



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.

Safeguarding and promoting the welfare of children is everyone's responsibility.

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.

Gateways is subject to regular inspection visits according to the inspection frameworks. Inspectors will always report on whether or not arrangements for safeguarding children are effective. EYFS will be inspected under: [Ofsted's Education Inspection Framework](#). Further guidance can be found here: [Inspecting safeguarding in early years, education and skills settings](#). All other sections of the school will be inspected by the Independent Schools Inspectorate (ISI), detail on the framework can be found here: [Independent Schools Inspectorate](#).

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

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 **mental** and **physical** health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe **and** effective care;
- taking action to enable all children to have the best outcomes.

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.

Key Staff

- The Designated Safeguarding Lead (DSL) is Mrs Kate Davison (Bursar) 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 Safeguarding Team consists of Mrs Kate Davison, Mrs Helen Wallis, Dr Tracy Johnson, Mrs Carol Bartle, Mrs Diane White and Mr Jarrod Dixon.
- The Head is Dr Tracy Johnson.
- The Safeguarding Governor with child protection responsibility is Mrs Geraldine Brennan.
- The Chair of governors is Mr Stuart Watson.

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

Recruitment

The school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSiE

The school will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK. (see Part 3 of KCSiE).

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

The school will ensure that all recruitment panels include at least one person that has undertaken the safer recruitment consortium, safer recruitment training.

For individuals who have lived or worked outside the UK, in addition to the same checks as all other staff, the school will complete any additional checks required to satisfy themselves that the individual is suitable to work with children. This may include obtaining a letter from the professional regulatory authority in the country (countries) in which the candidate has worked confirming that they have not imposed any sanctions or restrictions, and /or that they are aware of any reason why they are unsuitable to teach where possible.

The school will ensure that written risk assessments are undertaken in situations where information provided on DBS certificates necessitates so. Written risk assessments must be undertaken for all volunteers not engaging in regulated activity.

Data Protection

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 (DSL), Deputy DSL or Head. **Information can be shared without consent if to gain consent would place a child at risk.** Guidance to

support schools with data protection activity, including compliance with the GDPR is provided in the [Data protection: toolkit for schools](#).

Covid-19 Pandemic

As a result of the Covid-19 pandemic and lockdown measures the following additional protocols and procedures were implemented, including an addendum to this policy (**A7a - Safeguarding Policy and Procedures _Coronavirus Addendum**). These procedures will be followed during periods of lockdown which necessitates staff delivering remote teaching from home. These procedures should be referred to and understood by staff.

- **A7a - Safeguarding Policy and Procedures _Coronavirus Addendum _reviewed Spring 2021**
- **Expectations of pupils during home learning periods**
- **Expectations of staff during home learning periods**

If children are being asked to learn online at home, for example because of the coronavirus pandemic, schools and colleges should follow advice from the DfE on safeguarding and remote education (DfE, 2021b). In addition to following the Guidance for Safer Working Practice (Safer Recruitment Consortium, 2019) and the supporting COVID Addendum for Guidance for Safer Working Practice (Safer Recruitment Consortium, 2020)

Where children are remote learning and the safeguarding team have identified a child to be vulnerable, on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. The communication plans can include remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded. Details of this plan must be recorded, as should a record of contact made.

We recognise that school is a protective factor for children and situations such as periods of national lockdown can affect the mental health of pupils and their parents/carers. Staff will be aware of these issues and have due regard for them in setting expectations of pupils' work where they are at home.

Online Safety and Use of Mobile Phones and Cameras

The use of technology has become a significant component of many safeguarding issues, such as child sexual exploitation, radicalisation, sexting. Abuse can take place wholly online and technology can be used to facilitate online abuse such as via the internet. This is applicable when pupils are online in school and also when they are online at home. Staff, parents and pupils should refer and comply with the following protocols for online learning.

- **Face to face online learning protocols for staff**
- **Face to face online learning protocols for pupils**

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 online activities to ensure children are safeguarded. Appropriate internet filters and appropriate monitoring systems on pupil computers are in place. Only High school pupils are allowed mobile phones at school. Pupils in Upper 3, Lower 4 and Upper 4 are required to hand in their phones during morning registration and they are returned at the

end of the day. Pupils in Lower 5 to Upper 6 are encouraged to use the school wi-fi system to access the internet rather than 3G/4G.

Pupils and staff are encouraged to appropriately use mobile technology; **Gateways Electronic Communication and Internet Acceptable Use Policy** contains full details.

There is a separate policy for EYFS 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**.

Other documents

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 legislation and guidance:

- [Keeping Children Safe in Education 2021](#)
- [Working Together to Safeguard Children 2018](#)
- [Guidance for safer working practice for those working with children and young people in education settings \(GSWP\) \(Safer Recruitment Consortium May 2019\)](#)
- [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](#)
- [Statutory framework for the Early Years Foundation Stage](#)
- [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](#)
- [Sexting in schools and colleges](#)
- [The designated teacher for looked after and previously looked-after children Statutory guidance on their roles and responsibilities February 2018](#)
- [Preventing and tackling bullying advice 2017](#)
- [Mental health and behaviour in schools 2018](#)
- [Promoting children and young people’s emotional health & wellbeing 2015](#)
- [When to call the police – Guidance for schools and colleges \(NPCC – 2020\)](#)
- [Children Act 1989 Private Fostering](#)

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
- N7e - Staff Code of Conduct and Practice
- 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)
- Intimate Care Policy (Other policies – EYFS)
- Mental Health and Wellbeing Policy and Procedures (Pastoral policies)

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 Leads 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 Head 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), **immediately** upon 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 Head (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 Staff Code of Conduct and Practice;
19. Where EYFS is concerned, to notify Ofsted 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

Serious violence

Domestic abuse and violence

Preventing radicalisation

Part 5: Information on sexually related concerns

Sexting

Upskirting

Sexual violence and sexual harassment between children

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: FE Safeguarding Information Sharing Form

Part 4: 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 Head, temporary/supply 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 / child on child abuse
 - Sexual violence and sexual harassment between children in school
 - Online safety and online abuse
 - Children with family members in prison
 - Homelessness;
- be aware that children can abuse children; this is referred to as peer on peer / child on child 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 CPOMS or a 'Cause for Concern' form;
- discuss any safeguarding or child protection pupil concerns with the Designated Safeguarding Lead or wider safeguarding team;
- 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;
- read, understand and comply with the **Gateways Staff Code of Conduct and Practice** which outlines staff expectations.

