EBOR GARDENS
Primary Academy

LEEDS CHILDREN'S SERVICES

SAFEGUARDING & CHILD PROTECTION POLICY FOR SCHOOLS & COLLEGES

Academic Year 2019-20

Leeds Safeguarding
Children Partnership

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This Safeguarding & Child Protection Policy is available on the school website, and is reviewed and ratified annually by the governing body/board of trustees or as events, or

legislation requires. Any deficiencies or weaknesses identified will be remedied without delay.

Part 1 of this policy is for all staff and governors.

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead/s	Nominated Governor	Chair of Governors
2019-20	Sherree Dooley	Carol Wathen	Catherine Waskett	Ian Bennett Hague Brown

Policy Review date	Date Ratified by governors	Date Shared with staff
September 2019		

(Ebor Gardens Primary Academy)
Child Protection and Safeguarding Advice
Contact List – September 2019

Role / Agency	Name and role	Contact Details
School Designated Safeguarding Lead (DSL) / Child Protection Coordinator	Sherree Dooley Child Protection and Safeguarding Lead	0113 2482750
Deputy DSL	Carol Wathen Learning Support Manager	0113 2482750
Other DSLs	Lee Spink Vice Principal Helen Mills SENDCO	0113 2482750 0113 2482750
Governor with responsibility for Child Protection and Safeguarding	Catherine Waskett	Clerk to the Governing Body on 01226 720741
Chair Of Governors	Ian Bennett Hague Brown	Clerk to the Governing Body on 01226 720741
Designated Teacher for Children who are looked after	Helen Mills	0113 2482750
SENDCo	Helen Mills	0113 2482750
Online Safety Coordinator	Alison Jackson	0113 2482750
CSWS Duty and Advice / Front Door Safeguarding Hub	Urgent Child Protection concerns / initial referral	Professionals – 0113 3760336 Members of the public – 0113 2223301
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 3789867
NSPCC Whistleblowing Helpline	Allegations against adults in school	0800 028 0285
PREVENT Team	Prevent training/advice	0113 3789687 **prevent@leeds.gov.uk**

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share this commitment.

All staff refers to all paid adults, volunteers or students on placement, working in any capacity in the school or in activities organised by the school which brings them in to contact with pupils of the school.
Child Protection refers to the multi agency arrangements to identify and protect children who are, or may be at risk of or suffering significant harm.
Safeguarding refers to the protection, safety and promotion of the welfare of all pupils including when in off site provision or activities and using ICT. This includes the building of resilience and awareness of risk through the formal and informal curriculum.
Child is any pupil under the age of 18.

Glossary

- DSL Designated Safeguarding Lead
- SENDCo Special Education Needs and Disabilities Coordinator
- PSHE Personal, social health and economic
- SRE Sex and relationships education
- CSWS Childrens' Social Work Services

Visitors to school
All visitors must sign in on arrival and collect a visitor's badge and a School Information Leaflet which outlines Child Protection and Safeguarding procedures in school and how to report and concerns regarding a child/young person or another adult in school. This badge must be worn at all times. Staff must remain with their visitors at all times

Part One:

1. Aims

1.1 The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

1.2 The Governing Board and staff of Ebor Gardens Primary 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.

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

2. Legislation and statutory guidance

2.1 This policy is based on the Department for Education's statutory guidance, Keeping Children Safe in Education (KCSIE) 2019 and Working Together to Safeguard Children (WTTSC 2018), and the Governance Handbook. We comply with this guidance and the procedures set out by our Local Safeguarding Children partnership (LSCP).

2.2 This policy is also based on the following legislation:

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

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

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

Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children

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

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

Guidance for safer working practice for those working with children and young people in education settings (GSWP) (Safer Recruitment Consortium May 2019)

Children Missing Education – Statutory guidance for local authorities (DfE September 2016)

Schools and colleges are under a statutory duty to cooperate with the published LSCP arrangements. This policy conforms to locally agreed inter-agency procedures and has been ratified by the LSCP Education Reference Group. It is available to all interested parties on our website and on request from the main school office. It must be read in conjunction with other relevant policies and procedures and KCSiE.

The Childcare (Disqualification) Regulations 2018 and Childcare Act 2006, which set out who is disqualified from working with children

This policy also meets requirements relating to safeguarding and welfare in the Statutory framework for the Early Years Foundation Stage.

This policy also complies with our funding agreement and articles of association.

3. Definitions

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

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

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

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

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

4. Equality statement

4.1 Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

4.2 We give special consideration to children who:

- Have special educational needs or disabilities

- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers

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, and governors in the school. Our policy and procedures also apply to extended school and off-site activities.

5.2 All staff

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

5.2.2 All staff will be aware of:

- Our systems which support safeguarding, including Guidance for Safer Working Practice, the role of the designated safeguarding lead (DSL), the behaviour policy, and the safeguarding response to children who go missing from education

- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment

- The process for making referrals to local authority children's social work service (CSWS) and for statutory assessments that may follow a referral, including the role they might be expected to play. Fig 1: **Summary of in-school procedures to follow where there are concerns about a child** (Page 13) illustrates the procedure to follow if you have concerns about a child's welfare. Wherever possible, speak to the DSL, deputy DSL or head teacher (in the absence of a DSL) first to agree a course of action. In the absence of a DSL or head teacher being available, staff must not delay in directly contacting children's social work duty and advice team or the police if they believe a child is at immediate risk of significant harm.

- Our work in partnership with other agencies in the best interests of the children. Requests for service to CSWS will (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.

- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as Female Genital Mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.

- In school procedures for recording any cause for concerns and passing information on to DSLs in accordance with school's recording systems.

- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM, radicalisation and serious and violent crime.

Appendix 1 details different kinds of abuse.
Appendix 2 provides guidance to staff on how to respond to children who report abuse.

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

5.3.1 Our DSL is Sherree Dooley, Child Protection and Safeguarding Lead. The DSL takes lead responsibility for child protection and wider safeguarding.

5.3.2 During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. DSL can be contact via email or mobile phone.

5.3.3 When the DSL is absent, the [deputy] Carol Wathen, Learning Support Manager– will act as cover.

5.3.4 If the DSL and deputy are not available, Lee Spink, Vice Principal will act as cover (for example, during out-of-hours/out-of-term activities).

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

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (children's social care duty and advice team, Channel programme, and/or police), and support staff to comply with their mandatory reporting duties in cases where FGM has been identified.
- Sherree Dooley will ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues, have access to regular safeguarding supervision. (Ref: LCC Safeguarding Supervision: Policy and Guidance - Revised 2013).
- The DSL will also keep the Head teacher informed of any issues, and liaise with local authority officers and relevant professionals for child protection concerns as appropriate.

