



Safeguarding and Child Protection Policy and Procedures

This policy applies to children who have suffered or are likely to suffer significant harm or are at risk of harm as well as those who may be in need of additional support and early help from one or more agencies. For the purposes of this guidance children includes everyone under the age of 18.

This policy is available on the school website and a hard copy on request.

The policy is subject to review for compliance, efficacy and implementation at Governor level annually. The Designated Safeguarding Lead will carry out these reviews. In addition, she will carry out other updates, which may be necessary due to regulatory changes, or if guidance is received which requires reflection within the policy. School staff build up considerable expertise in the area of safeguarding and dealing with concerns on a daily basis. They will be consulted when the Safeguarding and Child Protection Policy and Procedures is being reviewed to allow them to contribute to and shape safeguarding arrangements and child protection policy.

If any member of staff have any concerns about poor or unsafe practice and potential failure they should immediately inform the Headmistress or Chair of Governors.

All staff should be familiar with the school's safeguarding and child protection policy including issues of confidentiality. Confidentiality is important, which needs to be understood by all those working with children, particularly in the context of safeguarding. Gateways recognises that the only purpose of confidentiality in this respect is to benefit the child.

Whilst the [Data Protection Act](#) places duties on organisations and individuals to process personal information fairly and lawfully, **GDPR is not a barrier to sharing information** where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children. Legal and secure information sharing between schools, children's social services and other local agencies is essential for keeping children safe and ensuring they get the support they need. Information may be shared with relevant school staff if it is necessary; this will be on a need to know basis and is **strictly confidential**. That member of staff **must not share** the information with any other member of staff **without seeking permission** from the Designated Safeguarding Lead, Deputy DSL or Headmistress. **Information can be shared without consent if to gain consent would place a child at risk.**

Key staff

- The Designated Safeguarding Lead (DSL) is Mrs Lesley Wood (Head of Safeguarding) who will take lead responsibility for the whole school including EYFS and is a member of the senior leadership team.
- The Deputy Designated Safeguarding Lead is Mrs Helen Wallis (Head of Prep) who will deputise for the DSL when she is unavailable.
- The Headmistress is Dr Tracy Johnson.
- The Safeguarding Governor with child protection responsibility is Mrs Geraldine Brennan.
- The Chair of governors is Mr Robert Barr.

Contact details can be found in **Appendix A**.

All staff will be subject to safer recruitment processes as detailed in **Gateways' Recruitment Policy and Procedures**. The Headmistress has qualified on the NCSL Safer Recruitment training course.

Rationale

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. **Safeguarding and promoting the welfare of children is everyone's responsibility.**

Every child has a right to a secure and valued childhood, their needs are paramount and so a child-centred approach is taken to provide a safe environment in which children can learn. We endeavour to provide each pupil with a safe environment where no-one should feel vulnerable. Our knowledge of individual pupils is such that we aim to be sensitive to any changes of behaviour which may indicate a child is at risk. Gateways always aims to safeguard and promote the welfare of its pupils, acting in the best interests of the child.

Gateways recognises its legal and professional duty to work with other agencies in protecting children from harm and responding to abuse forms. We are part of a wider safeguarding system as described in Working Together to Safeguard Children.

Gateways operate safeguarding procedures in line with the Leeds Safeguarding Children Partnership and will fulfil local and national responsibilities as laid out in the following documents:

- [Keeping Children Safe in Education September 2019](#)
- [Working Together to Safeguard Children 2018](#)
- [Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018](#)
- [What to do if you are worried a child is being abused - Advice for practitioners 2015](#)
- [Children Act 1989](#) (Amended 2004 Section 52)
- [Education Act 2002](#)
- [Children missing education – Statutory guidance for local authorities 2016](#)
- [The Prevent duty: Departmental advice for schools and childcare providers 2015](#)
- [Prevent Duty Guidance: for England and Wales 2015](#)
- [Use of social media for on-line radicalisation July 2015](#)
- [Female Genital Mutilation Act 2003](#)
- [Data Protection Act 2018](#)
- [Education \(Pupil Information\) \(England\) Regulations 2005](#)
- [Teacher misconduct: the prohibition of teachers 2018](#)
- [Disqualification under the Childcare Act 2006](#)
- [Safeguarding Vulnerable Groups Act 2006](#)
- [Use of reasonable force Advice for head teachers, staff and governing bodies 2013](#)
- [Sexual violence and sexual harassment between children in schools and colleges 2018](#)
- [The designated teacher for looked after and previously looked-after children Statutory guidance on their roles and responsibilities February 2018](#)

The following Gateways documents should also be referred to:

- A9a - Behaviour Policy and Procedures
- A10a – Anti-bullying strategy
- A15a - Admissions Policy
- A18a - Recruitment Policy and Procedure
- N7b - Whistleblowing Policy and Procedures
- N7g - Children Missing Education Procedures
- N7h – eSafety policy
- Sex Related Incidents (Pastoral policies)
- Electronic Communication and Internet Acceptable Use Policy (Academic policies)
- Spiritual, Moral, Social and Cultural Policy (Pastoral policies)
- Staff Handbook and Guidance to Staff Procedures (contains the Staff Code of Conduct).

On-line safety and use of mobile phones and camera

The use of technology has become a significant component of many safeguarding issues, such as child sexual exploitation, radicalisation, sexting.

Three areas of risk can be identified:

- content: being exposed to illegal, inappropriate or harmful material;
- contact: being subjected to harmful online interaction with other users;
- conduct: personal online behaviour that increases the likelihood of, or causes, harm.

Gateways recognises its safeguarding responsibilities to on-line activities to ensure children are safeguarded. Appropriate filters and appropriate monitoring systems are in place.

Pupils and staff are encouraged to appropriately use mobile technology; **Gateways Electronic Communication and Internet Acceptable Use Policy** contains full details with a summary contained in all pupil planners.

There is a separate policy for EYFS staff on the use of mobile phones and cameras (see **Appendix H part 2**). The Head of EYFS will make parents aware of this policy.

Information and support can be found in [Keeping Children Safe in Education – Annex C](#).

Purposes of this policy:

1. To contribute to the prevention of abuse experiences and protection of our pupils;
2. To be aware of child abuse, which consists of anything which individuals, institutions, or processes, do or fail to do, which directly or indirectly harms children, or damages their prospects of a safe and healthy development into adulthood;
3. To ensure the school works in partnership with parents and other agencies as appropriate;
4. To include issues of personal safety in the curriculum;
5. To aim for pupils' safety being ensured in workplace settings and on visits;
6. To aim for all staff being alert to signs of abuse, including self-harm;
7. To ensure the Designated Safeguarding Lead (DSL) and the Deputy Designated Safeguarding Lead update their training in Safeguarding and Child protection every two years and in addition refreshes their knowledge at regular intervals, at least annually;
8. To involve all staff and volunteers, including the Headmistress and the Liaison Governor for Child Protection issues, in child protection training every three years and in addition ensure that they receive updates, at least annually;
9. To operate safe recruitment procedures (including DBS checks and compliance with Independent School Standards Regulations) which include seeking assurance that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site;
10. To ensure that assurance is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site (refer to Recruitment Policy and Procedure);
11. To report, as required by Section 35 of the [Safeguarding Vulnerable Groups Act](#), to the Disclosure and Barring Service (DBS), within one month of leaving the school any person (whether employed, contracted, a volunteer or a student) whose services are no longer used because he/she is considered unsuitable to work with children;
12. To forward child protection records onto the named designated child protection person at the next education establishment;
13. To report any pupil who leaves the school roll, and whose new school is not known, to the Attendance Strategy Team at The Local Authority Children's Service Education Department, in accordance with Gateways 'Children Missing Education' procedures;
14. To ensure any deficiencies or weaknesses in safeguarding child protection arrangements are remedied without delay;
15. To include arrangements to deal with allegations of abuse against members of staff/volunteers/the Headmistress (refer to 'Allegations Against Staff' section);
16. To know that confidentiality cannot be promised to a pupil giving evidence and they must always act in the best interests of the child and, wherever possible, according to their wishes;
17. To implement safeguarding procedures which address signs of possible abuse and the school's reporting arrangements;
18. To guide staff to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil in accordance with Gateways Guidance to Staff Procedures;
19. Where EYFS is concerned, to notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere);
20. To inform staff that safeguarding is **everyone's responsibility** and **anyone can make a referral**, if necessary.

Appendices

APPENDIX A Contact Details

APPENDIX B Part 1: Types of abuse
Part 2: Features which may indicate abuse
Part 3: Other information on identifying abuse including disabled children and those

with special educational needs

Part 4: Specific safeguarding issues
Honour based violence - Female Genital Mutilation & Forced marriage
Child sexual exploitation
Child criminal exploitation: county lines
Domestic abuse and violence
Preventing radicalisation

Part 5: Information on sexually related concerns
Sexting
Sexual violence and sexual harassment

APPENDIX C Dealing with a disclosure of abuse

APPENDIX D Part 1: Cause for concern form
Part 2: Cover sheet
Part 3: Confidential ongoing monitoring form

APPENDIX E Part 1: Action where there are concerns about a child
Part 2: Summary of in-school procedures to follow where there are concerns about a child
Part 3: Summary of in-school procedures to follow where there are concerns about radicalisation
Part 4: Summary of in-school procedures to follow where there are concerns about child sexual exploitation

APPENDIX F Part 1: Requesting child protection records
Part 2: Transferring child protection records
Part 3: Log of child protection records

APPENDIX G Awareness of a vulnerable situation form

APPENDIX H Part 1: Electronic images and communication guidance summary
Part 2: EYFS Policy for the use of mobile phones and cameras

APPENDIX I Female genital mutilation reporting form

APPENDIX J Part 1: Early notification process to school for domestic violence incidences
Part 2: Domestic violence recording form

APPENDIX K Part 1: Role of safeguarding governor
Part 2: Staff safeguarding compliance check
Part 3: Single central register audit

Gateways School Procedures for all Staff

Staff expectations

All staff, including the Headmistress, temporary staff and volunteers must:

- receive a copy of and read **Keeping Children Safe in Education – Part one: Safeguarding information for all staff so that they understand** their role and responsibilities with regard to safeguarding and child protection and staff who **work directly with pupils** receive a copy of and read **Keeping Children Safe in Education - Annex A**;
- be familiar with and understand the school's safeguarding and child protection policy and procedures, including issues of confidentiality;
- have an attitude of '**it could happen here**' where safeguarding is concerned;
- be aware of the different types of abuse and alert to signs of abuse;
- be aware of, and understand their obligation to fulfil, other safeguarding and welfare responsibilities including, but not limited to:
 - Children missing education
 - Child Sexual Exploitation (CSE)
 - Child criminal exploitation: County lines
 - Honour Based Violence (HBV) including Female Genital Mutilation (FGM) and forced marriage
 - Domestic abuse and violence
 - Children at risk of radicalisation
 - Peer on peer abuse
 - Sexual violence and sexual harassment between children in school
 - Children and the court system
 - Children with family members in prison
 - Homelessness;
- be aware that children can abuse children; this is referred to as peer on peer abuse;
- respond to the signs of abuse at the earliest opportunity;
- identify children who may benefit from early help;
- know how to raise concerns about a pupil;
- deal with disclosures as advised, but not investigate;
- record concerns on a 'Cause for Concern' form;
- discuss any safeguarding or child protection pupil concerns with the Designated Safeguarding Lead;
- be aware that children who suffer or are likely to suffer significant harm must be reported to children's social services **immediately**;
- be aware that **anyone can make a referral** to children's social services;
- be involved with appropriate on-going monitoring and recording to support implementation of individual programmes;
- understand the school's expectation with regard to the use of mobile phones and image recording devices as detailed both in **Appendix H** and separately in the school's **Electronic communications and internet acceptable use policy**;
- ensure that all visitors to the site are duly signed in at Reception and accompanied at all times on school premises;
- comply with the **Gateways Staff Handbook and Guidance to Staff Procedures** which outlines the Staff Code of Conduct.

Staff behaviour and actions

Guidance given to staff aims to ensure their behaviour and actions do not place pupils or themselves at harm or put themselves at risk of allegation of harm to a pupil.

A sensible approach to any of the following must be adopted:

- a pupil developing an infatuation;
- giving intimate or personal care; assisting young children with toileting or providing medical care (see **Gateways Intimate Care Policy & Procedures**);
- comforting a child; this may, particularly with younger children, give reassurance, but staff need to respond sensitively and be aware that innocent actions can be misconstrued;
- giving one-to-one tuition, a lesson outside the curriculum, personal or academic tutoring, private detention, a reprimand, transport to a pupil by car, toilet visit as part of a duty;
- coaching sports;
- pre-arranged meetings with pupils away from the school;
- use of cameras, mobile devices and other forms of electronic communication (see **Appendix H**);
- restraining physically - physical intervention may only be used to avert '**an immediate danger of personal injury to, or an immediate danger to the property of, a person** (including the pupil).

