



Safeguarding Policy

2025 - 2026

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SAFEGUARDING POLICY

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RKLT Safeguarding Policy

1. Introduction

The purpose of this policy is to ensure:

- There is a whole school approach to safeguarding which enables Temple Learning Academy to be a safe a place to learn and work.
- All staff understand their statutory safeguarding responsibilities and are confident to carry out their duties.
- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- Children and young people who attend Temple Learning Academy are protected from harm and appropriate action is taken so that pupils receive the right help at the right time.

This policy applies to all staff (including supply and peripatetic staff), volunteers, Members, Trustees, Governors, or anyone working on behalf of Temple Learning Academy.

2. Legal Framework

This policy is based on the Department for Education's statutory guidance, [Keeping children safe in education - 2025](#), Working together to safeguard children 2023(2018) and Governance Handbook (2020). It is also based on relevant legislation, policy and guidance that seeks to protect children in England. This includes:

- [The Rehabilitation of Offenders Act 1974](#)
- Human Rights Act 1998
- Section 175 of the Education Act (2002)
- Female Genital Mutilation Act 2003
- The school's duty under the Children Act 2004 to co-operate with other organisations and agencies [more information about this is available from the Information Commissioner's Office: ico.org.uk/for organisations]
- [Safeguarding Vulnerable Groups Act 2006](#)
- [The School Staffing \(England\) Regulations 2009](#)
- Equality Act 2010
- Public Sector Equality Duty
- Education Regulations (2014)
- Prevent Duty Guidance for England and Wales (2015)
- [Information sharing advice for practitioners providing safeguarding services for children, young people, parents and carers 2024](#)
- Data Protection Act (2018)
- Guidance for safer working practice for those working with children and young people in education settings (2022)
- [Teacher's Standards \(2012\)](#)
- Behaviour in schools Advice for headteachers and school staff (2022). Behaviour in schools Advice for headteachers and school staff (2024)
- [Working together to improve school attendance \(May 2022\)](#)

It is also in line with:

- [Leeds Safeguarding Child Partnership \(LSCP\) Safeguarding Procedures and Practices](#)
- [What To Do If You Are Worried A Child Is Being Abused \(2015\)](#)
- Recommendations from national and local Serious Case Reviews
- DfE guidance relating to COVID 19

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

3. Supporting Documents

- This policy should be read alongside our organisational policies, procedures, guidance, and other related documents. These include;
- [RKLT - Attendance Policy - 2024-2025](#)
- Attendance and Punctuality.
- Behaviour
- Bullying
- [RKLT Complaints and Concerns Policy - 2024-2025](#)
- [Data Protection Policy - December 2023.pdf](#)
- Designated teacher for looked-after and previously looked-after children.
- [Equality](#)
- [Health and Safety](#)
- Relationship and Sex Education.
- SEND
- Staff Code of Conduct
- Disciplinary Policy
- [Whistleblowing](#)
- Leeds model safeguarding policy

4. Policy Statement

We believe that:

- Children and young people should never experience abuse of any kind and all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse.
- Everyone working for Temple Learning Academy has responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.
- Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues.

We recognise that:

- The welfare of children is paramount in all the work we do and in all the decisions we take.
- We have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.
- Safeguarding and promoting the welfare of children is everyone's responsibility.
- Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

- Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. We give special consideration to children who:
 - Have special educational needs (SEN) or disabilities.
 - Are young carers.
 - May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality.
 - Who have previously been known to social care
 - Have English as an additional language.
 - Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence.
 - Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation.
 - Are asylum seekers.
 - Are at risk due to either their own or a family member's mental health needs.
 - Are looked after or previously looked after.

Extra safeguards may be needed to keep children who are additionally vulnerable safe from abuse.

We are committed to:

- A whole school approach to safeguarding, which underpins all aspects of school life.
- Safeguarding and promoting the welfare of all Pupils.
- Working with 'professional curiosity' and an attitude that 'it could happen here'.
- Practice that is child-centred, considering, at all times, what is in the best interests of the child.
- Having effective procedures in place which ensure pupils receive the right help, at the right time.
- Playing a pivotal role in local safeguarding arrangements.
- A 'zero-tolerance' approach to harmful sexual behaviours, and child on child abuse.
- Ensuring all staff receive appropriate safeguarding and child protection training which is regularly updated.
- Providing suitably trained and experienced, specialist staff, including a Designated Safeguarding Lead, within the school
- An age-appropriate, preventative, spiral curriculum that effectively prepares pupils for life in modern Britain.
- Reviewing policy, procedure, and practice regularly.

We will seek to keep children and young people safe by:

- Valuing, listening to and respecting them.
- Involving them in decisions which affect them.
- Building children's resilience to radicalisation through a broad and balanced curriculum that promotes fundamental values and enables children to challenge extremist views.
- Appointing a nominated child protection lead for children and young people, a deputy, and a lead trustee/board member for safeguarding.
- Adopting child protection and safeguarding best practice through our policies, procedures, and code of conduct for staff and volunteers.
- Developing and implementing effective online safety and related procedures.

- Providing effective management for staff and volunteers through induction, supervision, support, training, and quality assurance measures so that all staff and volunteers know about, and follow, our policies, procedures, and behaviour codes confidently and competently.
- Recruiting and selecting staff and volunteers safely, ensuring all necessary checks are made.
- Recording, storing, and using information professionally and securely, in line with data protection legislation and guidance.
- Sharing information about safeguarding and good practice with children and their families through all our communication routes.
- Making sure that children, young people, and their families know where to go for help if they have a concern.
- Using our safeguarding and child protection procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families, and carers appropriately.
- Using our procedures to manage any allegations against staff and volunteers appropriately.
- Creating and maintaining an anti-bullying and harassment environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying and harassment that does arise.
- Ensuring that we have effective complaints and whistleblowing measures in place.
- Ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance.
- Building a safeguarding culture where staff and volunteers, children, young people and their families, treat each other with respect and are comfortable about sharing concerns.

5. Definitions

To this policy, we will use the following definitions:

Child: As in the Children Acts 1989 and 2004, a child or young person is anyone who has not yet reached his/her 18th birthday. All Pupils in the Trust, including over-18s in Sixth Form, follow the remit of the Policy. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

Safeguarding: This is the action that is taken to promote the welfare of children and protect them from harm.

This means:

- protecting children from abuse and maltreatment.
- preventing harm to children's health or development.
- ensuring children grow up with the provision of safe and effective care.
- taking action to enable all children and young people to have the best outcomes.
- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, inside or outside the home, including online.

Child protection: This is part of the safeguarding process and refers to the activities undertaken that prevent children suffering, or being likely to suffer, significant harm. It focuses on protecting individual children

identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

Safeguarding Partners: Safeguarding partners will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their need.

The three partners are:

- Local Authority
- Integrated Care Systems (ICS)
- The chief officer of police for a police area in LA area.

The three statutory safeguarding partners have decided to allow all schools and colleges in the local area to be fully engaged, involved, and included in safeguarding arrangements. As a named relevant agency, we are under a statutory duty to co-operate with the published arrangements.

Please see Appendix 5 – Leeds Children’s Services – Safeguarding & Child Protection Policy for schools and colleges.

Abuse: This is a form of maltreatment and may involve inflicting harm or failing to act to prevent harm.

Neglect: This is a form of abuse and 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.

6. Identifying children and young people who are suffering or likely to suffer significant harm

Teachers and other adults in school are well placed to observe any physical, emotional, or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents, and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns. We recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Therefore, all staff know of the safeguarding issues that can put children at risk as well as the signs of abuse, harm, and neglect. Harm can also include children witnessing the ill-treatment of others and that this is particularly relevant when children see, hear or experience domestic abuse and its effects.

a) Indicators of abuse, and neglect and exploitation

Abuse, neglect and exploitation are forms 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, teenage relationship or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, exposed to adultification or by another child or children.

i. Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also

be caused when a parent/carer fabricates the symptoms of, or deliberately induces, illness in a child.

ii. Emotional Abuse

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

iii. Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in a sexually inappropriate way, 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. Support for children who have been victim to sexual abuse can be found from [**The Centre of Expertise on Child Sexual Abuse**](#), which includes advice on safety planning and communicating with children and parents

iv. Neglect

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

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

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

b) Safeguarding issues

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for

the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

i. Child Sexual Exploitation (CSE)

We recognise that Child Sexual Exploitation (CSE) can happen in person or online. CSE is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g., through others sharing videos or images of them on social media. An abuser will gain a child's trust or control them through violence or blackmail before moving onto sexually abusing them. This can happen in a short period of time. An abuser may groom a young person by giving gifts, drugs, money, status, and affection. This is usually exchange for the young person performing sexual activities. Key to identifying potential CSE is a change in behaviour, having money or items they cannot or will not explain, alcohol or drug misuse, sexually transmitted infections, being secretive.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g.; they believe they are in a genuine romantic relationship.

The DfE provides: [Child sexual exploitation: guide for practitioners](#)

ii. Child Criminal Exploitation (CCE)

We recognise that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market, and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs.

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should

be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

iii. County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store, and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in several locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Several of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home.
- unexplainable and/or persistent absences from education.
- have been the victim or perpetrator of serious violence (e.g., knife crime).
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs.
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection.
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity.
- owe a ‘debt bond’ to their exploiters.
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office](#).

Leeds Safeguarding Children Partnership Guidance on Criminal Exploitation and County Lines is [here](#).

iv. Modern Slavery and the National Referral Mechanism:

Temple Learning Academy recognises that modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour, it can include sexual exploitation and the removal of organs. Trafficking is where children and young people are tricked, forced, or persuaded to be moved or transported and then exploited, forced to work or sold. Children are trafficked for sexual and criminal exploitation, benefit fraud, forced marriage, domestic slavery, forced labour, committing crime like theft, county lines. School will consider whether a referral to the National Referral Mechanism (NRM) should be undertaken to safeguard that child and/or other children. National NRM guidance available [here](#).

v. Extremism

To fulfil the Prevent duty, it is essential that staff can identify children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation is seen as part of schools' wider safeguarding duties and is similar in nature to protecting children from other harms (e.g., drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

- Radicalisation (Prevent strategy)
“The process by which a person comes to support terrorism and forms of extremism leading to terrorism.”
- Extremism (Prevent strategy)
“Vocal or active opposition to fundamental Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faith and beliefs.”

vi. Female Genital Mutilation (FGM)

Female genital mutilation is a procedure where the female genitals are deliberately cut, injured, or changed, but there's no medical reason for this to be done.

vii. Mental Health

Mental health problems can be an indicator that a child has suffered or is at risk of abuse, neglect, or exploitation. This can have a lasting impact throughout childhood, adolescence and into adult hood.

viii. Child-on-child abuse

Including Sexual Violence and Harassment and Youth Produced Sexual Imagery (sexting)

Temple Learning Academy recognises that children can abuse their peers, that this can manifest itself in many ways and may reflect gender issues.

Sexual violence and sexual harassment involving children at the school is a form of child-on-child abuse. Sexual violence involves the criminal sexual offences defined in the Sexual Offences Act 2003. Sexual Harassment is defined as unwanted conduct of a sexual nature and can include online behaviour. Neither is acceptable nor will it be tolerated. Temple Learning Academy takes all such reports seriously and they will receive the same high standard of care that any other safeguarding concern receives. A multi-agency approach will be undertaken when responding to all such complaints; however, the school will always take immediate action to protect children despite the actions of any other agency. These actions may include an immediate risk assessment in respect of the needs of the child victim and will address any risks identified to any child in respect of an alleged perpetrator of sexual violence or sexual harassment to ensure children are protected from harm. Any risk assessment will be fluid and may change to reflect any developments during the management of the case.

Upskirting (which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm). As of April 2019, upskirting is now a criminal offence, with offenders facing up to 2 years in jail and being placed on the sex offenders' register.

Where there are concerns or allegations of child-on-child abuse, the procedures and guidance for staff if they suspect abuse of this policy will be followed, in the same way as if the matter was in respect of abuse by an adult.

ix. Serious violence

All staff should be aware of indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. Serious violence may also include knife crime.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

x. Domestic Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional, and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed must be aged 16 or over and they must be "personally connected".

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Seeing, hearing or experiencing 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.

Where police are called to an incident of domestic abuse and there are children in the household who have experienced the domestic incident, the police will inform the key adult in school before the child or children arrive at school the following day with an [Operation Encompass](#) alert.

Advice is available at:

- [NSPCC- UK domestic-abuse Signs Symptoms](#)
- [Refuge: What is abuse?](#)
- [SafeLives: young people and domestic abuse](#)
- National Domestic Abuse Helpline, 24 hours a day on 0808 2020 247.

xi. Extra Familial Harm

All staff should be aware that Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. It is important that schools provide as much information as possible so that assessments can consider any harm in contexts outside the home. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and County Lines.

Staff should recognise that children with SEN, disabilities and certain health conditions can face additional safeguarding challenges. They must not assume that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration. They must remain alert to the fact that children with SEN, disabilities and certain health conditions can be more prone to peer group isolation and disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and may have communication barriers and difficulties overcoming these barriers.

It is **not** the responsibility of the school staff to investigate or determine the truth of any disclosure or allegation of abuse or neglect. This includes allegations of peer abuse. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns indicating possible abuse or neglect will be recorded and discussed with the DSL (or in their absence with the person who deputises) prior to any discussion with parents.

xii. The trio of vulnerabilities

This is made up of three issues: domestic abuse, mental ill-health, and substance misuse. These issues can co- exist in families where significant harm to children has occurred. Where this co-occurrence happens, it is an indicator of increased risk of harm to children.

xiii. Cybercrime

Cybercrime is criminal activity committed using computers and / or the internet. Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

Additional advice can be found at: [Cyber Choices](#), [NPCC- When to call the Police](#) and [National Cyber Security Centre](#). Cyber Choices aims to intervene where young people are at risk of committing or being drawn into low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

c) Children potentially at greater risk of harm

All children should be protected but some groups of children are potentially at greater risk of harm.

i. Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare issues, this can lead them to be vulnerable to further harm as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health. This should inform decisions about safeguarding and promoting welfare, considering the provision of pastoral and / or welfare support, alongside action by statutory services.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a child has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the child's safety, welfare and educational, outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks.
- The provision of pastoral and/or academic support.

ii. Children who are absent from education

Children being absent for prolonged periods, having unexplainable and/or persistent absences from education and/or on repeat occasions, can be a warning sign of safeguarding issues including neglect, child sexual exploitation and child criminal exploitation. As outlined in the DfE statutory guidance, [**Working Together to improve school attendance 2024**](#), schools must work with Local Authority Children's Services, where absence indicates safeguarding concerns

iii. Children missing from education

This can be a vital warning sign for a range of safeguarding issues and the response of the school will support identifying abuse to help prevent the risk of the child going missing in the future. A child's absence may be unexplainable and persistent which would necessitate professional curiosity to better understand the reasons for this. A school making a referral to the Local Authority must follow the DfE's statutory guidance on [**Children Missing in Education**](#)

iv. Elective Home Education (EHE)

School recognises that many home educated children have a positive learning experience, but it can also mean that some children are less visible to services that are there to keep them safe. School will follow local arrangements where parents express their intention to remove a child from school. Link for Elective Home Education Services in Leeds is [here](#)

v. Children requiring mental health support

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. The school has clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

The senior mental health lead for the school is Jodie Turner. They will access training and resources to develop the whole school approach to mental health and wellbeing.

vi. Looked after children and previously looked after children

The most common reason for children becoming looked after is because of abuse and/or neglect. The school will hold the information in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. The school will hold the name of the child's social worker.

The school recognises that a previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe.

We have a designated teacher, James Barratt (Jennifer Malcolm, Lucy Flower and Jo Rozycki also deputise as the designated teacher) who is responsible for promoting the educational achievement of looked after children and previously looked after in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans.

vii. Children attending Alternative Provision

Where there is a necessity for a school to place a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs. The DSL should ensure that regular communication is maintained, including quality assurance visits and contact with the child's family.

Schools must ensure they are fully compliant with the guidance set out by the DfE in their [Alternative Provision](#) information for schools. This includes the requirement for written confirmation from the provider that full safer recruitment steps have been taken on all members of staff employed by the organisation, such as those new to the alternative provision.