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 Head 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 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 report the incident on CPOMS or 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 (mental and physical health);
- 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

This school follows the Leeds LSCP (www.leedsLSCP.org.uk) online locally agreed multi-agency procedures, in circumstances where children are at risk of or specific forms of abuse as outlined in Part 1 and Annex of B KCSIE. Staff should be aware of some specific forms of abuse:

- Honour Based Violence, Female Genital Mutilation (FGM) 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**);
- Sexual harassment or violence concerns, including upskirting (see **Appendix B Part 5**);
- Peer on peer / child on child abuse including bullying, cyberbullying, sexting 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;
- 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, serious violence, 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;
- 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 a member of the safeguarding team. 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, a member of the safeguarding team 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 a member of the safeguarding team either on CPOMS or by 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 safeguarding team without delay. The safeguarding team will refer this information to the children's social care and/or police immediately.

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.

Mental Health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are in a good position to monitor and identify changes in pupil wellbeing, including possible mental health concerns.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences (ACEs), this can have a lasting impact throughout childhood, adolescence and into adulthood. These children's experiences can impact on their mental health, behaviour and education. The education outcomes of these pupils will be monitored to ensure the correct level of support is provided, enabling them to make progress.

If staff have a mental health concern about a child **that is also** a safeguarding concern, this should be immediately raised with the Designated Safeguarding Lead and a Cause for Concern form completed.

See **Gateways Mental Health and Wellbeing Policy and Procedures** 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.' Staff must not take images of a child's injury, bruising or similar following a disclosure of abuse or make audio recordings of a disclosure.

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 either CPOMS or 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 safeguarding team.

The safeguarding team will 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.

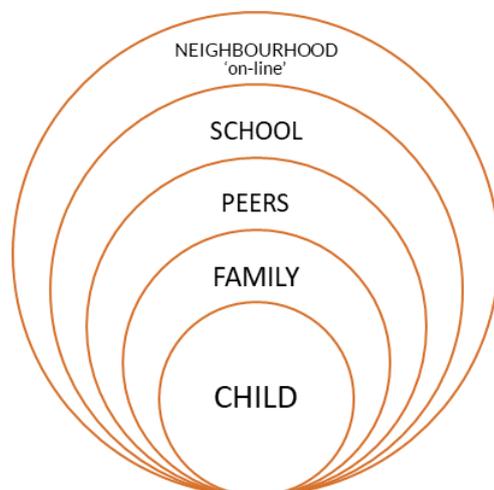
All staff should maintain an appropriate level of confidentiality whilst liaising with other members of staff.

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

Extra-Familial Harms

Safeguarding incidents and/or behaviours can be **associated with other factors**. Extra-familial harms consider both the context of children's experiences within their family home and in other social spaces, including in the local neighbourhood or online, their school or their peer group. It takes a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

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 online.



Making a Referral

The safeguarding team are responsible for referring all cases of suspected abuse to children's social service duty and advice team **as soon as possible**. However, **anyone can make a referral**, wherever possible this should be done through the appropriately trained member of the safeguarding team, and in any case the safeguarding team 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 safeguarding team (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.

Children Who Need a Social Worker

Children may need a social worker and be under a Child in Need or Child Protection Plan. This may be due to safeguarding or welfare needs, such as abuse, neglect or complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educational disadvantages such as attendance, learning, behaviour and mental health. The safeguarding team will hold information on which children have a social worker and will use this information to make decisions that are in the best interests of the child's safety, welfare and educational outcomes. Appropriate pastoral and academic support will be put in place. This information may need to be shared with other staff to facilitate additional support and monitoring, this will be on a strict need to know basis and should not be discussed and shared with other members of staff.

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 will 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 safeguarding team;
 - 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;
 - 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
 - Mental Health and Wellbeing Policy and Procedures.
- Will complete additional training on sexual harassment and sexual violence in schools.

- Will receive safeguarding and child protection updates, including Online 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

Children are capable of abusing other children, this is generally referred to as **peer on peer or child on child abuse** is most likely to include, but not limited to:

- abuse within intimate partner relationships;
- bullying (including cyberbullying);
- sexual violence and sexual harassment;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- upskirting;
- initiation/hazing type violence and rituals.

Abuse should never be tolerated or passed off as banter, part of growing up or boys being boys. The school has a zero tolerance approach to such attitudes and behaviours. Staff are aware that it is recognised there is often a gendered nature of peer on peer / child on child abuse; it is more likely that girls will be victims and boys perpetrators.

All concerns around peer on peer /child on child abuse will be taken seriously, reported, investigated, recorded and managed in line with the child protection procedures outlined in this policy. The school will ensure that at least one member of the school's safeguarding team has completed the one day LA training on understanding and managing harmful sexual behaviour in education settings. The safeguarding team are responsible for providing support to all children involved in incidents of peer on peer sexual abuse.

Gateways recognises that sexual violence and/or sexual harassment can happen anywhere including educational settings. Where concerns of sexual violence or sexual harassment are witnessed, disclosed or reported to the school (including those that have happened outside of school) the concern will be taken seriously. It is recognised that sexual violence and harassment exist on a continuum and may overlap; they can occur online and face to face (both physical and verbal) and are never acceptable. In responding to such concerns DSL must (where appropriate) always complete an AIM (Assessment, Intervention, Moving On) checklist and contact the Duty and Advice team if appropriate and follow the principles set out in Part 5 of KCSiE and the DfE guidance on Sexual Violence and Sexual Harassment (2021).

The school will ensure that the needs of children who may have/have sexually harmed others will be considered separately from the needs of those who have/may have been subject to sexual harm. Children who have/may have sexually harmed others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment management plan (RAMP). Where appropriate there must be a coordinated multi-agency approach to risk assessment which will include involvement of parent/carers, social care, health, police and youth justice (where appropriate). From a best practice perspective the RAMP should be independently chaired. Further support and advice on AIM Checklists and/or undertaking a RAMP can be obtained from the Education Safeguarding Team.

All children who may have/has been sexually harmed will be taken seriously and that they will be supported and kept safe.

In cases where allegations of sexual violence and/or harassment are found to be unsubstantiated, unfounded, false or malicious, the safeguarding team will consider whether the child or person who has made the allegation is in need of support or may have been abused by someone else. In cases where the report is found to be deliberately invented or malicious the school will consider whether it is appropriate to take any disciplinary action in keeping with the school's behaviour management policy.

