Scholes (Elmet) Primary
St James' CE Primary
Moortown Primary

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Safeguarding and child protection policy

2026-27

We want Sphere Federation schools to be happy and healthy **and safe** places.

This Safeguarding and Child Protection Policy is based closely on the Leeds Children's Services Model Safeguarding and Child Protection Policy 2026-2027.
It is available on the school website and is reviewed and ratified annually by the governing body or as events, or legislation requires.
Any deficiencies or weaknesses identified will be remedied without delay.

Policy review date	Date ratified by governors	Date shared with staff
September 2026	September 2026	September 2026

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Designated Safeguarding Leads and Team and other roles and contact details

Each of the Sphere Federation schools has a safeguarding team, with the Head of School acting as Designated Safeguarding Leader. The Governing Board has two named governors with specific oversight of safeguarding: the Chair of Governors and Vice Chair.

school	safeguarding lead	other safeguarding officers	nominated governors
Moortown Primary 0113 2685915	Clare Weekes clareweekes@spherefederation.org	Nicky Russell Paul Wilks Paulina Szczepanska	Rachel Cooper (Chair of Governors) Sue Hayward Giles (Vice Chair of Governors)
Scholes (Elmet) Primary 0113 2649149	Karen Hague karenhague@spherefederation.org	Keeley Rowe Lindsey Goodwin Gayle Beesley Ollie Catherall	
St James' CE Primary 01937 583379	Natalie Beatson nataliebeatson@spherefederation.org	Tracey Small Jackie Freeman Claire Furlong	

All staff named above can be contacted using their first and second name and then @spherefederation.org
For example. rachelcooper@spherefederation.org

Other related roles are:

Moortown Primary	Scholes (Elmet) Primary	St James' CE Primary
Special educational needs co-ordinator		
Clare Weekes	Karen Hague	Karen Hague
Designated teacher for children who are looked after (CLA)		
Clare Weekes	Karen Hague	Natalie Beatson
PSHCE co-ordinator		
Caroline Taylor	Caroline Taylor	Caroline Taylor
Online safety co-ordinator		
Paul Wilks	Paul Wilks	Paul Wilks
Mental health lead		
Clare Weekes	Karen Hague	Natalie Beatson

As before, all staff named above can be contacted using their first and second name and then @spherefederation.org
For example. paulwilks@spherefederation.org

Child protection and safeguarding advice
Contact list – September 2026

Leeds Authority contacts	
CSWS Duty and Advice / Front Door Safeguarding Hub *(urgent Child Protection concerns or initial referral)*	Professionals – 0113 3760336 Members of the public – 0113 2224403
CSWS Emergency Team (out of hours) *(urgent Child Protection concerns)*	0113 535 0600 childrensEDT@leeds.gov.uk
Education Safeguarding Team *(advice; training; audit)*	0113 3789685 estconsultation@leeds.gov.uk
Local Authority Designated Officer (LADO) *(allegations against adults in school)*	0113 3789687 lado@leeds.gov.uk
NSPCC Whistleblowing *(allegations against adults in school)*	0800 028 0285
Cluster Targeted Services Lead *(family support; attendance; Early Help; pupil counsellor)*	**ARM cluster: Jo Odu**: jodu@armcluster.co.uk 07900 741214 **EPOSS cluster: Caroline Yelland**: hallv01@wetherbyhigh.co.uk 01937522500
Prevent Team *(Prevent training; advice)*	0113 535 0810 prevent@leeds.gov.uk
Family Hub	0113 5350185 Family.hubs@leeds.gov.uk
Data Protection Officer	Veritau schoolsDPO@veritau.co.uk

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

Glossary of terms	
All staff	Adults, volunteers (including governors) or students on placement, working in any capacity in the school or in activities organised by the school which brings them into contact with pupils of the school.
Child Protection	The multi-agency arrangements to identify and protect children who are or may be at risk or suffering significant harm.
Safeguarding	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	Anybody under the age of 18.
Glossary of abbreviations	
DSL	Designated Safeguarding Lead
DDSL	Deputy Designated Safeguarding Lead
SENDCo	Special Education Needs and Disabilities Coordinator
DT	Designated Teacher for Looked After and Previously Looked After Chn
PSHE	Personal, social, health and economic
RSHE	Relationships, Sex and Health Education
CSWS	Childrens' Social Work Services
KCSiE	Keeping Children Safe in Education (DfE, September 2026)

Visitors to school

All visitors must sign in on arrival and collect a visitor's lanyard. When signing in, they must read the information on the screen which outlines Child Protection and Safeguarding procedures in school and how to report any concerns regarding a child/young person or another adult in school. Visitor lanyards must be worn at all times when in school. All visitors must sign in. 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

1. Aims

1.1 Sphere Federation schools aim to ensure that:

- Appropriate, proportionate and timely action is taken to safeguard and promote children's welfare, ensuring concerns are identified, recorded and acted upon at the earliest opportunity
- All staff are aware of their statutory responsibilities with respect to safeguarding, including recognising emerging safeguarding risks both online and offline, identifying children in need of early help, at risk of harm or those that have been harmed
- Staff are properly trained in recognising and reporting safeguarding issues
- A culture of vigilance is created and maintained to ensure that we will also act in the best interests of children to protect them online and offline, including harm arising from emerging technologies, digital platforms and artificial intelligence
- Systems for reporting abuse are well promoted, easily understood and easily accessible for children
- Promote a whole-school safeguarding culture in which children are listened to, feel safe, know how to report concerns, and where all adults understand that safeguarding is everyone's responsibility
- Foster a culture of professional curiosity, respectful challenge and effective information sharing to support early identification of need

1.2 The Governing Body and staff of Sphere Federation (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, respond to 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 children, staff, governors, visitors/contractors, third-party providers, commissioned services and alternative provision partners, volunteers, supply staff, students on placement 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 children.

2. Legislation and guidance

2.1 This policy is based on the Department for Education’s statutory guidance, Keeping Children Safe in Education (KCSIE) 2026 and Working Together to Safeguard Children (2026) and the Maintained School Governance Guide (DfE 2024). We comply with the guidance and the procedures set out by the Leeds Safeguarding Children partnership (LSCP).