There must be a clear knowledge of the location of each child who attends an alternative provision. This should include names and addresses for the provision and lead proprietor, including subcontracted provision and satellite sites. All alternative provision placements must be reviewed at least termly, to ensure that children are attending, their needs are met, and the setting is meeting their needs. It is the responsibility of the school to ensure that placements that have the potential to put a child at risk are immediately reviewed and terminated, if concerns have failed to be addressed.

viii). Children who are lesbian, bisexual or gender questioning

A child or young person who is lesbian, bisexual or gender questioning is not in itself an inherent risk for harm, however this may lead to targeting by other children, such as bullying. Following the Cass review, schools should adopt a cautious approach, encouraging families to seek clinical help and advice. DSL's should be conscious that such children may have complex mental health or psycho social needs that need to be addressed, and support put in place. School professionals should refer to the Guidance for Schools and Colleges in relation to Gender Questioning Children when deciding how to proceed.

[Gender Questioning Children - non-statutory guidance \(education.gov.uk\)](#)

7. Roles and Responsibilities

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

a) All School Leaders, Staff and Volunteers should:

- Read at least Part One (or Annex A, if appropriate) and Annex B of KCSIE 2024.
- Receive appropriate child protection training, including online safety training, at induction and which is regularly updated, (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Be aware of systems within the school which support safeguarding. These should be explained to them as part of staff induction. This includes: the school's child protection policy; RKLT's Code of Conduct, the identity and role of the DSL and any deputies and the safeguarding response to children who go missing from education.
- Know what to do if a child tells them they are being abused or neglected and know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved. Staff should never promise a child that they will not tell anyone about a report of abuse.
- Be aware of the process for making referrals to children's social care where there are concerns about a child's welfare, for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- Be aware of the signs of abuse and neglect so that they are able to identify cases of children who may need help or protection.
- Be aware of children who may need support with their mental health.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.
- **Always** speak with the DSL where there are concerns about a child.
- Speak to a member of the SLT and / or take advice from local children's social care if the DSL is not available.
- Understand that, whilst anyone can make a referral to Leeds Safeguarding Children Partnership [here](#), the correct school procedure is to report any concerns to the DSL in the first instance. If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re- consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
- Use the Leeds Safeguarding Children Partnership professional resolution procedure [here](#) and in exceptional circumstances, such as in an emergency or a genuine concern that action has not been taken, speak directly to Children and Families' Service. Where referrals are not made by the DSL inform the DSL as soon as possible, that a referral has been made.
- Have due regard to the duty to prevent people from being drawn into terrorism; report known cases of female genital mutilation and follow procedures when a child goes missing from education.
- Be aware of the school emergency procedures including fire evacuation, lock-down and invacuation.
- Refer concerns to the Headteacher/principal where there are concerns about another staff member,
- Refer concerns to the RKLT CEO (via their PA) where there are concerns about the Headteacher or principal.
- Raise concerns about poor or unsafe practices and potential failures in the school's safeguarding regime and where, necessary have regard to whistleblowing procedures. [The NSPCC whistleblowing helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school. Staff can call 0800 028 0285 – or email: help@nspcc.org.uk.

- Be aware of local early help process for Leeds Safeguarding Children Partnership [here](#) and understand their role in line with Working Together to Safeguard Children 2018, and be particularly alert to the potential need for early help for a child who:
 - is disabled or has certain health conditions and has specific additional needs.
 - has special educational needs (whether or not they have a statutory Education, Health and Care Plan).
 - has a mental health need.
 - is a young carer.
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
 - is frequently missing/goes missing from education, care or from home.
 - is at risk of modern slavery, trafficking, sexual or criminal exploitation.
 - is at risk of being radicalised or exploited.
 - has a family member in custody or is affected by parental offending.
 - has experienced multiple suspensions, is at risk of being permanently excluded from schools and in alternative provision or a pupil referral unit.
 - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
 - is misusing drugs or alcohol themselves.
 - has returned home to their family from care.
 - is at risk of “honour” based abuse such as Female Genital Mutilation or Forced Marriage.
 - is a privately fostered child.
 - is persistently absent from education, including persistent absences for part of the school day.
- Not assume a colleague or another professional will act and share information that might be critical in keeping children safe and be mindful that early information sharing is vital for effective identification, assessment, and allocation of appropriate service provision. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must** not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children. Staff should be vigilant and always raise any concerns with their DSL or deputy.
- Speak to the designated safeguarding lead (or deputy) about any concerns about female genital mutilation (FGM) and be aware that there is a specific **legal duty on teachers**, if, in the course of their work in the profession, they discover that an act of FGM appears to have been carried out on a girl under the age of 18, and that they must report this to the police.
- Should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. Therefore, all staff must have an awareness and understanding of the provisions in place (filtering and monitoring systems), manage them effectively and know how to escalate concerns when identified.

Concerns should always lead to help for the child at some point.

b) The Designated Safeguarding Lead

The DSL is a member of the Senior Leadership Team. Our DSL is:

Name	Role	Contact
Stuart Huddleston	Principal	Tel 0113 2645456 huddlestons@tla.rklt.co.uk

The DSL takes lead responsibility for child protection and wider safeguarding.

They are supported by:

Name	Role	Contact
Emma Lyner	Senior Deputy DSL	lynere@tla.rklt.co.uk
Jo Rozycki	Deputy DSL	rozyckij@tla.rklt.co.uk
Amy Thompson	Deputy Principal	thompsona@tla.rklt.co.uk
Alex Clark	Deputy Principal	clarka@tla.rklt.co.uk
Lisa Morrell	Assistant Principal	morrelli@tla.rklt.co.uk
Helen Sully	Assistant Principal	sullyh@tla.rklt.co.uk
James Barratt	Assistant Principal	barrattj@tla.rklt.co.uk
Lucy Flower	Assistant Principal	flowerl@tla.rklt.co.uk
Lyndsey Durn	Associate Assistant Principal	durnl@tla.rklt.co.uk
Emma Cowan	Pastoral Advocate	cowane@tla.rklt.co.uk
Karen Scholfield	Pastoral Advocate	scholfieldk@tla.rklt.co.uk
Jennifer Malcolm	Primary SENDCO	malcolmj@tla.rklt.co.uk
Emily Rice	Attendance Manager	ricee@tla.rklt.co.uk

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

- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of children.
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
- The DSL will also keep the headteacher informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate.
- The DSL should take lead responsibility for online safety and understanding the filtering and monitoring systems and processes in place.

The full responsibilities of the DSL and are set out in their job description, which is included in **Appendix 1**.

c) The Headteacher/Principal

They should ensure that:

- They receive appropriate safeguarding and child protection training, which is regularly updated.
- This policy is communicated to all stakeholders, including to parents when their child joins the school, and via the school website.

- The policies and procedures adopted by the Governing Body particularly concerning referrals of cases of suspected abuse and neglect, are fully implemented, and followed by all staff.
- The DSL has appropriate time, funding, training, and resources, and that there is always adequate cover if the DSL is absent.
- Staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction.
- All staff undertake appropriate safeguarding and child protection training and update this regularly.
- Act as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate and liaise with the LADO and partner agencies.

d) The Governing Board

All governors will read Keeping Children Safe in Education 2025.

The governing board will approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation.

The governing board will appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.

The Local Governing Body link governor for Safeguarding is Stephanie Burn.

Name	Role	Contact
Stephanie Burn	Link Governor (Chair of Governors)	burns@trust.rklt.co.uk

Further details of the role of the governing body are in **Appendix 2**.

8. Training

To fulfil their safeguarding duty effectively, all governors, staff and volunteers receive regular, relevant, and comprehensive training, relevant to their role that meets the minimum statutory requirements. Training is part of induction but is also aligned and integrated to the wider CPL schedule. Through induction, and the training schedule, all staff and volunteers are provided with opportunities to learn how to recognise and respond to concerns about child abuse. This may include online compliance, face-to face, and 'little and often' through briefings, bulletins and scenarios

We have a team of specialist staff, including the Designated Safeguarding Lead (DSL). Staff and volunteers who have these specialist responsibilities linked to safeguarding are given training matched to their role.

Training and guidance on safer recruitment is provided for those responsible for recruiting and selecting staff and volunteers.

Training Record 2025/26

Whole School	Designated Safeguarding Lead	Headteacher
<ul style="list-style-type: none"> • KCSIE (Keeping Children Safe In Education) - Annual • Guidance for Safer Working Practice - Annual • Safeguarding Policy - Annual • Safeguarding Children level 1&2 - Annual • Prevent Duty - Every 2 Years • Child Sexual Exploitation – Annual • Certificate in Understanding Sexual Harassment and Sexual Violence - Annual • Online and E-safety - Annual 	<p>Designated Safeguarding Lead Training completed by the following staff:</p> <ul style="list-style-type: none"> • Stuart Huddleston • Emma Lyner • Jo Rozycki • Amy Thompson • Alex Clark • Lisa Morrell • Helen Sully • James Barratt • Lucy Flower • Lyndsey Durn • Emma Cowan • Karen Scholfield • Jennifer Malcolm • Emily Rice 	<p>Headteacher Child Protection Training</p> <p>Safer recruitment training</p>

9. Safer Recruitment

Rigorous practices are in place that ensure all staff and volunteers are suitable to work with children and young people.

Temple Learning Academy pays full regard to DfE guidance Keeping Children Safe in Education 2025; the Protection of Freedoms Act 2012; the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement (Amendment) Regulations 2018 under S75 of the Childcare Act 2006.

We ensure that all appropriate measures are applied in relation to everyone who works in or on behalf of the school who is likely to be perceived by the children as a safe and trustworthy adult. This should include schools carrying out a section 128 check for Local Governing Board Members and Trustees, to ensure that the individual is not disqualified from working in this capacity.

We follow all elements of KCSiE on checking volunteers and contractors on checking host families for educational visits and work experience providers.

It is vital that schools create a culture of safe recruitment and, as part of that, adopt our written recruitment and selection policies and procedures that help deter, reject, or identify people who might abuse children. Safer recruitment practice includes scrutinising applicants, completion of online searches at shortlisting, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous educational and employment history and ensuring that a candidate has the health and physical capacity for the job. The school will take a planned approach to recruitment and ensure it takes appropriate safeguarding actions at each stage of the process. The selection decision will be appropriately recorded and a copy of relevant documents, including those used to verify the successful candidate's identity, right to work and required qualifications, will be kept on their personal file.

At Temple Learning Academy school staff are made aware that they are required to notify their line manager of any convictions or cautions during employment with the Trust or if they receive a Penalty Notice for Disorder. For those who drive on business at any point during their employment (Authority's vehicle or own vehicle), this includes all motoring offences dealt with through the courts and penalty points on driving licences - whether awarded by a court or through fixed penalty notices.

Early Years' Staff are made aware that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the school/setting) or any circumstances which could lead to consideration of disqualification.

Where staff move from positions that are not providing education into a new position where they are, then they will be treated as a new member of staff and all appropriate checks for the post carried out.

The procedure for safer recruitment and DBS checks is contained in guidance documents available on our careers page: [Red Kite Learning Trust - Current Vacancies](#) and our [People online Portal \(POP\)](#).

Single Central Record

Temple Learning Academy has a single central record detailing a range of checks carried out on all staff (including supply staff, and teacher trainees on salaried routes) who work at the school and, additionally, all members of the proprietor body.

Statutory requirements are such that:

- an Enhanced DBS check with Children's Barred List Check is obtained for all new paid appointments to the school's workforce and for unsupervised volunteers working in regulated activity.
- a risk assessment will be undertaken by the Headteacher to decide whether to obtain an Enhanced DBS check for any volunteer not engaging in regulated activity. The risk assessment will consider a range of factors including the nature of the work, the regularity, frequency, duration, and nature of contact with children, the level of supervision of the volunteer, what is known about the volunteer, including formal or informal information offered by staff, parents, and other volunteers, whether the volunteer has other employment or undertakes activities where referees can advise on suitability. Details of the risk assessment will be recorded and retained on file.
- an Enhanced DBS check without Barred List Check, is obtained for maintained school governors and members of the proprietary body of an independent school, including academies and free schools.
- schools will satisfy themselves that any contracted staff are DBS checked where appropriate.
- schools will ensure that a check of any teacher prohibitions, including interim orders, is made on all those undertaking teaching work.
- Academies, Independent and Free and Schools will ensure a check of any Section 128 direction for those taking up a management position. Maintained school must undertake this check for all governors.
- all new appointments to the school workforce who have lived outside the UK are subject to additional checks as appropriate.
- schools must satisfy themselves that agency and third-party staff have undergone the necessary checks by seeking written confirmation from the relevant employer.

- identity checks and confirmation of a right to work in the UK must be carried out on all appointments to the school workforce before the appointment is made.
- evidence must be obtained of professional qualifications for teaching staff including the award of QTS and completion of statutory induction, if applicable.

It is also good practice, as part of the due diligence on shortlisted candidates, for the school to carry out an online search. This will help identify any issues or incidents that have happened and are publicly available. The school can then explore them with the applicant at interview.

We will also ensure all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- work in an open and transparent way.
- discuss and/or take advice from school management over any incident which may give rise to concern.
- record any incidents or decisions made.
- apply the same professional standards regardless of gender or sexuality.
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Childcare Disqualification

For staff who work in childcare provision or who are directly concerned with the management of such provision, schools need to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under [the 2018 Childcare Disqualification Regulations](#).

Safer Recruitment Training Record

The school ensures that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training. The following staff have received that training:

Member of Staff	Role	Training Complete	Renewal Date
Stuart Huddleston	Principal	16 June 2025	16 June 2027
Amy Thompson	Deputy Principal	14 August 2025	14 August 2027
Alex Clark	Deputy Principal	29 April 2025	29 April 2027
James Bellamy	Associate Assistant Principal	22 October 2023	22 October 2025
James Barratt	Asst Principal Pastoral, Behaviour and Attitudes	31 January 2024	31 January 2026
Lucy Flower	Assistant Principal – Attendance	18 March 2024	18 March 2026
Lisa Morrell	Assistant Principal – Inclusion	16 April 2024	16 April 2026
Helen Sully	Assistant Principal (Behaviour/Conduct)	23 April 2024	23 April 2026
Marie Spurr	Staff Dev Coach- Associate Senior Leader	14 May 2025	14 May 2027
Lyndsey Durn	Associate Assistant Principal	03 March 2025	03 March 2027
Clare Waddington	EYFS Leader	18 May 2025	18 May 2027
Jenni Malcolm	Primary SENDCo	19 February 2024	19 February 2026
Lauren Sheridan	Business and Operations Manager	25 April 2024	25 April 2026
Geraldine Durkan	HR Officer	11 September 2024	11 September 2026

Kim Walker	HR Administrator	02 May 2024	02 May 2026
Andrew Morrisroe	Site Manager	28 November 2024	28 November 2026
Leanne Birkett	Catering Manager	06 May 2025	06 May 2027
Diane Westoby	Cook	06 June 2024	6th June 2026
Danielle Rollinson	Examinations Officer	13 June 2024	13 June 2026
Kevin Paynes	Governor	10 May 2024	10 May 2026

Safer Working Practice

“All staff have a responsibility to be aware of systems within their school which support safeguarding and these should be explained to them as part of staff induction and in regular staff training sessions. This includes the school’s child protection policy and staff behaviour policy (sometimes called code of conduct) of which this document will become a part.” (Guidance for safer working practice for those working with children and young people in education settings)

This guidance was updated in February 2022 via the Safer Recruitment Consortium, and can be accessed [here](#).

Temple Learning Academy follows RKLT Code of Conduct. The school adopts and makes all staff and volunteers aware on induction of the Guidance for Safer Working Practice for those working with Children and Young People in Education Settings. In addition the information provided by the [NSPCC](#) to ensure that staff are aware of behaviours which should be avoided and that staff and children are safe.

Safer working practice ensures that pupils are safe and that all Temple Learning Academy staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- work in an open and transparent way.
- discuss and/or take advice from school management over any incident which may give rise to concern
- record any incidents or decisions made.
- apply the same professional standards regardless of gender or sexuality.
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

10. Site and Premises

Temple Learning Academy has put in place appropriate arrangements to ensure the security of the site. These will include certificates and details of all statutory examinations, testing and remedial work:

- health and safety policy including risk assessments and arrangements.
- asbestos register and management plan.
- fire risk assessment and management plan.
- statutory maintenance and testing certificates.
- a legionella risk assessment and management plan.
- inspection logs and registers.

- details and contact information for responsive maintenance and emergency services contractors.

11. Curriculum

The curriculum plays an important, preventative role in safeguarding. At Temple Learning Academy there is an inclusive, effective Relationships, Sex, Health Education (RSHE) programme in place, which is underpinned by the school's values, standards, and statutory guidance. Pupils are encouraged, enabled, and inspired to be happy, healthy, safe and confident young people now and, in the future. The approach prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment.