- The school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- Provide reports as required for meetings. If school is unable to attend a meeting, a written report will be sent. Reports will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- Where a child in school is subject to an inter-agency child protection plan or any multi-agency risk management plan, the DSL will contribute to the preparation, implementation and review of the plan as appropriate.

The full responsibilities of the DSL are set out in Annex B of KCSIE – Role of the designated safeguarding lead. All designated safeguarding leads and deputy safeguarding leads must read and comply with this.

5.4 The governing board

5.4.1 The governing board will approve this policy at each review, and hold the head teacher to account for its implementation.

5.4.2 The governing board will appoint a lead governor to monitor the effectiveness of this policy in conjunction with the full governing board. The DSL cannot also be the lead governor with responsibility for child protection.

5.4.3 In the event that an allegation of abuse is made against the head teacher, the chair of governors will act as the 'case manager'. See also 10.2

5.4.4 The governing board, along with the school's senior leadership team, are responsible for satisfying themselves and obtaining written assurances from any relevant school lettings and alternative/off site providers and provisions that their safeguarding arrangements are secure and in keeping with KCSIE. Ebor Gardens Primary Academy use the following alternative or off-site providers and have written evidence of safeguarding arrangements:

- Achieve, learning support for East Leeds
  Based at Woodlands Primary Academy
  Foundry Place,
  Leeds, LS9 6DA

5.4.5 The governing board will supply information as requested by the LSCP.

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

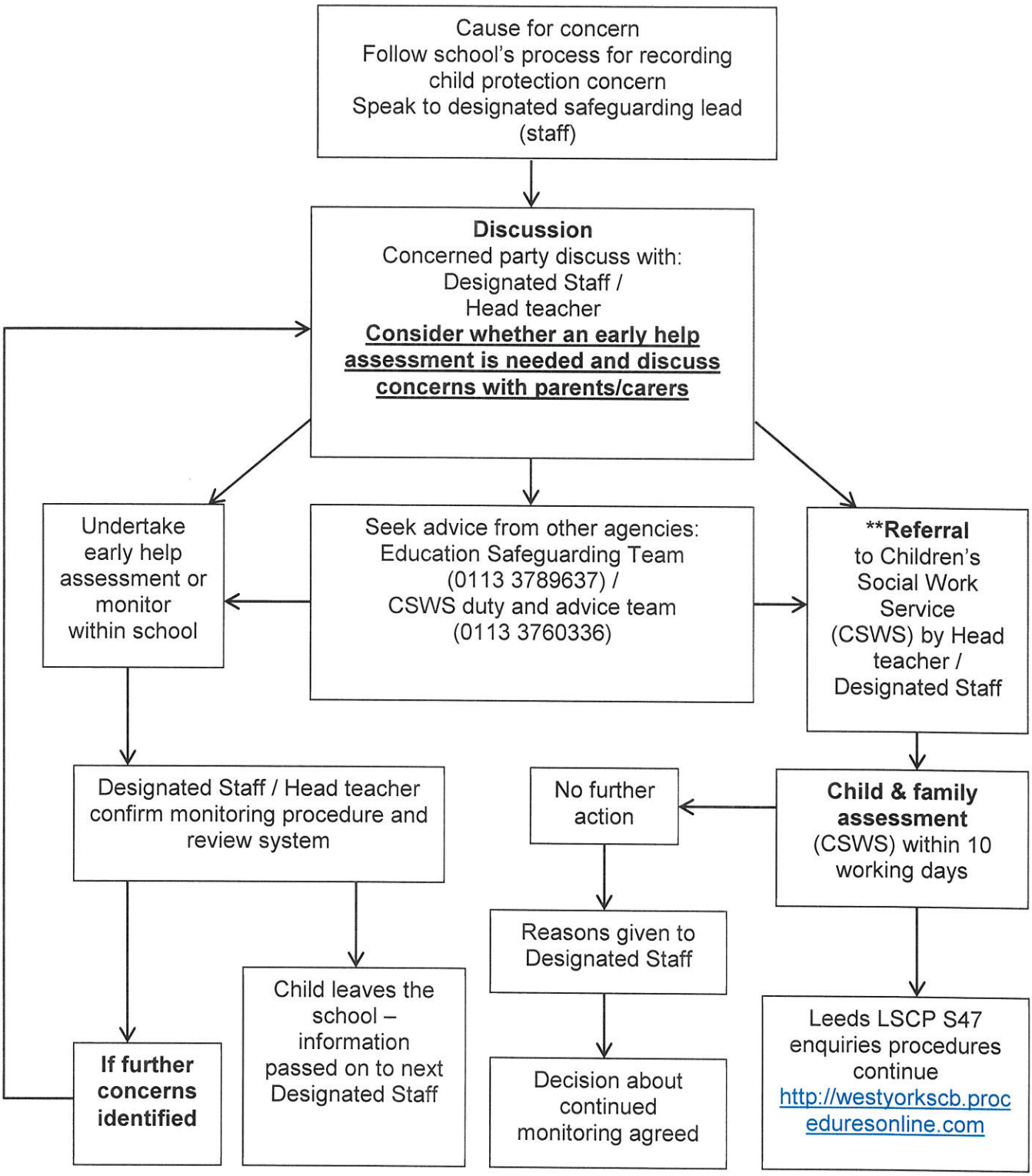
5.5 The head teacher

5.5.1 The head teacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction

- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.

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



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

- Ensuring the relevant staffing ratios are met, where applicable

- Making sure each child in the Early Years Foundation Stage is assigned a key person

6 Confidentiality and Information Sharing

6.1 Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding.

6.2 School recognises that the only purpose of confidentiality in this respect is to benefit the child. Staff/volunteers and visitors to school should never promise a child that they will not tell anyone about an allegation/report of abuse, and must pass any cause for concerns immediately to a designated safeguarding lead.

6.3 Confidentiality is addressed throughout this policy with respect to record-keeping (see section 10), dealing with reports of abuse (see Appendix 2), allegations of abuse against staff (see section 10.2), information sharing (see section 6.4) and working with parents (see section 6.5).

6.4 Information sharing

6.4.1 Timely information sharing is essential for effective safeguarding. This school/college will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance document, Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE 2018). This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being.

6.5 Working with parents and other agencies to protect children

6.5.1 Parents/carers will be made aware of our in-school procedures in respect to taking any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child may be suffering significant harm, ill treatment or neglect or other forms of harm, staff will follow the procedures for responding to suspected cases of child abuse outlined in this policy document and contact CSWS Duty and Advice team to discuss their concerns.