2.2 This policy should be read alongside the most recent versions of relevant statutory guidance and local safeguarding procedures, together with any updates issued by the Department for Education or Leeds Safeguarding Children Partnership including:

- Section 175 of the Education Act 2002 places a duty on schools and local authorities to safeguard and promote the welfare of pupils.
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques.
- 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.
- 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 Safeguarding Group. It is available to all interested parties on our website and on request from the main school office. It must be read in conjunction with other relevant policies and procedures and KCSIE (DfE 2026). 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 (2022)

- Sharing nudes and semi-nudes: how to respond to an incident (overview) (updated March 2024)
- Safeguarding and remote education during coronavirus (2022)
- Children Missing Education – Statutory guidance for local authorities (2024)
- When to call the police – Guidance for schools and colleges (NPCC 2020)
- Education and Training (Welfare of Children) Act (2021)
- Alternative Provision Guidance February (2025)
- Working Together To Improve School Attendance (2024)
- Working Together to Safeguard Children (2026)
- 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 for group and school-based providers (DfE 2026)

This policy should also be read in conjunction with the Online Safety Policy and Acceptable Use policies for staff, pupils and visitors which set out the acceptable use of ICT, including the use of mobile devices on school site and the use of AI by staff and children. Any images of children should be taken on a school device (unless agreed with the Head of School in exceptional circumstances) and can only be shared on the school website with the permission of parents or carers. Meta glasses, or any other recording devices, must not be worn in school under any circumstances.

Schools should also have regard to the most recent procedures and practice guidance published by the Leeds Safeguarding Children Partnership (LSCP). Where local safeguarding procedures provide additional guidance that complements national statutory requirements, schools are expected to follow those local procedures.

3. Definitions

3.1 Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether that is within or outside the home, including online;
- preventing the impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

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 may benefit from support before statutory intervention, including from universal services and community-based Early Help, or the targeted early help level of Family Help. All school and college staff should be particularly alert to the potential need for additional support for a child who:
- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan) • has a mental health need
- is a young carer
- is pregnant and/or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit 11
- is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- is at risk of being radicalised into terrorism
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage, and
- is a privately fostered child

The school recognises that vulnerability is not always visible and that any child may be at risk of abuse or neglect. Staff will maintain an awareness of factors that may increase vulnerability and will consider the wider context in which children live, learn and socialise, including risks outside the family home and online.

5. Roles and responsibilities

5.1 Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff (including those not directly employed by the school), volunteers, contractors and governors in the school. Our policy and procedures also apply to extended school and off-site activities. All staff are expected to 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.

All staff

5.2.1 All staff working directly with children will read and understand their statutory responsibilities outlined in Part 1 and Annex A (where applicable) 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 reading and understanding their professional responsibilities as outlined in Guidance for Safer Working Practice and/or the school code of conduct, understanding the role of the designated safeguarding lead (DSL/DDSL), reading and understanding the school behaviour policy and child-on-child abuse procedures, and their safeguarding responses to children who go missing from education during the school day or otherwise and reading and understanding the school's online safety policy.
- The early help process and their role in it, including being alert to emerging problems that may warrant Early Help intervention, particularly those identified in Part 1 of KCSIE. Staff should understand that early identification of concerns, including changes in behaviour, attendance, wellbeing or presentation, may indicate that a child requires additional support.
- All staff should be reporting emerging problems that may warrant early help intervention to/by Clare Weekes, Karen Hague or Natalie Beatson.
- That children's behaviours can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviours that may communicate that poor wellbeing ***can*** be an indicator of factors such as abuse, neglect or exploitation. Staff should understand the children's experiences such of abuse, neglect, trauma and adverse childhood experiences can impact on children's mental health, behaviour & education.
- 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 (p1 illustrates the procedure to follow if you have concerns about a child's welfare). Wherever possible, speak to the DSL, DDSL 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 designated safeguarding staff, to the CSWS Duty and Advice team (0113 3760336). Where a child already has a child protection social worker, the school will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker.
- What to do if they identify a safeguarding issue or a child tells them they are being abused, 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.
- In school procedures for recording any cause for concerns and passing information on to DSLs in accordance with school's recording systems.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE) FGM, radicalisation, child-on-child abuse including sexual violence and sexual harassment 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. Staff should also understand risks associated with online harm, including harmful content, online abuse, exploitation, coercion and inappropriate contact.
- Children absent from education or missing/absconding during the school day can also be a sign of a range of safeguarding concerns including sexual abuse, sexual exploitation, or child criminal exploitation.
- Children may not feel ready or know how to tell someone that they are being abused, exploited, neglected, and/or they may not recognise their experiences as harmful.
- Appendix 1 details different kinds of abuse.

- Appendix 2 provides guidance to staff on how to respond to children who report abuse.

The designated safeguarding lead (DSL) and deputy designated staff

5.3.1 Our DSLs are Clare Weekes, Karen Hague or Natalie Beatson. 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). The DSL should understand the effectiveness of these systems and ensure safeguarding concerns arising from online activity are appropriately identified, recorded and responded to. Refer to DfE Guidance Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)

5.3.2 The optimal scenario is to have a trained DSL or DDSL available on site. Where this is not possible a trained DSL or DDSL will be available to be contacted via phone or online video – for example when working from home.

school	safeguarding lead
Moortown Primary 0113 2685915	Clare Weekes clareweekes@spherefederation.org or moortown-safeguarding@spherefederation.org
Scholes (Elmet) Primary 0113 2649149	Karen Hague karenhague@spherefederation.org or scholes-safeguarding@spherefederation.org
St James' CE Primary 01937 583379	Natalie Beatson nataliebeatson@spherefederation.org or st-james@spherefederation.org

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 When the DSL is absent, the deputies will act as cover:

school	other safeguarding officers
Moortown Primary 0113 2685915	Nicky Russell nickyrussell@spherefederation.org Paul Wilks paulwilks@spherefederation.org Paulina Szczepanska paulinaszczepanska@spherefedration.org
Scholes (Elmet) Primary 0113 2649149	Keeley Rowe keeleyrowe@spherefederation.org Lindsey Goodwin lindseygoodwin@spherefederation.org Gayle Beesley gaylebeesley@spherefederation.org Ollie Catherall olliecatherall@spherefederation.org
St James' CE Primary 01937 583379	Tracey Small traceysmall@spherefederation.org Jackie Freeman jackiefreeman@spherefederation.org Claire Furlong clairefurlong@spherefederation.org

5.3.5 If the DSL and deputy are not available, Jo Odu (ARM cluster) Caroline Yelland (EPOSS cluster) will act as cover (for example, during out-of-hours/out-of-term activities).