An age-appropriate, preventative, spiral curriculum teaches pupils how to keep themselves and others safe. This encompasses harmful and inappropriate online content, contact, conduct and commerce. Pupils are taught about the issues surrounding sexting as part of our PSHE education and computing programmes. Teaching covers the following in relation to sexting:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding, or providing such images, including when it is and is not abusive.
- Issues of legality.
- The risk of damage to people's feelings and reputation.
- Pupils also learn the strategies and skills needed to manage:
- Specific requests or pressure to provide (or forward) such images.
- The receipt of such images.

Pupils understand what is unacceptable and how they can disclose information, even if it is not about them.

The RSHE curriculum can be found here:

- [Primary Phase Personal Development](#)
- [Secondary Phase Personal Development](#)

12. School procedures to ensure children are safe at school and home

All Staff, volunteers, visitors and governors must follow the procedures set out below in the event of a safeguarding issue. All schools are required to have clear procedures on reporting concerns for visitors, made clear on arrival. This may include the use of electronic inventory, posters, providing a safeguarding information pamphlet or a briefing given by a receptionist.

a) Reporting concerns

i. If you are concerned a child is suffering or likely to suffer harm, or in immediate danger.

Act on your concerns immediately:

- Report your concerns to the DSL.
- Anyone can make a referral to children's social care and/or the police immediately if they believe a child is suffering or likely to suffer from harm, or in immediate danger.

- Tell the DSL as soon as possible if you make a referral directly.

ii. If a disclosure is made

Disclosures or information may be received from a child, parents, or other members of the public. If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions.
- Stay calm and do not show that you are shocked or upset.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it.
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly and tell the DSL as soon as possible that you have done so.
- Such information cannot remain confidential, and you must immediately communicate what you have been told to the DSL and make a contemporaneous record. If in doubt about recording requirements staff should discuss with the DSL.
- School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity.

iii. If you discover that FGM has taken place, or a child is at risk of FGM

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

- FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.
- **Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.
- Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.
- **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.
- The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.
- **Any member of staff** who suspects a pupil is at risk of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

iv. If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

- Where possible, speak to the DSL first to agree a course of action.

- If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.
- Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

Early help

- If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.
- The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.
- Practitioners should be alert to the potential need for early help for a child who demonstrates triggers. A complete list of children at risk and whom would benefit from Early Help can be found in Working Together to Safeguarding Children, (Chapter 3, section 1)

[Working together to safeguard children 2023: statutory guidance](https://www.gov.uk/government/publications/working-together-to-safeguard-children-2023-statutory-guidance)
[\(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/working-together-to-safeguard-children-2023-statutory-guidance)

- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse
- Has a parent whom has mental health issues and/or has been subject to domestic abuse
- Is misusing drugs or alcohol themselves
- Is a young carer
- Is recently bereaved
- Is suffering from mental ill health
- At risk of being drawn into anti social or criminal behaviour, including gangs
- Has returned home to their family from care or is a privately fostered child
- Has a parent or carer in custody
- Is missing education, or persistently absent from school,
- Has experienced multiple suspensions and is at risk of, or has been permanently excluded

Referral

- If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.
- If you make a referral directly, you must tell the DSL as soon as possible.
- The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.
- The DSL must ensure that in addition to keeping records of concerns, discussions and decisions, a rationale for any action or non-action should be clearly recorded.

- If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

v. If you have concerns about extremism

- If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.
- If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.
- Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.
- The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger.
- Think someone may be planning to travel to join an extremist group.
- See or hear something that may be terrorist-related.

vi. If you have a mental health concern

- 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 will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.
- If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by speaking with the DSL.
- If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.

viii. Allegations of abuse made against other pupils

- We recognise that children can abuse their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".
- We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously. All staff working with children are advised to maintain 'professional curiosity' and an attitude of 'it could happen here'.
- Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:
 - Is serious, and potentially a criminal offence.
 - Could put pupils in the school at risk.

- Is violent.
 - Involves pupils being forced to use drugs or alcohol.
 - Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)
- If a pupil makes an allegation of abuse against another pupil:
 - You must record the allegation and tell the DSL, but do not investigate it.
 - The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
 - The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed.
 - The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.
- We will minimise the risk of child-on-child abuse by:
 - Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images.
 - Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys.
 - Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent.
 - Ensuring pupils know they can talk to staff.
 - Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

ix. **Sexting**

- Your responsibilities when responding to an incident.
- If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL.
- Delete the imagery or ask the pupil to delete it.
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility).
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.
- Say or do anything to blame or shame any young people involved.
- You should explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response.
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown).
- Whether immediate action should be taken to delete or remove images from devices or online services.
- Any relevant facts about the pupils involved which would influence risk assessment.
- If there is a need to contact another school, college, setting or individual.
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved).
- The DSL will make an immediate referral to police and/or children's social care if:
- The incident involves an adult.
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs).
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent.
- The imagery involves sexual acts and any pupil in the imagery is under 13.
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming).

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSL

- If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.
- They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.
- If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents

- The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

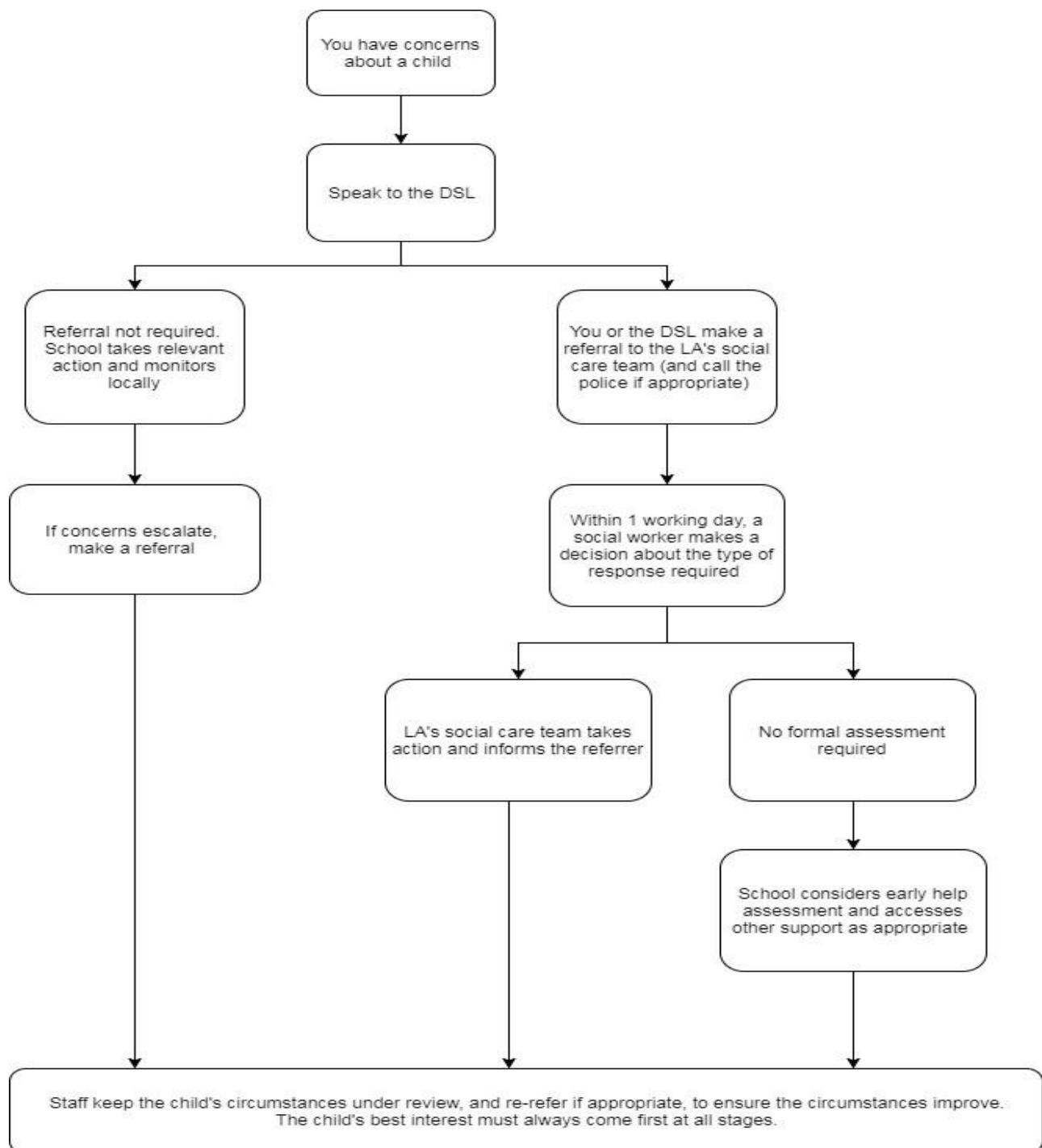
Referring to the police

- If it is necessary to refer an incident to the police, this will be done through our police community support officer or dialing 101, PC Andrew Roebuck

Recording incidents

- All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording incidents of sexting.

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)



b) Responding to concerns

i. Action by the DSL (or Deputy DSL in their absence)

The following actions will be taken where there are concerns about significant harm **to any child, including where there is already an open case to Children's Social Care**, (e.g., Looked after Child).

Following any information raising concern, the DSL will consider:

- If they believe there is immediate risk of significant harm to a child and therefore should contact West Yorkshire Police on 999.
- If they should report a crime that does not need an emergency response by calling 101.
- If there is an urgent safeguarding concern and they should call
 - Duty and Advice on 0113 376 0336 (Option 2).
 - Out of office: 0113 535 0600
- Any urgent medical needs of the child.
- Whether to make an enquiry to Duty and Advice to establish if the child is or has been subject of a Child Protection Plan.
- Discussing the matter with other agencies involved with the family.
- Consulting with appropriate persons e.g., Local Safeguarding Children's Partners Safeguarding Arrangements.
- The child's wishes and any fears or concerns they may have.

Then decide:

- Wherever possible, to talk to parents, unless to do so may place a child at risk of significant.
- Whether to make a referral to statutory services as the child may be in need or because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.

OR

- Not to make a referral at this stage.
- If further monitoring is necessary.
- If it would be appropriate to undertake an early help assessment and/or make a referral for other services.

ii. Responding to Action following a child protection referral

It is the responsibility of all staff to safeguard children. It is the role of the DSL (or appropriately trained Deputy DSL) to attend multi-agency meetings and provide reports for these. Other staff in school, however, may be asked to contribute.

The DSL will:

- Make regular contact with Children's Social Care.
- Contribute to the Strategy Discussion and all assessments.
- Provide a report for, attend, and contribute to any subsequent Child Protection Conference.
- If the child has a Child Protection Plan, contribute to the Child Protection Plan, and attend Core Group Meetings and Review Child Protection Conferences.

- Where possible, share all reports with parents prior to meetings.
- Where in disagreement with a decision made e.g., not to apply Child Protection Procedures or not to convene a Child Protection Conference, follow the Local Safeguarding Partnership procedures.
- Where there is significant information in respect of a child subject to a Child Protection Plan, immediately inform the key worker or their manager in Children's Social Care e.g., any significant changes or concerns, departures from the CP plan, child moves/goes missing/is removed from school or fails to attend school.

iii. Monitoring

School will monitor any cause for concern including where there could be serious child welfare concerns e.g.

- Injuries/marks
- Attendance
- Changes e.g., mood/ academic functioning
- Relationships
- Language
- Behaviour
- Demeanour and appearance
- Statements, comments
- Medicals
- Stories, 'news', drawings
- Response to P.E./Sport
- Family circumstances
- Parental behaviour/ care of child
- Online activity

The DSL will review all monitoring arrangements in the timescale and manner determined by circumstances, recorded and clearly understood by all concerned.

iv. Consent

- It is good practice that agencies work in partnership with parents and carers, and they are informed of your concerns with consent obtained for referrals.
- Consent is always required for referrals to services such as Early Help, without it, the services available to the family may be limited.
- Consent is not required should you believe informing the parents or carers would place a child at significant risk of harm.
- Where consent has not been obtained, and professionals feel that a referral is still warranted, they should submit a referral detailing their actions and inform parent and carers of their actions. In cases of suspected Child Sexual Abuse in the family and Fabricated or Induced Illness it is best practice NOT to inform the family of the referral.
- All information and actions taken, including the reasons for any decisions made, will be fully documented.
- If you are concerned about a child please follow the guidance on Concerned about a child [here](#). The guidance page for Leeds for Early Help is [here](#).

v. Supporting the Child and Partnership with Parents and Carers

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open, and honest working partnership with parents and carers.
- Whilst we may, on occasion, need to make referrals without consultation with parents and carers, we will make every effort to maintain a positive and supportive working relationship with them whilst fulfilling our duties to protect any child.
- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why.
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child, parents, and carers. The DSL will determine which members of staff 'need to know' personal information and what they 'need to know' for the purpose of supporting and protecting the children.

c. Recording concerns

Where there is a concern about a child a record must be made and passed to a DSL immediately. All records should be objective and include:

- statements, facts, and observable things (what was seen/heard).
- diagram indicating position, size, and colour of any injuries (not photograph).
- words child uses, (not translated into 'proper' words).
- non-verbal behaviours.
- 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.

School will record:

- Information about the child: name (aka) address, dob., those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from school, any court orders, if a child is or has been subject to a CP Plan.
- Key contacts in other agencies including GP details.
- Any disclosures/accounts from child or others, including parents (and keep original notes).
- Significant contacts with carers/other agencies/professionals.
- All concerns, discussions, decisions, agreements made, and actions taken and the reasons for these (dated, timed, and signed, to include the name and agency/title of the person responsible/ spoken to), the plan to protect the child and arrangements for monitoring/review.

We will retain records as follows:

- Records will be kept in line with our records retention schedule.
- All sensitive and child protection records will be kept confidential and secure. They will only be available to those who have a right or professional need to see them. The school uses CPOMS to record safeguarding information.
- Non-confidential records will be made easily accessible and available.
- When a child moves to another school any child protection files will be transferred promptly, securely and separate from the main pupil file. The school will also speak to

the DSL of the receiving school to provide information that will enable the necessary preparation to ensure the safety of the child.

When sharing confidential information about a member of staff or pupil, the school has regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR and where relevant, the Education (Pupil Information) (England) Regulations 2005 and the Freedom of Information Act 2000. Advice on information sharing for practitioners can be accessed [here](#).

The school notes that Keeping Children Safe in Education (2024) para 57 The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe and promoting their welfare. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare. This includes allowing practitioners to share information without consent.

The DfE Data Protection guidance supports school staff, governors and trustees to clearly understand and how to comply with data protection law. This includes implementation of data policy and processes, knowing what staff and pupil data to keep and following good practices for preventing personal data breaches. [Data protection in schools - Guidance - GOV.UK \(www.gov.uk\)](#)

If in any doubt about sharing information staff should speak to the DSL.

Supporting the Child and Partnership with Parents and Carers

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- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why.
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child, parents, and carers. The DSL will determine which members of staff 'need to know' personal information and what they 'need to know' for the purpose of supporting and protecting the children.

13. Concerns about a staff member, supply teacher or volunteer

If you have concerns about a member of staff (including a supply teacher or volunteer), or an allegation is made about a member of staff (including a supply teacher or volunteer) posing a risk of harm to children, speak to the headteacher. If the concerns/allegations are about the headteacher, speak to the CEO of RKLT via their PA.

Low-level concerns

The term low-level concerns covers behaviours that **DO NOT** meet the **harm threshold** but still cause concern. KCSIE definition:

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- humiliating pupils

It is important to remember that these concerns exist on a large spectrum where two low-level concerns may look very different but are still covered under that same guidance. Low level concerns will be recorded confidentially by the Headteacher or nominated Senior Leader. This would typically be completed following investigatory work regarding the member of staff.

14. Online Safety and Social Media

The use of 'Information and Communication Technologies (ICT)' has great benefits for the development of students' learning and the administration and governance of Temple Learning Academy. With these advantages, however, come risks, including:

- Child sexual exploitation
- Identity theft including phishing.
- spam
- 'Cyber' bullying
- Viruses

It is the aim of this section of the policy to minimise these risks for:

- Students
- Staff and others involved with the daily activities of the Trust.
- The influence of the dark net

Online safety

Issues relating to online safety can be categorized into 4 areas of risk:

Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

Contact: being subjected to harmful online interaction with other users; for example: peer to peer, pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the [Anti-Phishing Working Group](#)

This policy is concerned with significantly unsafe use of ICT, not minor infringements. Just as safe use of ICT is commonly known as Online Safety, unsafe use of ICT is an Online Safety incident.

