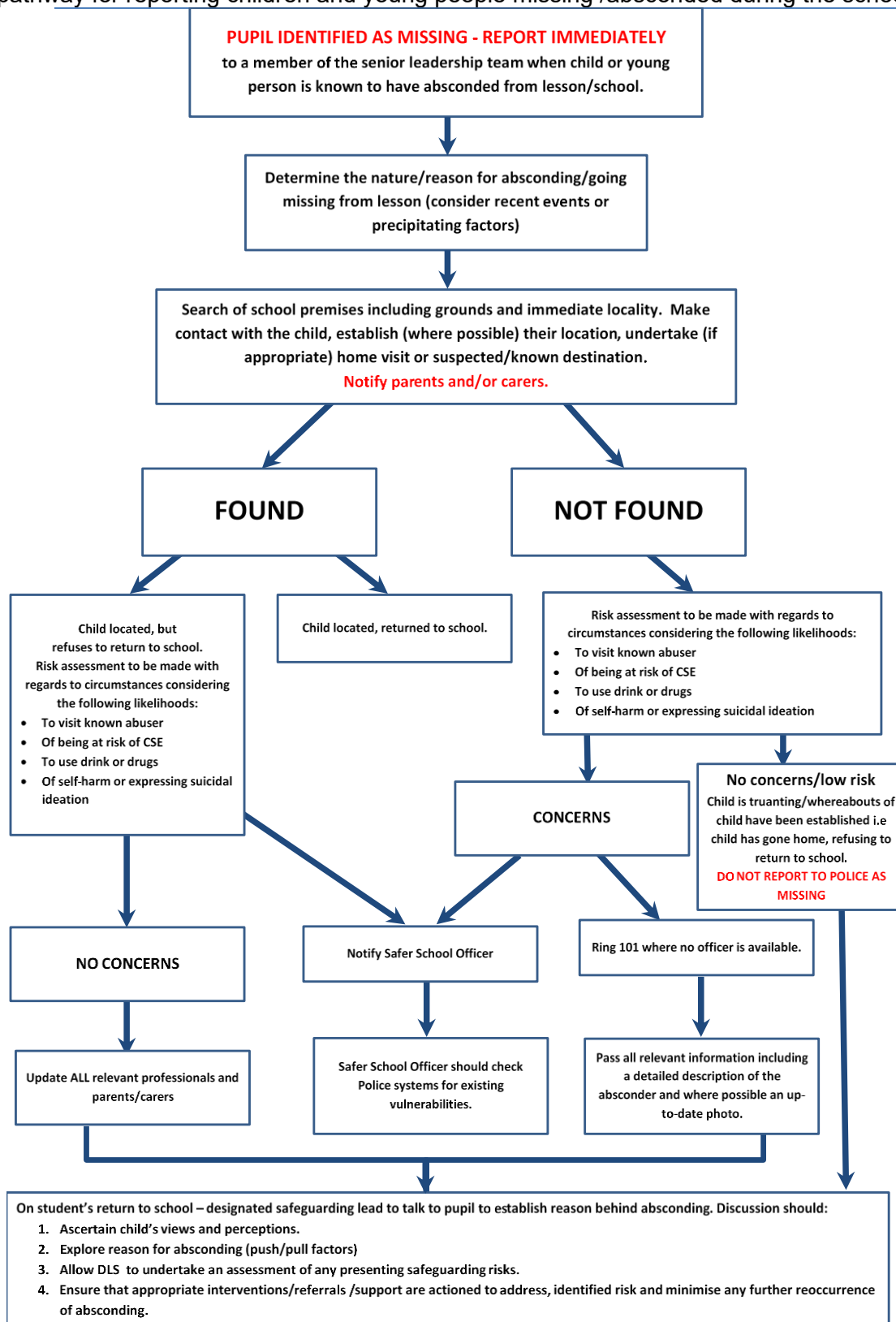
Summary of in-school procedures to follow where there are potential radicalisation concerns about a pupil/member of staff



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

Missing from School Response Checklist

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



FE Safeguarding Information Sharing Form

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

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

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

Other(Please State):

Are there any current or relevant historical safeguarding concerns?