6.5.2 In keeping with KCSIE, we will endeavour wherever possible to obtain at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.

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

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

6.6 Multi-agency work

6.6.1 We will co-operate with CSWS in accordance with the requirements of the Children Act and allow access to child and child protection records for them to conduct section 17 or section 47 assessments.

6.6.2 In the best interests of our pupils, we will work with all relevant professionals and agencies as required to safeguard children and promote their welfare.

7 Our role in the prevention of abuse

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

7.1 The Curriculum

7.1.1 Relevant issues will be addressed through the PSHE curriculum, including self-esteem, emotional literacy, assertiveness, power, relationship and sex education, online safety, online bullying, sexting, child sexual exploitation (CSE), youth generated images, female genital mutilation (FGM), preventing radicalisation, peer on peer abuse and anti- bullying. Schools can seek advice on the PSHE curriculum, including the pending statutory Relationship Education, Relationship and Sex Education and Health Education from the Health & Wellbeing Service (schoolwellbeing@leeds.gov.uk).

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

7.2 Other areas of work

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

7.2.2 Our Safeguarding and Child Protection policy cannot be separated from the general ethos of the school which is to ensure that children are treated with respect and dignity, feel safe, and are listened to.

8 Our role in supporting children

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

8.1 In cases where children have experienced abuse/abused others, the DSL will ensure that appropriate support is offered. An individual support plan will be devised, implemented and reviewed regularly should the pupil (victim, perpetrator, of other child affected) require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e. learning mentor, key worker) and the child's wishes and feelings. A copy of the individual support plan will be kept in the pupil's child protection record (see Appendix 5).

8.2 Children with additional needs

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

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

8.3 Children in Specific Circumstances

8.3.1 This school follows the Leeds LSCP (www.leedsLSCP.org.uk) online multi-agency procedures and will, where necessary, have due regard to the government guidance for children in specific circumstances as outlined in Part 1 and Annex A of KCSIE.

Female Genital Mutilation: The Mandatory Reporting Duty

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

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

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

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

8.3.6 **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

8.3.7 **Any member of staff** who suspects a pupil is *at risk* of FGM must speak to the DSL and follow our local safeguarding children's partnership procedures.

8.4 Radicalisation

8.4.1 Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

8.5 Responding to concerns about radicalisation

8.5.1 If staff are concerned about a change in the behaviour of an individual or see something that concerns them **(this could be a colleague too)** they must seek advice appropriately with the DSL who must contact the Education Safeguarding

Team or the Prevent Education Officer– Julia Holden, 07891 273720 for further advice (see appendix 10).

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

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

8.6 Peer on peer abuse

8.6.1 We recognise that children are capable of abusing their peers and that peer on peer abuse can manifest in many different ways, including on-line bullying, criminal and sexual exploitation, initiation/hazing, inappropriate/harmful sexualised behaviours, upskirting and youth produced imagery (sexting), It is very clear that this type of abuse should always be treated seriously, and never just as banter or part of growing up. Any concerns around peer on peer abuse must be reported and recorded in line with the child protection procedures outlined in this policy. The DSL is responsible on responding to such concerns in keeping with LSCP protocols referenced below. The DSL is responsible for providing support to any victims, and the perpetrators.

8.6.2 Where children and young people have exhibited inappropriate/harmful sexualised behaviour and/or exhibited inappropriate/harmful sexualised behaviours towards others, an AIM (Assessment, Intervention, Moving On) checklist must be completed and contact made with Children's Social Work Service if appropriate (see

Appendix 9). There must be a co-ordinated multi-agency approach through a risk assessment management plan (RAMP) to respond to their needs which will include parent/carers, youth justice (where appropriate), children's social work service and health. Further support and advice on AIM Checklists and/or undertaking a RAMP can be obtained from the Education Safeguarding Team on 0113 3789685.

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

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

8.6.5 Where child exploitation (ie; 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.

8.6.6 The DSL must complete the child exploitation risk identification tool for partners (see Appendix 8) and refer to the table at the end of the tool to help decide how to proceed. A copy of the completed tool must be kept in the child's child protection records for future reference. The DSL can also refer a pupil to the monthly Multi-agency Child Exploitation (MACE) meeting if it is felt that the criteria for referral is met and a discussion is warranted, information should be emailed to chs.mace@leeds.gov.uk. Information provided should include: name; date of birth; what the risks are; what has been put in place to lessen the risk; and the plan that the child is subject to. Referrals will be triaged and if selected, the social worker, team manager or other relevant practitioner involved will be invited to attend the MACE meeting for a short discussion.

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

8.6.8 A copy of the child exploitation risk identification tool for partners (see Appendix 8 for partners can be obtained from the LSCP Website: https://www.leedsscp.org.uk/Practitioners/Child-Exploitation-and-Children-Missing-from-Home/County-Lines

8.6.9 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.

9 Children missing from education

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

9.2 Contact: cme@leeds.gov.uk. Tel: 0113 3789686.

Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. School and college staff members must follow the school's or college's procedures for dealing with children who are absent/ go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future (see

Appendix 11).

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

10 A Safer School Culture

The governing board will ensure that the following appropriate policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare:

- Whistle Blowing/Confidential reporting policies (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult's behaviour)
- School's procedures for managing children who are missing education
- Guidance on Safer Working Practices
- Safeguarding and Child Protection policy (including online safety).
- School behaviour policy

10.1 Safer Recruitment, selection and pre-employment vetting

10.1.1 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 (2019). 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 2019).

10.1.2 All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils. (see Appendix 7)

10.1.3 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.

10.1.4 The school/college will ensure that written risk assessments are undertaken in situations where information provided on DBS certificates necessitates so. Written risk assessments must be undertaken for all volunteers **not** engaging in regulated activity. Advice and support for carrying out risk assessments can be accessed through the school's HR Advisor/Provider/Contact or the Education Safeguarding Team.

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

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

a) behaved in a way that has harmed a child or may have harmed a child
b) possibly committed a criminal offence against or related to a child
c) behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children

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

- Physical, for example intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.

- Emotional, for example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, sex, disability or sexuality.

- Sexual, for example sexualised behaviour towards pupils, grooming, sexual harassment, sexual assault and rape.

- 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.

- Staff have duty to disclose to the head teacher where their relationships and associations both within and outside of the workplace (including online) may have implications for safeguarding children in school.