There are circumstances when it is appropriate for staff to **use reasonable force** to safeguard children. The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or the need to restrain to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances. It must be the minimum that is required, be calm and measured. Staff should recognise that children with SEN, disabilities or medical conditions have additional vulnerabilities and the additional risks should be carefully considered. The use of reasonable force to control pupils or restrain them is in line with DfE [Use of reasonable force Advice for headteachers, staff and governing bodies](#). Any use of force is reported to the Headmistress and the parents of the child as soon as possible. Corporal punishment is prohibited.

The sensible approach that staff should take involves having doors open, giving other staff easy access to your working environment, avoiding remote or secluded areas, informing others of your plans and using school sites or equipment only for electronic communication and photography. Reporting and recording of incidents and maintaining professional boundaries are vital. If any member of staff is aware they are putting themselves or have put themselves in a vulnerable situation they should complete an Awareness of a vulnerable situation form (**Appendix G**) and forward it to the Designated Safeguarding Lead.

Staff are reminded it is a criminal offence for a person to have an indecent photograph or pseudo-photograph of a child in their possession. It is also a criminal offence for a person aged 18 or over, to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if, in the case of those over 16, the relationship is consensual. This is extended to any pupil on the school roll, who is over the age of 18. Although it may not be a criminal offence, it is a disciplinary matter, even if the relationship is consensual.

These are serious criminal offences. Knowledge of such an offence would be reported to the police and Independent Safeguarding Authority. The member of staff will be suspended for the duration of the investigation.

Types of abuse and indicators

There are four categories of abuse (neglect, physical, sexual and emotional) definitions and details of the signs and indicators can be found in **Appendix B Part 1 and 2**.

These signs may include:

- significant changes in a child's behaviour;
- deterioration in a child's general well-being;
- unexplained bruising, marks or signs or possible abuse or neglect;
- comments made by a child which give cause for concern;
- any reasons to suspect neglect or abuse outside the school setting, for example in the child's home;
- inappropriate behaviour displayed by other members of staff, or any other person working with the child, for example:
 - inappropriate sexual comments;
 - excessive one-to-one attention beyond the requirements of their usual role and responsibilities;
 - inappropriate sharing of images.

Specific types of safeguarding issues

Staff should be aware of some specific forms of abuse:

- Honour Based Violence, Female Genital Mutilation and forced marriage (see **Appendix B Part 4**);
- Child sexual exploitation (see **Appendix B Part 4**);
- Child criminal exploitation: county lines (see **Appendix B Part 4**);
- Serious violence (see **Appendix B Part 4**);
- Domestic abuse and violence (see **Appendix B Part 4**);
- Radicalisation (see **Appendix B Part 4**);
- Peer on peer abuse including bullying, cyberbullying, sexting, upskirting and sexual violence and sexual harassment (see section **Allegations Against Other Pupils** and **Appendix B Part 5**).

Other risk factors include:

- child missing from home or care and missing education;
- fabricated or induced illness;
- faith abuse;
- gangs and youth violence;
- hate crimes;
- adult mental health within the family;
- private fostering;
- relationship abuse;
- trafficking;
- disabled or has special educational needs;
- young carer;
- misusing drugs;
- children attending court system;
- children with family members in prison;
- homelessness.

Staff action in response to pupil concerns

Early help

All school staff should be vigilant and identify children who need additional help may benefit from early help.

Any child may benefit from early help, but staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child;
- is attending court system;
- has a family member in prison.

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. This can be stressful time for children and additional support will provided in these circumstances.

Children with a parent sent to prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. This can be stressful time for children and additional support will provided in these circumstances.

Staff should not assume other staff will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and support.

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the Designated Safeguarding Lead. Initially this would be through the pastoral system but support from other agencies and professionals may be involved in an early help assessment. If a formal early help assessment is appropriate, the Designated Safeguarding Lead will lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support an early help assessment, in some cases acting as the lead professional. Children identified as needing early help and or other support will be kept under constant monitoring and review with the consideration given to a referral to children's social services if the child's situation does not appear to be improving.

Abuse and significant harm

If a member of staff suspects a child is being abused, has suffered or is likely to suffer significant harm, including one child against another, they must share the information **immediately** with the Designated Safeguarding Lead, with the completion of a cause for concern form (see **Appendix D Part 1**). Staff **must not investigate a disclosure** as this could prejudice possible future legal action. Parents with a cause for concern should inform the Designated Safeguarding Lead without delay. The Designated Safeguarding

Lead will refer this information to the children's social care and/or police immediately. In the absence of the Designated Safeguarding Lead, information should be brought to the attention of the Deputy DSL.

Further advice can be found in the government guideline '[What to do if you are worried a child is being abused – Advice for practitioners](#)' and the [NSPCC](#) website.

Children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. Missing education is a potential indicator of abuse or neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. See **Gateways Children Missing Education Procedure** for further details.

Pupil disclosures

Knowledge of abuse can arise from a pupil talking to a member of staff. The staff member will be aware that disclosing abuse is often an act of considerable bravery on the part of the child and often an indication that the pupil has particular trust in the staff member to whom the disclosure is made.

Any staff member who receives information from a child suggestive of abuse should listen attentively, without any negative response and particularly without any expression suggesting incredulity or any doubt in the truth of the pupil's account. Care should be taken not to ask any leading questions which could be seen as 'putting words in the pupil's mouth.' Further guidance on dealing with a disclosure is given in **Appendix C**.

Pupils may ask for a promise that what they say will be kept secret. This cannot be promised but the pupil should be reassured that only those people who have to know will be told, however the interests of the child should be central. The pupil will be told who this is, with relevant reasons.

As soon as possible after the disclosure a full note, on a cause for concern form (**Appendix D Part 1**), should be made of everything said, including the child's demeanour and the circumstances leading to the disclosure. The time, date, place of, and those present at, the discussion are also noted together with the member of staff's signature. The notes may later be used in subsequent court proceedings. The cause for concern form should be immediately passed to the Designated Safeguarding Lead.

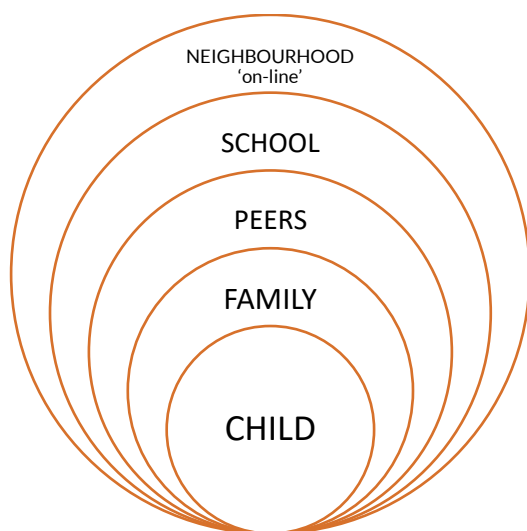
The Designated Safeguarding Lead should ensure the child's wishes or feelings are taken into account as well as what is in the child's best interests when determining what action to take and what services to provide to protect individual children. The child should be allowed to express their views and give feedback.

All staff should maintain an appropriate level of confidentiality whilst liaising with other members of staff.

The School Nurse may be consulted; she has a supportive network of contacts for relevant comment or guidance.

Contextual safeguarding

Safeguarding incidents and/or behaviours can be **associated with other factors**. The context within which such incidents and/or behaviours occur will be considered and an assessment of children will consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. This information should be passed to Children's social services as part of any referral process as it will allow any assessment to consider all the available evidence and the full context of any abuse. This diagram illustrates the different environments (including on-line).



Making a referral

The Designated Safeguarding Lead is responsible for referring all cases of suspected abuse to children's social service duty and advice team. However, **anyone can make a referral**, wherever possible this should be done through the appropriately trained Designated Safeguarding Lead, and in any case the Designated Safeguarding Lead should be informed as soon as possible. **Parental permission is not required**, but if the child is not likely to be put at risk, then it is advisable to contact parents before making a referral. The procedures to follow are summarised in **Appendix E** and contact details are given in **Appendix A**. If after a referral, the child's status does not improve that member of staff or another member should instigate a re-referral.

All relevant contact details are listed in **Appendix A** and flow charts setting out the process for staff when they have concerns about a child as shown in **Appendix E**. The Reporting child abuse online tool <https://www.gov.uk/report-child-abuse-to-local-council> directs you to your local children's social care contact number.

If after a referral the child's situation does not appear to be improving the Designated Safeguarding Lead (or the person that made the referral) should contact the children's social care services and press for re-consideration to ensure their concerns have been addressed and that the child's situation improves.

Staff training

All staff will complete the following training in safeguarding and child protection matters.

- Prior to joining all new staff, volunteers and temporary workers have an induction session during which they will receive a copy of the latest edition of **Keeping Children Safe in Education Part 1 and Annex A**, these **must be read and understood**.
- Will be told of the arrangements for:
 - safeguarding and child protection;
 - the role and identity of the DSL, Deputy DSL and other key staff;
 - expected staff code of conduct;
 - pupil behaviour;
 - electronic communication and internet acceptable use;
 - whistleblowing;
 - children missing education.

- Will be given copies of the following documents, which **must be read**:
 - Keeping Children Safe in Education Part 1 and Annex A;
 - Safeguarding and Child Protection Policy and Procedures;
 - Staff code of conduct and practice – within Staff Handbook;
 - Electronic Communications and Internet Acceptable Use Policy;
 - Children Missing Education Procedures;
 - Whistleblowing Policy and Procedure;
 - Behaviour, Discipline and Exclusions Policy;
 - Anti-bullying policy and procedures;
 - Sex Related Incidences Policy and Procedures.
- Will complete Prevent awareness training on radicalisation.
- Will receive safeguarding and child protection updates, including e-safety information (e.g. via email, e-bulletins and/or staff meetings), as required, but at least annually, so that they have up to date knowledge.
- Will receive refresher safeguarding and child protection training at least once every three years to provide them with relevant skills and knowledge to safeguard children effectively.

Gateways School Allegations Against Other Pupils Procedures

This is known as peer on peer abuse.

Children are capable of abusing their peers, peer on peer abuse is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- serious violence;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery);
- upskirting;
- initiation/hazing type violence and rituals.

Abuse should never be tolerated or passed off as ‘banter’ or ‘part of growing up’. Staff are aware that it is recognised there is often a gendered nature of peer on peer abuse; it is more likely that girls will be victims and boys perpetrators.

Further information can be found in **Appendix B Part 5**. Further advice can be found in the legislation [Sexual violence and sexual harassment between children in schools and colleges](#) and on the NSPCC website [Harmful sexual behaviour - Signs, indicators and effects](#).

Procedures for dealing with cases of bullying are outlined in the Gateways **Anti-bullying strategy** document.

Procedures for dealing with sexually related incidences are outlined in the Gateways **Sex related incidents procedures**.

In the event of an allegation of abuse of one child by another, or by a group of children, the matter is taken seriously. Depending on the nature of the incident it will be dealt with initially through the school’s **Anti-bullying strategy**, **Sex related incidents procedures**, **Behaviour policy** and/or the **Safeguarding and child protection policy and procedures**.

Guidance given to pupils

Gateways seeks to create a caring, learning environment free from disruption, violence, bullying, including homophobic abuse, or any form of prejudice or harassment. We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being. The school ethos should ensure that children are treated with respect and dignity, feel safe and are listened to.

No-one should feel threatened or intimidated or uncomfortable. Staff are vigilant for signs of harassment, bullying, violence or abuse and will immediately address any behaviour of this nature through the **Anti-bullying strategy** and **Behaviour policy**.

Gateways has a role to play in the prevention of abuse through the guidance and support we provide. Pupils are encouraged to have respect for others and to believe that any kind of bullying, including being the onlooker or bystander, is totally unacceptable, as is prejudice based language.

Pupils will be taught how to keep themselves safe within PSHE lessons, assemblies and talks as appropriate. For example, self-esteem, assertiveness, power, sex and relationship education (including consent and sexting), e-safety, CSE, extremist views and anti-bullying.

E-safety education takes place, additionally within ICT lessons and the annual safer internet day assembly. Information on appropriate use of electronic devices is contained within the **Electronic communications and internet acceptable use policy** and a pupil summary is contained with the Pupil planners. Other relevant issues will be addressed through specific areas of the curriculum, for example, Form time, English, history, drama and art.

Gateways' staff and pupils are aware of the **Anti-bullying strategy** and **Behaviour policy** and the **Spiritual, Moral, Social and Cultural policy**.

Sixth form prefects receive information on safeguarding and child protection during their induction training.

Support given to pupils

Pupils have a number of avenues available to them for receiving **help and support**; these include **class teachers, form tutors, subject staff and the school's confidential listener**.

Gateways will ensure that the needs of the accused are considered separately from the needs of their victims, both will be offered appropriate support and both will be considered to be 'at risk'. An individual support plan will be devised, implemented and reviewed regularly for these children. The plan will detail areas of support, who will be involved, and the child's wishes and feelings. A written outline of the individual support plan will be kept in the pupil's child protection file. The school will work in partnership with parents/carers and other agencies as appropriate. Children that abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment.