*Please can you provide details of the concerns that you have noted. Please also indicate if the concern was referred to any agencies (i.e. children's social work services, adult social care, police) and the outcome of the referral? Feel free to use additional sheets if required. **Please ensure that CPOMS safeguarding records are transferred within 5 days of confirmation that the student is on role.***

Safeguarding Issue	Date	What action was taken / Referred to agency?

--	--	--

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

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

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

--

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

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

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

--

Please can you provide your details below:

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

CONSENT TO SHARE INFORMATION PRIOR TO ENROLMENT

To be completed by pupil

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

Date	
Signature of pupil	

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

Name of contact	
Telephone number	

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

Please return this form to the relevant contact listed below:

	Leeds College of Building
Name of contact	Charlotte Duffy
Job Title	Safeguarding Officer
Name of organisation / service	Leeds College of Building, HR Unit, North Street, Leeds, LS2 7QT
Email address	cduffy@lcb.ac.uk
Contact telephone number	T: 0113 2226000 Ex: 3845 M: 07872693424
	Notre Dame Catholic 6th Form College
Name of Contact	Sarah Dumont
Job Title	Deputy Principal
Name of organisation / service	Notre Dame College– St Mark's Ave, Leeds LS2 9BL
Email address	s.dumont@notredamecoll.ac.uk
Contact telephone number	0113 2946644
	Leeds City College
Name of Contact	Andrew Ottey
Job Title	Head of Safeguarding
Name of organisation / service	Leeds City College, Park Lane Campus, room A2.20
Email address	andrew.ottey@leedscitycollege.ac.uk
Contact telephone number	Tel: 0113 2162055
	Leeds College of Art
Name	Katrina Welsh
Job Title	Head of Pupil Support
Name of organisation / service	Leeds College of Art
Email address	katrina.welsh@leeds-art.ac.uk
Contact telephone number	0113 202 8000
	Elliott Hudson College
Name	Rosie Quashie
Job Title	Assistant Principal
Name of organisation / service	Elliott Hudson College
Email address	rosiequashie@elliotthudsoncollege.ac.uk
Contact telephone number	0113 3239777

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.
Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

PLEASE PROVIDE AND ENSURE ALL OF THE BELOW INFORMATION IS RECORDED ON THIS DOCUMENT INCLUDING YOUR NAME/PHONE NUMBER & EMAIL AND SEND TO

LADO@leeds.gov.uk WITHIN ONE WORKING DAY

N.B. THIS INFORMATION MAY BE SHARED WITH PARTNER AGENCIES

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

Professional's Details :

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

Home Address :

Child/ren's Details (if applicable):

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

Address :

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

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

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

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

--

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

Does the professional work with children in any other capacity?

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

<i>What is their view</i>

Name of employer:

Contact details:

LADO Discussion

<i>Please provide relevant details</i>
--

Form Completed by:

Contact details:

Information entered on MOSAIC: YES ☐

NO ☐

Prevent Referral Form

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

DESCRIBE CONCERNS	In as much detail as possible, please describe the specific concern(s) relevant to Prevent.
Please Describe	
<p>FOR EXAMPLE:</p> <ul style="list-style-type: none"> • How / why did the Individual come to your organisation's notice in this instance? • Does it involve a specific event? What happened? Is it a combination of factors? Describe them. • Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How? • Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact? • Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information? • Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly? • Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider <i>any</i> extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures. • Please describe any other concerns you may have that are not mentioned here. 	

COMPLEX NEEDS	Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?
Please Describe	
<p>FOR EXAMPLE:</p> <ul style="list-style-type: none"> • Victim of crime, abuse or bullying. • Work, financial or housing problems. • Citizenship, asylum or immigration issues. • Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings. • On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency. • Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories. • Educational issues, developmental or behavioural difficulties, mental ill health (see Safeguarding Considerations below). • Please describe any other need or potential vulnerability you think may be present but which is not mentioned here. 	
OTHER INFORMATION	Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc..
Please Describe	