10.2.3 A safeguarding complaint that meets the above criteria must be reported to the Head teacher/Principal ("case manager") immediately. If the complaint involves the head teacher then the next most senior member of staff must be informed and the chair of governors.

10.2.4 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. The case manager must use the local authority designated officer (LADO) notification form (see Appendix 13) in order to assess the level of concern. As part of this initial consideration, the case manager should consult with their school's HR Advisor/provider/contact. The completed LADO notification form must be sent to lado@leeds.gov.uk **within one working day of the allegation being made**. This will assist the case manager and HR in consultation with the LADO to decide on the most appropriate course of action. This includes when to inform the member of staff of the concerns raised. Parents or carers of the child or children involved should be told about the allegation as soon as possible if they do not already know of it.

10.2.5 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.

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

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

10.2.8 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 and so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the school's Disciplinary Policy.

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

- **LADO Contacts: Claire Ford or Carolyn Hargreaves Tel: 0113 3789687**

- **Advice can also be sought from Raminder Aujla – Team Manager Education Safeguarding Team 0113 3789637**

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

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

- Whistleblowing hotline 0113 3788008 (dedicated hotline answered by a member of the Internal Audit team or an answerphone).
  - E-mail concerns@leeds.gov.uk
  - In writing Internal Audit, 3rd Floor West, Civic Hall, Leeds, LS1 1JF

- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday and Email: help@nspcc.org.uk.

10.3 Training and Support

10.3.1 All staff members will be made aware of systems within our school that support safeguarding and these will be explained to them as part of our staff induction. This includes: the school's/college's safeguarding/child protection policy; the school's safer working practice document and the school's whistleblowing procedures.

10.3.2 We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from (Sherree Dooley, Carol Wathen, Lee Spink, Helen Mills). Access to regular and timely supervision is an essential form of support for all designated safeguarding staff. Children's Services Education Safeguarding team are also potentially available for advice and support (Tel: 0113 3789685).

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

10.3.4 The school will ensure all staff including temporary and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the school. All staff will access refresher training at least

every three years and regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Access to training can be via the Children's Services Education Safeguarding Team and the LSCP.

10.3.5 The Head teacher will attend appropriate safeguarding training at least every three years.

10.3.6 Governors, including the nominated governor will attend specific training for their role, updated at least every three years.

10.3.7 Any training accessed through third party/independent providers must reflect the LSCP protocols and the LSCP minimum standards checklist. This training will be recorded by the school on a separate database.

11 Child Protection Records

11.1.1 Child protection and safeguarding records will be held securely, with access being restricted to the DSL and their deputies, head teacher and in cases of Early Help, the nominated lead professional, if this is not a designated safeguarding lead/officer. For further information please see Early Help Assessments. The following information must be kept securely with restricted access, whether paper or electronic:

- Chronology (summary of significant events and the actions and involvement of the school/college)
- All completed child protection cause for concern records
- Any child protection information received from the child's previous educational establishment
- Records of discussions, telephone calls and meetings with colleagues and other agencies or services
- Professional consultations
- Letters and emails sent and received relating to child protection matters
- Referral forms sent to CSWS, other external agencies or education-based services
- Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate
- Formal plans for, or linked to, the child e.g. child protection plans, Early Help (previously known as CAF's), risk assessments etc
- A copy of any support plan for the pupil concerned (see Appendix 5)

11.1.2 Where a pupil leaves their existing provision, we 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.

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

information with the new school or college in advance of a child leaving, for example prior to a transfer programme.

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

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

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

11.1.6 If a pupil moves from our school, child protection records will be forwarded onto the named DSL at the new school, with due regard to their confidential nature. Good practice suggests that this will always be done with a face to face handover between designated staff or a verbal conversation is had over the telephone if a face to face handover is not possible. A signed receipt of file transfer or an electronic delivery must be obtained for audit purposes by the delivering school.

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

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

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

11.1.10 If a parent chooses to electively home educate (EHE) their child, the child protection record must be forwarded to Julia Green, Admin Coordinator, EHE

Team, Adams Court, Kildare Terrace, Leeds LS12 1DB, following the above procedure for delivery of the records.

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

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

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

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

11.2 Children's and parents' access to child protection files

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

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

- could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person; or
- could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or
- is likely to prejudice an on-going criminal investigation; or
- information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.

11.2.3 It is best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice can be sought from the Leeds Adults, Health and Childrens Information Governance Hub.
Contact email: IMG.AC@leeds.gov.uk
Telephone: 0113 3784251.

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

11.3 Archiving

11.3.1 The school that the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining any child protection records they may hold. The recommended retention periods is 35 years from closure when there has been a referral to CSWS. If no referral has been made to CSWS, the child protection record will be retained until the child's 25th birthday, after which point the file will be deleted from our electronic system. The decision of how and where to store child protection files will be made by the school via the governing board. Due to sensitivity of the information, the records will continue to be held in a secure area with limited access e.g. designated officer or head teacher. The DSL is responsible for ensuring that all CP files are archived in accordance with the timescales referenced above. The DSL is responsible for ensuring that the appropriate timeframes for archiving and destroying child protection records referenced above are set on electronic systems accordingly for each pupil.

11.4 Safe Destruction of the pupil record

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

12. Safeguarding responsibilities for pupils in transition

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

12.1.2 Where a vulnerable pupil transitions from a high school setting to a post-16 provision (refer 11.1.4), the school must complete the FE Safeguarding Information Sharing Form only (Appendix 12). All existing child protection records must be archived in keeping with the guidance outlined in section 11.2 of this policy – Archiving.

Appendix 1: Definitions and indicators of abuse

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Soiling, smearing faeces, enuresis

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

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

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

Responses from parents

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

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

Children with special educational needs and disabilities

When working with children with special educational needs and 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. https://www.leedsscp.org.uk/LSCB/media/Images/pdfs/Multi-agency-Bruising-Protocol-for-Children-Not-Independently-Mobile-V4.pdf
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances
- Invasive procedures

Appendix 2 Responding to children who report abuse.

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

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

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

Immediately afterwards

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

EBOR GARDENS
Primary Academy

Appendix 4 Cause for Concern Form

Strictly Confidential

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

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

Name of staff member completing form.....

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

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

Signed: _____

Action/passed to _____

For: Designated Safeguarding Lead Officer Use

Name: _____ Date: _____ Time_____

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

APPENDIX 5

EBOR GARDENS
Primary Academy

SMART Plan

Child Protection pupil support plan information	Name of Pupil:		DOB:
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

We Grow Together

Our Mission Statement

At Ebor Gardens Primary Academy we provide the best education we can for all our pupils in a happy, caring and healthy environment. We provide a broad, balanced and creative curriculum that is stimulating and challenging and preparing children for life in modern Britain. Success is achieved in close partnership with pupils, parents, carers, governors and other members of our multicultural community.