If there is reasonable cause to suspect that the child is suffering, or likely to suffer, or liable to suffer significant harm, the matter will be **immediately** referred to children's social work services as a child protection concern, and with the expectation that all children involved, whether the perpetrator or victim, are treated as being at risk.

Where children and young people have exhibited sexually inappropriate/harmful behaviour and/or abused others, there will be a co-ordinated multi-agency approach, in the way of an AIM risk assessment, to respond to their needs, which will include, parent/carers, youth justice (where appropriate), children's social work service and health professionals.

Gateways School Allegations Against Staff Procedures

Employers have a duty of care to their employees and it is essential that any allegation of abuse made against a member of staff is dealt with fairly, quickly and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. Common sense and judgement will be applied.

These procedures apply to all teaching and non-teaching staff, including full time and part time, volunteers, Headmistress and governors; they follow the statutory guidance from DfE: **Keeping Children Safe in Education, Part four: Allegations of abuse made against teachers and other staff** and Leeds Safeguarding Children Partnership local procedures, web-link '[Managing allegations](#)'.

They cover all cases in which it is alleged that a member of staff has:

- behaved in a way that has harmed (see definition below) 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 he or she may pose a risk of harm to children.

What is harm?

This is not defined in legislation. DBS view harm as its common understanding or the definition you may find in a dictionary. Harm is considered in its widest context and may include:

- sexual harm
- physical harm
- financial harm
- neglect
- emotional harm
- psychological harm
- verbal harm

This is not a fully comprehensive list; harm can take many different forms.

What is the harm test?

A person satisfies the harm test if they may harm a child or vulnerable adult or put them at risk of harm. It is something a person may do to cause harm or pose a risk of harm to a child or vulnerable adult.

Allegations against a member of staff could take the following forms:

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

Gateways operates an open and supportive environment in which staff can freely **raise concerns about other members of staff** with the Headmistress or member of the governing body. Details are covered in the **Whistleblowing policy and procedures**. There is also an NSPCC helpline and Leeds City Council hotline (see **Appendix A** for details).

Children or parents/carers who report allegations about a member of staff will be listened to and heard. The welfare of the child will be paramount. It is imperative that everyone who deals with allegations of abuse maintains an open mind. Confidentiality will not be promised, but the pupil will be assured that the matter will be disclosed only to people who need to know and will be informed of who these people are.

When a pupil makes an allegation:

- they will be listened to but not interviewed or asked to repeat the account, questioning is avoided;
- they will not be interrupted when recalling significant events;
- care will be taken not to make assumptions about what the child is saying or to make interpretations;
- on no account will suggestions be made to pupils as to alternative explanations for their worries;
- the written record of the allegations will be signed and dated by the person who receives them as soon as practicable; all information will be noted carefully, including details such as timing, setting, who was present and what was said, in the child's own words, the account will be obtained verbatim or as near to this as possible;
- all actions subsequently taken will be recorded.

The member of staff receiving the allegation will **not inform the colleague but will report the allegation immediately to the Headmistress.**

If the allegation concerns the Headmistress then the **colleague should report it directly to the Chair of Governors who will follow the process outlined on page 18 of this policy.**

If it is not appropriate or possible to communicate the allegation to the Headmistress then the Chair of the governors will be the initial contact. The Headmistress or Chair of governors will immediately discuss the allegation with the Designated Safeguarding Lead. Staff may also consider discussing their concerns directly with the Designated Safeguarding Lead.

The Headmistress or Chair of governors will immediately countersign and date the written details of the allegation, signed and dated from the person who received the allegation. Information about times, dates, locations and names of potential witnesses will be recorded on a cause for concern form, hence the following will need to be established:

- who made the allegation;
- nature of the allegation;
- when and where it happened;
- who was involved;
- whether there were witnesses;
- any past history;
- relevant documentation;
- who else knows.

The Headmistress, nominated governor or Chair of governors will immediately consider the allegation, and within one day of receiving the allegation consult with The Local Authority Children's Service Education Department, who may then contact the Local Authority Allegations Officer (LADO). A LADO notification form (contact Leeds City Council for copy) must be completed and sent to the LADO **within one working day of the allegation being made.** A notification to LADO form will be completed, this can be found on the Leeds Safeguarding Children Partnership LSCP website '[Managing allegations](#)' page. Their staff follow local child protection procedures established by the and they will decide on the most appropriate course of action. A multi-agency allegations management meeting may be arranged to look at the complaint in its widest context. The case manager must attend this meeting, which will be arranged by the LADO. All issues will be recorded, and the outcome reached will be noted to ensure closure.

A case manager will be assigned who will gather as much information about the alleged incident as possible in order to establish whether there is substance to the allegation. The case manager should

not carry out any investigation or **directly interview** an individual about whom there is a concern, until the LADO has been consulted.

The following actions to support the child will be put in place:

- safe plan to protect the child against the member of staff;
 - ascertain the child's and parents' wishes to ensure the child feels safe;
- support plan for the child to ensure ongoing support;
- advocate for the child to ensure their views are represented throughout the proceedings;
- feedback to the child during and after the investigation.

Employers have a duty of care to their employees. Gateways will act to manage and minimise the stress inherent in the allegations process by providing support for the individual. Individuals will be informed of concerns or allegations as soon as possible and be given an explanation of the likely course of action, unless there is an objection by the children's social work services or the police. The individual will be advised to contact their trade union representative, if they have one, or a colleague for support. The employee will be appointed a named representative to keep them informed of the progress of the case and consider what other support is appropriate. The school will make every effort to maintain confidentiality and guard against unwanted publicity. The reporting restrictions will apply up to the point where the accused person is charged with an offence, or the DfE/TRA (Teaching Regulations Agency) publish information about an investigation or decision in a disciplinary case. The reporting restrictions are disapplied if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so.

Parents or carers of a child or children involved will be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager will not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers will also be kept informed about the progress of the case and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child will be told the outcome in confidence. Parents and carers will also be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing as set out in section 141F of the Education Act 2002 (see paragraph 163). If parents or carers wish to apply to the court to have reporting restrictions removed, they will be told to seek legal advice.

In the case of serious allegations, the Designated Safeguarding Lead should be immediately involved so children's social work services and/or police can be informed from the outset.

In the case of allegations within EYFS then Ofsted will be informed as soon as practicable and within 14 days at the latest.

Suspension will not be an automatic response and only considered if other children in school are at risk of harm. On conclusion of the case the possible outcomes for the employee are:

- **Unfounded:** *to reflect cases where there is no evidence or proper basis which supports the allegation being made.*
No further action will be taken.
- **Allegation is unsubstantiated:** *there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.*
No further LADO investigation. The matter will be dealt with at school level and will not involve staff suspension. This will terminate in a report that gives reasons for the judgement that the allegation is without foundation. This will be kept in the record of the pupil, rather than the personnel records

of the member of staff; it will not be referred to in employer references. There may however be abuse elsewhere which may involve children's social work services or parental contact. Pupil sanction will be applied if appropriate. Details of allegations that are found to have been malicious will be removed from staff personnel records.

- **Allegation is false or malicious:** *there is sufficient evidence to disprove the allegation or there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.*

The Headmistress will deal with the matter at school level if the allegation relates to the use of unreasonable force to restrain a pupil or inappropriate behaviour or poor practice by a member of staff. A clear and comprehensive summary of the allegation will be kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

- **Allegation is substantiated:** *there is sufficient evidence to prove the allegation.*

A strategy meeting, in accordance with [Working Together to Safeguard Children](#), to determine the mechanics of the LADO investigation and to address such issues as who will interview the child/children, inform the staff member, inform parents/carers, the need or not for suspension and to what extent disciplinary matters or criminal procedures need to be invoked alongside any child protection procedures. Suspension will not be an automatic response when an allegation is reported: all options to avoid suspension will be considered prior to taking that step. If the case manager is concerned about the welfare of other children in the community or the teacher's family, those concerns should be reported to the designated officer(s), children's social care or the police as required. But suspension is highly unlikely to be justified on the basis of such concerns alone. Suspension will result if there has been gross misconduct, if the staff presence is likely to impede the LADO investigation or if there is judged to be a continuing risk. If staff suspension is deemed appropriate the reasons and justification will be recorded and the individual will be notified of the reasons, including the alternatives to suspension that have been considered and why they have been rejected. Written confirmation will be dispatched within one working day giving as much detail as possible for the reasons and the Headmistress will be confirmed as the named contact for further communication. A clear and comprehensive summary of the allegation will be kept on the confidential personnel file of the accused, and a copy provided to the person concerned. This is so that accurate information can be given in response to any future request for a reference, where appropriate. The record shall be retained at least until the accused has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer.

Details of specific procedures are set out in Composite File Child Protection, Section 15. The LADO has responsibility to ensure timescales are met and reports are made to the LSCP.

Where concerns are investigated, the guidance from the LADO and the careful recording on a cause for concern will ensure there is a clear and comprehensive summary of;

- the allegation or suspicion;
- the enquiries undertaken;
- the outcome of those enquiries; false, unsubstantiated, malicious, substantiated, and if substantiated, what action is taken;
- a clear account of decisions made;
- the reason for them.

This summary will be signed by the Headmistress and then placed in the person's confidential file (unless the allegation is malicious) and a copy will be given to the person concerned.

In cases where a member of staff, who has been suspended, can return to work, the Headmistress should consider how best to facilitate the return, a phased return and/or the provision of a mentor to provide assistance and support will be considered. Contact with the child or children who made the allegation will be managed if they are still a pupil at the school. Help and support to return to work after a stressful experience will be provided.

If the allegation is substantiated and the person is dismissed or the employer ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services then in consultation with the LADO, the school is required to report to the Disclosure and Barring Service (DBS) and the Teaching Regulations Authority (TRA). This report must be made within one month of the person leaving the school. Similarly, the school will report to the DBS in such cases where a member of staff is removed or would have been removed had they not left the employment of the school before a removal could be effected. Guidance contained in [Teacher Misconduct: The Prohibition of Teachers](#) will be considered in the case of whether a referral to the TRA is appropriate in the latter case.

Allegations against a member of staff who is no longer employed by Gateways will be referred to the police. Historical allegations will also be reported to the police.

At the conclusion of a case in which an allegation is substantiated, the Designated Safeguarding Lead and Headmistress/Chair of governors will review the circumstances of the case to determine whether there are any improvements to be made to school procedures or practice to help prevent similar events in the future. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated, and consideration given to how future investigations could be carried out without suspending the individual. This should include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified.

Allegation against the Headmistress

If an allegation is made against the Headmistress, it should be reported to the Chair of governors who will consult with the LADO and will follow the procedures of Leeds City Council Children's Services - Education Department. The Headmistress must not be informed of the allegation prior to contact with the Chair of governors and LADO.

Gateways School Procedures for the Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) with lead responsibility for safeguarding and child protection is the Head of Safeguarding and a member of the Senior Leadership Team. As the Designated Safeguarding Lead, she is responsible for co-ordination of action within the school and liaison with other agencies, in accordance with The Leeds City Council Children's Services - Education Department procedures.

The Designated Safeguarding Lead or Deputy DSL is most likely to have a complete safeguarding picture and will be the most appropriate person to advise on the response to safeguarding concerns. Should any looked after children, who are in care, attend Gateways school the Designated Safeguarding Lead will be the designated teacher and will ensure all the necessary information is obtained. Relevant information will be shared with staff on a need to know basis. The designated teacher will also promote the educational achievement of pupils. Statutory guidance is found in [The roles and responsibilities of the designated teacher](#).

The Designated Safeguarding Lead, in liaison with the Headmistress, will:

- act as the main point of contact, providing support, advice and guidance to staff;
- receive and act upon reported concerns;
- lead, manage and support staff who make referrals to the local authority children's social care or Channel programme (see section on **Making referrals**);
- monitor, review and action support for pupil safeguarding concerns, including online safety, across the whole of the school;
- recognise the additional risks children with SEND face on line;
- monitor attendance to identify children who may be at risk;
- monitor internet use via the Smoothwall reports;
- encourage a culture of 'it could happen here';
- encourage a culture of listening to children and taking account of their wishes and feelings;

- ensure that there is support for children who are at risk, have been abused or who are harming themselves;
- where appropriate, keep staff informed of pupil concerns;
- ensure staff are familiar with, understand and adhere to their safeguarding responsibilities;
- encourage aspects of pupil personal safety, awareness and prevention within the school curriculum;
- communicate relevant safeguarding and child protection information and ensure all staff receive regular updates, at least annually;
- ensure that all relevant safeguarding contact names and numbers are available to staff and displayed in an accessible place at all times (see **Appendix A**);
- prepare safeguarding reports for consideration and discussion by the Governing body;
- refer cases where a person is dismissed or has left the School due to risk/harm to a child to the DBS and other agencies where appropriate;
- refer cases where a crime may have been committed to the police;
- carry out regular audits/reports on safeguarding as required to ensure best practise.

To support both pupil and relevant staff, the Designated Safeguarding Lead will inform appropriate staff, if confidentiality permits, of any concerns that have been expressed about a child on a need to know basis.