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](#). The government provides guidance in a number of documents [Sexting in schools and colleges](#).

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. Strategies employed to minimise bullying and abuse include, but are not limited to, themed assemblies, special presentations or workshops, PSHE curriculum, subject curriculum material on prejudice, racism and tolerance. 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 (information on the statutory guidance can be found here [Guidance Relationships education, relationships and sex education \(RSE\) and health education](#)), online safety, CSE, extremist views and anti-bullying.

Online Safety education takes place, additionally within ICT lessons and the annual safer internet day assembly. The school's online safety policy is reflective of the requirements set out in KCSIe (2021) in regards to content, contact, conduct and commerce. The school's online safety policy is aligned to the school behaviour policy and reflects our approach to issues of online safety (including the sharing of nudes and semi-nudes) that empowers us to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

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.

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

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. For children who have sexually harmed or may have sexually harmed peers, a RAMP will be completed that includes safety and support planning.

Gateways School Allegations Against Staff Procedures

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

- a. behaved in a way that has harmed a child or may have harmed a child
- b. possibly committed a criminal offence against or related to a child
- c. behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children
- d. behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes any behaviour that may have happened outside of school that might make the individual unsuitable to work with children. This is known as transferable risk.

All adults working in school have duty to disclose to the Headteacher (or chair of governors where appropriate) where their relationships and associations both within and outside of the workplace (including online) may have implications for safeguarding children in school.

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

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

A safeguarding complaint that meets the above criteria must be reported to the Headteacher ("case manager") immediately. If the complaint involves the Headteacher then the next most senior member of staff must be informed and the Chair of Governors.

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

All staff must fully understand that any adult behaviours that deviate from the Guidance for Safer Working Practice, including inappropriate conduct outside of work are a concern, even if they are low-level. Low-level concerns are concerns that do not meet the harm test/allegations threshold. Examples of such behaviour include:

- Being over familiar with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
- Using inappropriate sexualised, intimidating or offensive language.

The case manager should ensure that the child is not at risk and where appropriate ensure that the child is referred to the local authority Duty and Advice team as referenced in Part 1 of KCSIE.

The case manager should gather as much information about the alleged incident as necessary in order to establish whether there is substance to the allegation. In situations where the case manager determines that the harm test has not been met the case manager must ensure that there is a clear record of the incident, include any actions (including whether any HR advice had been sought and actioned) taken to address the concern raised. This record must be kept confidential, stored securely and comply with the Data Protection Act 2018 and the UK GDPR (2018). All low level concern records will be kept for (please add period of time).

In situations where the case manager has sufficient information to suggest that the harm test/allegations threshold has been met, the case manager must use the local authority designated officer (LADO) notification form in order to assess the level of concern, prior to contacting the LADO. As part of this initial consideration, the case manager should consult with their school's HR Advisor or in the case of a supply member of staff the supply agency safeguarding lead/senior manager. The completed LADO notification form must be sent to lado@leeds.gov.uk within one working day of the allegation being made. This will assist the case manager and HR/supply agency senior manager in consultation with the LADO to decide on the most appropriate course of action. This includes when to inform the member of staff of the concerns raised. Parents or carers of the child or children involved should be told about the allegation as soon as possible if they do not already know of it.

The case manager must not carry out an investigation or directly interview an individual about whom there is a concern until the above process has been duly completed and relevant partners have been consulted.

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

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

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

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

LADO Contacts: Claire Ford, Carolyn Hargreaves or Jo Peake Tel: 0113 3789687

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

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

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

- Whistleblowing hotline 0113 3788008 (dedicated hotline answered by a member of the Internal Audit team or an answerphone).
- E-mail concerns@leeds.gov.uk
- In writing Internal Audit, 3rd Floor West, Civic Hall, Leeds, LS1 1JF
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday and Email: help@nspcc.org.uk.

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, Deputy DSL and safeguarding team members are 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 Tracy Johnson 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 safeguarding team and Head, 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;
- promote the educational outcomes of children with a social worker and other pupils deemed vulnerable;
- recognise the additional risks children with SEND face on line;
- monitor attendance to identify children who may be at risk;
- take responsibility for Online Safety within the school;
- monitor inappropriate internet use;
- 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;
- take responsibility for any Looked After Children in the school;
- 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 (refer to NSPCC - [When to call the police](#) for guidance);
- 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 will 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 Head 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 CPOMS entry or 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 safeguarding team:

- talk to the member of staff who completed the cause for concern;
- liaise with the Head, if necessary, 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;
- if necessary, consult with the Child Protection advice team at Leeds Safeguarding Children Partnership, 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;
- if necessary, refer cases to Children's social work services, within 24 hours, where appropriate;
- refer serious cases/crimes to the police (refer to NSPCC – [When to call the police](#) for guidance);
- ensure the record is completed on CPOMS
-

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: Head, Head of Safeguarding, Head of Prep, Pastoral Head of High School, 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 safeguarding team 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 safeguarding team will liaise with the Head 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 safeguarding team 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 Need, 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 safeguarding team 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.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will, working in partnership with the LA and other key professionals invite parents/carers to a meeting where possible Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of the child. This is especially important where a child has SEND, is vulnerable, and/or has a social worker.

Child Protection Records

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

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

Where a pupil leaves their existing provision, the school will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known) as soon as possible and within five school days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes.

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

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

Where a vulnerable young person is moving to a Further Education establishment, consideration will be given to the pupil's wishes and feelings about their child protection information being passed on, in order that the FE establishment can provide appropriate support. In cases where it is deemed appropriate, relevant child protection information must be shared via the FE Safeguarding Information Sharing Form only. The original records will be retained and archived by the school/college. Due consideration must be given to the sharing of any additional information requested by the receiving establishment.

- Where the destination school is not known (the original records will be retained by the school/college)
- Where the child has not attended the nominated school (the original records will be retained by the school/college)
- There is any on-going legal action (the original file will be retained by the school and a copy sent)
- Where a child moves to a different school outside of the Leeds authority a copy of the child protection record will be retained for reference.

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

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

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

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

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

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

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

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

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

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

Children's and Parents' Access to Child Protection Files

Under Data Protection legislation (General Data Protection Regulation & Data Protection Act 2018) a pupil or their nominated representative have a number of legal right in respect of information relating to them. These rights include the right to access and the right to rectification of inaccurate data.

Therefore all information will be accurately recorded, objective in nature and expressed in a professional manner.

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

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

It is best practice to make reports available to the child or their parents unless the exceptions described above apply.