At Ebor Gardens Primary Academy we ensure that everyone in our school is treated with respect and dignity. Each person in our school is given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality and disability.

Head of School

EBOR GARDENS
Primary Academy

Welcome to our School

Ebor Gardens Primary Academy

Visitors Information

WELLSPRING
ACADEMY TRUST
We Make A Difference

Our School Day

Breakfast Club
Start – Finish times 7.30-8.45am – Free to all children
Registration
School day 8.50 -3.00pm
Doors open at 8.45am
All registers need to be completed either on Arbor if you are registered on the school system or a paper copy by 9.00am and 1.00pm and returned immediately to the office.
Lunch times
11.15 -12.00 EYFS
11.30-12.15 Y1/2
12.00-12.45 Y3/4
11.45-12.30 Y5/6

Fire evacuation plans are situated in each classroom.

Weekly staff briefings for all staff are held in the Staffroom on a Monday morning starting promptly at 8.30 am.

Staff Dress code smart/Professional

Safeguarding

Designated Staff

- Sherree Dooley -DSL
- Carol Wathen- Deputy DSL
- Lee Spink – Vice Principal
- Helen Mills - SENDCO

Governors with Responsibility for Safeguarding

- Catherine H Waskett, Child Protection & Safeguarding Governor

Photographs of designated staff are on display in the staffroom.
Complaints procedure

Please see the whistle blowing policy for procedure.

Please find within this pack

- a cause for concern form
- Summary of In-School procedures to follow where there are concerns about a child.
- a copy of keeping children safe in education part 1 and Annex A.
- Staff User agreement for technology.
- Whistle Blowing Policy

Part Two:

The following Appendices reflect our LSCP referral pathways and procedures for responding to specific circumstances, which must be read and followed by all staff as appropriate when responding to individual concerns and circumstances and pre-appointment checks...

Wellspring Academy Trust
Personal File Checklist HR22

WELLSPRING ACADEMY TRUST
We Make A Difference

Name: **Start Date:** **End Date:** **Employee / Payroll no:**

DOB: **Job Title:** **Academy:**

Document	Reason for being on file	Document on file Y / N Date	Retention Period
Recruitment and Selection *Any section which prompts a cause for concern please contact the HR Team for further advice. 01226 720747* **Section 1a: Pre-Employment Checks**			
DBS clearance Date of issue: Disclosure number: Risk assessment:	KCSiE		Do not keep a copy of the certificate.
Medical clearance confirmation.	Confirmation of any current medical needs. KCSiE.		Termination of employment, plus 6 years.
First Reference received.	Written confirmation of applicant's suitability for employment. KCSiE.		Termination of employment, plus 6 years.
Second Reference received.	Two satisfactory references are required. KCSiE.		Termination of employment, plus 6 years.
Identification.	To prove identification was validated when recruited. KCSiE.		Termination of employment, plus 6 years.
Asylum and Immigration act 2006 verification e.g. copy of British passport, birth cert, visa etc.	Verification that the employee is entitled to work in the UK. KCSiE.		Termination of employment, plus 6 years.
Copy of qualification certificates.*	Proof of stated qualifications. KCSiE.		Termination of employment, plus 6 years.
Disqualification by association check.	Separate form to be completed as part of pre-employment process for those in applicable roles. KCSiE.		Termination of employment, plus 6 years.
Barred list check* (Completed through DBS or separate).	Where applicable - a Barred check completed outside the DBS. KCSiE/ACAS		Termination of employment, plus 6 years.

Checked against KCSiE – Part 3 (Keeping Children Safe in Education (DfE Statutory Guidance - September 2018))
* ACAS

Section 128 check (if applicable)* (Teachers can be checked via NCTL, Management via DBS.	KCSiE		Termination of employment, plus 6 years.
Teacher / DfE number (if applicable)* (Teachers can be checked via NCTL).	KCSiE		Termination of employment, plus 6 years.
Teacher prohibition (if applicable)* (Teachers can be checked via NCTL).	KCSiE.		Termination of employment, plus 6 years.
EEA sanctions / certificate of good conduct (if applicable).	Required if employee has lived / worked overseas in last 5 years. Teachers can be checked via NCTL for EEA sanctions. KCSiE.		Termination of employment, plus 6 years.
Section 1b			
New starter form for payroll completed.	Used to input details onto payroll portal and records authorisation for the new starter.		Termination of employment, plus 6 years.
Bank details.	Used to input details onto payroll portal.		Termination of employment, plus 6 years. On change of bank details, destroy previous record.
HMRC Starter Checklist.*	Received prior to a P45 and used to input details into payroll portal.		Termination of employment, plus 6 years.
P45.*	Original to be posted to payroll.		Termination of employment, plus 6 years.
Pension – enrolled into relevant pension scheme / opt out forms / any other info.	Inputted onto portal.		12 years from the ending of any benefit payable under the policy.
Job Description & Person Specification.	Supports Recruitment and Selection Process; used in PM process.		Termination of employment, plus 6 years.
Application Form.*	Gives historical employment history; shows recruitment exercise taken place; meets EO requirements.		Termination of employment, plus 6 years.
Equal Opportunities Form.	Used for monitoring and reporting purposes.		Termination of employment, plus 6 years.
Interview notes (copy).	Referred to if recruitment process is challenged.		Termination of employment, plus 6 years.
Signed offer letter.	Demonstrates acceptance of position.		Termination of employment, plus 6 years.

Continuous service date and sickness absence record verified.	Written confirmation for teachers or support staff with LG service; determines certain terms and conditions of employment.		Termination of employment, plus 6 years.
Section 2: Employment Records			
Signed Contract of Employment.*	Written confirmation of terms & conditions of employment. Pay, hours of work.		Termination of employment, plus 6 years.
Confirmation of any changes to Terms & Conditions.*	Record of change.		Termination of employment, plus 6 years.
Personal details: emergency contact.*	To communicate with employee for employment matters; who to contact in the event there is an emergency involving the employee.		Termination of employment, plus 6 years. If details change, destroy previous records.
Annual leave taken.*	To meet Working Time Regulation requirements.		Termination of employment, plus 6 years.
Timesheets.*	To meet Working Time Regulation requirements.		Current academic year, plus 6 years.
Section 3: Monitoring at Work			
Induction checklist / Induction Commenced.	Records that the employee has received the appropriate information at the right time.		Termination of employment, plus 6 years
1,8,16 24 week probation documentation.	Records the employee has been through probation.		Termination of employment, plus 6 years
Performance & development documentation.	Written confirmation of performance records.		Current academic year, plus 5 years.
Capability records.*	Written confirmation of Capability Records.		Conclusion of the case, plus 5 years.
Disciplinary details and notes.*	Confirms actions taken. (In sealed envelope only to be opened by HR).		If unproven/malicious remove from fie; where action taken - date sanction ends. **NB Child protection allegations, including where unproven – employees normal retirement age, or 10 years from the date of the allegation – whichever is longer.**
Training records.	Monitor employee development. Details of any education/ training.		Termination of employment, plus 6 years.