5.3.6 The DSL will be given the time, training, resources and support to:
- Provide advice and support to other staff on child welfare and child protection matters.
- Maintain oversight of safeguarding records, ensuring information is kept securely, is appropriately shared and that records demonstrate decision-making and actions taken.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of children by providing as much information as possible as part of the referral process to help social care assessments consider contexts outside the home and enable a contextual approach to harm.
- Refer suspected cases, as appropriate, to the relevant body (children's social care Duty and Advice team, Channel programme, Disclosure and Barring Service, Teaching Regulation Agency and/or police), and

support staff who make such referrals directly. Provide support for staff to comply with their mandatory reporting duties in cases where FGM has been identified.

- Clare Weekes, Karen Hague or Natalie Beatson will ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues, have access to regular safeguarding supervision. (Ref: LCC Framework for Supervision (2020/21).
- The DSL will also keep the Head teacher/ Principal informed of any issues and liaise with local authority officers and relevant professionals for child protection concerns as appropriate.
- The DSL is responsible for responding to domestic abuse notifications from the local authority and providing support to children and their families as appropriate.
- The school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- Provide reports as required for meetings. Reports will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- Where a child in school is subject to an inter-agency child protection plan or any multi-agency risk management plan, the DSL will contribute to the preparation, implementation, and review of the plan as appropriate.
- The designated safeguarding lead and deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2026).
- When to Call the Police (NPCC 2020) should help designated safeguarding lead understand when they should consider calling the police and what to expect when they do.
- Promote the educational outcomes of children with a social worker and other pupils deemed vulnerable. The DSL should work closely with relevant colleagues, including the designated teacher (where applicable), SENDCO and attendance lead, to ensure safeguarding concerns and barriers to education are addressed. It is essential therefore that the DSL works in close collaboration with the DT and SENDCO as children who are in need of help and protection must also have their learning needs prioritised in planning to ensure education is a protective factor and not only by way of regular attendance at school.
- Undertake a Prevent risk assessment which is shared with staff

The full responsibilities of the DSL ae set out in Annex C of Keeping Children Safe in Education. All designated safeguarding leads and deputy safeguarding leads must read and comply with this.

The governing body

5.4.1 The governing body will approve this policy at each review and hold the Head of Federation to account for its implementation and any actions/recommendations made by the Local Authority in respect to strengthening the school's safeguarding arrangements.

5.4.2 The governing body will complete the Local Authority safeguarding and child protection briefing on their strategic roles and responsibilities every three years including online safety training at induction. The governing body will ensure that all policies, procedures and training are effective and comply with the law. The governing body will ensure that all staff undergo safeguarding and child protection training, including online safety training providing an understanding of the expectations and applicable roles and responsibilities in relation to filtering and monitoring.

5.4.3 The governing body will appoint a lead governor to monitor the effectiveness of this and other related safeguarding policies (i.e. Online safety, whistleblowing, behaviour etc.) in conjunction with the full governing body. Staff governors cannot be the lead governor with responsibility for safeguarding and child protection. Lead governors should access the LA designated safeguarding governor training every three years including online safety training at induction.

5.4.4. In the event that safeguarding concerns, or an allegation of abuse is made against the Head of Federation, the Chair of Governors will act as the 'case manager'. Refer also to Section 16.2

5.4.5 The governing body should ensure that responsibilities for filtering and monitoring are clearly identified, reviewed regularly and that appropriate action is taken where concerns are identified. These should be informed, in part, by the risk assessment required by the Prevent Duty in order to limit children's exposure to online risks. The governing body should consider the number and age of the children, those who are potentially at greater risk of harm and how often they access the IT system.

5.4.6. The governing body, along with the school's senior leadership team, are responsible for satisfying themselves and obtaining written assurances from any relevant school lettings and alternative/off site providers and provisions that their safeguarding arrangements are secure, in keeping with the requirements set out in Keeping Children Safe in Education. This includes ensuring that the provision has effective safeguarding policy/procedures/training in place for all staff.

5.4.7 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. Sphere Federation use North East Primary Area Inclusion Partnership (NEPAIP) and have written evidence of safeguarding arrangements.

5.4.8 Where a school place a pupil with 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 needs. The guidance set out in Arranging Alternative Provision February 2025 will be followed.

5.4.9. The governing body will supply information as requested by the LSCP (including ensuring completion fo the section 175 Annual Review Monitoring) and the Local Authority Education Safeguarding Team.

5.4.10. The governing body 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 (2024)

5.4.11 The governing body will understand their role within local safeguarding arrangements are set out in Part two 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.

The full responsibilities of the governing body are set out in Part Two of Keeping Children Safe in Education. The governing body will ensure that the school is fully compliant with their statutory safeguarding responsibilities.