An Online Safety incident:

- uses some form of technology.
- causes or could have caused significant offence, harm, or distress.
- may or may not be deliberate.
- may not have occurred within school or on school equipment.

Examples of Online Safety incidents (not exclusive) include:

- a student or member of staff viewing pornography on a school computing device.
- a student bullying someone from another school with text messages.
- a student bullying a fellow student using instant messaging services.
- a student placing distressing posts about a member of the school community on social networking
- sites like Facebook.
- a student publishing their own address details on the Internet.
- a student publishing revealing images of her or himself on a social networking site.
- a student sharing a phone video of a member of staff in a lesson with other students.
- a member of staff suspecting a student of being groomed through their use of internet chat services.
- a student modifying a photo of a member of staff and distributing it leading to offence.

Staff Responsibilities

Online Safety Coordinator/DSL

Each school will identify an 'Online Safety Coordinator'; all members of the school community will be made aware of who holds this post. It is the role of the Online Safety Coordinator to:

- Keep abreast of current issues and guidance through organisations such as CEOP (Child Exploitation and Online Protection) and Childnet.
- Provide regular training which explains online safety and an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- Support staff in handling incidents.
- Support the education of students and staff in the safe use of ICT.

RKLT IT Services

Maintain services in support of the safe use of ICT. Typically to include;

- Internet and email filtering and logging.
- Management tools to monitor ICT use.
- Logging of network access.
- Appropriate level of IT security to guard against malicious use.

Other staff

- Know what is safe use of ICT.
- Understanding the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- Model safe use of ICT within the school community and beyond.
- Be alert to unsafe use of ICT, by students & staff within school and beyond.
- Manage & report incidents as appropriate.
- Educate students where required by the curriculum.

Student Responsibilities

- Must adhere to an Acceptable Use Policy
- Must report incidents as they occur through the most appropriate member of staff, e.g., current teacher, form tutor, Online Safety Coordinator, DSL or SLT.

Parent Responsibilities

- Understand the Acceptable Use Policy and encourage their child to use ICT safely.
- Accept any sanctions that are applied when a student breaches the policy.

Education in Safe Use of ICT

Staff

- In addition to the Child Protection training, all staff will be trained in the safe use of ICT both for themselves and for students they supervise; the training will be regular and kept up-dated.
- Certain members of staff will have a higher level of expertise and clearly defined responsibilities.
- All new staff will receive an individual copy of the Safeguarding and Child Protection Policy, making a signed declaration this has been received, which includes information on each school's acceptable use policy, as part of their induction.
- The training will raise awareness of their individual responsibilities for the safeguarding of children within the context of Online Safety and will cover what to do in the event of misuse of technology by any member of the school community.

Students

- Each school will provide opportunities through ICT, Assemblies and other curriculum and non-curriculum times as appropriate.
- The ICT curriculum will include relevant legislation such as Data Protection and intellectual property laws.
- Students will be taught about copyright and respecting other people's information, images, and related topics.
- Students will be made aware of the impact of Cyberbullying and know how to seek help if they are affected by any form of online bullying.
- Students will be taught the dangers of releasing personal information through the use of social networking platforms and instant messaging / chat facilities.
- Students will also be made aware of where to seek advice or help if they experience problems when using the internet and related technologies; i.e., parent/ carer, teacher/ trusted staff member, or an organisation such as Childline or CEOP report abuse button.

Managing Technology

The Internet is an open communication medium, available to all, at all times. Anyone can view information, send messages, discuss ideas and publish material which makes it both an invaluable resource for education, business and social interaction, as well as a potential risk to young and vulnerable people. Internal networks are logged to allow any inappropriate use to be identified and followed up.

Infrastructure

RKLT IT Services will monitor access and use of the school network including internet services, so activity is monitored and recorded. Email and internet activity can be monitored and explored further if required.

Each school will be aware of its responsibility when monitoring staff and student communication under current legislation and take into account:

- General Data Protection Regulation (GDPR) 2018
- Data Protection Act 1998
- The Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000,
- Regulation of Investigatory Powers Act 2000,
- Human Rights Act 1998

And with regard to cyber bullying or other harmful communication:

- Protection from Harassment Act 1997
- Criminal Justice & Public Order Act 1994
- Malicious Communications Act 1988
- Communications Act 2003
- Defamation Act 2013

RKLT IT Services will use management systems for controlling and monitoring workstations. The school also reserves the right to inspect any computing device authorised for use for school activity.

Managing the Internet

- Access to the Internet will be monitored. A filtering and monitoring system is in place and its effectiveness is regularly reviewed.
- Staff will make every effort to preview sites and applications before recommending them to students; it is recognised that internet sites and applications are beyond the control of the Trust.
- All users must observe software copyright at all times. It is illegal to copy or distribute school software or illegal software from other sources.
- All users should make all reasonable attempts to observe copyright of materials from electronic resources.
- Users must not post personal, sensitive, confidential or classified information or disseminate such information in any way that may compromise its intended audience.
- Users must not reveal personal information/images about members of the school community (including names) acquired through school life on any social networking site or blog without seeking the subject's permission. Information published on the internet prior to the adoption of this policy may remain where not causing an issue,

however staff should declare any material in the public domain (to the Designated Safeguarding Lead) which will be inspected for suitability.

- If staff are asking students to download apps or sign-up to sites for activities such as blogging, permission must be sought from the relevant Senior Leader in conjunction with RKLT IT Services.

Communication

Students, Parents, Staff and Governors are made aware of the Safeguarding and Child Protection Policy through a variety of means:

- Online Safety will be introduced to the students at the start of each school year.
- Online Safety messages will be embedded across the curriculum whenever the Internet and/or related technologies are used including Assemblies and other non-curriculum time.
- Online Safety posters will be prominently displayed.
- Online Safety updates will be displayed via the following methods;
- School website.
- Any school learning platform.

Specific Online Safety Issues

Further advice available [here](#)

Digital images & video

- Digital images are easy to capture, reproduce and publish and, therefore, misuse. It is not always appropriate to take or store images of any member of the school community or public, without first seeking consent and considering the appropriateness.
- With the written consent of parents (on behalf of students) and staff, the school permits the appropriate taking of images by staff and students. Staff should only take photographs or videos of students with the express permission of student and parent. This is normally obtained from parents on entry to each school and a list of the students whose parents have objected to this is kept by the Data Officer. It is preferred that school equipment is used for this, but in any case, images must be transferred within a reasonable time scale and solely to the school's network or hosted services controlled by the school and deleted from the original device. Staff must not share or store images of students on their own Personal Mobile Device (PMD) or personal social media networks.
- Students must be advised when using personal digital equipment, especially during field trips, that images and video should only be taken and shared with the subjects' consent. Students should also be advised that complaints against this condition will be considered a serious breach of this policy and risk having the device confiscated until it can be inspected, in their presence, by the Online Safety co-ordinator, DSL or a member of the Senior Leadership Team.
- Permission to use images and video of all staff is sought on induction and a copy is to be stored in the relevant personnel file within each local school.

Publishing Student's Images and Work

On a student's entry to the school, all Parents/carers are asked to give permission to use their student's work/photos in the following ways:

- on the school web site.
- on the school's learning platform.
- in the school prospectus and other printed publications that the school may produce for promotional purposes.
- recorded/ transmitted on a video or webcam.
- in display material that may be used in the school's communal areas.
- in display material that may be used in external areas, i.e., exhibition promoting the school.
- general media appearances, e.g., local/ national media/ press releases sent to the press highlighting an activity (sent using traditional methods or electronically).

This consent form is considered valid for the entire period that the child attends each school unless there is a change in the child's circumstances where consent could be an issue, e.g., divorce of parents, custody issues, etc. Parents/carers may withdraw permission, in writing, at any time. Consent has to be given by all interested parties in order for it to be deemed valid. Students' full names will not be published alongside their image by the school and vice versa. E-mail and postal addresses of students will not be published. Often, the press wishes to publish full names for members of teams. In these cases, the member of staff supervising will ensure that appropriate permission is sought. Before posting student work on the Internet, the member of staff responsible must check that permission has been given for work to be displayed.

Video Conferencing

- All students are supervised by a member of staff when video conferencing – unless permission is given by the E Safety Coordinator or a member of SLT.
- Any conferencing equipment is not set to auto-answer and is only switched on for scheduled and approved conferences.
- No part of any video conference with end-points outside of the school is to be recorded in any medium without the written consent of those taking part.

Additional points to consider

- Participants in conferences offered by 3rd party organisations may not be DBS checked and therefore supervision is required.
- Conference supervisors need to be familiar with how to use the video conferencing equipment, particularly how to end a call if at any point any person taking part becomes unhappy with the content of the conference.

Personal Mobile Devices (PMDs) including iPads, phones and other PMDs provided by school

- The school allows staff to bring in PMDs for their own use. Under no circumstances does the school allow a member of staff to use an identifiable PMD/personal email account to contact a student.
- Staff are advised not to contact a parent/carer using their PMD but there may be circumstances concerning a duty of care to students which override this.
- Students are allowed to bring PMDs to school.
- The school is not responsible for the loss, damage or theft of any personal PMD.

- The sending of inappropriate (as determined by any involved party) text messages between any member of the school community is not allowed.
- Permission must be sought before any image or sound recordings are made on these devices of any member of the school community.
- Users bringing personal devices into school must ensure there is no inappropriate or illegal content on the device.
- Where the school provides mobile technologies such as iPads, phones, laptops for offsite visits and trips, these devices must be used.
- Where members of staff use PMDs to access school services such as email or the intranet, they should not download personal information such as lists of student names to their phone.
- Where members of staff use PMDs to access school services, password protection is mandatory in case of theft or loss. Any staff losing a PMD which is configured for school data services must report the loss to IT Services as soon as practical. The Trust strongly advises staff to install the school's Mobile Device Management software onto the PMD if they have configured their device to school services.

iPad Schemes

Authorised use of mobile devices under this scheme will be covered by the iPad Learning Agreement

Further Guidance

Websites offering help and advice:

- <http://www.anti-bullyingalliance.org.uk>
- <http://www.itgovernance.co.uk/>
- <http://www.thegrid.org.uk/schoolweb/safety/webcams.shtml>
- <http://www.thinkuknow.co.uk>
- [Child Protection and Safeguarding - online safety documents | Leeds for Learning](#)
- <http://www.ceop.gov.uk/>
- <http://www.getsafeonline.org/>
- <http://www.kidsmart.org.uk/>
- <http://www.microsoft.com/athome/security/children/default.mspx>
- <http://schools.becta.org.uk/index.php?section=is>
- <http://publications.becta.org.uk/display.cfm?resID=32424&page=1835>
- <http://www.digizen.co.uk/>
- http://www.portal.northerngrid.org/ngflportal/custom/resources_ftp/client_ftp/Online_Safety_audit_tool/E-Safety_audit_tool.html
- <http://www.nextgenerationlearning.org.uk/safeguarding>

Procedures for Handling and Reporting Incidents

Student Online Safety incidents

Many incidents of misbehaviour involving ICT do not lead to actual or potential significant offence, harm or distress. These should be dealt with by our normal discipline procedures. Where the member of staff involved believes the event to be an Online Safety incident, they will follow this procedure:

- Log the incident via email to the Online Safety Coordinator. This fulfils the duty to inform the Online Safety coordinator. This is a neutral log – not a punishment – however follow school procedures with regards to issues that merit further sanction.

- Staff must not investigate an Online Safety incident and should not ask students to forward inappropriate or illegal content.
- If the incident constituted misbehaviour the member of staff must follow standard school procedures.
- The Online Safety co-ordinator investigates and decides whether further action should be taken.
- Further action may include sanctions or education and may involve parents. In extreme cases, it may be necessary to involve outside agencies such as the Police or the local authority.
- The Online Safety Co-ordinator will inform staff as appropriate.

Staff Online Safety incidents

- If a member of staff suspects another member of staff has breached this policy, they should report their concerns to the Designated Safeguarding Lead. This will be investigated to see if further action is needed and report to the Headteacher/CEO. Any internal disciplinary action taken will conform to the Expectations, Code of Conduct and Disciplinary Policy. If a criminal offence has been committed, the details will be passed on to the appropriate authorities.

Social Media

This section of the policy is in place to minimise the risks to our Trust through use of social media.

- This policy deals with the use of all forms of social media, including Facebook, LinkedIn, Twitter, Google+, Instagram, WhatsApp and Snapchat and all other social networking sites, internet postings, blogs and chat apps. It applies to use of social media for business purposes as well as personal use that may affect our Trust in any way.
- This policy covers all employees, officers, consultants, trustees, governors, contractors, volunteers, casual workers, and agency workers.
- This policy ensures the Trust maintains its duty to safeguard children, the reputation of the Trust and those who work for it and the wider community.
- This policy does not form part of any employee's contract of employment, and we may amend it at any time.
- Personal use of social media
- Personal use of social media during working hours is not permitted.
- You must avoid making any social media communications that could damage our business interests or reputation, even indirectly.
- You must not use social media to defame or disparage the Trust, Temple Learning Academy, our staff, students, parents/carers or any third party; to harass, bully or unlawfully discriminate against students, parents/carers, staff or third parties; to make false or misleading statements; or to impersonate colleagues or third parties.
- You must not express opinions on our behalf via social media, unless expressly authorised to do so.
- You must not post comments about sensitive business-related topics, such as school performance, or do anything to jeopardise confidential information and intellectual property.
- You must not accept students or their parent/carers as friends or use social media to send any personal messages to them directly or indirectly – personal communication could be considered inappropriate and unprofessional and may put you and/or your colleagues vulnerable to allegations.

- You are strongly advised not to be friends (on or offline) with recent students (the potential for colleagues at the school to be compromised in terms of content and open to accusations makes the risk not worth taking) and colleagues at the school are also strongly advised not to be friends with students at other schools (on or offline) as this is likely to make them vulnerable to allegations and may be open to investigation by the school or police. Where a colleague is considering not following this advice, they are required to discuss the matter, and the implications with the Headteacher or DSL.
- You must not share any personal information with any student (including personal contact details, personal website addresses/social networking site details) and ensure good safeguarding practice.
- Caution is advised when inviting work colleagues to be “friends” in personal social networking sites. Social networking sites blur the line between work and personal lives, and it may be difficult to maintain professional relationships, or it might be just too embarrassing if too much personal information is known in the work place.
- You must not post or share photographs of students under any circumstances.
- Any misuse of social media should be reported to the Online Safety co-ordinator, DSL or member of SLT.

Guidelines for responsible personal use of social media

- You should make it clear in social media postings, or in your personal profile, that you are speaking on your own behalf. Write in the first person and use a personal e-mail address.
- You must be conscious at all times of the need to keep your personal and professional lives separate. You should not put yourself in a position where there is a conflict between your work for the trust and your personal interests.
- Be respectful to others when making any statement on social media and be aware that you are personally responsible for all communications which will be published on the internet for anyone to see.
- If you disclose your affiliation with us on your profile or in any social media postings, you must state that your views do not represent those of your employer. You should also ensure that your profile and any content you post are consistent with the professional image you present to the community and colleagues.
- If you are uncertain or concerned about the appropriateness of any statement or posting, refrain from posting it until you have discussed it with your line manager. All communication via social networking sites should be made with the awareness that anything said, shown or received could be made available, intentionally or otherwise, to an audience wider than that originally intended.
- You are strongly advised, in your own interests, to take steps to ensure as far as possible that your on-line personal data is not accessible to anybody who you do not want to access it. For example, you are strongly advised to regularly check the security and privacy settings of any social networking site you subscribe to and set these to maximum and, where relevant, use strong passwords and change them regularly.
- If you see social media content that disparages or reflects poorly on the Trust, you should contact the local Headteacher or CEO.

Business use of social media

- There are many legitimate uses of social media within the curriculum and to support student learning – for example, school and faculty-based Twitter accounts. There are also many possibilities for using social media to enhance and develop students’ learning.
- There must be a strong pedagogical or business reason for creating official school social media sites. Staff must not create sites unnecessarily or for trivial reasons which

could expose the Trust to unwelcome publicity or cause reputational damage. As a guideline, we would expect accounts to be limited to one faculty account. Staff should remember that the greater the number of accounts the greater the risk of those accounts being “hacked”.