When a designated member of staff resigns their post or no longer has child protection responsibility, there should be a full face to face handover and exchange of information with the new post holder. In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the Headmistress to ensure that the new post holder is fully conversant with all procedures and case files.

Making referrals

When a pupil concern arises which results in a cause for concern form being completed and upon receipt of the form by the Designated Safeguarding Lead the following steps shall be taken by the DSL:

- talk to the member of staff who completed the cause for concern form;
- liaise with the Headmistress to keep her informed of the concern;
- talk with the pupil, without asking leading questions (this may be with another member of staff in attendance), **Appendix C** gives details of **Dealing with a disclosure of abuse**;
- seek to establish the child's wishes to ascertain what is in the best interest of the child;
- consult with the Child Protection advice team at Leeds Safeguarding Children's Board, without disclosing the pupil's name;
- make contact with the parents/carers to inform them of the situation and any action which may be taken, but only if this does not lead to the child being put at further risk;
- refer cases to Children's social work services, within 24 hours, where appropriate;
- complete a cover sheet and ongoing monitoring form (**Appendix D Part 2 and 3**);
- set up a child protection file (see section on **Child protection records**);
- place a blue piece of paper in a pupil's record informing staff that there are cause for concern issues.

Appendix E contains flow charts summarising the steps to take if there is a child protection concern (**Part 2**) and specifically radicalisation (**Part 3**) and CSE (**Part 4**).

Where appropriate and in consultation with any Social Worker involved, the pupil will be supported by meetings with the appropriate staff members: Headmistress, Head of Safeguarding, Head of Prep, Pastoral Head, Form Tutor or Class Teacher. Such meetings will also keep the pupil informed of relevant progress, action and channels of communication which are being kept open. These may be with outside agencies and parents.

Depending on the individual case, and in consultation with any Social Worker, parents of the pupil may be similarly involved. Parents may be advised to seek the help of other professional bodies, including the GP, both for medical attention and for referral to other experts, as appropriate.

It is good practice to seek consent from the child or their parent before sharing information. Children over the age of 12 years are considered to have the capacity to give or withhold consent to share their information, unless there is evidence to the contrary; therefore it is good practice to seek their views. If the young person is over 16, they should be involved in decision-making about information sharing, unless they do not have the capacity to give consent.

However, consent is not always a condition for sharing and sometimes we do not inform the child or family that their information will be shared, if doing so would:

- place a person (the child, family or another person) at risk of significant harm;
- prejudice the prevention, detection or prosecution of a crime;
- lead to unjustified delay in making enquiries about allegations of significant harm to a child or serious harm to an adult.

Consent should not be sought if the establishment is required to share information through a statutory duty, e.g. section 47 of the Children Act or court order.

Working with others

School staff

The Designated Safeguarding Lead will regularly review children in need within the school with staff responsible for each section of the school: EYFS and Prep, High School and Sixth Form. The purpose of these meetings is to monitor known pupils and to identify other pupils in need, ensuring actions plans are in place to support. All meetings are routinely minuted.

The Designated Safeguarding Lead will liaise with the Headmistress on all matters of child protection to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

The Designated Safeguarding Lead will liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral, as appropriate and necessary.

Other agencies

Information sharing is vital in identifying and tackling all forms of abuse, especially in identifying and preventing child sexual exploitation. The Designated Safeguarding Lead will co-ordinate information and develop communication between the school and other agencies as appropriate, according to inter-agency statutory guidance [Working Together to Safeguard Children](#).

The school will fully support all 'Child Protection Procedures' and will provide information to and, if requested, send a representative to appropriate inter-agency meetings, such as Child in Needs, Initial and Review Child Protection Conferences. Any written report will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.

The Designated Safeguarding Lead will:

- provide co-ordinated support for early help assessments;
- ask to be informed of the timing of the strategy discussion between the statutory agencies which will decide whether and how to investigate;
- clarify with the investigating agencies when, how and by whom the parents and the pupil will be told that a referral has been made;
- liaise with the 'case manager' and the designated officer(s) at the local authority for child protection concerns;

- contribute to the strategy discussion her knowledge of the pupil.

If the school places a pupil with an alternative provision provider, Gateways will continue to be responsible for the safeguarding of the pupil. The Designated Safeguarding Lead will satisfy the school that the provider meets the needs of the pupil. The Designated Safeguarding Lead will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment.

Child protection records

When a cause for concern form has been completed and passed to the Designated Safeguarding Lead this will be filed with the child protection records. If a file does not exist then a separate child protection file must be created regardless of whether formal child protection procedures have been initiated. For some children, this single record will be the only concern held for them over their time in the school. For others, further information may well be accumulated, often from a variety of sources, over a period of time. A log of files created or received from other schools will be kept with the child protection records, see **Appendix F Part 3** for the Log of child protection records form.

The Designated Safeguarding Lead will keep detailed, accurate, secure written records of concerns and referrals, which clearly reflect the wishes and feelings of the child. If concerns relate to more than one child from the same family, a separate file for each child should be created and cross-referenced to the files of other family members. Common records, e.g. child protection conference notes, should be duplicated for each file.

The following items will be stored:

- Cause for concern forms
- Cover sheets
- Chronology summary of significant events and actions
- Early help intervention documentation
- Child protection reports, minutes of conferences and child protection plans
- Domestic violence recording forms
- FGM reporting forms
- Other relevant information.

Access to records

Child protection records will be stored securely, with restricted access in a locked cabinet in the Headmistress' study, separate from their other records. Only the Headmistress, her PA and the Designated Safeguarding Lead (and Deputy DSL) shall have access to these records. Original files will be kept for at least the period during which the child is attending the School and beyond that in line with current data legislation.

A pupil or their nominated representative has the legal right to see their file at any point. It is their right to access information under the [Data Protection Act](#). It is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.

In addition the [Education \(Pupil Information\) \(England\) Regulations](#) gives parents/carers the right see their child's school records. However, neither the child nor the parent/carer has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:

- could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person;
- could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child;
- is likely to prejudice an on-going criminal investigation;

- the information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.

It is best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice should be sought from the Leeds Children's Services Information Governance Team.

Transferring records

If a pupil moves from Gateways, child protection records will be forwarded to the named Designated Safeguarding Lead at the new school (where this is known), within 15 days. A Transferring child protection file form will be used to record the transfer, see **Appendix F Part 2**. 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. There will be due regard to their confidential nature and will be transferred separately from their main school files, using a secure method such as hand delivering or by 'Special Delivery' so a signature is required. **Transferring schools should forward child protection records to their new destination in their entirety and should not photocopy any documentation contained in the file. A copy of the chronology sheet must be retained for audit purposes.**

Contact between the two schools may be necessary, especially on transfer from primary to high schools. In addition to the child protection file, the Designated Safeguarding Lead will also consider if it would be appropriate to share any information with the new school **in advance of a child leaving**.

If a pupil is permanently excluded and moves to a short stay school (Pupil Referral Unit), child protection records will be forwarded onto the relevant organisation.

The following circumstances are an exception:

- where a child transfers out of Leeds Education Authority - **the original file should be retained by the school and a copy sent;**
- where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the pupil's wishes and feelings on their child protection information being passed on, in order that the FE establishment can provide appropriate support, in cases where it is deemed appropriate to transfer child protection records to an FE education establishment - **the original file should be retained by the school and a copy sent;**
- where the destination school is not known - **the original file should be retained by the school;**
- where the child has not attended the nominated school - **the original file should be retained by the school;**
- where a child is being home schooled - **the original file should be sent to the local authorities home schooling department;**
- there is any on-going legal action - **the original file should be retained by the school and a copy sent.**

For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This should include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received. The details will be recorded on the Log of child protection records form, see **Appendix F Part 3**.

Receiving records

All Designated Safeguarding Leads receiving current (live) files or closed files must keep all contents enclosed and not remove any material. A receipt of pupil files shall be completed on the Log of child protection records form, see **Appendix F Part 3**.

Archiving records

Responsibility for the retaining the child protection record once the pupil leaves the school remains with the school which the pupil attended until statutory school leaving age or the school where the pupil completed Sixth Form studies. The recommended retention period is 35 years from closure when there has been a referral to Children's social work services. If no referral has been made to Children's Social Work Service the child protection record should be retained until the child's 25th birthday. Due to sensitivity of the information, the records should continue to be held in a secure area with limited access.

Destruction of records

Where records have been identified for destruction they should be confidentially destroyed/shredded and disposed of securely at the end of the academic year or as soon as practical after that time. This is because they will either contain personal or sensitive information, which is subject to the requirements of the [Data Protection Act](#) or they will contain information which is confidential to school or the Local Education Authority. For audit purposes the school should maintain a list of records (either paper or an electronic format) which have been destroyed and who authorised their destruction, this will be recorded on the Log of child protection records form, see **Appendix F Part 3**.

Training

The Designated Safeguarding Lead and Deputy DSL must receive training in safeguarding and child protection to provide them with the knowledge and skills required to carry out the role. This will include the 3-day Children's Services Education child protection training course (or equivalent), the multi-agency Working Together to Safeguard Children and Young People and Prevent Awareness training. Their safeguarding training will be updated every two years. This training can be provided by the local social services department or an alternative accredited external welfare agency.

In addition to their formal training, as set out above, the Designated Safeguarding Lead will update their knowledge and skills (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up to date with any developments relevant to their role.

The Designated Safeguarding Lead will access and share relevant resources and attend any relevant or refresher training courses, as necessary.

The purpose of training and updates is to:

- understand the assessment process for providing early help and intervention;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- be able to carry out induction safeguarding and child protection training for new staff;
- ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures;
- be alert to the specific needs of children in need;
- be able to keep detailed, accurate, secure written records of concerns and referrals;
- keep up to date with developments in safeguarding and child protection;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- be a source of advice and expertise within the school for safeguarding and child protection;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff.

Raising awareness

The Designated Safeguarding Lead has an important part to play in raising awareness of safeguarding and child protection matters within the school.

They should:

- ensure the school safeguarding and child protection policy and procedures is known, understood and used appropriately;
- ensure staff receive safeguarding and child protection updates, including e-safety information, as required, but at least annually, so that they have up to date knowledge;
- ensure the board of governors are aware of their strategic responsibilities with respect to safeguarding by updating them on relevant safeguarding and child protection matters and providing them with review three times a year;
- ensure the safeguarding and child protection policy and procedures, included referenced policies and procedures are reviewed annually;
- ensure the safeguarding and child protection policy and procedures is available publicly and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- update parents/carers on relevant safeguarding issues, as necessary;
- ensure parents/carers are aware that Gateways is covered by the Leeds Joint Agency Protocol for Domestic Violence and Abuse – School Notifications Procedures;
- link with the local LSCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Availability

During term time (normal school hours) the Designated Safeguarding Lead or the Deputy DSL will be available for staff in the school to discuss any safeguarding concerns. If the Designated Safeguarding Lead is away from school contact details will be given so she can be contacted, if necessary.

Outside of school hours (after 4pm or when the school is closed) if school activities are taking place the Designated Safeguarding Lead may be contacted by staff if they have a concern using the school safeguarding mobile phone number listed in **Appendix A**.

Gateways School Procedures for the Governing body

The Governing body for Gateways school has overall responsibility for ensuring the safeguarding duties are fully implemented and followed. They are responsible for ensuring there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of KCSIE Sept 2018. The governors will ensure that appropriate internet filters and appropriate online monitoring systems are in place to ensure pupils are not be able to access harmful or inappropriate material from the school IT system.

The Safeguarding Governor for child protection will liaise with the Designated Safeguarding Lead over all matters regarding child protection issues. The role is strategic rather than operational, and therefore does not involve practical concerns about individual cases. They will support the Designated Safeguarding Lead in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity. They will receive governor safeguarding training upon appointment and updated training as required. **Appendix K – Part 1** outlines the role of the Safeguarding governor.

The Designated Safeguarding Lead, in consultation with the Safeguarding Governor, will carry out an annual review of safeguarding and child protection procedures to ascertain the efficacy with which the related duties have been discharged. A checklist is shown in **Appendix K – Part 2** which will be used to

show understanding of the procedures by staff. In addition, an audit of the Single Central Register (SCR) will be carried out to show compliance, see **Appendix K – Part 3**. These will be presented to the governors as confirmation that it is an accurate reflection of the safeguarding arrangements within the school.

The governors are responsible for agreeing and ratifying the Safeguarding and Child Protection Policy and Procedures following the annual review and update.

The governing body will receive updates on safeguarding and child protection, on their strategic responsibilities as necessary. They will receive a summary report of safeguarding and child protection matters three times a year, allowing details to be shared, without identification of the child.

The Chair of governors will liaise with the local authority and/or partner agencies on issues of child protection in the event of allegations of abuse made against the Headmistress or member of governing body. In the event of allegations of abuse being made against the Headmistress allegations should be reported directly to the local authority designated officer (LADO) **within one working day**.