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

Archiving

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

Safe Destruction of the Pupil Record

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

Training

The Designated Safeguarding Lead, Deputy DSL and safeguarding team 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 initial 3-day Children's Services Education child protection training course (or equivalent), the multi-agency Working Together to Safeguard Children and Young People.

Additional training in the following should also be undertaken:

- Early help
- Child protection conferences & reviews
- Understand GDPR & sharing information
- Prevent duty awareness and Channel
- Online safety
- Honour based abuse
- Child sexual exploitation
- Child criminal exploitation, county lines and serious violence
- Domestic abuse
- Peer on peer/ child on child abuse
- Sexual violence and sexual harassment
- Private fostering

Their safeguarding training will be updated **every two years**. This training can be provided by the local children's services department or an alternative accredited external agency.

In addition to their formal training, as set out above, the Designated Safeguarding Lead and safeguarding team 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 and safeguarding team 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 and safeguarding team have 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 online 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 safeguarding team will be available for staff in the school to discuss any safeguarding concerns. The optimal scenario is to have a trained DSL or DDSL available on site. Where this is not possible (e.g. due to self-isolating), a trained DSL or DDSL will be available to be contacted via phone or online video – for example when working from home.

Private Fostering

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Where this situation arises the safeguarding team will notify the local authority where the child is residing to allow the local authority to check the arrangement is suitable and safe for the child. Full statutory guidance can be found in [Children Act 1989 Private Fostering](#).

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. 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 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, although individual cases may be discussed. 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 needs. They will receive governor safeguarding training upon appointment and updated training as required, but preferably every three years in line with the whole school staff refresher training. **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.

APPENDIX A

Contact Details

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Gateways School Contacts

0113 2886345

Designated Safeguarding Lead	Mrs Kate Davison	kate.davison@gatewaysschool.co.uk
		Ext. 202
Deputy Safeguarding Lead	Mrs Helen Wallis	helen.wallis@gatewaysschool.co.uk
Safeguarding Team	Dr Tracy Johnson	tracy.johnson@gatewaysschool.co.uk
Safeguarding Team	Mrs Carol Bartle	carol.bartle@gatewaysschool.co.uk
Safeguarding Team	Mrs Diane White	diane.white@gatewaysschool.co.uk
Safeguarding Team	Mr Jarrod Dixon	jarrod.dixon@gatewaysschool.co.uk
Head	Dr Tracy Johnson	tracy.johnson@gatewaysschool.co.uk
Chair of Governors	Mr Stuart Watson	chair@gatewaysschool.co.uk
Safeguarding Governor	Mrs Geraldine Brennan	safeguarding@gatewaysschool.co.uk

Leeds Safeguarding Children Partnership (LSCP) - Education Team Contacts

Advice

Web address: www.leedsscp.org.uk	estconsultation@leeds.gov.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 3789867 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 535 0600 childrenedt@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@db.sgi.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 fm@fco.gov.uk
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Prevent Contacts

Non-emergency Police		101
Prevent Education Officer Leeds City Council		0113 5350810 prevent@leeds.gov.uk
DfE helpline		020 7340 7264 counter.extremism@education.gov.uk

Whistleblowing

Leeds City Council hotline		0113 2474645
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		concerns@leeds.gov.uk
NSPCC helpline		0800 028 0285 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. These constitute safeguarding issues and staff should follow the procedures for notifying the Designated Safeguarding Lead.

Honour Based Abuse (HBA)

So-called 'honour-based' abuse 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 HBA 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 HBA, or already having suffered HBA.

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 (FGM)

Female genital mutilation 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 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 (CSE)

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. 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. It can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge. It can happen through the use of technology, for example, through others copying videos or images they have created and posted on social media.

Children may also be groomed and exploited online. They 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:

- be involved in abusive relationships, intimidated and fearful of certain people or situations;
- hang out with groups of older people, or antisocial groups, or with other vulnerable peers;
- 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**. Further guidance is available at [Child sexual exploitation: guide for practitioners](#).

Child Criminal Exploitation (CCE)

Individuals or groups takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity:

- (a) in exchange for something the victim needs or wants;
- (b) for the financial or other advantage of the perpetrator or facilitator;
- (c) through violence or the threat of violence.

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.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. It can include children being forced to work in cannabis factories, forced to shoplift or pickpocket, or to threaten other young people. If they victim is coerced into moving drugs or money across the country this is referred to as **county lines** (see next section).

Potential risk indicators to help identify CCE:

- children who suffer from changes in emotional wellbeing;
- persistently going missing from school;
- children who go missing for periods of time without explanation or regularly come home late;
- significant decline in educational attainment and attendance;
- children who associate with other young people involved in exploitation;
- increasing disruptive or aggressive behaviour;

- increasing drug and/or alcohol use;
- using sexual, drug-related or violent language;
- unexplained acquisition of money, clothes, mobile phones, unexplained gifts or new possessions;
- excessive receipt of texts/phone calls;
- relationships with controlling/older individuals or groups;
- suspicion of physical assault/unexplained injuries;
- parental concerns;
- carrying weapons.

County Lines

County lines a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK. This is often from urban areas to suburban and rural areas, market and seaside towns using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance. This type of movement of children falls under the legal definition of trafficking.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Potential risk indicators to help identify county lines:

- returning home late, staying out all night or going missing;
- being found in areas away from home;
- increasing drug use, or being found to have large amounts of drugs on them;
- being secretive about who they are talking to and where they are going;
- unexplained absences from school, college, training or work;
- unexplained money, phone(s), clothes or jewellery;
- increasingly disruptive or aggressive behaviour;
- using sexual, drug-related or violent language you wouldn't expect them to know;
- coming home with injuries or looking particularly dishevelled;
- possessing hotel cards or keys to unknown places;
- persistently going missing from school or home and/or being found out of area;
- unexplained acquisition of money, clothes or mobile phones;
- excessive receipt of texts/phone calls;
- relationships with controlling/ older individuals or groups;
- leaving home/care without explanation;
- suspicion of physical assault/unexplained injuries;
- parental concerns;
- carrying weapons;
- significant decline in school results/performance;
- gang association or isolation from peers or social networks;
- self-harm or significant changes in emotional wellbeing;
- 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.

A referral to the [National Referral Mechanism](#) should be considered. Further information is available in guidance published by the [Home Office](#).

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.

Potential risk indicators to help identify serious violence:

- 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.