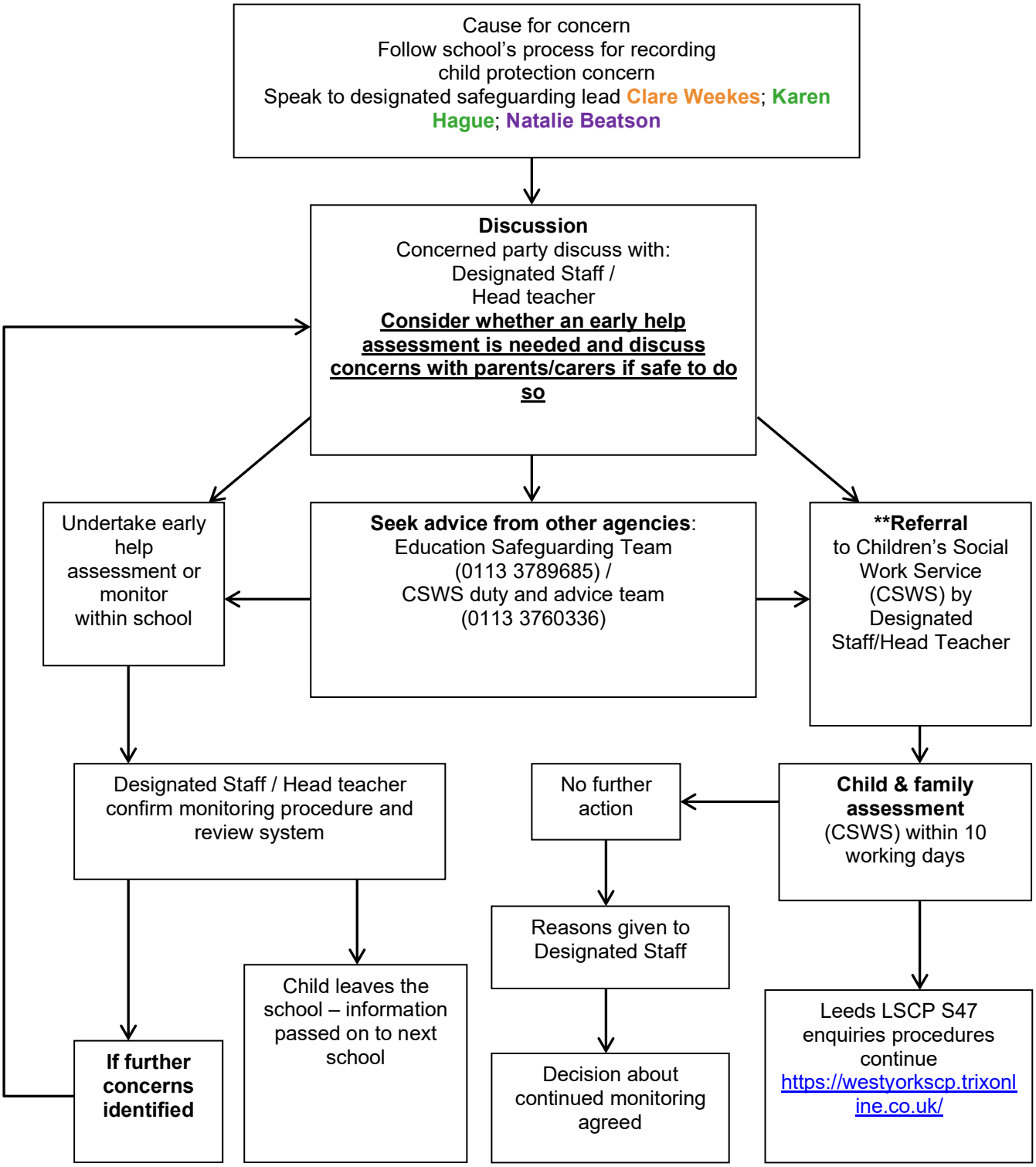
Head of Federation

5.5.1 The Head of Federation is responsible for the implementation of this policy, including:

- Ensuring that staff, (including temporary and supply staff), and volunteers are informed of this policy as part of their induction.
- Communicating this policy to parents when their child joins the school and via the school website.
- Ensuring that the roles and responsibilities of the DSL/DDSL as referenced in Annex B of KCSiE (2026), are reflected in their job description and that the DSL has sufficient authority, time and resources to carry out this role effectively.
- Ensuring that the DSL has appropriate time, training, and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that safeguarding arrangements include effective systems for recording, reviewing and monitoring concerns, including those relating to online safety, attendance, exploitation and child-on-child abuse
- Ensuring that they complete the one day LA course for head teachers/principals on safeguarding and child protection and that all staff undertake appropriate safeguarding and child protection training and update every three years.
- 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.
- Ensuring that all recommendations made by the Local Authority in relation to strengthening the school's safeguarding arrangements are actioned in a timely fashion.
- Ensuring the relevant staffing ratios are met where applicable.
- Making sure each child in the Early Years Foundation Stage, is assigned a key person.

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

(see appendix 12 for further guidance)



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

6. Confidentiality and Information Sharing

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

6.1.2 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. Staff should understand that safeguarding information must be shared appropriately and proportionately where this is necessary to protect children and promote their welfare.

6.1.3 Confidentiality is addressed throughout this policy with respect to record-keeping (see section 23), dealing with reports of abuse (see Appendix 2), allegations of abuse against staff (see section 21), information sharing and working with parents (see section 6.2).

6.1.4 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 Information sharing advice for practitioners providing safeguarding services for 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. Information sharing decisions should be recorded where appropriate, including the rationale for sharing or not sharing information.

6.1.5 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.

6.1.6 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 the in the Data Protection Act 2018 and GDPR. Data protection legislation is not a barrier to sharing information where there is a lawful basis to do so for safeguarding purposes.

6.1.7 In order to promote positive educational outcomes for vulnerable children, including children with social workers, information that can help to support positive outcomes being achieved will be shared with colleagues in school that are not DSLs or DDSLs as appropriate. Information shared should be relevant, proportionate and limited to those who need it to support the child's welfare and educational outcomes.

6.1.8 If staff are in any doubt about sharing information, they must speak to the designated staff, or the head teacher/principal. Where queries relate specifically to data protection requirements, staff may also seek advice from the Data Protection Officer (DPO). Safeguarding concerns should always be prioritised and advice should not delay action where a child may be at risk of harm.

Working with parents and other agencies to protect children

6.2.1 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, neglect or other forms of harm, staff will follow the procedures for responding to suspected cases of child abuse or neglect outlined in this policy document and contact CSWS Duty and Advice team to discuss their concerns.

6.2.2 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.

6.2.3 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.

6.2.4 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.

6.2.5 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. The school must consider whether removal from school may present additional safeguarding risks and ensure appropriate information is shared with relevant agencies where required.

Multi-agency work

6.3.1 We will co-operate with CSWS in accordance with the requirements of the Children Act 1989 and allow access to child protection records for them to conduct section 17 or section 47 assessments.