APPENDIX A

Contact Details

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Gateways School Contacts

0113 2886345

Designated Safeguarding Lead	Mrs Lesley Wood	lesley.wood@gatewaysschool.co.uk
	D22	Ext. 218
	Emergency out of hours	07711358076
Deputy Safeguarding Lead	Mrs Helen Wallis	helen.wallis@gatewaysschool.co.uk
Headmistress	Dr Tracy Johnson	tracy.johnson@gatewaysschool.co.uk
Chair of Governors	Mr Robert Barr	rbarr@arranisle.com
Safeguarding Governor	Mrs Geraldine Brennan	geraldinebrennan24@gmail.com

Leeds Safeguarding Children Partnership (LSCP) - Education Team Contacts

Advice

Web address: www.leedsscp.org.uk		0113 3789685
Team Manager - Education & Early Start Safeguarding Team Allegations Manager - Education	Raminder Aujla	0113 3789637 0789 1270462
Team Manager - HR School Team	Sophie Thompson	0113 2474155
Team of training and support officers	Clare Dodd	0113 395 1209
MARAC Officer (Multi-Agency Risk Assessment Conference)	Jean Wood	0113 395 1210
Local Authority Lead Officer for Attendance	Jancis Andrew	07891272298
Local Authority Designated Officer	Carolyn Hargreaves Claire Ford	0113 3789687 LADO@leeds.gcsx.gov.uk

Child Protection Contacts

Referrals

Request Service Children's Social Work Service - Leeds	Duty and advice team Mon-Fri 8am-6pm	0113 3760336
	Emergency team Out of hours	0113 3760469 childredt@leeds.gov.uk
Other local authorities	North Yorkshire	01609 536993
	Bradford	01274 437500
	York	01904 551 900
Reporting child abuse - local council online tool		https://www.gov.uk/report-child-abuse-to-local-council

Disclosure Barring Service

Barring Referrals	PO Box 181 Darlington, DL1 9FA	01325 953 795 dbdispatch@dbs.gsi.gov.uk
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FGM Contacts

Non-emergency Police		101
West Yorkshire Police	01924 293956	cib@westyorkshire.pnn.police.uk
Helpline		0800 0283550

Forced Marriage Contacts

Advice line		020 7008 0151 fmufco.gov.uk
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Prevent Contacts

Non-emergency Police		101
Prevent Education Officer Leeds City Council	Julia Holden	07891 273720 julia.holden@leeds.gov.uk
DfE helpline	020 7340 7264	Website: counter-extremism@education.gsi.gov.uk

Whistleblowing

Leeds City Council hotline	0113 2474645	Email: concerns@leeds.gov.uk
NSPCC helpline	0800 028 0285	Website: NSPCC Email: help@nspcc.org.uk

APPENDIX B

Part 1

Types of abuse

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

It may fall into several categories as described below:

- **Neglect** – This 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 of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-givers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- **Physical abuse** - This 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 symptoms of, or deliberately induces illness in a child.
- **Sexual abuse** - This abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities such as involving children in looking at, or in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet.) Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse as can other children. The sexual abuse of children by children is a specific issue in education (see section on **Allegations against other pupils** and **Appendix B Part 4**).
- **Emotional abuse** - This abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as over-protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger, or the exploitation (sexual or otherwise) or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child though it may occur alone.

Bullying, domestic abuse and violence, child sexual exploitation, child criminal exploitation, radicalisation, female genital mutilation and forced marriage are also forms of child abuse.

APPENDIX B Part 2

Features which may indicate abuse

NEGLECT	PHYSICAL ABUSE
<p>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</p>	<p>Patterns of bruising; inconsistent account of how bruising or injuries occurred Finger, hand or nail marks, black eyes Human bite marks Round burn marks, burns and scalds Lacerations, wealds Fractures, particularly spiral fractures Swelling and lack of normal use of limbs Unaccountable covering of limbs, even in hot weather Bald patches Symptoms of drug or alcohol intoxication or poisoning Untreated injuries 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</p>
SEXUAL ABUSE	EMOTIONAL ABUSE
<p>Sexually explicit play or behaviour or age-inappropriate knowledge Anal or vaginal discharge, soreness or scratching Reluctance to go home Inability to concentrate, tiredness 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 Exposure to, or engagement with, inappropriate sexual material</p>	<p>Over-reaction to mistakes, continual self-deprecation Delayed physical, mental, emotional development Sudden speech or sensory disorders Inappropriate emotional responses, fantasies Neurotic behaviour: rocking, banging head, regression, tics and twitches Self-harming, drug or solvent abuse Fear of parents being contacted Running away Compulsive stealing Masturbation, Appetite disorders - anorexia nervosa, bulimia Soiling, smearing faeces, enuresis</p>

APPENDIX B

Part 3

Other information on identifying abuse

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

Disabled Children and those with Special Educational Needs

Children with special educational needs (SEN) and/or disabilities can face additional safeguarding challenges. Staff should be aware that additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities are at higher risk of peer group isolation;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

Additional possible indicators of abuse and/or neglect, may also include:

- a bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- not getting enough help with feeding leading to malnourishment;
- poor toileting arrangements;
- lack of stimulation;
- unjustified and/or excessive use of restraint;
- rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries;
- unwillingness to try to learn a child's means of communication;
- ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting; misappropriation of a child's finances;
- invasive procedures.

APPENDIX B

Part 4

Specific safeguarding issues

Annex A of Keeping Children Safe in Education contains important additional information about specific forms of abuse and safeguarding issues, the details are included here. Links to additional guidance, advice and support are provided in Annex A.

Honour Based Violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the 'honour' of the family and/or the community, it often involves a wider network of family or community pressure and can include multiple perpetrators. Includes Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse (regardless of the motivation) and should be handled and dealt with as such. All staff should be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Any member of staff that has a concern should follow the normal safeguarding procedures, except in the case where FGM **has taken** place, **teachers** have a mandatory reporting duty (see following section).

Female Genital Mutilation

Female genital mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK (whether carried out in the UK or aboard on a UK citizen) and is a form of child abuse with long-lasting harmful consequences.

There are a number of factors in addition to a girl's community, country of origin and family history that could indicate she is **at risk** of being subjected to FGM (this is not an exhaustive list):

- a family member has undergone FGM;
- the father comes from a community known to practise FGM;
- the family indicate that there are strong levels of influence held by elders and/or elders are involved in bringing up female children;
- a woman/family believe FGM is integral to cultural or religious identity;
- a girl/family has limited level of integration within the UK community;
- a girl confides to a professional that she is to have a 'special procedure' or is to attend a special occasion to 'become a woman';
- a girl requests help because she is aware or suspects that she is at immediate risk of FGM;
- a long holiday to her country of origin or another country where the practice is prevalent;
- a girl is unexpectedly absent from school
- a girl talks about FGM in conversation;
- a girl from a practising community is withdrawn from PSHE.

The following are indicators that FGM **has been carried out** (this is not an exhaustive list):

- asks for help but is not explicit about the problem;
- confides in a professional that FGM has taken place;
- a mother/family member discloses that female child has had FGM;
- difficulty walking, sitting or standing or looks uncomfortable;
- spends longer than normal in the bathroom or toilet due to difficulties urinating;
- long periods of time away from a classroom with bladder or menstrual problems;
- frequent urinary, menstrual or stomach problems;
- avoids physical exercise or requires to be excused from PE lessons without a GP's letter;
- increased emotional and psychological needs or significant change in behaviour;
- reluctant to undergo any medical examinations;
- talks about pain or discomfort between her legs.

If FGM appears to have **been carried out on a girl under 18** then the **teacher must personally report it to the police** with the completion of the West Yorkshire reporting form (**Appendix I**). **Under no circumstances should a member of staff examine a pupil.** The teacher making the report should also inform the Designated Safeguarding Lead and children's social work services. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, staff should follow the normal child protection procedures, complete a cause for concern form and inform the Designated Safeguarding Lead. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

Potential risk factors may include:

- siblings forced to marry/early marriage;
- persistent absence;
- request for extended leave of absence and failure to return from visits to country of origin;
- fear about forthcoming school holidays;
- being withdrawn from school by those with parental responsibility;
- sudden announcement of engagement to a stranger;
- prevented from going on to further/higher education.

If staff suspect a child has been involved in or about to be involved in a forced marriage, they should complete a cause for concern form and inform the Designated Safeguarding Lead.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

They may also be groomed and exploited online. When sexual exploitation happens online, young people may be persuaded, or forced, to:

- send or post sexually explicit images of themselves, this is referred to as sexting (more information can be found in **Appendix B Part 5**);
- take part in sexual activities via a webcam or smartphone;
- have sexual conversations by text or online.

Abusers may threaten to send images, video or copies of conversations to the young person's friends and family unless they take part in other sexual activity. Images or videos may continue to be shared long after the sexual abuse has stopped.

Young people who are being groomed or sexually exploited may:

- appear with unexplained gifts or new possessions;
- associate with other young people involved in exploitation;

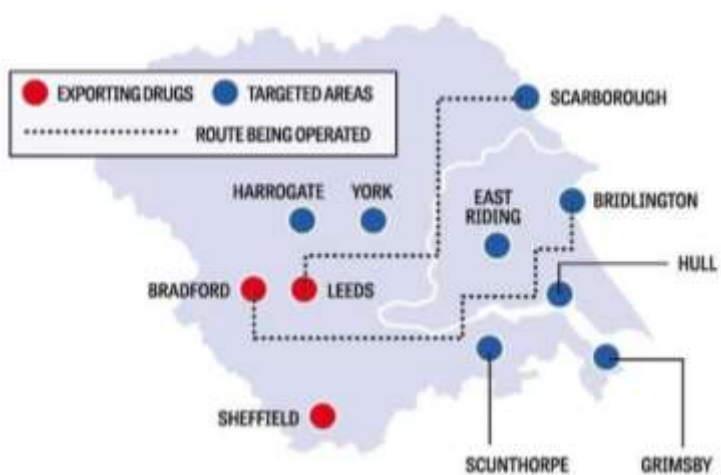
- have older boyfriends or girlfriends;
- suffer from sexually transmitted infections or become pregnant;
- changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education.
- be very secretive, including about what they are doing online;
- go to unusual places to meet friends;

If staff suspect a child is being groomed or involved in CSE activities, they should complete a cause for concern form and inform the Designated Safeguarding Lead. A flow chart showing the steps to take can be found in **Appendix E Part 4**.

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. This type of movement of children falls under the legal definition of trafficking.

For example:



Key indicators to identifying potential involvement in county lines are missing school, when the child may have been trafficked for the purpose of transporting drugs. A referral to the [National Referral Mechanism](#) should be considered.

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

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Potential risk indicators to help identify CCE:

- persistently going missing from school or home and / or being found out of the area where they live;
- unexplained acquisition of money, clothes, or mobile phones;
- excessive receipt of texts / phone calls;
- relationships with controlling / older individuals or groups;
- regularly leaving their home without explanation;
- suspicion of physical assault / unexplained injuries;
- parental concerns;
- carrying weapons;
- significant decline in educational attainment and attendance;
- arrested for possession and intent to supply of significant quantities of drugs, particularly heroin and crack cocaine;
- arrested away from their own home area;
- arrested on public transport, particularly on trains.

Serious violence

Young people can become involved with serious violence and staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crimes.

These include:

- increased absence from school;
- change in friendships with older individuals or groups;
- significant decline in performance;
- signs of self-harm;
- significant change in well-being;
- signs of assault or unexplained injuries;
- unexplained gifts or new possessions.

Domestic violence

Domestic violence is a form of abuse if it directed towards the child or the child is present when it occurs.

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial;
- emotional;
- controlling behaviour: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour;
- coercive behaviour: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and

psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

[NSPCC- UK domestic-abuse signs symptoms effects](#)
[Refuge what is domestic violence/effects of domestic violence on children](#)

Children living within the Leeds area who are present when domestic abuse occurs are covered by the Leeds Joint Agency Protocol for Domestic Violence and Abuse – School Notifications Procedures. The procedures provide better support to children affected by domestic violence and abuse. The Designated Safeguarding Lead will be confidentially notified of any incidents of domestic violence and abuse which might have an impact on the child whilst at school. The Designated Safeguarding Lead will record all notifications on the domestic violence reporting form (see **Appendix J Part 2**). Further details are outlined in the Leeds City Council procedure. An outline of the early notification process is shown in **Appendix J Part 1**.

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

Extremism goes beyond terrorism and is defined in the Government's Counter Extremism Strategy as vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. Calls for the death of members of armed forces are also regarded as extremism. Extremists often target the vulnerable, including the young, by seeking to sow divisions between communities on the basis of race, faith or denomination; justifying discrimination towards women and girls; seeking to persuade others that minorities are inferior; or arguing against the primacy of democracy and the rule of law in our society.

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. The process of radicalisation is different for every individual and is a process, not a one-off event; it can take place over an extended period or within a very short time frame. It is important that staff are able to recognise possible signs and indicators of radicalisation. Examples of extremist causes that have used violence to achieve their goals include animal rights, the far right (UK) and international terrorist organisations such as Al Qaeda and Daesh.