Prevent Training.	KCSiE (para 13).		Current academic year, plus 5 years.
E-Safety (Online Safety). Training	KCSiE (para 13).		Current academic year, plus 5 years.
Training - Health and Safety.	Written record of legal duty to protect health and safety of employees.		Current academic year, plus 5 years.
Statutory Health & Safety Assessments e.g. Work station assessment.	To comply with H&SE.		Duration of assessment plus 3 years.
Details on any accidents at work.*	Record of any accident including the administration of first aid.		Date of the incident, plus 6 years.
Section 4: Information about employees health			
Absence details.* Lateness / sickness / maternity paternity / parental/ compassionate leave.	Shows adherence to relevant Policy.		Lateness (working time): 2 years from date record was made. Sickness: termination of employment, plus 6 years. Maternity (and Paternity) i.e. SMP records/ certificates (MATB1's or other medical evidence): 3 years after the end of the tax year in which the maternity period ends/paternity leave was taken. Parental Leave: 18 years from birth/adoption of child. Compassionate leave: termination of employment, plus 6 years.
Statutory sick pay records certs (self-certs).*	Must be retained in case requested by HM Revenue & Customs.		Termination of employment, plus 6 years.
Return to work documentation.*	Enables analysis and put in place remedial action where necessary.		Termination of employment, plus 6 years.
Monitoring absence letters.*	Enables analysis and put in place remedial action where necessary.		Termination of employment, plus 6 years.
Section 5: Terminations			
Leaver form	Used to input details onto payroll portal.		Termination of employment, plus 6 years.

Exit interview & questionnaire	Enables analysis and put in place remedial action where necessary.		Termination of employment, plus 6 years.
Termination letter	Where related to re-organisation processes, demonstrates procedure.		Termination of employment, plus 6 years.
Reference to new employer*	GDPR		Termination of employment, plus 6 years.
Copy of notice letter*	Records notice having been given.		Termination of employment, plus 6 years.

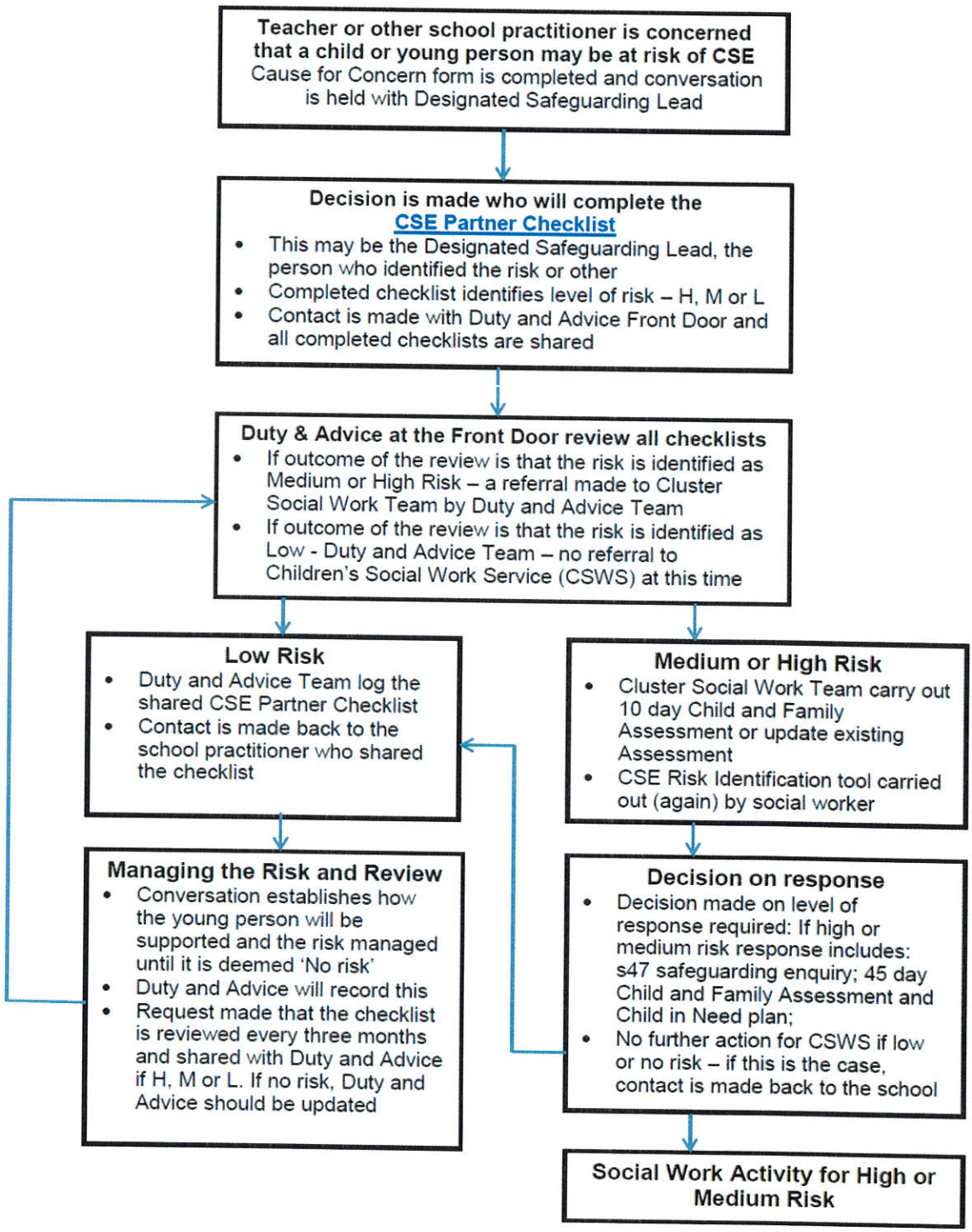
Completed by: _____

Upon completion of section 1a please ensure you send a copy of this to the HR team at the Trust Support Centre. ; c.wormleighton@wellspringacademies.org.uk