6.3.2 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. Opportunities to teach safeguarding – Preventative Curriculum

Our role in the prevention of abuse

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

7.1.1 We will ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children may be needed.

7.1.2 As part of providing a broad and balanced curriculum, 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 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, female genital mutilation (FGM), preventing radicalisation, child on child abuse, consent, anti-bullying, unhealthy and abusive family relationships. Additional consideration will be given to emerging online risks, including harmful content, online exploitation, artificial intelligence, misinformation and the impact of technology on relationships and wellbeing. Further support on both 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 The school promotes a culture of respect and inclusion and takes a zero-tolerance approach to sexism, misogyny, misandry, racism, prejudice-based behaviour, derogatory language, harassment, violence and abuse. Through the curriculum, pupils will be supported to recognise, challenge and report harmful attitudes and behaviours.

7.1.4 The school will have regard to the Department for Education guidance relating to mobile phones in schools and will set clear expectations for the safe and appropriate use of mobile devices

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

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, On-line 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 children are treated with respect and dignity, feel safe, and are listened to. Children will be supported to understand how to raise concerns and will be encouraged to seek support from trusted adults both within and outside school.

7.2.3 The school's online safety policy is reflective of the requirements set out in KCSIE (2026) 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. The school will ensure that online safety education reflects current and emerging technologies and risks, including the use of artificial intelligence and changes in how children communicate and access information online.

8. Our role in supporting children

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

8.1 In cases where children have experienced abuse/abused others, the DSL will ensure that appropriate support is offered. An individual support plan will be devised, implemented and reviewed regularly should the pupil or others affected require additional pastoral support/intervention. The plan will detail areas of support, who will be involved and the child's wishes and feelings. A copy of the individual support plan will be kept in the pupil's child protection record. Support plans will be reviewed regularly and, where appropriate, developed in partnership with parents/carers and relevant external agencies to ensure the child's needs and risks are appropriately managed.

8.2 For children who have or may have sexually harmed peers, where appropriate an AIM Risk Assessment Management Plan (RAMP) will be completed that includes safety and support planning. The school recognises that children who display harmful sexual behaviours may themselves have experienced vulnerability, harm or abuse and will ensure responses are focused on safeguarding, risk management and education rather than solely punitive measures.

8.3 For children who have been found to be in possession of a knife or bladed implement whilst in the school setting, 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.

9. Children with special educational needs, disabilities, or health issues

9.1 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, special educational needs, mental health issues or those living with domestic violence or drug/alcohol abusing parents, parents' mental health issues, learning disabilities, children who are in care or previously looked after, children having adverse childhood experiences etc. Additional barriers can exist when recognising abuse, neglect and exploitation in this group, including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in managing or reporting these challenges risks that they do not understand that what is happening to them is abuse;
- the need for intimate care or that these children are isolated from others;
- that these children are more likely to be dependent on adults for care; and
- these children may have issues over 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.

9.2 When the school is considering excluding, either for a fixed term period or permanently, a vulnerable pupil/a child with additional needs and/or a pupil who has social care involvement is either subject to a S47 Child Protection plan/child in need plan or there are/have previously been child protection concerns, we will undertake an informed (multi-agency where other professionals are involved) risk-assessment prior to making the decision to exclude. Schools would be advised to speak to the named social worker for the child where the exclusion will be to the home to ensure that any risk is assessed and speak to Area Inclusion Partnership for support if required. Schools should note advice in the Suspension and permanent exclusion guidance July 2026 (DfE). 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 governing board.

9.3 All staff have a role in preventing impairment of children's mental health/emotional wellbeing, including promoting positive mental health and identifying where students are struggling with their Mental Health. Staff will understand that changes in behaviour, attendance, presentation or emotional wellbeing may be indicators of safeguarding concerns including abuse, neglect or exploitation. We regularly communicate messages to students regarding wellbeing and the promotion of positive mental health strategies through the curriculum, PSHCE and form/class time. Support on programmes, resources and guidance is available from the Health and Wellbeing Service (schoolwellbeing@leeds.gov.uk).

9.4 Concerns regarding a student's mental health/emotional wellbeing should be reported to a member of the school the safeguarding team in keeping with the school's safeguarding reporting arrangements so that students can be offered appropriate support, this may include local or national online services where appropriate. In addition, the school can make referrals to a wide range of external services to secure additional appropriate support for students. The federation have links with a Mindmate team and they will be the first point of contact where there are concerns around a child's mental health.

9.5 Staff should recognise that self-harm, eating disorders, suicidal thoughts, disclosures about ending their own life, or concerns that a child may be planning to take their own life require immediate consideration. Where staff believe a child may be at imminent risk of serious harm, emergency services should be contacted without delay and appropriate medical assistance sought.

9.6 The school has a designated Mental Health Lead who works alongside safeguarding staff to promote positive emotional wellbeing, support early identification of concerns and coordinate appropriate support and referrals where required.

10. Children at risk of specific forms of abuse

10.1 This school follows the Leeds LSCP (www.leedsLSCP.org.uk) 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 of A KCSIE.

10.2 The school will ensure that arrangements for toilets, washing, changing and personal care safeguard the privacy, dignity, safety and welfare of all pupils. Single-sex facilities will be provided with access based on sex as determined at birth.
The school recognises that some pupils may require alternative arrangements due to individual circumstances, vulnerability, SEND, medical needs or other safeguarding considerations. In such cases, reasonable alternative arrangements will be considered on an individual basis, taking account of the needs, safety, privacy and wellbeing of all pupils involved.
When considering alternative arrangements, the school will undertake an individual assessment, involving relevant professionals where appropriate, and will seek to balance the rights, dignity, welfare and safeguarding needs of all children

10.3 Requests to change a child's name, pronouns, or uniform are not automatic and will be considered on an individual basis, taking account of the child's wishes, age, understanding, wellbeing, and safeguarding needs. Appropriate support will be offered to the child and family. Those with parental responsibility will normally be involved in discussions and decision-making unless doing so would place the child at risk of significant harm. Birth sex will be recorded accurately on official records in line with legal and statutory requirements.

11. Remote Learning and Remote Welfare

11.1. If children are being asked to learn online at home, schools and colleges should follow advice from the DfE on Safeguarding and remote education (DfE, 2021b). In addition to following the Guidance for Safer Working Practice (Safer Recruitment Consortium, 2022) . The school will ensure that online learning arrangements continue to reflect safeguarding expectations, including appropriate staff conduct, online safety, supervision and reporting arrangements.