- When using social media for educational purposes, the following practices must be observed:
- Staff should set up a distinct and dedicated social media site or account for educational purposes. This should be entirely separate from any personal social media accounts held by that member of staff, and ideally should be linked to an official school email account.
- The URL and identity of the site should be notified to IT Services and a member of SLT before any account is activated.
- The current password or login details for all social media accounts must be provided to a member of SLT who will retain a record of such information.
- The content of any school-sanctioned social media site should be solely professional and should reflect well on the school.
- **Staff must ensure that the school has consent to use, post or publish a photograph or video image of the student.**
- **Staff must ensure that they do not identify a student using their full name. Only first/forenames or initials may be used.**
- Care must be taken that any links to external sites from the account are appropriate and safe.
- Any inappropriate comments on or abuse of school-sanctioned social media should immediately be removed and reported to a member of the SLT.
- Staff should not engage with any direct messaging of students through social media where the message is not public.
- Staff should not seek to view/link up with view student accounts. For example, in the case of Twitter, staff should not “follow back” those who follow, share or like School comments/posts.

Monitoring

We reserve the right to monitor, intercept and review, without further notice, staff activities using our IT resources and communications systems, including but not limited to social media postings and activities, to ensure that our rules are being complied with and for legitimate business purposes and you consent to such monitoring by your use of such resources and systems. The Trust safeguarding policy is annually reviewed, in accordance with the new release of Keeping Children Safe in Education.

15. Local Safeguarding Children Partner Safeguarding Arrangements

Temple Learning Academy will follow Leeds Safeguarding Children Partnership multi-agency procedures. They have been developed as a framework for services working in child safeguarding within West Yorkshire. They reflect relevant legislation, guidance and the local context in Leeds. Professionals that are or may be involved in the protection of children need to have a working knowledge of these procedures and to refer to relevant sections as required which can be found [here](#)

Temple Learning Academy will follow Leeds Safeguarding Children Partnership Guidance. This has been agreed as a framework for multi-agency working in child protection across Leeds. It reflects the relevant national legislation, current guidance and local context in West Yorkshire. Professionals that are or may be involved in the safeguarding of children need to have a working knowledge of these documents and to refer to relevant sections as needed. This can be found [here](#)

16. Complaints

Wherever a complaint indicates that a child's safety or wellbeing is at risk, RKLT has a duty to report this immediately to the relevant Local Authority. Any action taken will follow the procedures set out in this policy.

- **Complaints against staff**

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff.

- **Other complaints**

When concerns are raised, they will be dealt with promptly through a fair, transparent process and without prejudice. Details of RKLT's Complaints Policy can be found [here](#).

17. Whistleblowing

The Trust is committed to achieving the highest possible standards of service and ethical standards and this policy will enable you to raise your concerns of serious wrongdoing without fear of reprisal. The Whistleblowing Policy covers concerns about wrongdoing within the Trust.

18. Monitoring and review

This policy will be reviewed annually by Andrew Beecroft, RKLT Safeguarding Lead. At every review, it will be approved by the Board of Trustees.

Appendix 1 – DSL Job description

Each school will have at least one named DSL. Schools may choose to appoint Deputy DSL's, based on size, phase and context of the school. The following will also apply to them.

Purpose of the role

- To take the lead in ensuring that appropriate arrangements for keeping children and young people safe are in place for the school.
- To always promote the safety and welfare of children and young people.

i. Expectations

The DSL should:
a. Be a senior member of staff from the school's leadership team*
b. Have the appropriate status and authority within the school to carry out the duties of the post.
c. Have the role explicitly set out in their job description.
d. Have the time, funding, training, resources, and support to: <ul style="list-style-type: none"> • Advise and support other staff on child welfare, safeguarding and child protection matters. • Take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so. • Contribute to the assessment of children.

*The Deputy DSL does not need to be a member of the leadership team.

2. Main responsibilities

a. Take lead responsibility for safeguarding and child protection (including online safety).
b. Provide advice and staff on child welfare, safeguarding and child protection matters.
c. Liaise closely with children's social care and other services and safeguarding partners.
d. Report regularly to Local Governing Board on issues relating to safeguarding and child protection, to ensure that child protection is seen an ongoing priority issue and that safeguarding, and child protection requirements are being followed at all levels of the organisation.
e. The DSL should take lead responsibility for online safety and understanding the filtering and monitoring systems and processes in place.

3. Working with others

a. The DSL will liaise with:
i. The headteacher – to inform them of issues, especially enquiries under section 47 of the children Act 1989 and police investigation.
ii. The 'case manager' and the designated officer(s) at the LA – for child protection concerns involving a staff member.
iii. The senior mental health lead and, where available, mental health support team – where safeguarding concerns are linked to mental health.
iv. Staff – on matters of safety, safeguarding and welfare (including online and digital safety); when deciding whether to make a referral by liaising with relevant agencies; and as a source of safeguarding support, advice, and expertise for all staff.
v. Safeguarding partners and act as a point of contact.
b. They will also work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by:
i. Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced.
ii. Identifying the impact that these issues might be having on children's attendance, engagement, and achievement at school.
c. They will also:
i. Act as source of support, advice, and expertise for all staff.
ii. Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
iii. Take part in strategy discussion and inter-agency meetings.
iv. Contribute to the assessment of children.

4. Raising awareness

a. Ensure each member of staff has access to, understands the school's policy and procedures.
b. Ensure the policy is reviewed annually and procedures are updated regularly, working with the governing body.

<p>c. Make sure the policy is made public and parents know that referrals about suspected abuse or neglect may be made and the role of the school in this.</p> <p>d. Link with safeguarding arrangements to make sure staff are aware of training opportunities and latest policies.</p> <p>e. Share information with staff about the welfare safeguarding and child protection issues that pupils who have, or have had, a social worker are experiencing.</p>

5. Manage referrals

The DSL will refer cases:

- a. Of suspected abuse and neglect to the local authority children's social care as required.
- b. To the Channel programme where there is a radicalisation concern.
- c. Where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- d. Where a crime may have been committed to the Police as required.

6. Information sharing and managing the child protection file

The DSL is responsible for ensuring:

- a. The child protection files are kept up to date.
- b. Information is kept confidential and stored securely. They should also make sure files are only accessed by those who need to see them, and that any information sharing happens in line with the guidance set out in KCSIE.
- c. Records include:
 - 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.
- d. When children leave the school the child protection file is transferred to the new school as soon as possible.

7. Training, knowledge, and skills

- a. Undertake training, at least every two years, to provide them with the knowledge and skills to carry out the role. This should include the LSCP referral pathway.
- b. Undertake Prevent awareness training.

- c. The DSL and deputies should refresh their knowledge regularly to understand any developments relevant to their roles. This could include:
 - E-bulletins e.g., LSCP One Minute Guides.
 - Meeting other DSLs.
 - Reading up on safeguarding developments.
- d. Work closely with the RKLT Safeguarding Lead to ensure they are kept up to date with safeguarding issues and are fully informed of any concerns about organisational safeguarding and child protection practice.

8. Availability

- a. The DSL, or a deputy, should always be available during school hours in term time for staff to discuss any safeguarding concerns. This means:
 - Staff must know how to contact them.
 - They should normally be available in person.
 - In some "exceptional" circumstances it might be acceptable for them to be available via phone or a similar medium.
 -
- b. Out of term time you may wish to devise a rota to have some availability.

9. Support

- a. Each DSL will have access to:
 - i. Regular supervision.
 - ii. Team meetings and management meetings as arranged.
 - iii. Training relevant to role, context, and phase.
 - iv. Regular contact with Trust Safeguard Lead.
 - v. DSL conference every term.
- b. DSL's will be given the time, funding, and resources to fulfil their duties.



Appendix 2 – The Role of the Governing Body

The Local Governing Body should ensure that:

- the school has a whole school approach to safeguarding and that all systems, processes and policies operate with the best interests of the child at their heart.
- the school is aware of and complies with the Local Authority's arrangements to promote co-operation between itself, the school and relevant partners and organisations who are engaged in activities relating to children.
- the school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children.
- the school understands the local criteria for action and the local protocol for assessment.
- there is a clear accountability for the commissioning and / or provision of services designed to safeguard and promote the welfare of children.
- there is a senior board level lead to take strategic leadership responsibility for the school's safeguarding arrangements (e.g., nominated governor).
- the school has a child protection policy and procedures in place which are in accordance with government guidance.
- the school has a behaviour policy in place, which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying.
- there is recognition of the expertise that staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity should therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.
- the child protection policy and procedures are provided to and read by all staff, including temporary staff and volunteers, on induction.
- all staff read at least part one (or Annex A, if appropriate) of KCSIE 2024 and all leaders and staff who work directly with children read Annex B of KCSIE 2024.
- mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of KCSIE 2024 to ensure that all staff understand and follow the policies and procedures adopted by the governing body.
- all staff undertake appropriate child protection training (including online safety).
- a senior member of the school's leadership team is designated to take lead responsibility for safeguarding and child protection (Designated Safeguarding Lead). This is explicit in the DSL's job description (**Appendix 1**) and the need for a deputy DSL is reviewed.
- the DSL has the appropriate authority and the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.
- information regarding the role of the DSL is provided to all staff and volunteers on induction.
- a designated teacher is appointed and appropriately trained to promote the educational achievement of children who are looked after and have previously been looked after, (children who have left care through adoption, special

guardianship or child arrangement orders or who were adopted from state care outside England and Wales,) and should work with the Virtual School Head.

- staff have the skills, knowledge and understanding necessary to keep looked after, and previously looked after children safe.
- appropriate staff have the information they need in relation to a child's looked after legal status.
- the DSL holds information on which children have a social worker so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes and that child protection files are maintained.
- the school accesses a range of advice to help them identify children in need of additional mental health support.
- the school prevents people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, and taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.
- the school works to the written recruitment and selection policies and procedures in place.
- at least one person on any appointment panel has undertaken safer recruitment training.
- the school works to the staff behaviour policy (code of conduct) which will amongst other things include acceptable use of technologies, staff/pupil relationships and communications including the use of social media. This is provided to all staff, including temporary staff and volunteers, on induction.
- staff and governors adhere to the school's policy on acceptable use of technologies and communication using technologies. [CYPS Information Site](#) includes a model acceptable use policy for staff and governors to sign (in the [NYCC Online Safety Guidance for Schools](#)).
- the school works to the [code of conduct for governors](#).
- the school works to procedures for dealing with allegations of abuse against staff, including supply staff, and volunteers that comply with guidance from the LSCP and locally agreed inter-agency procedures.
- the RKLT CEO liaises with the LADO, Director of HR and/or partner agencies in the event of allegations of abuse being made against the head teacher.
- in the event of allegations of abuse being made against the Headteacher, where the Headteacher is also the sole proprietor of an independent school, allegations are reported directly to the LADO.
- there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has harmed or poses a risk of harm to a child or vulnerable adult and the individual has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left.
- as schools increasingly work online that children are appropriately safeguarded.
- children are taught about safeguarding, including online, through teaching and learning opportunities, 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 might be needed. Schools should consider all of this as part of providing a broad and balanced curriculum. This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded) The statutory RSHE guidance can be found [here](#).

- appropriate filters and appropriate monitoring systems are in place so children are safeguarded from potentially harmful and inappropriate online material being careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- ensure that staff undergo regular updated safeguarding training, including in relation to online safety. This training is integrated, aligned and considered as part of the whole school and Trust safeguarding approach.
- all staff and governors recognise that children are capable of abusing their peers (including online).
- A policy and procedures are in place with regards to peer on peer abuse and followed by all staff (ref KCSIE paras 46 -54 and 144 - 146, and KCSIE Part 5 Child on Child Sexual Violence and Sexual Harassment), all staff should have due regard to this and updated DfE guidance Sexual Violence and sexual harassment between children in schools and colleges (September 2021).
- the school has due regard to the duties to prevent people from being drawn into terrorism and to protect and prepare pupils against the risk of a terrorist attack (there is a definition of terrorism in Annex B- Preventing Radicalisation).
- all staff understand the risk factors regarding female genital mutilation and known cases are reported.
- appropriate safeguarding responses are in place to children who go missing from education (ref KCSIE para 85 and 164) including the statutory duty to notify the LA, as appropriate, when a pupil's name is about to be deleted from the school admission register.
- **Use of school premises for non-school activities** Where the school rents out school facilities / premises to organisations or individuals, they should ensure that appropriate arrangements are in place to keep children safe. The governing body should seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as necessary) KCSIE paras 155 - 156
 - there is an annual review of policies and procedures.
 - any deficiencies or weaknesses regarding child protection arrangements, whenever identified, are remedied without delay.
 - when there is a safeguarding concern the child's wishes and feelings are taken into account when determining what action to take.
 - systems are well promoted, easily understood and easily accessible for children to confidentially report abuse, knowing their concerns will be treated seriously and knowing they can safely express their views and give feedback.
 - staff are aware that children with SEN, disabilities, mental health or medical conditions can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children and this policy links with the schools SEND policy.



Appendix 3 – RKLT Filtering and Monitoring 2025 – 2026

RKLT School:	Temple Learning Academy	
Senior Leader responsible:	Name and role: Stuart Huddleston – Principal	
Filter provider:	Talk Straight/Schools Broadband	
The filtering provider is a member of Internet Watch Foundation (IWF).		Y/N
The filtering provider is signed up to Counter-Terrorism Internet Referral Unit list (CTIRU).		Y/N
The filtering provider is blocking access to illegal content including child sexual abuse material (CSAM).		Y/N
The filtering system is operational.		Y/N
The filtering system is up to date.		Y/N
The filtering system is applied to all users, including guest accounts.		Y/N
The filtering system is applied to all school owned devices. (Yes, provided devices are on school premises)		Y/N
The filtering system is applied to all devices using the school broadband connection.		Y/N
The filtering system filters all internet feeds, including any backup connections.		Y/N
The filtering system is age and ability appropriate for the users and be suitable for educational settings.		Y/N
The filtering system can handle multilingual web content, images, common misspellings, and abbreviations.		Y/N
The filtering system identify technologies and techniques that allow users to get around the filtering such as VPNs and proxy services and block them.		Y/N
The filtering system provide alerts when any web content has been blocked.		Y/N
The filtering system can provide filtering on mobile or app technologies.		Y/N
The filtering system can allow you to identify device name or ID, IP address, and where possible, the individual.		Y/N
The filtering system can allow you to identify the time and date of attempted access.		Y/N
The filtering system provides alerts when any web content has been blocked.		Y/N

All staff know how to report if: <ul style="list-style-type: none"> they witness or suspect unsuitable material has been accessed they can access unsuitable material they are teaching topics which could create unusual activity on the filtering logs there is failure in the software or abuse of the system there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks they notice abbreviations or misspellings that allow access to restricted material 	Y/N
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Filtering and monitoring provision review

Term 1	
Date of check:	
Who did the check:	
What was tested or checked	<ol style="list-style-type: none"> Test Your Internet Filter SWGfL Test Filtering Device/ Computer Review of daily PREVENT Reports
Issues identified	
Resulting actions	
Included in Termly Safeguarding Report:	Y/N

Term 2	
Date of check:	
Who did the check:	
What was tested or checked	<ol style="list-style-type: none"> Test Your Internet Filter SWGfL Test Filtering Device/ Computer Review of daily PREVENT Reports
Issues identified	
Resulting actions	
Included in Termly Safeguarding Report:	Y/N

Term 3	
Date of check:	
Who did the check:	
What was tested or checked	<ol style="list-style-type: none"> Test Your Internet Filter SWGfL Test Filtering Device/ Computer Review of daily PREVENT Reports
Issues identified	
Resulting actions	
Included in Termly Safeguarding Report:	Y/N

Appendix 4 – A Framework for Supervision

Introduction

Supervision is a fundamental task that managers will undertake to support the development of their designated staff's skills and practices in the safeguarding practice of children within their care. Following the inquiry of Victoria Climbié, Lord Laming stated that:

"All staff working directly with children must be regularly supervised".
(Lord Laming: Victoria Climbié Inquiry report 2003)

In 2011 LCC's Education Service was involved in a Learning Lessons Review. The Learning Lessons Review recommended the development and implementation of a Supervision Policy and Accountability Framework for use in schools and clusters.

The Framework provides an understanding about the requirements and processes of supervision.

Supervision

There are different types of supervision, e.g. informal, group and formal. This framework specifically addresses 'formal supervision'. Informal supervision is often ongoing in most effective teams as staff seek advice and help in situations that they deal with on an on-going basis. This is good practice but should NOT replace a formal supervision session.

Significant issues discussed through informal supervision should be recorded properly by the caseworker and revisited at the formal session.

Supervision is a partnership between the supervisee, the supervisor and the setting. Ideally, supervision should always be carried out by the named senior designated leader/officer for child protection in the school, or the identified appropriately trained lead for cluster staff. In some cases, supervision may also be carried out by an external supervisor, such as across Trust schools or through a Clinical Supervision provider. All designated staff across the Trust, irrespective of role should receive supervision.