Appendix 8 Child Exploitation Response Checklist

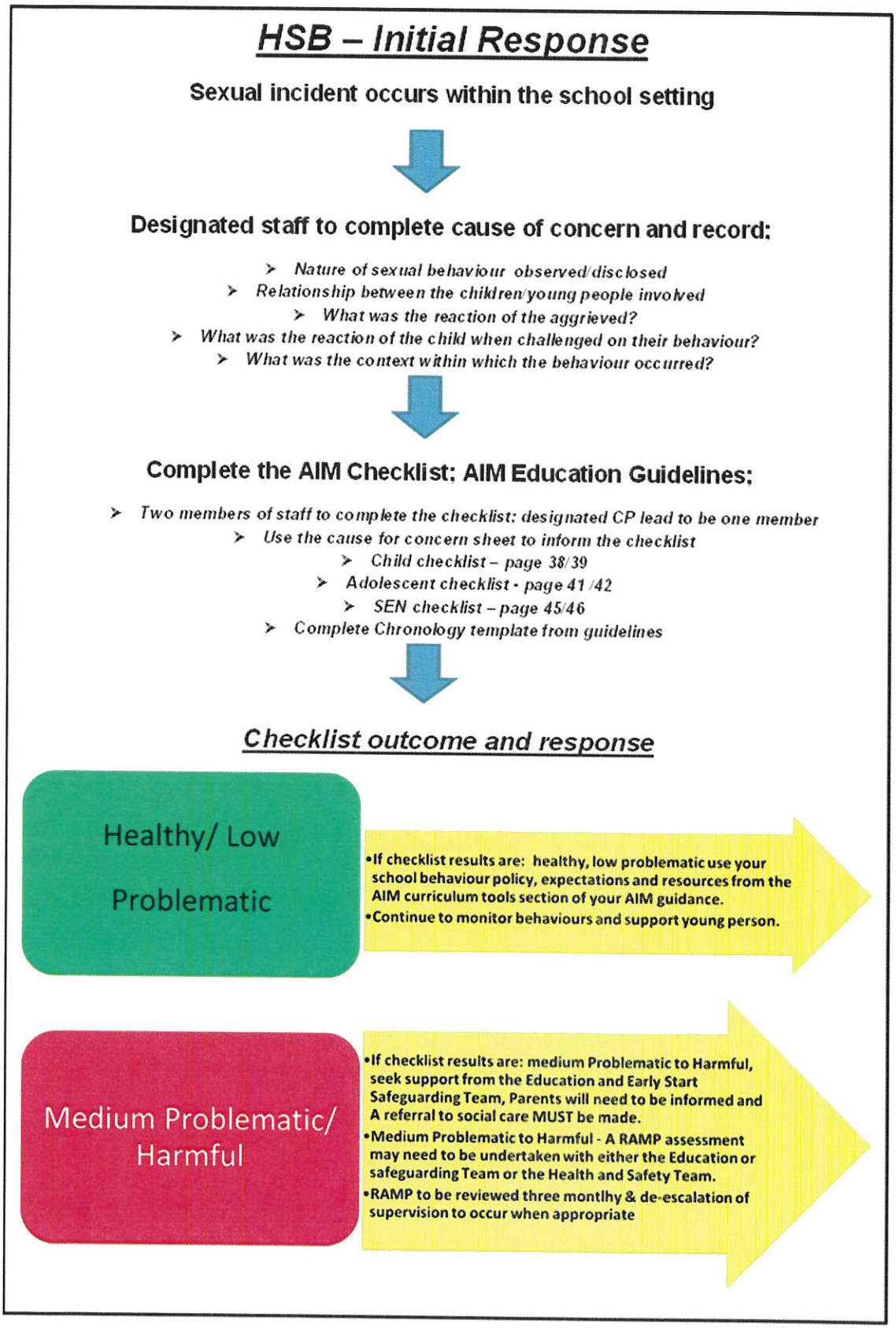
Responding to identified concerns about Child Sexual Exploitation (CSE) in schools

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



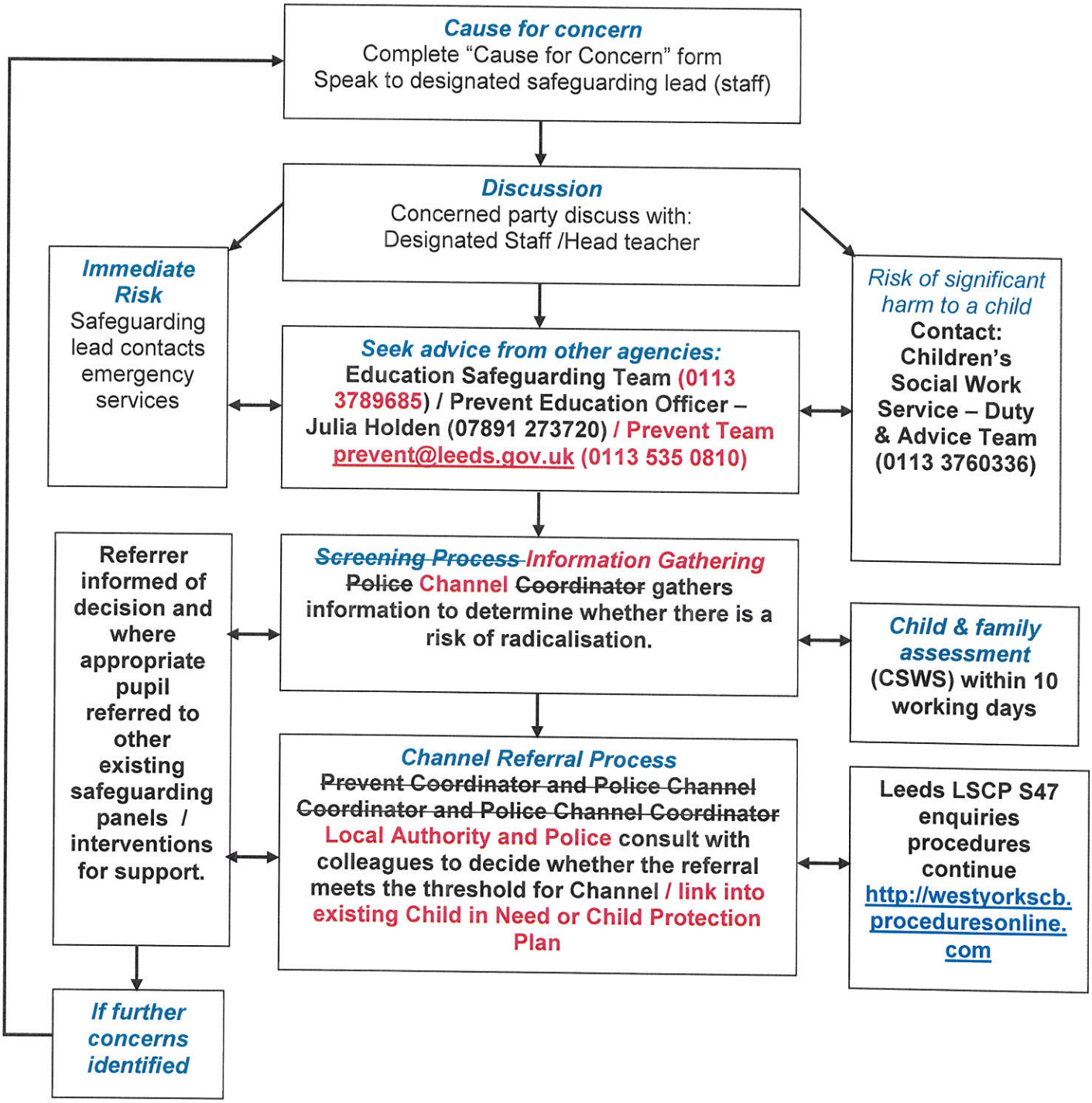
Appendix 9 Harmful Sexual Behaviour Response Checklist