Although there is no single way of identifying radicalisation, children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include family members or friends, direct contact with members of groups and organisations or, increasingly, through the internet, including through social media sites. This can put children and young people at risk of being drawn into criminal activity and has the potential to cause significant harm.

Potential indicators identified include:

- use of inappropriate language;
- possession of violent extremist literature;
- changes in behaviour, language, clothing or appearance;
- expression of extremist views;
- advocating violent actions and means;
- association with known extremists;
- seeking to recruit others to an extremist ideology.

Protecting children from risk of extremism and radicalisation is part of the school's safeguarding policy. Staff should be alert to changes in behaviour and report any concerns to the Designated Safeguarding Lead. If appropriate a cause for concern form should be completed. The school have appropriate network filters and monitoring systems in place to prevent terrorist and extremist material being

accessed online. Vulnerable pupils or those being drawn into terrorism should be referred to the Channel programme (a multi-agency safeguarding programme to identify and support people at risk of radicalisation) via Leeds Local Authority. A flow chart showing the steps to take can be found in **Appendix E Part 3**.

Leeds has been designated a Prevent priority area and has therefore appointed a Prevent Coordinator for advice. Other parties who may be contacted for advice in these situations include the local police force, the non-emergency police number, the DfE helpline and government website (see **Appendix A** for contact details).

In line with [Prevent](#) statutory guidance, staff will ensure that any visiting speakers, who might fall within the scope of the Prevent duty, whether invited by staff or pupils, are appropriately supervised. Staff will, in line with regulation, also take action to ensure that each speaker is suitable. Presentations and/or speech content will be checked prior to the visit and staff will ensure that a balanced view is presented to pupils.

APPENDIX B

Part 5

Information on sexually related concerns

Sexting

The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales).

Specifically it states:

- It is an offence to possess, distribute, show and make indecent images of children.
- The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18.

What is sexting?

Sexting is when someone sends or receives an 'indecent' text, image or video. For most purposes, if imagery contains a naked young person, a topless girl, and/ or displays genitals or sex acts, including masturbation, then it will be considered indecent. Indecent images may also include overtly sexual images of young people in their underwear.

Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. Putting pressure on someone to send a nude picture, or sharing someone's picture without their permission, even if it is a friend and they say it is just banter is wrong and illegal. Being pressured into sending a nude picture is a form of abuse.

Sexting and the law

Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal. This includes imagery of yourself if you are under 18. It does not matter if they gave permission, someone else sent it to them, they have never met them before, they are under 18 too or it is a selfie. Anyone involved could be investigated by the police. If the person sending the image is over 18 and sending it to someone who is also over 18, this is not a crime. However, there may be other consequences of sending and sharing images.

Children under 13 are given extra protection from sexual abuse under the Sexual Offences Act 2003. This law makes it clear that sexual activity with a child under 13 is never acceptable, and that children of this age can never legally give consent to engage in sexual activity. Any situations involving children under 13 concerning the production of sexual imagery must be taken seriously as potentially being indicative of a wider safeguarding or child protection concern or as being problematic sexual behaviour.

'Once it's gone, it's gone'

Once a picture or video online or on your phone is shared the person sharing it loses control of it. Pictures can be quickly shared over the internet so once somebody else has it they can send it to anyone. In some situations, the person receiving the image may blackmail the person who sent it. If the person is gay or bi-sexual, this could include threatening to 'out' them, or result in homophobic or bi-phobic bullying.

Advice and guidance

Further information and advice on sexting can be found at the Child Exploitation Online Protection Centre (CEOP) <https://ceop.police.uk/>. Information is also available on the safer internet website: <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

Upskirting

Upskirting is a highly intrusive practice, which typically involves someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It can take place in a range of places. Anyone, and any gender, can be a victim and this behaviour is completely unacceptable. It is a criminal offence.

Sexual violence and sexual harassment between children

[Keeping Children Safe in Education Part 5](#) and [Sexual violence and sexual harassment between children in schools and colleges](#) should be referred to for the legislative background. Gateways **Sex related incidences policy and procedures** provides information on the procedures for minimising the risks, dealing with allegations and supporting pupils.

Key information and definitions have been duplicated here.

Context

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys';
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.

Dismissing or tolerating such behaviours risks normalising them.

What is Sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual 'jokes' or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media;
 - sexual exploitation, coercion and threats.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. Nor should a victim ever be made to feel ashamed for making a report.

APPENDIX C

Dealing with a disclosure

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

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

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

Immediately afterwards **complete a cause for concern form** and **pass on the information to the Designated Safeguarding Lead** so that it can be reported to Children's Social Work Service without delay.

Anyone can make a referral, if necessary.

**APPENDIX D
Part 1**

Cause for Concern form

After completing the form, pass immediately to the Designated Safeguarding Lead

Name of child:	Class /Tutor group:		
Name of staff member completing form:	Date completed:		
	Time completed:		
Day:	Date:	Time:	Place:
(of observed behaviour / discussion / disclosure)			
Do not interpret what is seen or heard, simply record the facts. Record child's word verbatim. Describe concern/incident. Include who was involved, when it happened, nature of incident, relevant background information. Describe behaviour or physical signs.			
Signed:			
Form passed to:			

APPENDIX D Part 2

Cover sheet Designated Safeguarding Lead use only

Name of child: _____ Class /Tutor group: _____

Day: _____ Date: _____ Time: _____

Received by: _____ (Designated Safeguarding Lead)

Action Taken	Discussion/Outcome	Initials
<p>Discussion with child</p> <p>Ensure the child's wishes and feelings are ascertained where appropriate</p>		
<p>Contact parents Please tick</p> <p>Telephone Call: ___</p> <p>Meeting: ___</p>		
<p>Check behaviour database</p>		
<p>Check SEN Register</p>		
<p>Refer to Social Care Please indicated</p> <p>YES / NO</p>		
<p>Other (Please specify)</p>		
<p>Monitoring sheet</p>	<p>In place</p>	

APPENDIX D
Part 3

Confidential Ongoing Monitoring form

Designated Safeguarding Lead use only

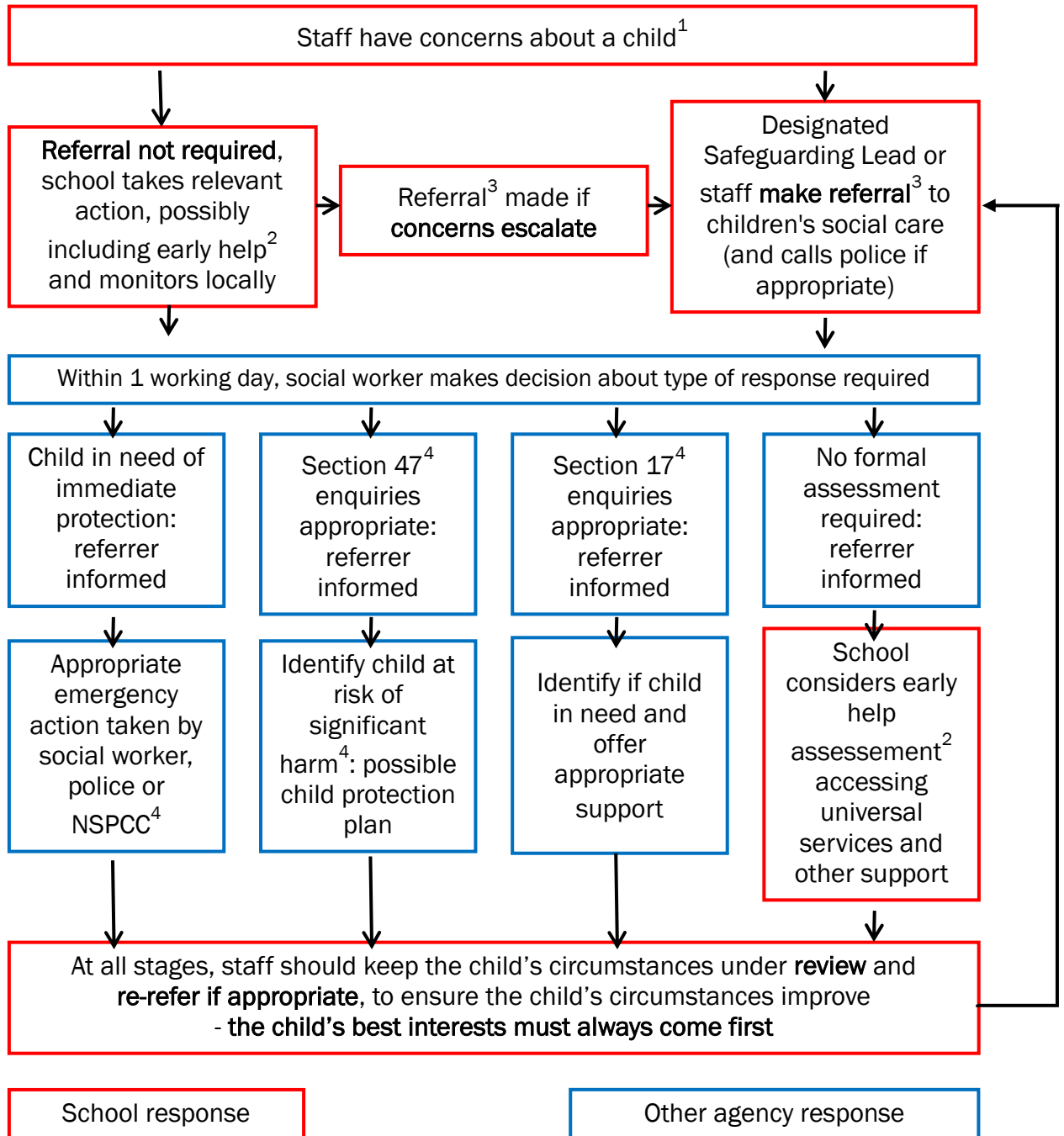
Name of child: _____ Class /Tutor group: _____

Day	Date	Concern/Incident	Action taken	Signature

Page ____

APPENDIX E Part 1

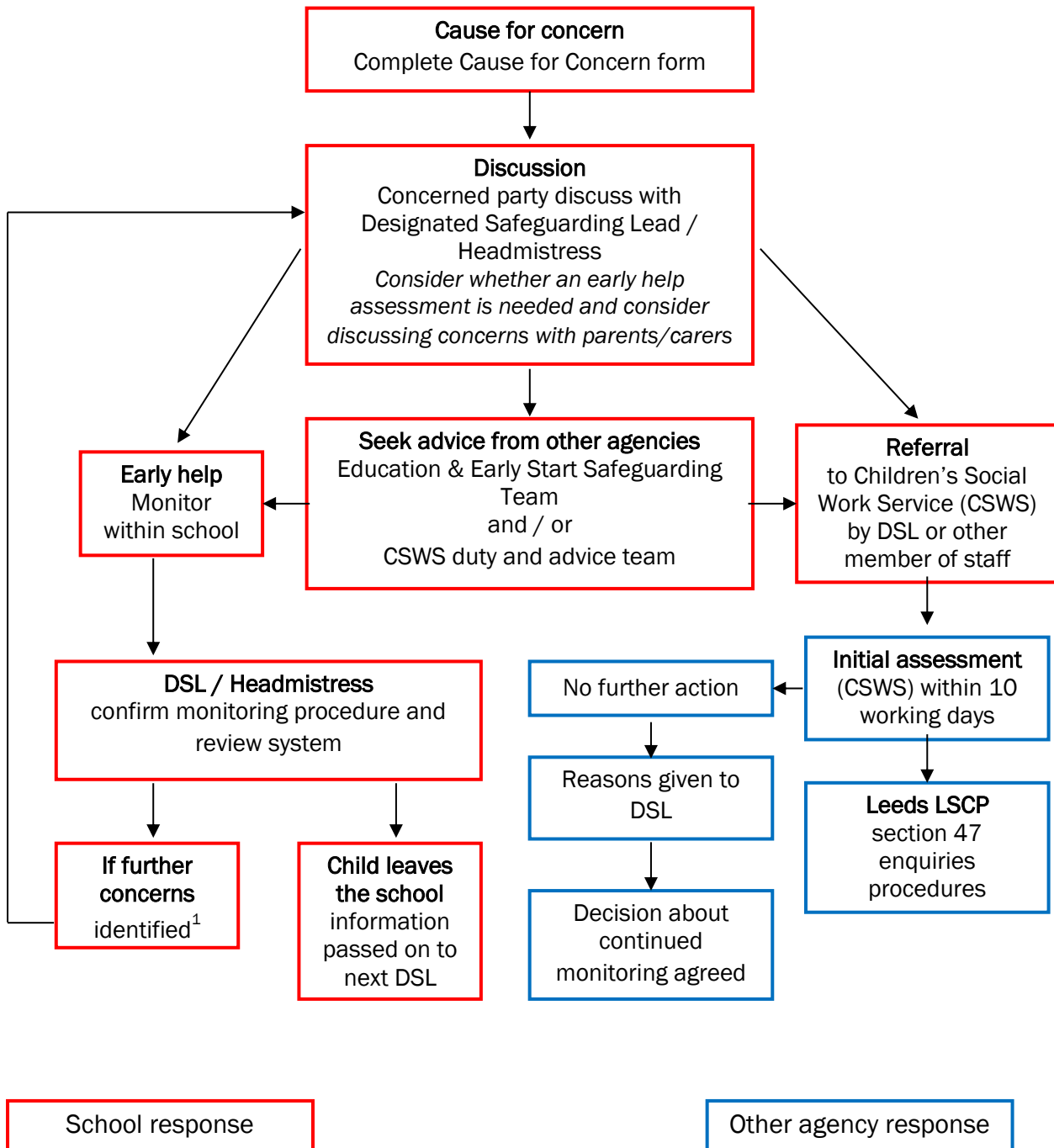
Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see section in this document.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.
3. Referrals should follow local authority referral process. Chapter one of Working together to safeguard children.
4. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children.
5. This could include applying for an Emergency Protection Order (EPO).