Domestic abuse (DA)

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; and emotional.”

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

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](#)

[SafeLives: Young people and domestic abuse](#)

Operation Encompass

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 before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child’s circumstances and can give appropriate support. 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 the 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. This also includes calling for the death of members of the armed forces. 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 the process by which people come to support terrorism and violent extremism and extremist ideologies associated with 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.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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.

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

assessment. An individual's engagement with the programme is entirely voluntary at all stages. Further information is available at [Channel guidance](#).

APPENDIX B

Part 5

Information on Sexually Related Concerns

Full details of Gateways policy and procedures can be found in the **Sex Related Incidents Policy and Procedures**. This document must be read as part of the safeguarding induction. Key information has been included here.

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.

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.

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 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 bisexual, this could include threatening to 'out' them, or result in homophobic or biphobic bullying.

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.

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.

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.

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.

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 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. Confidentiality should never be promised as it is very likely that it will be in the best interests of the child to seek advice and guidance from others. Parents will normally be informed and a referral made to children's social services and /or the police, if necessary. A support plan will be put in place for the pupil.

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)	
<p>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.</p>	
Signed:	
Form passed to:	Signed (DSL):

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

APPENDIX D
Part 3

Confidential Ongoing Monitoring form

Designated Safeguarding Lead use only

Name of child:

Class /Tutor group:

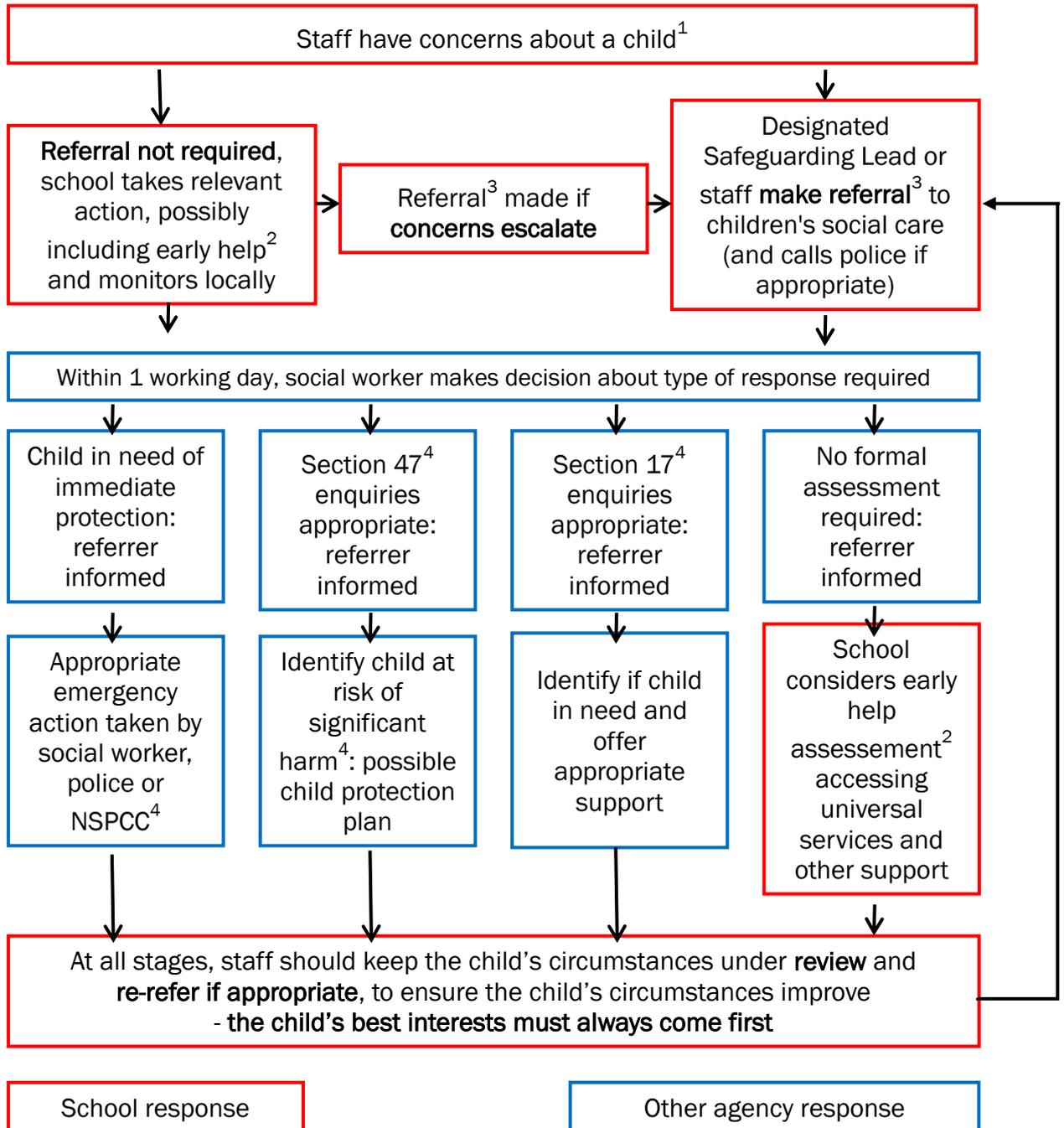
DoB:

Day	Date	Concern/Incident	Action taken	Signature

Page ____

APPENDIX E Part 1

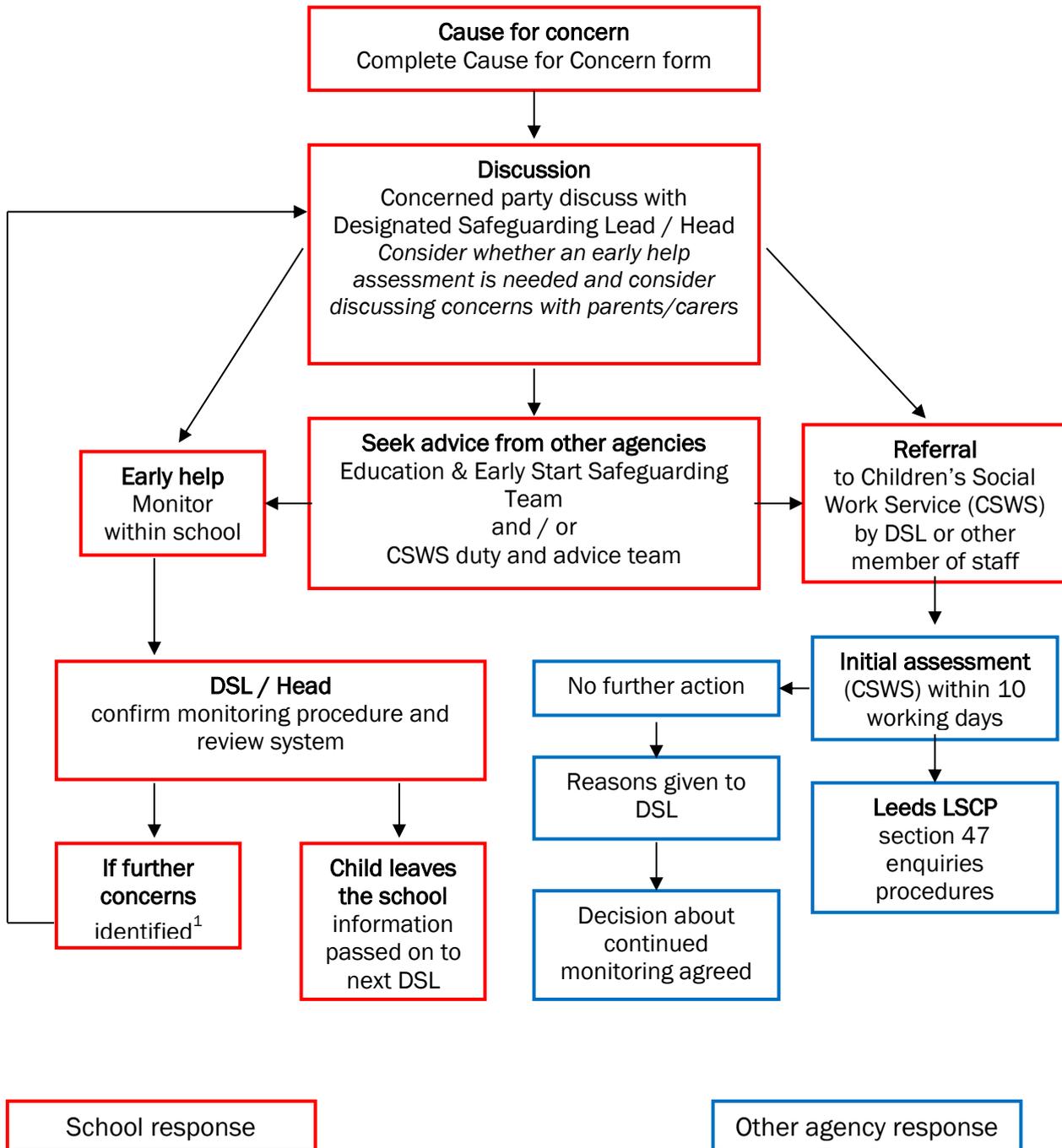
Actions where there are concerns about a child



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

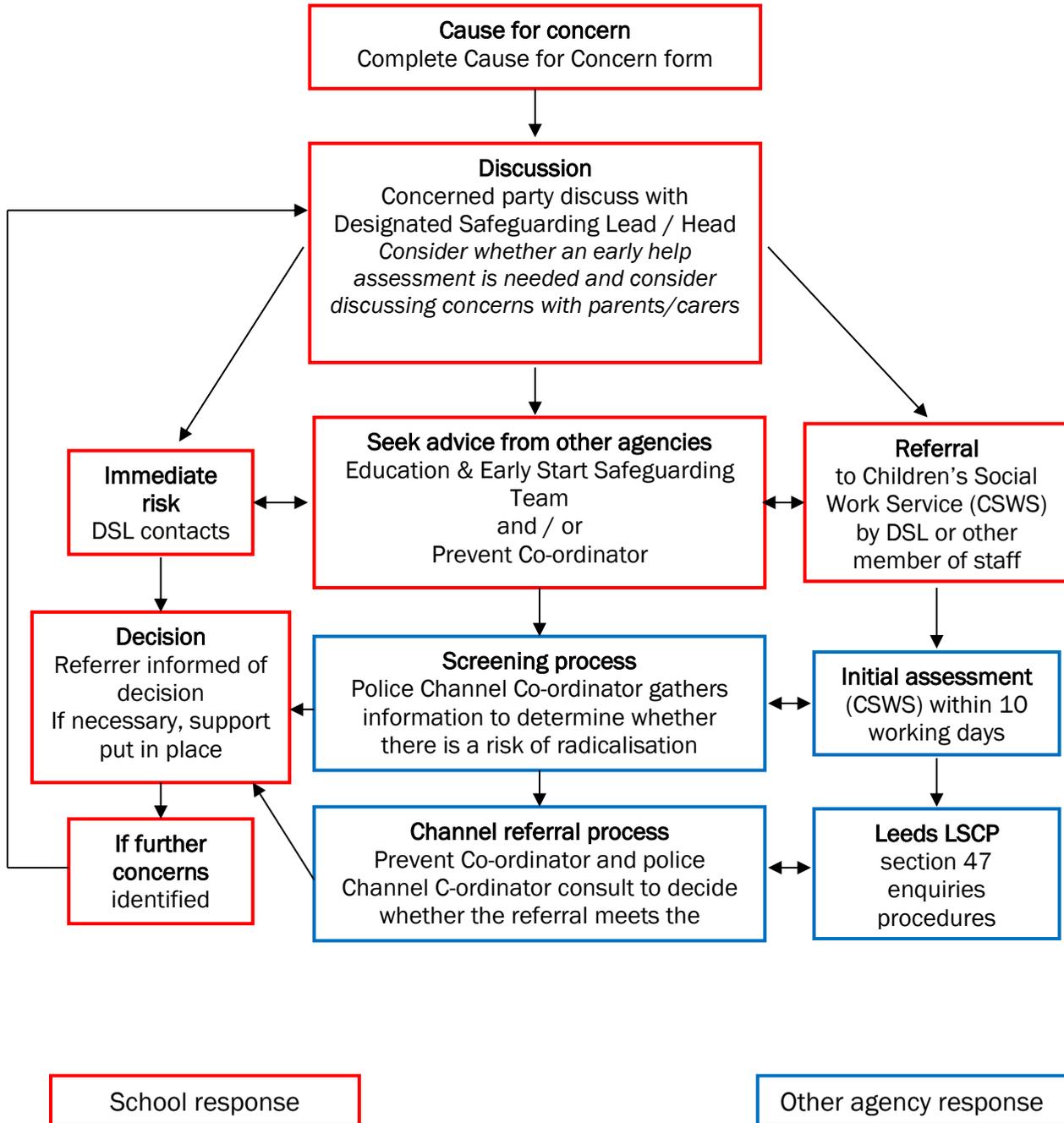
Summary of in-school procedures to follow where there are concerns about a child