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



Appendix 10 Radicalisation Response Checklist

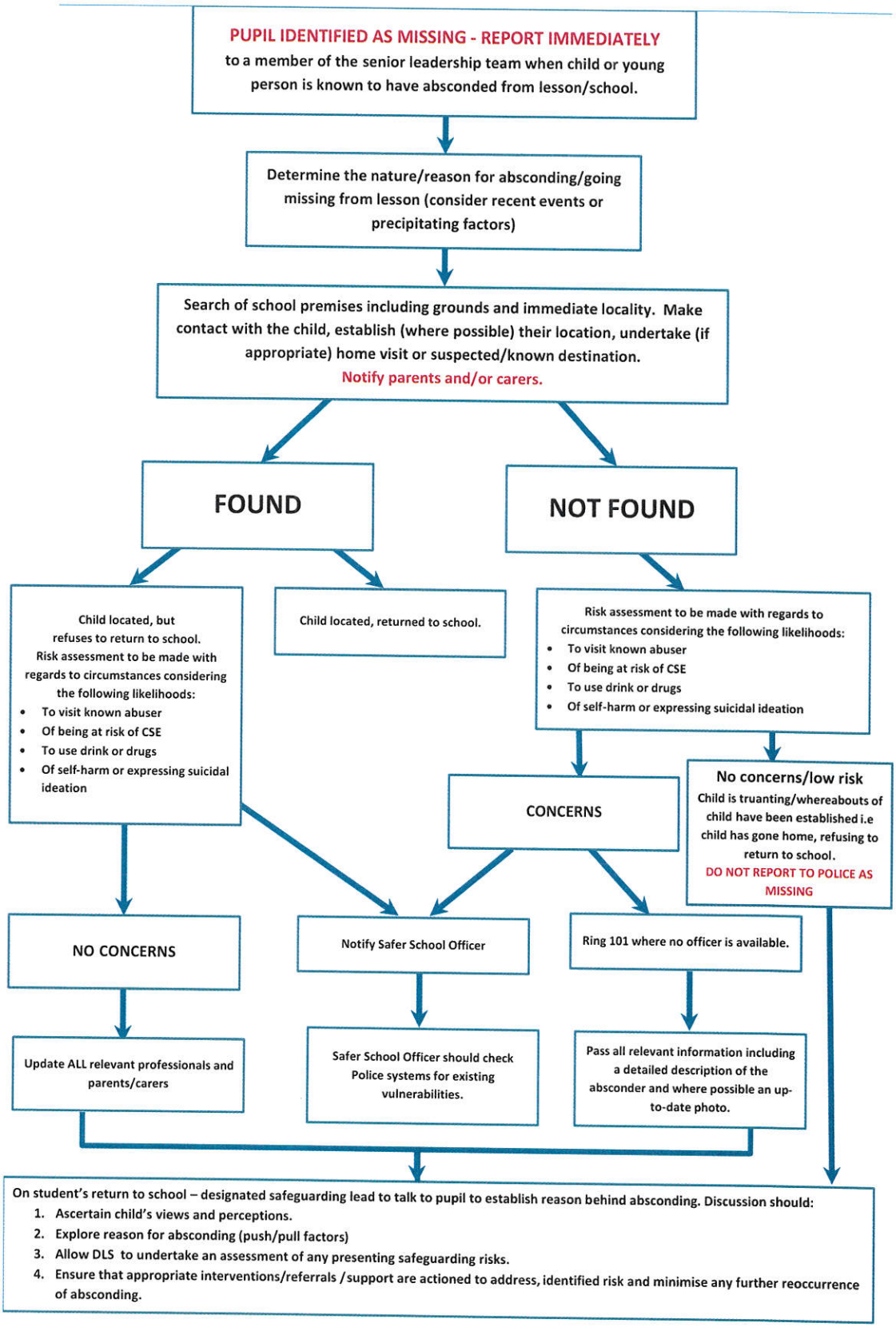
Summary of in-school procedures to follow where there are potential radicalisation concerns about a child/member of staff



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

Appendix 11 Missing from School Response Checklist

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



Appendix 13 **LADO Notification Form**

Leeds CITY COUNCIL

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

ALLEGATIONS OR CONCERN ABOUT A PERSON WORKING WITH CHILDREN

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

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

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

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

Professional's Details :

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

Home Address :

Child/ren's Details (if applicable):

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

Address :

Detail of Allegation	***Referral Details*** *(to include name of referrer, date, time, detail of allegation and professional (s) involved)*
Child or young person's view	***Has the young person's views been sought: Yes/No*** *(to include: when, by whom and detail of interview) If not please specify reason and date when young person will been 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:	*Please identify (in chronological order) any previous/historical concerns of a safeguarding nature by the professional concerned.*

Does the professional work with children in any other capacity?

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

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

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

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

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

What is their view

Name of employer:

Contact details:

LADO Discussion

Please provide relevant details

Form Completed by:

Contact details:

Information entered on MOSAIC: **YES** ☐

NO ☐