The Key Functions of supervision are the Three Ps:

1. Performance Management
 - Ensure that safeguarding children, performance and practice is competent, accountable and soundly based on research and practice knowledge.
 - Ensure that safeguarding children practice is consistent with the local safeguarding arrangements and organisational procedures.
 - Ensure that practitioners fully understand their roles and responsibilities and the scope of their professional discretion and authority.
 - To provide reflective space to analyse ongoing work and specific incidents, to assess risk and need and to provide an important check and balance on decision making and planning.
2. Professional Development:
 - Ensure that professional development needs with respect to safeguarding practice are considered and supported.

3. Personal Support:

- To provide reflective space for the supervisee to discuss and work through the personal impact of their role and responsibilities. This should include support to address the emotional impact of the work, where required.

Good supervision involves a balance between all three elements, not always within one session, but certainly over the entire supervision process.

Roles and Responsibility

The Supervisor is responsible for:

- Sharing the responsibility for making the supervisory relationship work.
- Ensuring confidentiality, subject to service user and staff safety.
- Creating an effective sensitive and supportive supervision.
- Providing suitable time and location.
- Agree the timescales within which supervision takes place.
- Eliminating interruptions.
- Maintaining accurate and clear records, including on CPOMS
- Ensuring that the supervision contract has been agreed and reviewed annually.
- Ensuring the Organisation's professional standards are met.
- Ensuring that where a change in line management occurs, a handover process is arranged between all parties concerned.
- Ensuring that issues relating to diversity are addressed constructively and positively and provide opportunity for staff to raise issues about their experience and diversity.

The supervisee is responsible for:

- Sharing the responsibility for making the supervisory relationship work.
- Attending regularly and on time, participating actively and bringing their agenda.
- Accepting the mandate to be supervised, and being accountable for any action.
- Preparing appropriately for supervision sessions.
- Ensuring the recording of supervision is reflective of the particular meeting.
- Ensure that the contract has been agreed and reviewed annually.
- Actively participating in an effective sensitive and supportive supervision.
- Aiming to meet the organisation's professional standards.

Group Supervision

In some cases, it may be necessary or appropriate to conduct a group supervision session, where there may be several staff involved in direct work with a specific child/family. There are many benefits to be gained from group supervision, including problem solving, peer group learning and giving and receiving strong feedback within a supportive setting.

When a group supervision process is used, the roles and responsibilities of the supervisor and supervisees should be the same as outlined above, with the added principles:

- The group should clarify and agree the boundaries of confidentiality.
- The records should reflect that this was a group discussion.

Contract

The contract between a supervisee and supervisor should clearly outline the responsibilities and expectations of both parties, as outlined above. This should be discussed, agreed and signed off at the beginning of the supervisory arrangement. The contract should form part of the supervision records and should be reviewed annually. (See Appendix 4a).

Frequency of Supervision

The frequency of supervision is highlighted on the contract form under the section 'supervisor's responsibilities'.

Good practice indicates that the sessions should be regular and frequent enough to provide the support and oversight needed.

The supervisor and supervisee should agree on the duration and frequency of supervision, taking into account the experience of the supervisee and the complexity of the work. It will be appropriate to arrange for more frequent supervision for staff who are newly qualified or new to Children's Services, but also if there are particular pieces of work which need more time in supervision.

Clinical Supervision

Clinical supervision is also provided for specific staff who are at increased exposure to potentially more frequent and more complex child protection issues. Appropriately experienced colleagues will conduct the clinical supervision and external agencies may be commissioned where appropriate. Designated staff will receive 10 sessions of clinical supervision per year.

Recording

Recording should follow the principle that:

- The contract is the initial record of agreement between both parties.
- All supervision sessions must be recorded by the Supervisor (Appendix 4b must be completed on paper or electrically and retained securely. Appendix 4c is an aide memoire of points to quality assure case files that are discussed during supervision).
- Appendix 2 (Supervision Record) must be signed off and dated by supervisor and supervisee. All records of supervision are confidential and should be stored securely by the supervisor. They will be subject to inspection and audit.
- Records should ensure case management decisions of individual cases through supervision are recorded on the individual CYP and family records held by the organisation (CPOMS). Any hand-written records must be legible.

Quality Assurance

There is a critical link between good quality, regular supervision and good outcomes for safeguarding.

- Supervision files will be subject to inspection and audit which may include checking files to ensure that supervision is taking place.

Entitlement

It is important that supervision is provided. If you are a member of staff who is not receiving supervision at the required frequency during the year they should:

- In the first instance arrange a one to one with their supervisor to discuss and resolve, where possible.
- If they are unable to find a solution, school staff should request a three-way meeting between their supervisor, line manager or the Principal (or in the instance that the Principal is also the supervisor a governor) and supervisee. The difficulties should be discussed and outcomes agreed.

NB: This entitlement should be clearly agreed and defined in the supervision contract agreed by both parties at the start of the supervision process (Appendix 4a: Supervision Contract).

Supervision Contract

Purpose of Supervision

1. Supervision Statement

Supervision is a way of ensuring accountable decision making and safe outcomes for children. The Supervisor's role is to ensure that staff and those directly involved in casework and child protection are coping both physically and emotionally with the demands of the role and are handling the work suitably and professionally. It also provides the worker with a forum to reflect on the content, process and progress of their work. The supervision record will identify agreed action points and we will review these at each supervision session.

Supervision should be undertaken on a regular basis, with designated staff responsible for or working with identified vulnerable children and/or families. It should include selected cases with children who are subject to a Child Protection Care Plan, children with social care involvement, children giving cause for concern, Children Looked After (CLA) and children subject to an Early Help Plan, or where staff are case holders for family support or the case has been de-escalated from social care.

2. Supervisee's Statement

The Designated Safeguarding Officer will attend each session with information and individual case files.

3. Supervision for school staff

Should take place at a minimum interval of once every half term. This may increase if there is a need, supervision should last approximately one hour.

Supervisor's responsibilities and expectations

- The Supervisor will meet with the supervisee a minimum of once every half term and will be located in a confidential space which is appropriate and free from distraction.
- To undertake an open and honest discussion regarding cases that staff are working with.
- Challenging questions will be asked with regard to action and progress and the appropriate referral to other agencies. Questions will also be asked regarding supervisee welfare.
- Discussion will focus on any current identified child protection cases, social care de-escalations and any identified vulnerable child/family where there are general safeguarding issues, or an Early Help Plan.
- Support and professional challenge will be given and supervision will be recorded.
- Discussion around team work and training will be included.

Supervisee's responsibilities

- Open and honest discussion regarding cases that the staff are working with have responsibility for.
- Implement actions to be taken to protect any child where there is reason to believe a child is at risk or harm.
- Implement actions to meet agreed outcomes for the child/family.

In the event of a Serious Case review (SCR) these records will be used as evidence as part of Internal Management Review (IMR).

In the event there is unsolved conflict/dispute between supervisor and supervisee, both parties will agree to meet together with the Principal or Trust Safeguarding Lead to ensure that any difficulties are satisfactorily resolved. Both parties will ensure that the other is aware in advance that a dispute resolution meeting has been arranged.

Supervisee signature:		Date:	
Supervisor signature:		Date:	

This contract should be reviewed on an annual basis.	
Date of review of contract:	
Signed:	

Supervision Record

Date:	
CP Designate (supervisee):	
CP Supervisor:	

Since the last supervision, detail whether there has been any:

Sickness absence:

CP/Safeguarding Training:

Agenda

1. Review of agreed Actions from the last meeting.
2. Review of current cases – one selected by the supervisor and one by the supervisee.
 - a. Complete the 'Supervision' category within CPOMS for the case/s discussed.
3. Quality assurance of current CP practice. Are standard school protocols being followed?

4. Number and details of cases escalated to Leeds Children's Social Work Services (CSWS) or North Yorkshire Safeguarding Children's Partnership (NYSCP) this academic year – hence, this will be a running total. See table below
5. CP workload and wellbeing of the CP designate.

Notes

- Have agreed Actions been addressed?
- Are standard protocols being followed in the CP cases discussed during supervision?
- Are there any areas for development or focus (complete table below)?
- Comment on the CP workload and wellbeing of the designate:

Points for development or focus:

CP Designate	By (date):	Supervisor	By (date):

CSWS Cases:

No. of cases reported to CSWS (this academic year)	List of Cases <u>currently</u> open to CSWS (give names)	Are they CIN/CPP?

Signed	
CP Designate:	
CP Supervisor:	

Supervision Record

To be used as a guide to the supervision session – complete using the CPOMS ‘Supervision’ category using this as an aide memoire.

Date:	
CP Designate:	
CP Supervisor:	
Name of Student:	

Consider:

- Summary of events since the last supervision
- Identified Risks/Issues?
- Actions taken?
- Safety/Protective factors put into place?
- What is the CP designate’s role/relationship with the family?
- Agreed Actions?

Appendix 5 - Leeds Children's Services – Safeguarding & Child Protection Policy for schools and colleges 2024/2025



LEEDS CHILDREN'S SERVICES

TEMPLE LEARNING ACADEMY SAFEGUARDING & CHILD PROTECTION POLICY FOR SCHOOLS & COLLEGES

Academic Year 2025-2026

This policy is the intellectual property of Leeds City Council. Should any organisations outside of the Leeds Local Authority incorporate large sections of this policy without alteration please make acknowledgement of this.



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This Safeguarding & Child Protection Policy is available on the school website and is reviewed and ratified annually by the governing body/board of trustees or as events, or legislation requires. Any deficiencies or weaknesses identified will be remedied without delay.

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

Part 2 of this policy document has a suite of model pro-formas for schools to adapt to support their own in-house safeguarding arrangements and is principally for use by Designated Safeguarding Staff, lead governors and senior leadership teams.

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead/s	Nominated Governor	Chair of Governors
2025-26	Stuart Huddleston	Emma Lyner (Senior Deputy DSL) Jo Rozycki (Deputy DSL)	Stephanie Burn	Stephanie Burn

Policy Review date	Date Ratified by governors	Date Shared with staff
September 2025	September 2025	September 2025

Temple Learning Academy
Child Protection and Safeguarding Advice
Contact List – September 2024

Role / Agency	Name and role	Contact Details
School Designated Safeguarding Lead (DSL) / Child Protection Coordinator	Stuart Huddleston – Principal	Tel 0113 2645456 huddlests@tla.rklt.co.uk
Senior Deputy DSL	Emma Lyner	Tel 0113 2645456 lynere@tla.rklt.co.uk
Deputy DSL	Jo Rozycki	Tel 0113 2645456 rozyckij@tla.rklt.co.uk
Other DSLs	Amy Thompson Alex Clark James Barratt Lisa Morrell Helen Sully Lucy Flower Lyndsey Durn Emma Cowan Karen Scholfield Jennifer Malcolm Emily Rice	Tel 0113 2645456 thompsona@tla.rklt.co.uk clarka@tla.rklt.co.uk barrattj@tla.rklt.co.uk morrelll@tla.rklt.co.uk sullyh@tla.rklt.co.uk flowerl@tla.rklt.co.uk durnl@tla.rklt.co.uk cowane@tla.rklt.co.uk scholfieldk@tla.rklt.co.uk malcolmj@tla.rklt.co.uk ricee@tla.rklt.co.uk
Governor with responsibility for Child Protection and Safeguarding	Stephanie Burn	Tel 0113 245456 burns@trust.rklt.co.uk
Chair Of Governors	Stephanie Burn	Tel 0113 245456 burns@trust.rklt.co.uk
Designated Teacher for Looked After and previously Looked After Children	James Barratt Jennifer Malcolm (Primary PEPs) Lucy Flower (Secondary PEPs) Jo Rozycki (CLA Reviews)	Tel 0113 2645456 barrattj@tla.rklt.co.uk malcolmj@tla.rklt.co.uk flowerl@tla.rklt.co.uk rozyckij@tla.rklt.co.uk
SENDCo	Lisa Morrell (Secondary) Jennifer Malcolm (Primary)	Tel 0113 2645456 morrelll@tla.rklt.co.uk malcolmj@tla.rklt.co.uk

PSHE Coordinator	Rachel Cowlard (Secondary) Lyndsey Durn (Primary)	Tel 0113 2645456 cowlardr@tla.rklt.co.uk durnl@tla.rklt.co.uk
Mental Health Lead	Jodie Turner	Tel 0113 2645456 turneri@tla.rklt.co.uk
Online Safety Coordinator	James Barratt	Tel 0113 2645456 barrattj@tla.rklt.co.uk
CSWS Duty and Advice / Front Door Safeguarding Hub	Urgent Child Protection concerns / initial referral	Professionals – 0113 3760336 Members of the public – 0113 2223301
CSWS Emergency Duty Team (out of hours)	Urgent Child Protection concerns	0113 535 0600 childrensEDT@leeds.gov.uk
Education Safeguarding Team (Professionals only)	Advice / Training / Safeguarding Audit	0113 3789685 estconsultation@leeds.gov.uk
Local Authority Designated Officer	Allegations against adults in school	0113 3789687 lado@leeds.gov.uk
NSPCC Whistleblowing Helpline	Allegations against adults in school	0800 028 0285
Cluster Targeted Services Lead	Family Support / Attendance / Early Help / Pupil Counsellor	www.tncp.co.uk
PREVENT Team	Prevent training/advice	0113 535 0810 prevent@leeds.gov.uk

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

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

Child Protection refers to the multi-agency arrangements to identify and protect children who are or may be at risk of or suffering significant harm.

Safeguarding refers to the protection, safety and promotion of the welfare of all pupils including when in off-site provision or activities and using ICT. This

includes the building of resilience and awareness of risk through the formal and informal curriculum.

Child is any pupil under the age of 18.

Glossary:

- DSL Designated Safeguarding Lead
- DDSL Deputy Designated Safeguarding Lead
- SENDCo Special Education Needs and Disabilities Coordinator
- DT Designated Teacher for Looked After and previously Looked After Children
- PSHE Personal, social, health and economic education
- RSHE Relationships, Sex and Health Education
- CSWS Children's Social Work Services
- KCSIE Keeping Children Safe in Education (DfE, September 2025)

Visitors to school

All visitors must sign in (via InVentry) on arrival and collect a visitor's (green lanyard for those who have provided DBS documentation and can be unsupervised and orange lanyards for those who always need supervising) and a School Information Leaflet which outlines Child Protection and Safeguarding procedures in school and how to report any concerns regarding a child/young person or another adult in school. Visitor lanyards must be worn at all times when in school. All visitors must sign in. Staff must ensure that visitors to school are supervised as appropriate and the requisite pre-employment checks have been completed as referenced in Part 3 of KCSIE. All contractors must follow the school's signing in arrangements as set out in contractual commissioning agreements.

Part One:

1. Aims

1.1 The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding, identifying children in need of early help, at risk of harm or those that have been harmed
- Staff are properly trained in recognising and reporting safeguarding issues
- A culture of vigilance is created and maintained to ensure that we will also act in the best interests of children to protect them online and offline
- Systems for reporting abuse are well promoted, easily understood and easily accessible for children

1.2 The Governing Body and staff of Temple Learning Academy (hereinafter referred to as "the school"), take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess and support those children who are suffering harm and to keep them safe and secure whilst in our care.

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

2. Legislation and guidance

2.1 This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education \(KCSIE\) 2025](#) and [Working Together to Safeguard Children \(2023\)](#) and the [Academy trust governance guide \(DfE 2024\)](#). We comply with the guidance and the procedures set out by the Leeds Safeguarding Children partnership (LSCP).

2.2 This policy is also based on the following legislation and guidance:

Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils.

[The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques.

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

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

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

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children.

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children.

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

Guidance for safer working practice for those working with children and young people in education settings (GSWP) (Safer Recruitment Consortium Feb 2022) [Guidance for safer working practice for those working with children and young people in education settings February 2022](#)

[Sharing nudes and semi-nudes: how to respond to an incident \(overview\) \(updated March 2024\) - GOV.UK \(www.gov.uk\)](#)

[Safeguarding and remote education during coronavirus \(COVID-19\) \(DfE, 2021b\)](#)

[Children Missing Education – Statutory guidance for local authorities \(DfE August 2024\)](#)

[When to call the police – Guidance for schools and colleges \(NPCC – 2020\)](#)

[Education and Training \(Welfare of Children\) Act 2021](#)

[Alternative Provision Guidance February 2025](#)

[Working Together To Improve School Attendance 2024](#)

Schools and colleges are under a statutory duty to cooperate with the published LSCP arrangements. This policy conforms to locally agreed inter-agency procedures [LSCP - Local protocols for Leeds practitioners \(leedsscp.org.uk\)](https://leedsscp.org.uk) and has been ratified by the LSCP Education Reference Group. It is available to all interested parties on our website and on request from the main school office. It must be read in conjunction with other relevant policies and procedures and KCSIE (DfE 2025).