APPENDIX E Part 2

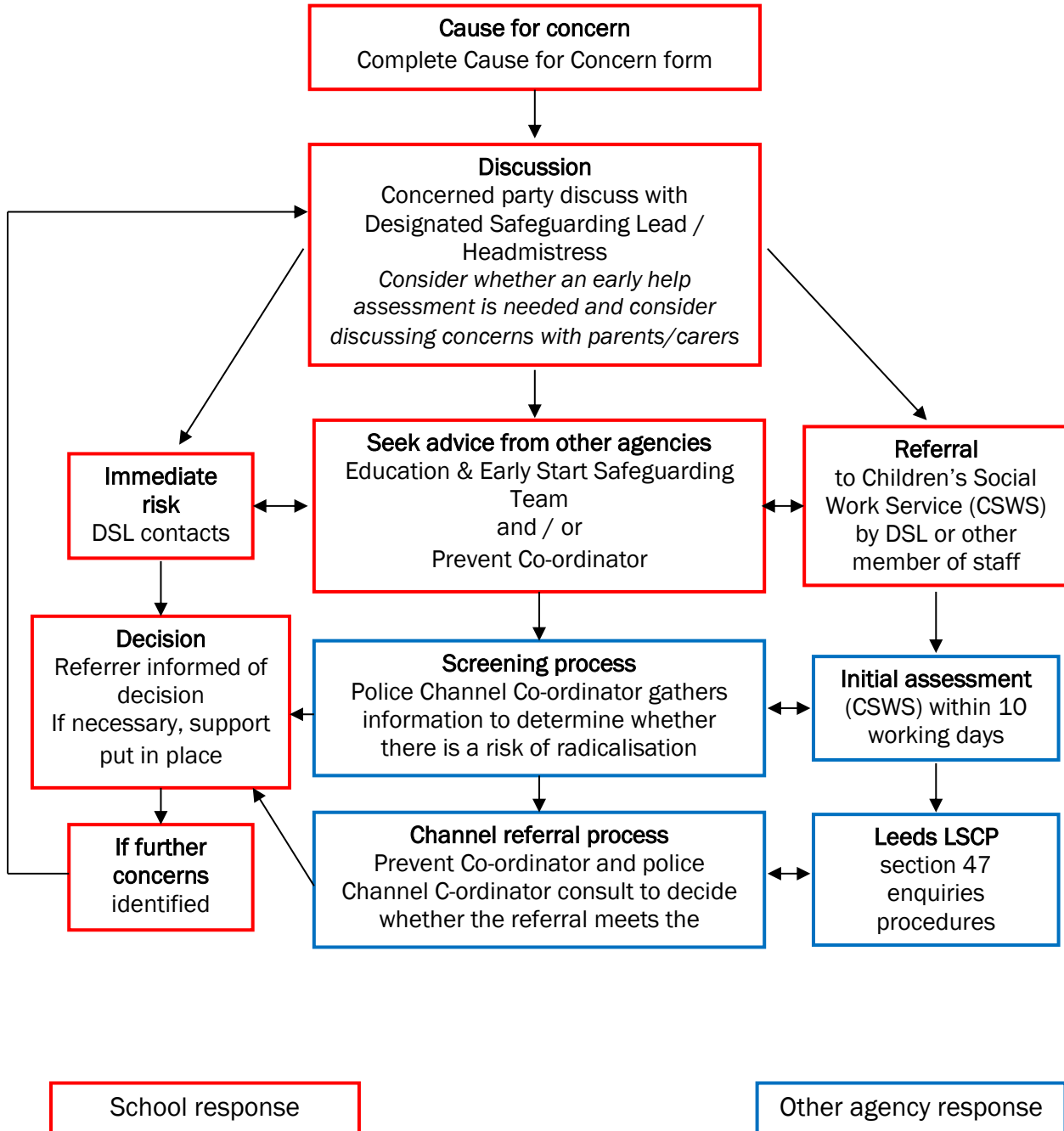
Summary of in-school procedures to follow where there are concerns about a child



1. If unhappy about the outcome of the referral to Children's Services Social Care, please refer to Leeds LSCP Local Protocol: <http://www.leedslscp.org.uk/LSCP/media/Images/pdfs/Concern-Resolution-final-v4-24-3-16.pdf>
2. <http://westyorkscb.proceduresonline.com/>

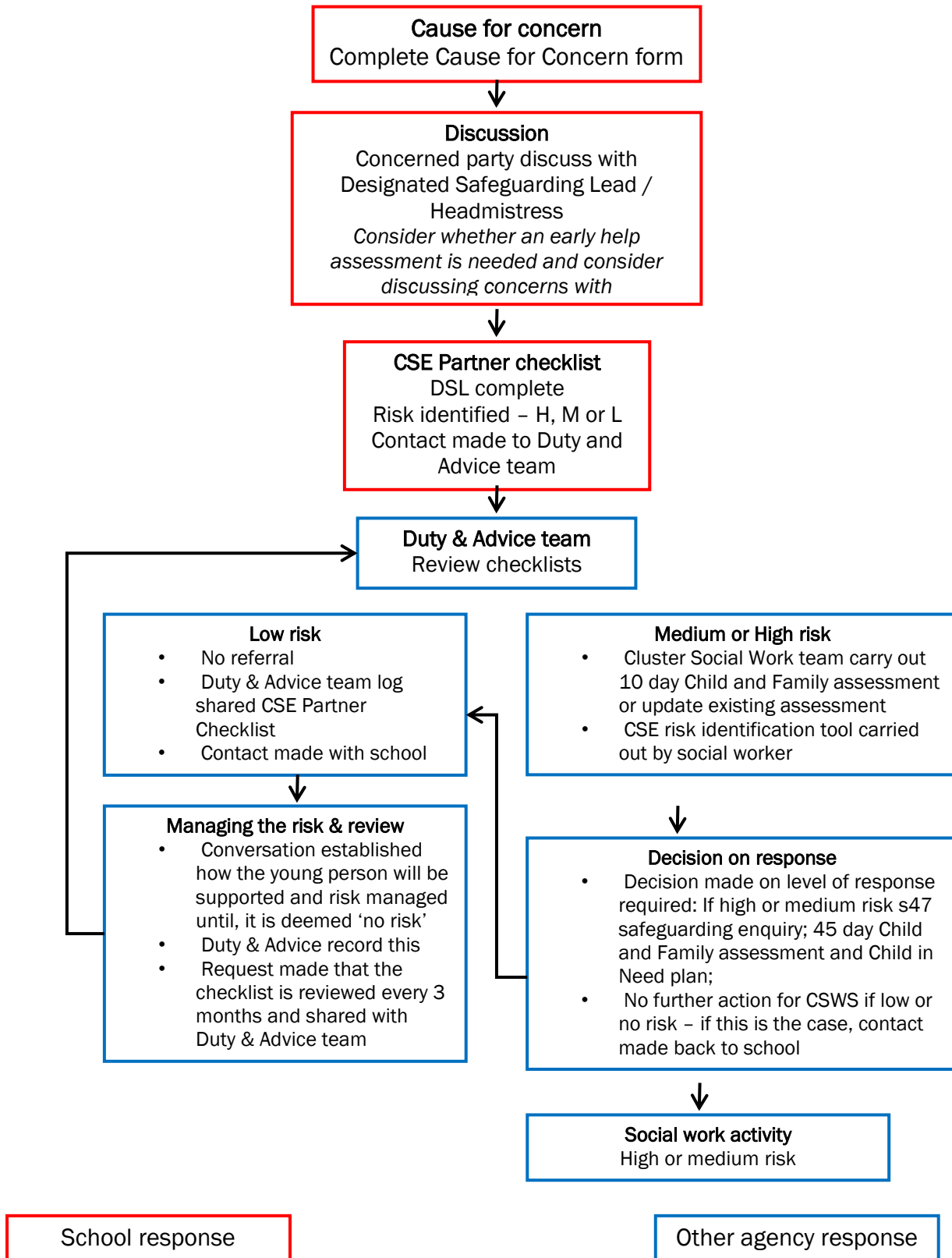
APPENDIX E Part 3

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



APPENDIX E Part 4

Summary of in-school procedures to follow where there are concerns about child sexual exploitation (CSE)



**APPENDIX F
Part 1**

Requesting Child Protection Records



Harewood, Leeds LS17 9LE
Tel: 0113 288 6345 Fax: 0113 288 6148
Email: lesley.wood@gatewayschool.co.uk

For the Attention of the Designated Safeguarding Lead

In accordance with the Education Child Protection procedures, you are required to pass on any protection records you may have on any pupils joining a new school.

Please complete this form and return it in a sealed envelope, marked **Strictly Confidential** to:

**Mrs Lesley Wood
Head of Safeguarding
Gateways School
Harewood
Leeds
LS17 9LE**

Please also send any other relevant documentation via registered post.
Any records sent will be kept confidentially in a locked cabinet.

Name of pupil:

Date of Birth:

Does this pupil have Child Protection documentation Yes/No

Signature:

Print name:

Email:

Date:

Position held:

School:

APPENDIX F Part 2

Transferring Child Protection Records



Gateways School, Harewood, Leeds LS17 9LE
Tel: 0113 288 6345 Fax: 0113 288 6148
Email: lesley.wood@gatewayschool.co.uk

Please complete the relevant part and return in the enclosed envelope to:

Mrs Lesley Wood (DSL)
Gateways School
Harewood
Leeds
LS17 9LE

Name of child	
Date of Birth	
Name & address of receiving school/college	
Date(s) of telephone discussion or meetings between DSLs	
Date file confidentially transferred to DSL in receiving school/college	
	Please tick: In person By post

To be completed by receiving school/college

Name of DSL at receiving school/college	
Email address of DSL	
Name of person receiving the records	
Date records received	
Designation of person receiving the records	
Date child on roll at new school/college	
Signature of person receiving the records	

APPENDIX H

Part 1

Electronic images and communication guidance summary

Electronic Images

- Pupils in years Upper 3, Lower 4 and Upper 4 are not allowed their phones during the school day.
- Pupils are not allowed to take and publish electronic images of other pupils or members of staff without the permission of the Headmistress unless it is within the context of a supervised activity.
- Must not be used to publish any images which may result in actions for defamation, discrimination, breaches of copyright, data protection or other claim for damages. This includes but is not limited to material of an illegal, sexual or offensive nature that may bring the School into disrepute.
- Photos or video taken by phone must not be sent or used maliciously.
- Any images taken of pupils must be stored on the school drive.
- Images taken on school visits should not be made freely available to pupils in their group drive. Such images should instead be put into movie presentations, burned on to CD/DVD and issued to those who participated. An exception to this rule would be in fieldwork images used for coursework or class work.
- Photographs of pupils should never be stored on personally owned digital equipment.
- Images of pupils should only be used in publications and for display purposes in agreement with parents as in Gateways School's terms and conditions.
- Employees of the school should not use mobile phones to record images of children under any circumstances.

Electronic communication

It is accepted that school employees and pupils may need to have an electronic device with them in school to enable contacts outside normal school hours; however, their use should be of an appropriate nature for the sole purpose of their work. **If you have any evidence of pupils or staff using electronic devices or social networking sites inappropriately, please contact the Designated Safeguarding Lead.**

The following guidelines must be adhered to:

- No staff member should have a pupil, former pupil under the age of 18 or former pupil who has left the school within 3 years as a 'friend' to share information with;
- No member of staff should interact with any pupil in the school on other social networking accounts;
- No member of the staff should request access to a pupil's area on social networking sites. Neither should they permit the pupil access to the staff members' area e.g. by accepting them as a friend;
- It is illegal for an adult to network, giving their age and status as a child;
- No pupil should attempt to join a staff member's personal area on networking sites. If pupils attempt to do this, the member of staff is to inform the Headmistress. Parents will be informed if this happens;
- Employees and Pupils must not send inappropriate text messages or make nuisance calls to other members of the school community.

Sanctions

Breaches of this guidance:

- Child protection issues will be dealt with through the Safeguarding Policy and Procedures.
- Cyber bullying and internet abuse will be dealt with through the school's disciplinary procedures.