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/>

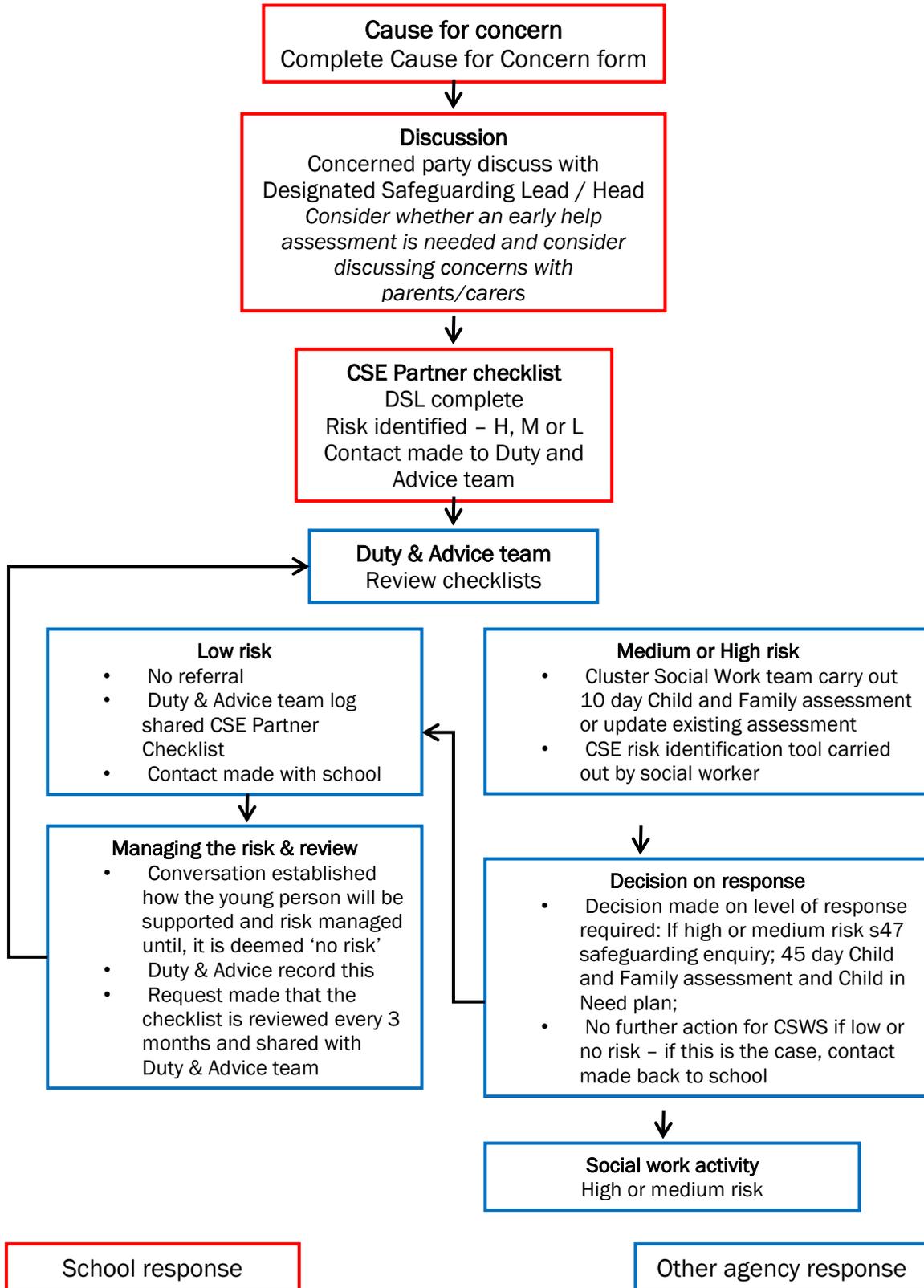
APPENDIX E Part 3

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: kate.davison@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 Kate Davison
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: kate.davison@gatewayschool.co.uk

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

Mrs Kate Davison (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 F Part 4

FE Safeguarding Information Sharing Form

(3 Pages)

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

Please indicate the nature of the incident or safeguarding issue that you have been concerned about either in the past or currently?					
Physical Abuse	<input type="checkbox"/>	Sexual Abuse	<input type="checkbox"/>	Emotional Abuse	<input type="checkbox"/>
Neglect	<input type="checkbox"/>	Mental ill Health	<input type="checkbox"/>	Suicidal intent	<input type="checkbox"/>
Self-Harm	<input type="checkbox"/>	Forced Marriage	<input type="checkbox"/>	Risk to others	<input type="checkbox"/>
Prevent	<input type="checkbox"/>	CSE	<input type="checkbox"/>	Faith Abuse	<input type="checkbox"/>
Financial Abuse	<input type="checkbox"/>	Domestic Violence	<input type="checkbox"/>	Female Genital Mutilation	<input type="checkbox"/>
Fabricated/Induced Illness	<input type="checkbox"/>	Gangs and Youth Violence	<input type="checkbox"/>	Harmful Sexual Behaviour	<input type="checkbox"/>
Institutional abuse	<input type="checkbox"/>	Missing from home	<input type="checkbox"/>	Sexting	<input type="checkbox"/>
Trafficking	<input type="checkbox"/>	Missing in education	<input type="checkbox"/>	Substance abuse	<input type="checkbox"/>
*Child Looked After	<input type="checkbox"/>				
Other(Please State):					

Are there any current or relevant historical safeguarding concerns?		
<i>Please can you provide details of the concerns that you have noted. Please also indicate if the concern was referred to any agencies (i.e. children's social work services, adult social care, police) and the outcome of the referral? Feel free to use additional sheets if required.</i>		
Safeguarding Issue	Date	What action was taken / Referred to agency?