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

This policy also meets requirements relating to safeguarding and welfare in the [Statutory framework for the Early years foundation stage for group and school based providers \(DfE 2025\)](#)

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

This policy should also be read in conjunction with the school's Online Safety Policy, The Acceptable Use Policies for Staff, Students and Visitors which set out the acceptable use of ICT, including the use of 3/4/5G devices on school site.

3. Definitions

3.1 Safeguarding and promoting the welfare of children means:

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

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



3.3 **RED KITE LEARNING TRUST** explains the different types and indicators of abuse.

3.4 Children includes everyone under the age of 18.

4. Equality statement

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

4.2 We give special consideration to children who:

- are disabled or have certain health conditions and have specific additional needs.
- have special educational needs (whether or not they have a statutory Education, Health and Care plan)
- have a mental health need.
- are a young carer.
- are showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- are frequently missing/goes missing from education, home or care.
- have experienced multiple suspensions, are at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- are at risk of modern slavery, trafficking, sexual and/or criminal exploitation.
- are at risk of being radicalised or exploited.
- have a parent or carer in custody or is affected by parental offending.
- are in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- are misusing alcohol and other drugs themselves.
- are at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
- are a privately fostered child.

5. Roles and responsibilities

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

5.2 All staff

5.2.1 All staff working directly with children will read and understand their statutory responsibilities outlined in Part 1 and Annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

5.2.2 Staff who do not work directly with children will read either Part 1 or Annex A as determined by the DSL dependent on their roles, responsibilities and contact with children.

5.2.3 All staff will be aware of:

- Our systems which support safeguarding, including reading and understanding their professional responsibilities as outlined in Guidance for Safer Working Practice (2022) understanding the role of the designated safeguarding lead (DSL/DDSL), reading and understanding the school behaviour policy and their safeguarding responses to children who go missing from education during the school day or otherwise and reading and understanding the school's online safety policy.
- The early help process and their role in it, including being alert to emerging problems that may warrant Early Help intervention, particularly those identified in Part 1 of KCSiE. All staff should be reporting emerging problems that may warrant early help intervention by reporting through CPOMS and having a discussion with a DSL/DDSL.
- That children's behaviours can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviours that may communicate that poor wellbeing can be an indicator of factors such as abuse, neglect or exploitation. Staff should understand the children's experiences such of abuse, neglect, trauma and adverse childhood experiences can impact on children's mental health, behaviour & education.
- The process for making referrals to local authority children's social work service (CSWS) and for statutory assessments that may follow a referral, including the role they might be expected to play. Fig 1: [Summary of in-school procedures to follow where there are concerns about a child](#) (Page 79) illustrates the procedure to follow if you have concerns about a child's welfare. Wherever possible, speak to the DSL, DDSL or head teacher (in the absence of a DSL) first to agree a course of action. In the absence of a DSL or head teacher being available, staff must not delay in directly contacting children's social work Duty and Advice team or the police if they believe a child is at immediate risk of significant harm.
- Our work in partnership with other agencies in the best interests of the children. Requests for service to CSWS will (wherever possible) be made by the Safeguarding Designated Staff, to the CSWS Duty and Advice team (**0113 3760336**). Where a child already has a child protection social worker, the school will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker.
- What to do if they identify a safeguarding issue or a child tells them they are being abused, neglected or exploited, including specific issues such as Female Genital Mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- In school procedures for recording any cause for concerns and passing information on to DSLs in accordance with school's recording systems.

- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE) FGM, radicalisation, child-on-child sexual abuse and serious and violent crime. All staff to be aware safeguarding incidents/ behaviours can occur outside school or college or be associated with outside factors. CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.
- Children absent from education or missing/absconding during the school day can also be a sign of a range of safeguarding concerns including sexual abuse, sexual exploitation, or child criminal exploitation.
- Children may not feel ready or know how to tell someone that they are being abused, exploited, neglected, and/or they may not recognise their experiences as harmful.



details different kinds of abuse.

Appendix 2 – The Role of the Governing Body

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

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

5.3.1 Our DSL is Stuart Huddleston – Principal. The DSL takes lead responsibility for child protection and wider safeguarding (including online safety and understanding the filtering and monitoring systems which are in place). Refer to DfE Guidance [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/meeting-digital-and-technology-standards-in-schools-and-colleges-filtering-and-monitoring-standards-for-schools-and-colleges-guidance)

5.3.2 The optimal scenario is to have a trained DSL or DDSL available on site. Where this is not possible (e.g., due to self-isolating), a trained DSL or DDSL will be available to be contacted via phone or online video – for example when working from home.

5.3.3 During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

- a. Out of term-time, the DSL, Senior DSL and Deputy DSL will be on a rota to check emails and CPOMS entries. Please contact them all through these channels with concerns out of term time.

5.3.4 When the DSL is absent, the Senior Deputy DSL Emma Lyner and Deputy DSL Jo Rozycki, will act as cover. Additional DSL trained staff will cover if DSL and DDSL are absent.

5.3.5 If the DSL and deputies are not available, Amy Thompson (Deputy Principal) and/or Alex Clark (Deputy Principal) will act as cover (for example, during out-of-hours/out-of-term activities).

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

- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of children by providing as much information as possible as part of the referral process to help social care assessments consider contexts outside the home and enable a contextual approach to harm.
- Refer suspected cases, as appropriate, to the relevant body (children's social care Duty and Advice team, Channel programme, Disclosure and Barring Service, Teaching Regulation Agency and/or police), and support staff who make such referrals directly. Provide support for staff to comply with their mandatory reporting duties in cases where FGM has been identified.
- Stuart Huddleston will ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues, have access to regular safeguarding supervision. (Ref: LCC Framework for Supervision (2021)).
- The DSL will also keep the Head teacher/ Principal informed of any issues and liaise with local authority officers and relevant professionals for child protection concerns as appropriate.
- The DSL is responsible for responding to domestic abuse notifications from the local authority and providing support to children and their families as appropriate.
- The school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- Provide reports as required for meetings. Reports will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- Where a child in school is subject to an inter-agency child protection plan or any multi-agency risk management plan, the DSL will contribute to the preparation, implementation, and review of the plan as appropriate.
- The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2023). When to call the police (NPCC 2020) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- Promote the educational outcomes of children with a social worker and other pupils deemed vulnerable. It is essential therefore that the DSL works in close collaboration with the DT and SENDCO as children who are in need of help and protection must also have their learning needs prioritised in planning to ensure education is a protective factor and not only by way of regular attendance at school.
- Undertake a Prevent risk assessment which is shared with all staff

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

5.4 The governing body

- 5.4.1 The governing body will approve this policy at each review and hold the head teacher to account for its implementation and any actions/recommendations made by the Local Authority in respect to strengthening the school's safeguarding arrangements.
- 5.4.2 The governing body will complete the LA safeguarding and child protection briefing on their strategic roles and responsibilities every three years including online safety training at induction. The governing board will ensure that all policies, procedures and training are effective and comply with the law at all times. The governing body will ensure that all staff undergo safeguarding and child protection training, including online safety training providing an understanding of the expectations and applicable roles and responsibilities in relation to filtering and monitoring.
- 5.4.3 The governing body will appoint a lead governor to monitor the effectiveness of this and other related safeguarding policies (i.e. online safety, whistleblowing, behaviour etc.) in conjunction with the full governing body. Staff governors cannot be the lead governor with responsibility for safeguarding and child protection. Lead governors should access the LA designated safeguarding governor training every three years including online safety training at induction.
- 5.4.4 In the event that safeguarding concerns, or an allegation of abuse is made against the head teacher, the RKLT CEO will act as the 'case manager'. Refer also to Section 16.2.
- 5.4.5 The governing body will ensure that the school has robust IT filtering and monitoring systems in place and should be informed in part, by the risk assessment required by the Prevent Duty in order to limit children's exposure to online risks. The governing body should consider the number and age range of children, those who are potentially at greater risk of harm and how often they access the IT system.
- 5.4.6 The governing body, along with the school's senior leadership team, are responsible for satisfying themselves and obtaining written assurances from any relevant school lettings and alternative/off site providers and provisions that their safeguarding arrangements are secure, in keeping with the requirements set out in KCSIE. This includes ensuring that the provision has effective safeguarding policy/procedures/training in place for all staff. The provision follows safer recruitment processes and have clear allegation management processes. Pupils who attend alternative provisions can often have complex needs and it is important that these settings are aware of the additional risk of harm that their pupils may be vulnerable to, and appropriate risk assessments/support plans are in place where pupils access provision offsite. Temple Learning Academy use the following alternative or off-site providers and have written evidence of safeguarding arrangements:

- ELECT
- Southway
- LS-TEN
- MAP
- Leeds College of Building
- Focus Training (Work Experience Facilitator)
- Medical Needs Teaching School

Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs. . The guidance set out in [Arranging Alternative Provision February 2025](#) is followed.

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

5.4.8 The governing body will understand how to comply with data protection law, develop their data policies and processes, know what staff and pupil data to keep and follow good practices for preventing personal data breaches. [Data protection in schools - Guidance - GOV.UK \(www.gov.uk\) \(2024\)](#)

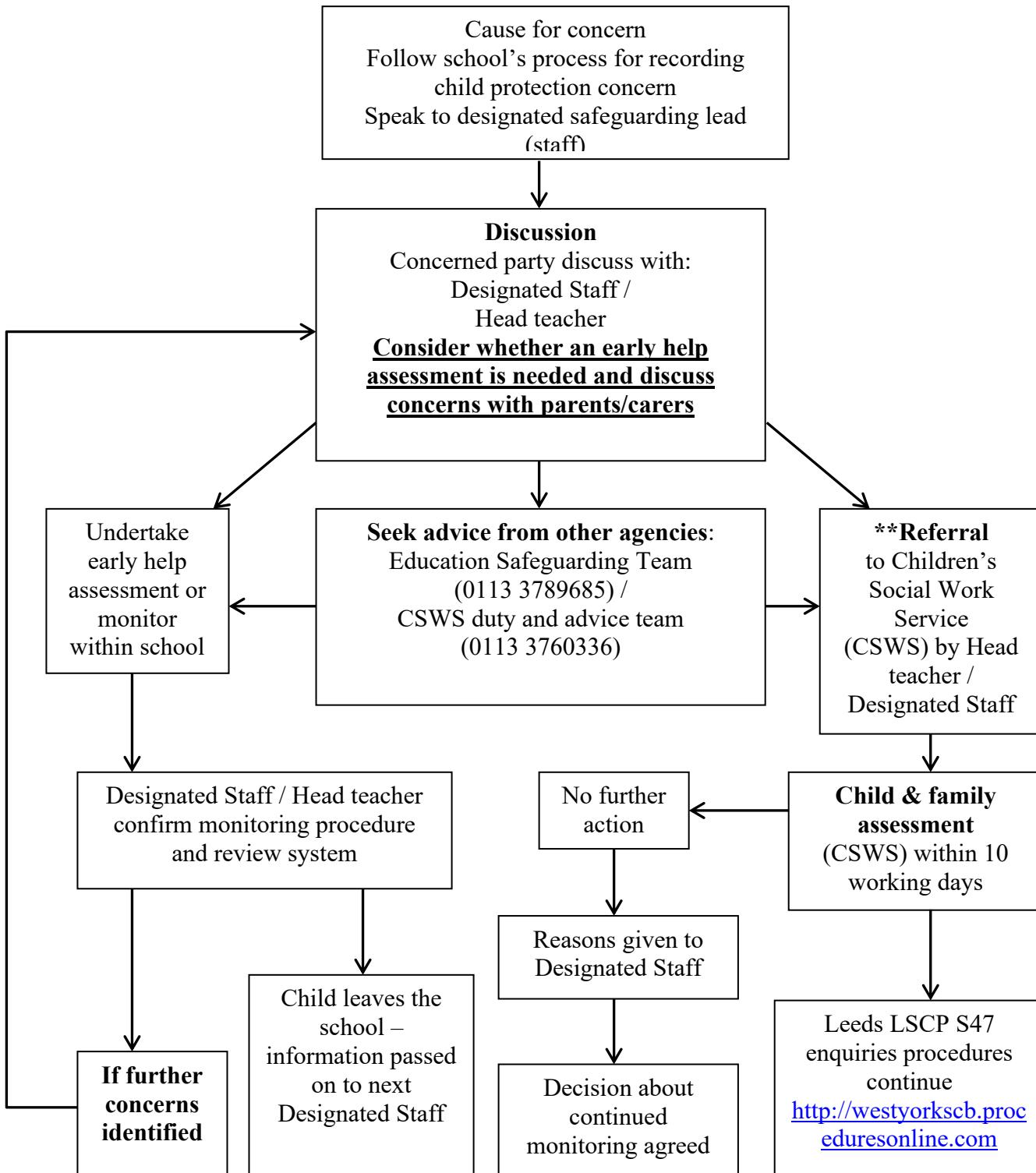
The full responsibilities of the governing body are set out in Part Two of KCSIE - The management of safeguarding. The governing body will ensure that the school is fully compliant with their statutory safeguarding responsibilities.

5.5 The head teacher/principal

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

- Ensuring that staff, (including temporary and supply staff), and volunteers are informed of this policy as part of their induction.
- Communicating this policy to parents when their child joins the school and via the school website.
- Ensuring that the roles and responsibilities of the DSL/DDSL as referenced in Annex C of KCSiE (2024), are reflected in their job description.
- Ensuring that the DSL has appropriate time, training, and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that they complete the one day LA course for head teachers/principals on safeguarding and child protection and that all staff undertake appropriate safeguarding and child protection training and update every three years.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff (including supply staff) or volunteer, where appropriate.
- Ensuring that all recommendations made by the Local Authority in relation to strengthening the school's safeguarding arrangements are actioned in a timely fashion.

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



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

- Ensuring the relevant staffing ratios are met where applicable.
- Making sure each child in the Early Years Foundation Stage, is assigned a key person.

6. Confidentiality and Information Sharing

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

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

6.1.3 Confidentiality is addressed throughout this policy with respect to record-keeping (see section 18), dealing with reports of abuse (see Appendix 2 – **The Role of the Governing Body**

6.1.4), allegations of abuse against staff (see section 16.2), information sharing and working with parents (see section 6.2).

The school/college's confidentiality policy for sharing reports of pregnancy by pupils, even if they are 16 years old and in a consenting relationship, is to inform parents and seek advice from the Education Safeguarding Team. If the pregnancy is the result of non-consensual sex then the appropriate referrals to the Police and CSWS will also be made. These procedures must always take into account the organisation's responsibility to safeguard the pupil and promote their welfare.

6.1.5 Timely information sharing is essential for effective safeguarding. This school/college will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance [Information sharing advice for practitioners providing safeguarding services for children, young people, parents and carers DfE 2024](#). This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being.

6.1.6 Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

6.1.7 All staff must have due regard for the relevant data protection principles which allow them to share (in the context of their role) and withhold personal information, as provided for the in the Data Protection Act 2018 and GDPR.

6.1.8 In order to promote positive educational outcomes for vulnerable children, including children with social workers information that can help to support positive outcomes being achieved will be shared with colleagues in school that are not DSLs or DDSLs as appropriate.

6.1.9 If staff are in any doubt about sharing information, they must speak to the designated staff, or the head teacher/principal.

6.2 Working with parents and other agencies to protect children

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

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

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

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

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

6.3 Multi-agency work

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

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

7. Opportunities to teach safeguarding – Preventative Curriculum

7.1 Our role in the prevention of abuse

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

- 7.1.1 We will ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children may be needed.
- 7.1.2 As part of providing a broad and balanced curriculum, the PSHE/RSHE curriculum will reflect the statutory [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(DfE 2025\)](#). Relevant issues identified through the online My Health My School pupil perception survey will be addressed through the PSHE curriculum to ensure it is needs led. Some of these include self-esteem, emotional literacy, assertiveness, power, relationships and sex education, online safety, online bullying, sexting, child exploitation (CSE/CCE), sharing nudes and semi-nudes, female genital mutilation (FGM), preventing radicalisation, child on child abuse, consent, anti-bullying, unhealthy and abusive family relationships. Further support on both the My Health My School Survey and PSHE/RSE curriculum can be obtained from the Health and Wellbeing Service (schoolwellbeing@leeds.gov.uk)
- 7.1.3 Relevant issues will be addressed through other areas of the curriculum. For example, English, History, Drama, Art and assemblies.