APPENDIX H

Part 2

EYFS Policy for the use of mobile phones and cameras

To ensure the safety and welfare of the children in our care this policy outlines the protocols for the use of personal mobile phones and cameras in the setting.

- Personal mobile phones, cameras and video recorders cannot be used when in the presence of children either on school premises or when on outings.
- All mobile phones must be stored securely within the setting during contact time with children. (This includes staff, visitors, parents, volunteers and students).
- No parent is permitted to use their mobile phone or use its camera facility whilst inside school buildings. School policy regarding this matter should be explained clearly to parents by the EYFS manager.
- Mobile phones must not be used in any teaching area within the setting or within the bathroom area.
- In the case of a personal emergency staff should use the school telephone. It is the responsibility of all staff to make families aware of the school telephone numbers.
- Personal calls may be made in non-contact time but not within the teaching areas.
- Personal mobiles, cameras or video recorders should not be used to record classroom activities. ONLY school equipment should be used.
- Photographs and recordings can only be transferred to and stored on a school computer before printing.
- All telephone contact with parents/carers must be made on the school telephone and should be recorded.
- During group outings nominated staff will have access to the school mobile which can be used in an emergency or for contact purposes.
- In the case of school productions, parents/carers are permitted to take photographs of their own child in accordance with school protocols which strongly advise against the publication of any such photographs on social networking sites.

APPENDIX I

Female genital mutilation reporting form

(2 Pages)

West Yorkshire Police
 Headquarters
 PO Box 9
 Wakefield
 WF1 3QP

Phone 01924 293956
 Fax: 01924 293999
cib@westyorkshire.pnn.police.uk



Female Genital Mutilation - Mandatory Reporting to Police

Pro-Forma for Use by Health, Teaching and Social Care Professionals

(Compliance with Section 5B of the Female Genital Mutilation Act 2003, as inserted by Section 74 of the Serious Crime Act 2015).

This pro-forma should be used by regulated professionals to comply with the requirements of the above legislation in order to report to West Yorkshire Police details of children who they discover to have been subject to female genital mutilation. When completed it should be e mailed to:

cib@westyorkshire.pnn.police.uk

Referring professionals will receive a return e mail quoting the police incident and crime report reference numbers.

*For internal use only: Storm no.

Niche no.

Section 1 - About You	
Referrer's Name	
Organisation	
Address	
Post	
Contact Telephone Number	
E-mail Address	
Role	
Preferred Means of contact	
Section 2 - About the Child and family	
Name of Child	
Date of birth	
Gender	
Address	
Postcode	
School (if applicable/ known)	
GP and surgery (if known)	
Occupation (if applicable)	
Parent/ Carer details	
Address if different to child's	
Contact Telephone Number/s	
E-mail Address	
Ethnic Origin	
Nationality	

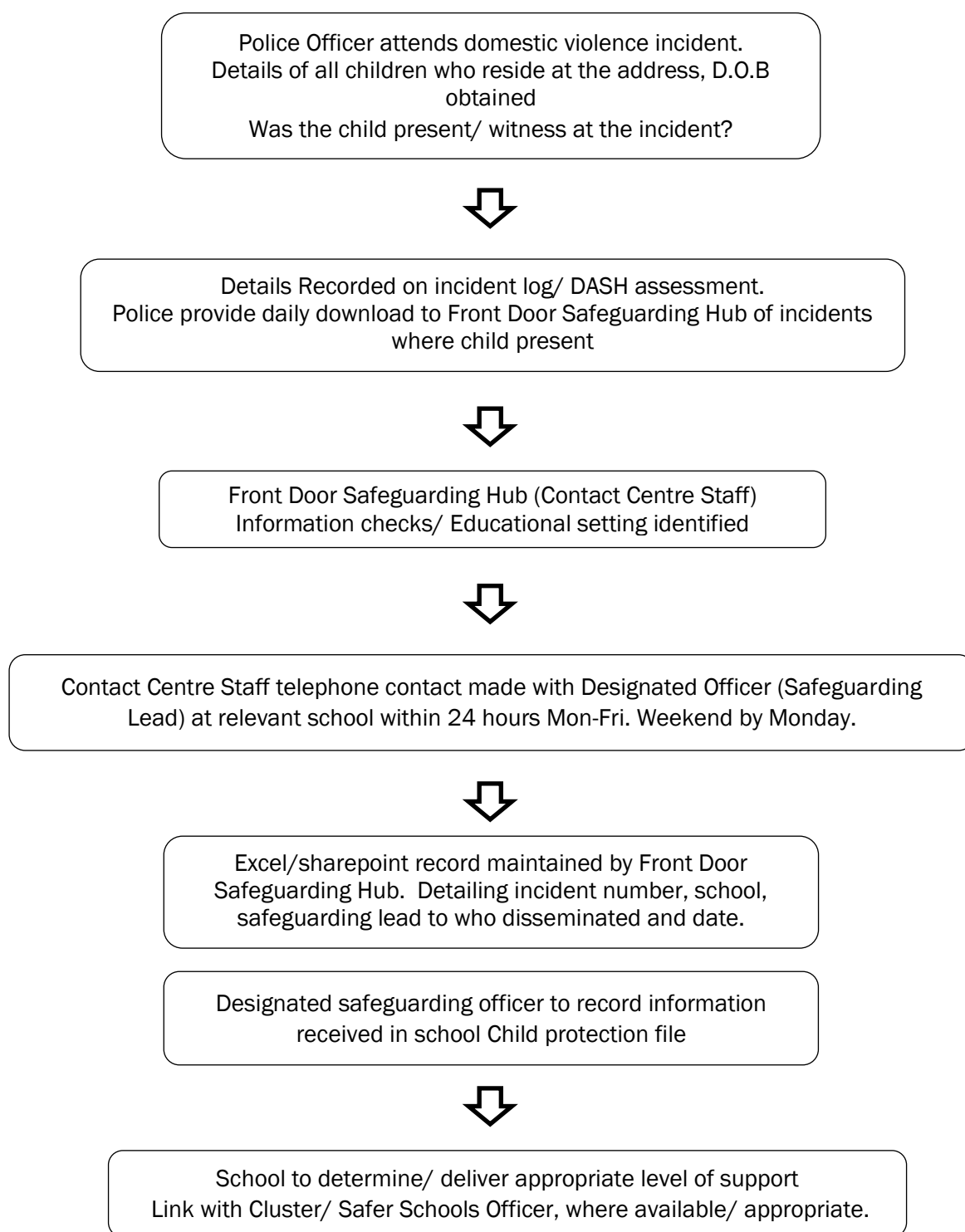
Details of other children in the family (name/ Dob/ addresses if different to above)	
Parent/ carer preferred means of contact.	
Please tell us if the child or the parent/ carers need an interpreter or other support when we contact them (and if so what language/ type of assistance)	
Section 3 - FGM Report	
Where did it occur?	
When did it occur?	
Please provide circumstances regarding the discovery	
Please provide details of any action already taken and which other services or agencies are currently engaged with the child (e.g. social services). Please include names / contact details of any key workers if known.	

Please submit your completed form to cib@westyorkshire.pnn.police.uk

APPENDIX J Part 1

Early notification process to school for domestic violence incidences

This process intends to provide early information to schools where their pupils have been present/ witnessed an incident of Domestic violence, where police attended. It does not replace existing child protection/ safeguarding arrangements. Schools will still receive safeguarding notifications through existing routes and arrangements.



APPENDIX J
Part 2

Domestic violence recording form

Police Reference Number		Date	
Child's name and date of birth			
Date and time of incident			
Circumstances of incident			
Additional school information including other Operation Encompass calls			
Actions taken and impact/child's voice			
Signature:			

APPENDIX K

Part 1

Role of the Safeguarding Governor

The Children's Act 2004 places a duty on agencies to ensure that their functions are discharged having regard for the need to safeguard children and promote their welfare.

Safeguarding and promoting welfare means:

- Protecting children from abuse or neglect;
- Preventing impairment of the child's health or development;
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care;
- Creating opportunities to enable children to have optimum life chances in adulthood;
- As the governor responsible for safeguarding children, you will play an essential role in ensuring children in education are kept safe from harm.

It is recommended that the Safeguarding and Child Protection Governor should not be a parent governor or teacher governor as this could lead to them being compromised in the event of a disciplinary matter.

Suggested duties:

- To be familiar with the safeguarding and child protection policy and associated issues, and to attend training for nominated safeguarding and child protection governors;
- To ensure that the governing body puts in place a suitable safeguarding and child protection policy and associated procedures and that this is reviewed at least annually;
- To champion safeguarding and child protection issues within the school;
- To encourage other members of the governing body to develop their understanding of the governing body's responsibilities with regard to child protection and assist them to perform their functions in respect of safeguarding children;
- To contribute to ensuring any deficiencies in the school's safeguarding practices are addressed which may be brought to governors' attention by a member of school staff, a parent or from any other source;
- To meet regularly, at least a termly, with the DSL on the school's leadership team in order to monitor the effectiveness of the safeguarding and child protection policy;
- To ensure that the governing body receives feedback, at least annually, on the implementation of the school's safeguarding and child protection policy and procedures.

Arrangements for ensuring that the school's safeguarding and child protection policy is communicated to, and implemented by, all staff:

- Ensuring that the DSL is part of the school's leadership team, and has sufficient time and resources at his /her disposal to carry out his / her duties effectively;
- Ensuring that a deputy DSL is identified;
- Ensuring that the DSL and deputy DSL receive training every two years;
- Training in child protection is undertaken by all staff, including associate staff, admin staff and other ancillary staff, every three years;
- Arrangements are in place for the inclusion of safeguarding and child protection procedures in an induction programme for all people working in the school, no matter for how long, nor the status of that individual;
- Arrangements to ensure safer recruitment procedures and appropriate checks on new staff and volunteers;
- Ensure the single central register is compliant;
- Receive information about the number of children currently subject to a Child Protection Plan (details of names will not be provided to maintain confidentiality);

- Ensure child protection files are kept securely and in one place;
- Ensure there is adequate and appropriate monitoring and tracking of vulnerable children;
- Monitor how safeguarding and child protection issues are addressed through the curriculum;
- Information is provided to LSCP about how the school's duties in respect of safeguarding and child protection have been discharged;
- The chair of the governing body will liaise with the Head teacher and LSCP over matters regarding confidential child protection issues involving allegations against staff;
- Where there is an allegation of abuse against the Head, the chair of governors will take the lead in liaising with the LSCP and/or partner agencies unless a member of the governing body has relevant expertise which would mean that person was better fitted to take this role, including:
 - Notifying LSCP Authority Designated Officer (LADO) immediately;
 - Ensuring with LSCP support that appropriate action is to be taken in accordance with agreed procedures;
 - To attend initial and subsequent strategy meetings as required if other agencies are involved;
 - To take the lead in an investigation under employment procedures in conjunction with Human Resources and the Child Protection Service when the other agencies' involvement is at an end.

The vice chair of the governing body will deputise for the chair in the chair's absence as appropriate.

APPENDIX K Part 2

Staff Safeguarding Compliance Check

Auditor: _____

Date: _____

To check understanding of their responsibilities as set out in KCSIE Part 1 and Annex A and Gateways Safeguarding and Child Protection Policy and Procedures selection staff and ask them any of the following questions.

Enter Y or N to show understanding.

Initials of staff member					
Who is the Designated Safeguarding Lead?					
Who is the Deputy Designated Safeguarding Lead?					
What are the 4 main types of abuse?					
What should you do if you are concerned that a child may be at risk of harm?					
Who can make referrals to children's social services?					
What should you do if you have concerns about another member of staff?					
What if that member of staff was the headmistress?					
Teachers only: What must you do if you suspect FGM has been carried out on a girl under the age of 18?					
What would you do if you suspect a pupil is being radicalised?					

APPENDIX K Part 3

Annual Checklist: Safeguarding Governor

(2 Pages)

Annual check of SCR (in hard copy)	Completed	Notes
Check SCR for gaps/anomalies		
Check SCR against staffing list		

Staff recruitment/personnel files	Completed	Notes
Staff recruitment/personnel file to be selected at random		
Copy of job advertisement (mention of enhanced DBS checks, statement about safeguarding responsibilities)		
Copy of job description (safeguarding responsibilities)		
Copy of person specification (safeguarding responsibilities)		
SIGNED copy of fully completed application form with no employment gaps		
References from last TWO employers (from a school or college must be from headteacher/principal)		
Legal requirement to ask previous employer about any behaviour that might give cause for concern, including any disciplinary action		
Legal requirement to ask previous employer about any allegations about behaviour towards children		

Staff recruitment/personnel files (cont.)	Completed	Notes
Prohibition from teaching check		
Barred list check		
Enhanced DBS check		
DBS certificate (security features checked)		
Qualifications		
Right to work in UK		
Overseas checks (if appropriate)		
Disqualification Regulations (EYFS)		
Prohibition from management (Section 128 check)		

Signature PA to headmistress Date.....

Signature of DSL Date.....

Signature of safeguarding governor Date.....

Copies submitted to headmistress/chair of governors Date.....