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, home 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 extended periods of closure 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 has concerns that a child may be affected by 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. 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 8). 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 children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.
The school must recognise that children may be vulnerable to radicalisation through a range of influences, including online environments, peer groups, personal circumstances and wider community factors. 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. 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. Our school will ensure that all front-line staff will undertake Prevent awareness 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. This can present as serious physical assault and harm, or the threat of harm with a weapon including bullying, cyber bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, sharing of nudes and semi-nudes, upskirting (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 causing the victim humiliation, distress or alarm) and abuse within intimate partner relationships. It is very clear that this type of abuse should always be treated seriously, and never just as banter, part of growing up or boys being boys. Our school has a zero tolerance approach to such attitudes and behaviours. The school recognises that child on child abuse may occur between children of any age or gender and may involve a range of behaviours, including those that occur online.

We will take steps to minimise the risk of child-on-child abuse by ensuring students can learn about this through the PSHE/RSHE curriculum. The PSHE curriculum will support pupils to recognise behaviour that is not appropriate and understand how to stay safe and challenge and report unwanted behaviours.

Children will be taught about respectful relationships, consent, boundaries, online behaviour and how to seek support if they experience or witness harmful behaviour.
Support for this is available through the Health and Wellbeing Service (schoolwellbeing@leeds.gov.uk). We will also regularly review the school site and school activities to further minimise the risk of child on child abuse occurring.

We recognise that abuse can often go unreported or be reported latterly. Children may not always recognise that what they are experiencing is abuse or feel able to disclose concerns immediately. We will encourage and support students to report childon child abuse to trusted adults in school or the NSPCC helpline.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. Responses will consider the safeguarding needs of all children involved, including those who may have caused harm, those affected by the behaviour and any wider risks or vulnerabilities.

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. Our school will ensure that at least one member of the school's safeguarding team has completed the 1 day AIM Project training on understanding and managing harmful sexual behaviour in education settings AIM Project Understanding & Managing HSB in Education settings The DSL is responsible for providing support to all children involved in incidents of child on child sexual abuse, including those who have experienced harm and those who may have caused harm**.** Where incidents of child-on-child abuse involve children attending another school setting we will liaise with the relevant DSL 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 taking seriously. The school recognises that sexual harassment and sexual violence exist on a continuum and may be part of a wider pattern of behaviour. All reports will be considered within the context of the child's circumstances and wider safeguarding information. 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 an AIM (Assessment, Intervention, Moving On) checklist and contact the Duty and Advice team if appropriate and follow the principles set out in Part 5 of KCSIE

15.3 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. The school recognises that children who display harmful sexual behaviours may also have experienced vulnerability, abuse or exploitation and will ensure appropriate support and intervention is considered. Children who have/may have sexually harmed others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment management plan (RAMP). Where appropriate there must be a coordinated multi-agency approach to risk assessment which will include involvement of parent/carers, social care, health, police and youth justice (where appropriate). 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 children who may have/has been sexually harmed will be taken seriously and that they will be supported and kept safe. Where appropriate support plans will be put in place for children subjected to sexual harm.

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 child or person who has made the allegation is in need of support or may have been abused by someone else. In cases where the report is found to be deliberately invented or malicious the school will consider whether it is appropriate to take any disciplinary action in keeping with the school's behaviour management policy.

16. Child exploitation

16.1 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. Staff should recognise that exploitation may occur through face-to-face or online contact and may involve individuals or groups outside the child's family.

16.2 Staff should be aware that exploitation may include financial exploitation, where children may be coerced or manipulated into holding, moving or transferring money using bank accounts or facilitating financial crime on behalf of others.

16.3 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.

16.4 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.

16.5 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

16.6 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. Where appropriate, the child's wishes and feelings will be considered when planning support and interventions.

17. Sharing Nudes and Semi Nudes

Staff responsibilities when responding to an incident

17.1 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 they must report it to the DSL immediately. Staff should recognise that such incidents may involve safeguarding concerns including coercion, exploitation, bullying, sexual harassment or abuse. 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)

They must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

DSL Responsibilities

17.2 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:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care.
- 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).
- What further information is required, to decide on the best response.
- Whether the image(s) has been shared widely, and via what services and/or platforms, (this may be unknown).
- Whether immediate action should be taken to delete or remove images, or videos, from devices or online services.
- Any relevant facts about the pupils involved which would influence risk assessment.This should include consideration of age, SEND, vulnerability, power imbalance, coercion, exploitation, mental health and whether the incident forms part of a wider pattern of behaviour.
- If there is a need to contact another school, college, setting or individual.
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult.
- 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, age)

- 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.
- The imagery involves sexual acts and any pupil in the images or videos is under 13.
- 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)

17.3 If none of the above apply then the DSL, in consultation with the headteacher 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, persistently absent, absent from education, abscond or go missing during the school day are vulnerable and may be at increased risk of abuse, neglect, child sexual exploitation (CSE), child criminal exploitation (CCE), serious violence, radicalisation, mental health concerns and involvement in county lines activity. Staff should be alert to the fact that repeated absence or patterns of absence may be an indicator of safeguarding need and should consider whether children face additional risks or barriers to seeking help, including due to age, developmental stage, SEND, health needs, communication needs or other vulnerabilities. (see Appendix 9).

18.2a School recognises that children who are absent from education may not be visible to professionals and that repeated, persistent or unexplained absence may be an indicator of safeguarding need and may increase a child's vulnerability to harm. Any concerns regarding attendance that may indicate a safeguarding risk will be considered through a safeguarding lens and, where appropriate, discussed with the Designated Safeguarding Lead and relevant partner agencies.

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.

18.4 Staff should be aware that some children may be at greater risk of harm and may face additional barriers to attendance, engagement and disclosure. This may include, but is not limited to, children with SEND, children with a social worker, young carers, children experiencing mental health difficulties, children living in challenging family circumstances and those experiencing multiple vulnerabilities. Such factors should be considered when assessing the significance of absence and determining the appropriate response.

A Safer School Culture

19.1 The school will ensure that all staff understand that safeguarding is everyone's responsibility and that all staff have a responsibility to maintain an attitude of "it could happen here" when considering safeguarding concerns. Staff should feel able to raise concerns about poor or unsafe practice and know that such concerns will be taken seriously and addressed appropriately. The school promotes an open and transparent safeguarding culture in which all concerns about adults working in or on behalf of the school, including low-level concerns, can be raised, recorded, shared and addressed appropriately. All staff should understand the difference between a concern that meets the harm threshold and a low-level concern and know how to report both.