Please can you give full details including contact details of which agencies are currently working with the student?			
Children's Social Work Services		Adult Social Care	

Probation		Youth Offending Services	
CAMHS		Police	
Other, Please state			

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

--

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

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

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

--

Please can you provide your details below:

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

CONSENT TO SHARE INFORMATION PRIOR TO ENROLMENT

To be completed by student

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

Date	
Signature of student	

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

Name of contact	
Telephone number	

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

APPENDIX F

Part 4

Return this form to the relevant contact listed below:

Leeds College of Building	
Name of contact	Charlotte Duffy
Job Title	Safeguarding Officer
Name of organisation / service	Leeds College of Building, HR Unit, North Street, Leeds, LS2 7QT
Email address	cduffy@lcb.ac.uk
Contact telephone number	T: 0113 2226000 Ex: 3845 M: 07872693424

Notre Dame Catholic 6 th Form College	
Name of Contact	Lindsay Brook
Job Title	Assistant Principal
Name of organisation / service	Notre Dame College, St Mark's Ave, Leeds LS2 9BL
Email address	l.brook@notredamecoll.ac.uk
Contact telephone number	0113 2946644

Leeds City College	
Name of Contact	Lewis Freer
Job Title	Head of Safeguarding
Name of organisation / service	Leeds City College, Park Lane Campus, room A2.20
Email address	andrew.ottey@leedscitycollege.ac.uk
Contact telephone number	Tel: 0113 2162055

Leeds College of Music	
Name of Contact	Karen Joyce
Job Title	Head of Student Services (DSL)
Name of organisation / service	Leeds College of Music, 3 Quarry Hill, Leeds LS2 7PD
Email address	k.joyce@lcm.ac.uk
Contact telephone number	T: 0113 222 3453

Leeds College of Art	
Name	Katrina Welsh
Job Title	Head of Student Support
Name of organisation / service	Leeds College of Art
Email address	katrina.welsh@leeds-art.ac.uk
Contact telephone number	0113 202 8000

Elliott Hudson College	
Name	Rosie Quashie
Job Title	Assistant Principal
Name of organisation / service	Elliott Hudson College
Email address	rosiequashie@elliottthudsoncollege.ac.uk
Contact telephone number	0113 3239777

APPENDIX G

Gateways School Awareness of a vulnerable situation

Forward the completed form to the Designated Safeguarding Lead

Situation:	
Place:	
Time:	
Risk assessment:	
Signature:	DSL Signature:
Date:	Date:

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 Head 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.

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 safeguarding team.**

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 Head. 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.

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	

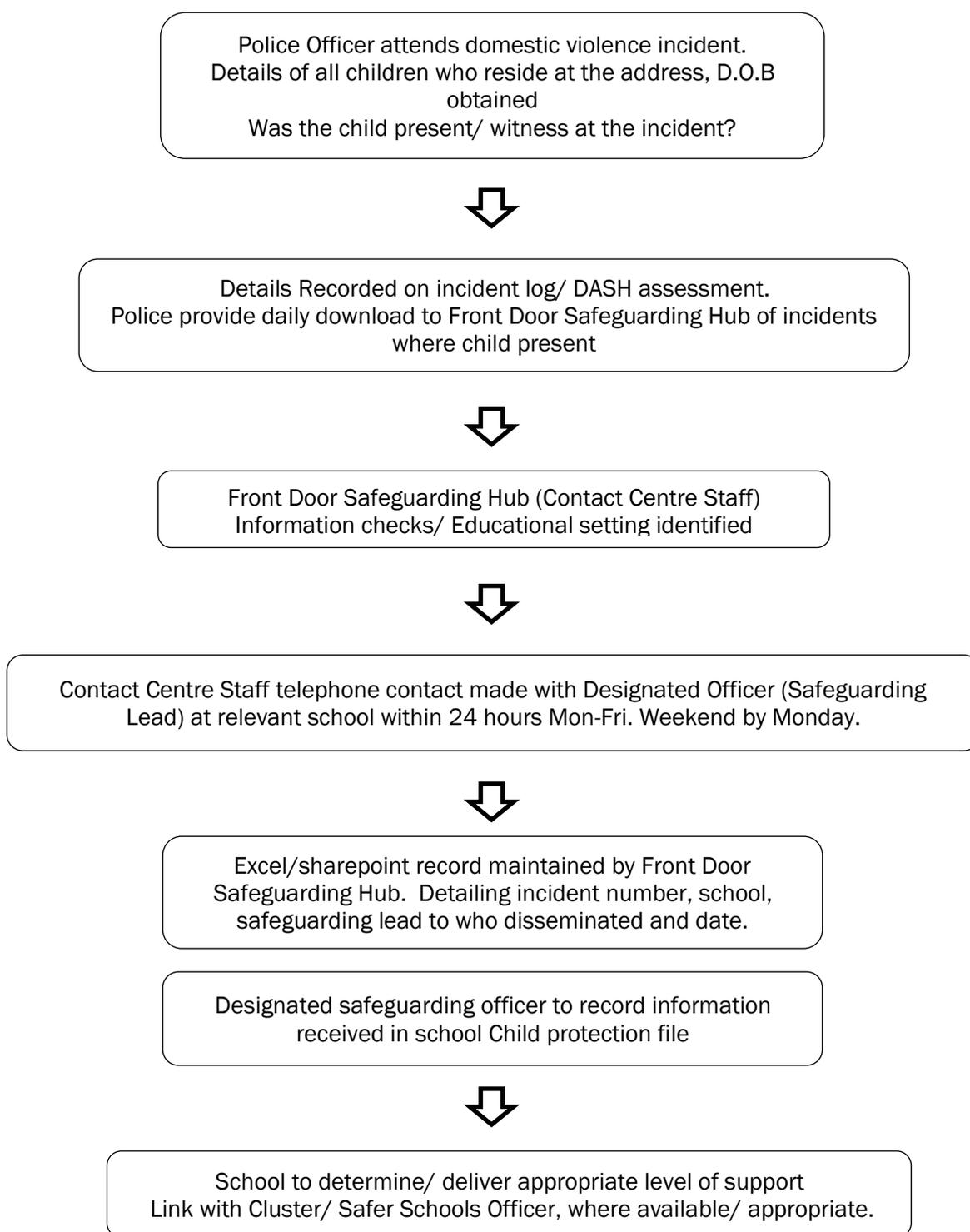
Details of other children in the family (name/ Dob/ addresses if different to above)	
Parent/ carer preferred means of contact.	
Please tell us if the child or the parent/ carers need an interpreter or other support when we contact them (and if so what language/ type of assistance)	
Section 3 - FGM Report	
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 Abuse 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 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 Head?					
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 Head Date.....

Signature of DSL Date.....

Signature of Safeguarding Governor Date.....

Copies submitted to Head/Chair of Governors Date.....