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

- Whistle Blowing/Confidential reporting policies (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult's behaviour)
- School's procedures for managing children who are missing from education.
- Guidance on Safer Working Practices and/or staff code of conduct
- Safeguarding and Child Protection policy (including online safety).
- School behaviour policy.
- Low-Level Concerns Policy/Procedure.
- Managing Allegations Against Staff Policy/Procedure.
- Online Safety and Acceptable Use Policies.

- Attendance and Children Missing Education Procedures.
- 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 in accordance with Part 3 of KCSIE. The record will contain details of all required pre-employment and safeguarding checks undertaken for staff, governors/trustees, supply staff, teacher trainees, volunteers and contractors where applicable. The record will evidence the date on which checks were completed and will be regularly monitored to ensure compliance with statutory requirements.

20.3 All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.

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 Written risk assessments will be undertaken whenever safeguarding circumstances require this, including where information is disclosed on a DBS certificate, where checks are delayed, where individuals commence work pending receipt of required checks where legally permissible, or where alternative safeguarding arrangements are required. Risk assessments will be proportionate, recorded and reviewed as appropriate. Advice and support for carrying out risk assessments can be accessed through the school's HR Advisor/Provider/Contact or the Education Safeguarding Team

20.7
Volunteers who teach, train, instruct, care for, or supervise children on more than 3 days in any 30-day period, or take part in any overnight stay between 2am and 6am, are now in regulated activity. School ensures that these volunteers have an enhanced DBS check that includes children's barred list information.

20.8
The school will undertake a written risk assessment for volunteers where required to determine the appropriate level of supervision and vetting checks, taking account of whether the volunteer is engaged in regulated activity.

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

20.10 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 procedures.

21.1 These procedures must be followed in any case in which it is alleged that a member of staff (including supply staff- and trainee teachers), governor, visiting professional or volunteer has met the harm test, this includes where an adult has:

- behaved in a way that has harmed a child or may have harmed a child.
- possibly committed a criminal offence against or related to a child.
- behaved towards a child or children in a way that indicates s/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. *(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 head teacher/principal (or chair of governors where appropriate) where their relationships and associations both within and outside of the workplace (including online) may have implications for safeguarding children in school.

21.3 Examples of behaviours that would warrant an allegation or safeguarding concern by a member of staff could include:

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

21.3.1 A safeguarding complaint that meets the above criteria must be reported to the Head of Federation ("case manager") immediately. If the complaint involves the Head of Federation, then the next most senior member of staff must be informed and the chair of governors. In our school the named case manager is **David Roundtree**. They will follow the processes outlined in this section.

21.3.2 Where a Headteacher determines that a safeguarding allegation does not meet the harm threshold in line with the criteria above they will refer the matter to be managed in line with paragraphs 21.8 - 21.9 (inc.) by a designated manager with appropriate safeguarding training. It is important for Head teachers to carefully consider who in school is best placed to manage concerns that do not meet the harm threshold and ensure appropriate action is taken given the sensitive and confidential nature of the information relating to staff over time. In many cases Head teachers may decide to retain this role if they have appropriate safeguarding training.

21.4 All staff must fully understand that any adult behaviours that deviate from the Guidance for Safer Working Practice and/or school code of conduct, 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. These include those that, no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt', that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and which does not meet the harm threshold.

Examples of such behaviour include:

- Being over familiar with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
- Humiliating pupils

21.5 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.

21.6 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.

21.7 The case manager should gather as much information about the alleged incident as necessary to establish whether there is substance to the allegation. In situations where the case manager determines that the harm test has not been met the case manager must ensure that there is a clear record of the incident, include any actions (including whether any HR advice had been sought and actioned) taken to address the concern raised. This record must be kept confidential, stored securely, and comply with the Data Protection Act 2018 and the UK GDPR (2018). Records of low level concerns will be reviewed so that any patterns of recurring low level concerns can be identified and responded to appropriately, this may include a referral to the LADO where repeated behaviours indicate an individual may not be suitable to work with children.

21.8 All low level concerns will be reported to Heads of School or the Head of Federation , recorded and kept as long as the member of staff is employed by Sphere Federation.

21.9 In situations where the case manager has sufficient information to suggest that the harm test/allegations threshold has been met, the case manager must use the local authority designated officer (LADO) notification form (see Appendix 11) in order to assess the level of concern, **prior to contacting the LADO**. As part of this initial consideration, the case manager should consult with 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.

21.10 The case manager **must** not carry out an investigation or **directly interview** any child/ witness/ or the individual whom the concern relates to, 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.

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

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

21.13 In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children/young people may be at further risk and/or evidence/witnesses may be compromised and/or the allegations 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. Suspension should be considered only where there is no reasonable alternative and after careful consideration of the facts and circumstances of the case.

21.14 Any staff/volunteers who are dismissed by the school for gross misconduct or cumulative misconduct relating to safeguarding of children/young people will be referred to the DBS 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.

21.15 Where appropriate, consideration will also be given to referral to relevant professional bodies, including the Teaching Regulation Agency.

- **LADO Contacts: Claire Ford and Jo Peake Tel: 0113 3789687**
- **Advice can also be sought from Louise Cornwell and Angela Marshall – Team Managers Education Safeguarding Team**

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

21.17 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.

22. Training and Support

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, as well as their responsibilities to read and understand KCSIE Part 1 and Annex A, this must be done as part of their induction and reviewed annually.

22.1 We recognise the stressful and traumatic nature of child protection work. Support Is available for any member of staff from Clare Weekes, Karen Hague or Natalie Beatson. 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**).

22.2 The Designated Safeguarding Lead (DSL) and any Deputies will undertake appropriate safeguarding and child protection training to provide them with the knowledge and skills required to carry out the role. Training will be updated at least every two years and supplemented by regular safeguarding updates to keep knowledge and skills current. The DSL will also undertake Prevent awareness training and maintain an up-to-date understanding of the local risks of radicalisation and extremism in order to support staff in safeguarding children from these risks

22.3. Designated Safeguarding staff must have attended the 3-day Education child protection training course. **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 every two years to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation). The school recognises the importance of providing designated safeguarding staff with sufficient time, funding, training, resources and support to undertake their safeguarding responsibilities effectively.

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 will access basic child protection training including online safety as part of the school's induction arrangements and refresher training at least every three years. Training can be accessed via the Education Safeguarding Team – estconsultation@leeds.gov.uk All staff should have regular safeguarding, child protection training and online safety updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Training will include briefings on how to manage a report of child-on-child sexual violence or harassment to enable staff to identify children at risk

22.5 All staff should access PREVENT training every three years. Training can be accessed via the Prevent Team – prevent@leeds.gov.uk

22.6 The Head of Federation will attend the local authority child protection training for head teachers at least every three years.

22.7 Governors and trustees, including the safeguarding governor, will receive appropriate safeguarding and child protection training at induction. This training should equip them with the knowledge to provide strategic challenge and assurance regarding safeguarding arrangements and should be regularly updated.

22.8 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.

22.9 The school will ensure that appropriate safer recruitment training is undertaken by relevant staff and governors involved in recruitment processes. At least one person on any appointment panel will have completed safer recruitment training in line with KCSIE requirements. Training will be refreshed every three years.

22.10 Any training accessed by staff, including EYFS designated safeguarding leads, working in the early years foundation stage must be in line with the criteria set out in Annex C of the Early Years Foundation Stage Statutory Framework for group and school-based providers 2025

22.11
All Early Years staff receive training with all other staff and are supported by Clare Weekes, Karen Hague or Natalie Beatson or other members of the Safeguarding Teams.

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 UK GDPR principles is the responsibility of the DSL and any safeguarding deputies. Child protection information 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. 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)
- A clear and comprehensive summary of the concern.
- Details of how the concern was followed up and resolved.
- A note of any action taken, decisions reached and the outcome.
- All completed child protection cause for concern records.
- Any child protection information received from the child's previous educational establishment.
- Records of discussions, telephone calls and meetings with colleagues and other agencies or services.
- Professional consultations.
- Letters and emails sent and received relating to child protection matters.
- Referral forms sent to CSWS, other external agencies or education-based services.
- Record of instances where referrals were or were not made to another agency such as CSWS or Prevent
- 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

23.2 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 5 school days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes.

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 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. Particular consideration should be given to children who may be at greater risk of harm, including those with SEND, children with a social worker, children subject to safeguarding plans and those with complex vulnerabilities, to ensure continuity of safeguarding support during transition.

23.4 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. The exception to this rule will be in any of the following instances:

23.5 For young people moving to a Further Education establishment, consideration will be given to the young person's wishes and feelings regarding the sharing of information. However, where safeguarding information is necessary to safeguard or promote the welfare of the young person, relevant information will be shared with the receiving establishment. The FE Safeguarding Information Sharing Form should be used in accordance with local procedures where appropriate.
The original child protection file should normally transfer to the receiving educational establishment. A copy of the safeguarding chronology and transfer record may be retained by the school for audit purposes in accordance with the school's retention schedule.
The original child protection file will be retained by the school/college where:

- the destination school, college or educational establishment is not known;
- the child does not take up the expected placement;
- there are ongoing legal proceedings, investigations or other exceptional circumstances that require retention of the original file;
- the child is no longer registered at a school or educational establishment, including where a child becomes electively home educated, pending advice regarding the appropriate transfer or retention of records.

In all cases where records are retained, they will continue to be stored securely and managed in accordance with data protection legislation and the school's records retention arrangements.

23.6 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 must be retained for audit purposes.

23.7 If a pupil moves from our school, any paper 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 electronic delivery and read receipt must be obtained for audit purposes by the delivering school.

23.8 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.

23.9 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.

23.10 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.

23.11 If a parent chooses to electively home educate, (EHE) their child, please contact the EHE team on ehe@leeds.gov.uk or 0113 3785028 for information on where the child protection record must be sent.

23.12 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.

23.13 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.

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

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

24. Children's and parents' access to child protection files

24.1 Under Data Protection legislation (General Data Protection Regulation & Data Protection Act 2018) a pupil or their nominated representative have several 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, all information will be accurately recorded, objective in nature and expressed in a professional manner.

24.2 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.

24.3 If an application is made to see the record, advice must be sought from your data protection lead. 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 3784251.

24.4 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.

25. Archiving

25 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.

26. Safe Destruction of the pupil record

26. 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.

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 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 23 of this policy – Child Protection Records

27.2 Where a young person moves from a school to a post-16 or Further Education provision, the DSL will ensure that relevant safeguarding information is shared securely and in a timely manner with the receiving establishment in order to support the young person's safety and wellbeing. Consideration will be given to the young person's wishes and feelings regarding the sharing of information; however, where safeguarding information is necessary to protect the young person or enable appropriate support to be provided, relevant information will be shared in accordance with safeguarding and data protection legislation.
The FE Safeguarding Information Sharing Form (Appendix 10) should be used in accordance with local procedures to support the transfer process. The DSL should ensure that the receiving provider has sufficient information to understand any current safeguarding concerns, risks, protective factors and support arrangements.
Where safeguarding records are transferred to a receiving educational establishment, this will take place in accordance with Section 23 of this policy. Where there is no receiving educational establishment, safeguarding records will be retained and archived in accordance with Section 25 of this policy.

Where the school and post 16 provider both use CPOMS, on receipt of the FE Safeguarding Sharing information Form, the post 16 provider, where further information would be helpful to facilitate support and transition, will request a transfer of the CPOMS record via CPOMS

Appendix 1
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 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, oral sex or penetration by object) 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 verbal abuse such as persistent criticism, belittling or name calling. 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 2026 Annex A, 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
- Honour or faith-based abuse (including Female Genital Mutilation and Forced Marriage)
- Preventing radicalisation (including the Prevent duty and Channel)
- 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 special educational needs and disabilities, practitioners need to be aware that they may not understand what is happening to them is abuse, they may receive intimate care or they may be isolated from others. 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/practitioners/local-protocols/bruising
- 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 eg 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 them 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.
- Children very rarely lie about abuse.
- They 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 in Fig 1: Summary of in-school procedures to follow where there are concerns about a child (p12)