7.2 Other areas of work

- 7.2.1 All our policies that address issues of power and potential harm, e.g., Anti- Bullying, Equalities, Positive Handling, Behaviour, On-line Safety and PSHE/RSHE will be linked to ensure a whole school approach.
- 7.2.2 Our Safeguarding and Child Protection policy cannot be separated from the general ethos of the school which is to ensure that children are treated with respect and dignity, feel safe, and are listened to.
- 7.2.3 The school's online safety policy is reflective of the requirements set out in KCSIE (2024) in regard to content, contact, conduct and commerce. The school's online safety policy is aligned to the school behaviour policy and reflects our approach to issues of online safety (including the sharing of nudes and semi-nudes) that empowers us to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

8. Our role in supporting children

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

8.1 In cases where children have experienced abuse/abused others, the DSL will ensure that appropriate support is offered. An individual support plan will be devised, implemented and reviewed regularly should the pupil or others affected require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e., learning mentor, key worker) and the child's wishes and feelings. A copy of the individual support plan will be kept in the pupil's child protection record (see [Appendix 5 - Leeds Children's Services – Safeguarding & Child Protection Policy for schools and colleges 2024/2025](#)).

8.3 For children who have sexually harmed or may have sexually harmed peers, where appropriate an AIM Risk Assessment Management Plan (RAMP) will be completed that includes safety and support planning.

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

9.1 We recognise that while all children have a right to be safe, some children *may* be more vulnerable to abuse e.g., those with a disability, special educational needs, mental health issues or those living with domestic violence or drug/alcohol abusing parents, parents' mental health issues, learning disabilities, children who are in care or previously looked after, children having adverse childhood experiences etc. Additional barriers can exist when recognising abuse and neglect and exploitation in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

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

In the event of a one-off serious incident resulting in an immediate decision to permanently exclude, the risk assessment must be completed prior to convening a meeting of the governing board.

9.3 All staff have a role in preventing impairment of children's mental health/emotional wellbeing, including promoting positive mental health and identifying where students are struggling with their Mental Health. We regularly communicate messages to students regarding wellbeing and the promotion of positive mental health strategies through the curriculum, PSHCE and Form Time. Support on programmes, resources and guidance is available from the Health and Wellbeing Service (schoolwellbeing@leeds.gov.uk).

9.4 Concerns regarding a student's mental health/emotional wellbeing should be reported to a member of the school the safeguarding team in keeping with the school's safeguarding reporting arrangements so that students can be offered appropriate support, this may include local or national online services where appropriate. In addition, the school can make referrals to a wide range of external services to secure additional appropriate support for students. Any student at Temple Learning Academy with mental health/emotional wellbeing needs may receive support through the Mental Health and Wellbeing team comprising of a mental health and wellbeing lead or therapeutic counsellor. In some cases, the school may refer to the 'Mindmate In Schools' practitioner, who is based in the school and can provide consultations and advice. The school may also make referrals to external services such as Cluster or Mindmate SPA. A range of organisation are signposted on the school website and in the school building.

10. Children at risk of specific forms of abuse

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

11. Remote Learning and Remote Welfare

11.1 If children are being asked to learn online at home, for example because of the coronavirus pandemic, schools and colleges should follow advice from the DfE on [safeguarding and remote education \(DfE, 2021b\)](#). In addition to following the Guidance for Safer Working Practice (Safer Recruitment Consortium, 2022)

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

11.3 We recognise that school is a protective factor for children and situations such as periods of national lockdown can affect the mental health of pupils and their

parents/carers. Staff will be aware of these issues and have due regard for them in setting expectations of pupils' work where they are at home.

12. Female Genital Mutilation: The Mandatory Reporting Duty

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

13. Radicalisation and Terrorism

- 13.1 Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.
- 13.2 If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) consider the 'NOTICE, CHECK SHARE' process for making a referral where required (see Appendix 8). A Prevent referral can be made using the national referral form [Prevent referral form](#) If you require further support or information, contact the Education Safeguarding Team or the Leeds Prevent Team on 0113 5350810.

13.3 Schools and colleges are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. For further guidance please see [Managing risk of radicalisation in your education setting - GOV.UK \(www.gov.uk\)](https://www.gov.uk/managing-risk-of-radicalisation-in-your-education-setting)

13.4 Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. Our school will ensure that as far as possible all front-line staff will undertake Prevent awareness training. DSLs and those with a responsibility for Prevent will ensure they attend Prevent training every two years, in particular focussing on local threat and risk and ideology training as outlined in the [Prevent Duty Guidance](#).

14. Channel

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

15. Child on child abuse

15.1 We recognise that children are capable of abusing their peers and that child on child abuse can manifest in many different ways, including bullying, cyber bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, sharing of nudes and semi-nudes, up skirting (taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm) and abuse within intimate partner relationships. It is very clear that this type of abuse should always be treated seriously, and never just as banter, part of growing up or boys being boys. Our school has a zero tolerance approach to such attitudes and behaviours.

We will take steps to minimise the risk of child-on-child abuse by ensuring students can learn about this through the PSHE/RSHE curriculum. The PSHE curriculum will support pupils to recognise behaviour that is not appropriate and understand how to stay safe and challenge and report unwanted behaviours. Support for this is available through the Health and Wellbeing Service (schoolwellbeing@leeds.gov.uk). We will also regularly review the school site and school activities to further minimise the risk of child on child abuse occurring.

We recognise that abuse can often go unreported or be reported latterly. We will encourage and support students to report child-on -child abuse to trusted adults in school or the NSPCC helpline.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

All concerns around child-on-child abuse will be taken seriously, reported, investigated, recorded and managed in line with the child protection procedures outlined in this policy. Our school will ensure that at least one member of the school's safeguarding team has completed the 1 day AIM Project training on understanding and managing harmful sexual behaviour in education settings [AIM Project Understanding & Managing HSB in Education settings](#) The DSL is responsible for providing support to all children involved in incidents of peer on peer sexual abuse. Where incidents of child-on-child abuse involve children attending another school setting we will liaise with the relevant DSL/DO at the setting to ensure appropriate information is shared.

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

appropriate to take any disciplinary action in keeping with the school's behaviour management policy.

16. Child exploitation

- 16.1 Where child exploitation (ie, criminal, sexual, trafficking, modern day slavery etc), or the risk of it, is suspected, frontline practitioners must notify the designated member of staff for child protection, in line with the child protection policy reporting systems.
- 16.2 The DSL must complete the child exploitation response checklist for partners (see [Appendix 7](#)) and refer to the table at the end of the tool to help decide how to proceed. A copy of the completed tool must be kept in the child's child protection records for future reference. The DSL can also refer a pupil to the monthly Multi-agency Child Exploitation (MACE) meeting (see [Appendix 8](#)), if it is felt that the criteria for referral is met, and a discussion is warranted. Information should be emailed to chs.mace@leeds.gov.uk. Information provided should include name; date of birth; what the risks are; what has been put in place to lessen the risk; and the plan that the child is subject to. Referrals will be triaged and if selected, the social worker, team manager or other relevant practitioner involved will be invited to attend the MACE meeting for a short discussion.
- 16.3 If the child /young person already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about child exploitation. Where children may currently be looked after or previously looked after the DSL should also notify the Designated Teacher for children looked after.
- 16.4 A copy of the child exploitation risk identification tool for partners (see [Appendix 7](#)) can be obtained from the [LSCP Website](#).
<https://www.leedsscp.org.uk/Practitioners/Local-protocols/CSE-protocols>
- 16.5 We will ensure the school, works in partnership with parents / carers and other agencies as appropriate. This includes facilitating return to home interviews as requested.

17. Sharing Nudes and Semi Nudes

Staff responsibilities when responding to an incident

- 17.1 If any adult in school is made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), they must report it to the DSL immediately. The DSL will refer to DfE guidance: [Sharing nudes and semi-nudes: how to respond to an incident \(overview\) \(updated March 2024\) - GOV.UK \(www.gov.uk\)](#)

They must **not**:

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

DSL Responsibilities

17.2 Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care.
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed).
- What further information is required, to decide on the best response.
- Whether the image(s) has been shared widely, and via what services and/or platforms, (this may be unknown).
- Whether immediate action should be taken to delete or remove images, or videos, from devices or online services.
- Any relevant facts about the pupils involved which would influence risk assessment.
- If there is a need to contact another school, college, setting or individual.
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

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

- The incident involves an adult.
- There is reason to believe that a young person has been coerced, blackmailed, or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent.
- The imagery involves sexual acts and any pupil in the images or videos is under 13.

- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

17.3 If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

18. Children who are absent from education

18.1 A child who is absent as well as missing from education is a potential indicator of abuse or neglect. Where a child is reported to be missing education we will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined [Children Missing Education – Statutory guidance for local authorities \(DfE August 2024\)](#) and follow the Leeds Children's Services LA procedure and contact: cme@leeds.gov.uk. Tel: 0113 3789686.

18.2 Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse, neglect, CSE or CCE including involvement in county lines. School and college staff members must follow the school's or college's procedures for dealing with children who are absent/ go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future (see [Appendix 10](#)).

18.3 The DfE statutory guidance on school attendance [Working together to improve school attendance](#) will be followed and school must work with local authority children's services where school absence indicates safeguarding concerns.

19. A Safer School Culture

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

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

20. Safer Recruitment, selection and pre-employment vetting

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

21. Managing allegations or safeguarding concerns against a member of staff or person in school procedures.

- 21.1 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:

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

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

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

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

21.3.1 A safeguarding complaint that meets the above criteria must be reported to the Head teacher/Principal ("case manager") immediately. If the complaint involves the head teacher, then the next most senior member of staff must be informed and the RKLT CEO / chair of the management committee. In our school the named case manager is Stuart Huddleston. They will follow the processes outlined in this section.

21.3.2 Where a Headteacher determines that a safeguarding allegation does not meet the harm threshold in line with the criteria above they will refer the matter to be managed in line with paragraphs 20.8 - 20.9 (inc.) by a designated manager with appropriate safeguarding training. It is important for Head teachers to carefully consider who in school is best placed to manage concerns that do not meet the harm threshold and ensure appropriate action is taken given the sensitive and confidential nature of the information relating to staff over time. In many cases Head teachers may decide to retain this role if they have appropriate safeguarding training.

21.4 All staff must fully understand that any adult behaviours that deviate from the Guidance for Safer Working Practice, 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
- Humiliating pupils

21.5 Schools may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (e.g., *Community groups, sports associations or service providers that run extra-curricular activities*). As with any safeguarding allegation, schools should follow their safeguarding policies and procedures, including informing the LADO.

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

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

21.8 All low-level concern records will be retained on CPOMS Staff Safe system and until further guidance provides otherwise. When a colleague leaves and/or takes up new employment, that creates a natural point at which the record on the system is reviewed and updated as necessary to record the change in status, to ensure it still has value (either as a safeguarding measure or because of its possible relevance to future claims) and is therefore necessary to keep. This is subject to the rights of individuals to object to or seek to erase or correct records about them under data protection law.

21.9 In situations where the case manager has sufficient information to suggest that the harm test/allegations threshold has been met, the case manager must use the local authority designated officer (LADO) notification form (see [Appendix 12](#)) in order to assess the level of concern, **prior to contacting the LADO**. As part of this initial consideration, the case manager should consult with their school's HR Advisor/provider/contact or in the case of a supply member of staff the supply agency safeguarding lead/senior manager. The completed LADO notification

form must be sent to lado@leeds.gov.uk **within one working day of the allegation being made**. This will assist the case manager and HR/supply agency senior manager in consultation with the LADO to decide on the most appropriate course of action. This includes when to inform the member of staff of the concerns raised. Parents or carers of the child or children involved should be told about the allegation as soon as possible if they do not already know of it.

- 21.10 The case manager **must** not carry out an investigation or **directly interview** any child/ witness/ or the individual whom the concern relates too, until the above process has been duly completed and relevant partners have been consulted. However, statements of any alleged incidents of harm should be obtained as appropriate at the earliest opportunity in order to establish facts from relevant individuals.
- 21.11 A multi-agency allegations management meeting may be arranged to look at the complaint in its widest context. The case manager must attend this meeting, which will be arranged by the LADO. All issues must be recorded, and the outcome reached must be noted to ensure closure.
- 21.12 In many cases it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about the expectations for their conduct.
- 21.13 In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children/young people may be at further risk and/or evidence/witnesses may be compromised and/or the allegations and so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the school's Disciplinary Policy.
- 21.14 Any staff/volunteers who are dismissed by the school for gross misconduct or cumulative misconduct relating to safeguarding of children/young people will be referred to the DBS for consideration of barring. Similarly, where the school has a reasonable belief that the member of staff/volunteer would have been dismissed by the school had they been employed at the time of the conclusion of investigations, they will be referred to the DBS. The school will keep written records of all of the above.
 - **LADO Contacts: Claire Ford, or Jo Peake Tel: 0113 3789687**
 - **Advice can also be sought from Louise Cornwell and Angela Marshall – Team Managers Education Safeguarding Team**
- 21.15 Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, staff can contact any of the professionals named in the above paragraph, in addition to other whistleblowing channels which may be open to them.

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

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

22. Training and Support

All staff members will be made aware of systems within our school that support safeguarding, and these will be explained to them as part of our staff induction. This includes: the school's/college's safeguarding/child protection policy; the school's safer working practice document and the school's whistleblowing procedures, as well as their responsibilities to read and understand KCSIE Part 1 and Annex B, this must be done as part of their induction and reviewed annually.

- 22.1 We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from James Barratt, Emma Lyner or Jo Rozycki, if they are unavailable any other child protection officer can offer support. Access to regular and timely supervision is an essential form of support for all designated safeguarding staff. Children's Services Education Safeguarding team are also potentially available for advice and support (Tel: **0113 3789685**).
- 22.2 Designated Safeguarding staff must have attended the 3-day Children's Services Education child protection training course. **They will attend refresher training at least every two years.** The DSL will undertake Prevent Awareness Training (e.g., Workshop to Raise Awareness of Prevent every two years to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation).
- 22.3 The school will ensure all staff including temporary and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the school. All staff will access basic child protection training including online safety as part of the school's induction arrangements and refresher training at least every three years. Training can be accessed via the Education Safeguarding Team – estconsultation@leeds.gov.uk. All staff should access PREVENT training every three years. All staff should have regular safeguarding, child protection training and online safety updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Training will include briefings on how to manage a report of child-on-child sexual violence or harassment to enable staff to identify children at risk. Training can be accessed via the Prevent Team – prevent@leeds.gov.uk
- 22.4 Contractors who are provided through a private finance Initiative (PFI) or similar contract must also access safeguarding training that reflects the LSCP locally agreed protocols and referral pathways.
- 22.5 The Head teacher will attend the local authority child protection training for head teachers at least every three years.
- 22.6 Governors, including the nominated governor will attend specific training for their role, updated at least every three years.

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

22.8 The Head teacher and at least one member of the governing body that is not a staff governor must complete the National Safer Recruitment Consortium Training and refresh this training every three years.

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

23. Child Protection Records

23.1 **The responsibility to maintain, process, share, transfer and store child protection and safeguarding records in accordance with the Data Protection Act 2018 and the GDPR principles is the responsibility of the DSL and any safeguarding deputies. Child protection information will be held securely, with access being restricted to the DSL and their deputies, head teacher and in cases of Early Help, the nominated lead professional, if this is not a designated safeguarding lead/officer. 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.
- Record of instances where referrals were or were not made to another agency such as CSWS or Prevent
- Minutes or notes of meetings, e.g., child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate.
- Formal plans for, or linked to, the child e.g., child protection plans, Early Help (previously known as CAF's), risk assessments etc.

- A copy of any support plan for the pupil concerned (see Appendix 5 - **Leeds Children's Services – Safeguarding & Child Protection Policy for schools and colleges 2024/2025**)
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23.2 Where a pupil leaves their existing provision, we will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known) as soon as possible and within 5 school days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes.

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

23.4 Where a child leaves a school before statutory school leaving age, the child protection file must be transferred to the new school or college. There is no need to keep written or electronic copies of the child protection records. The exception to this rule will be in any of the following instances:

- 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.

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

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

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

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

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

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

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

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

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

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

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

24.1 Under Data Protection legislation (General Data Protection Regulation & Data Protection Act 2018) a pupil or their nominated representative have several legal

rights in respect of information relating to them. These rights include the right to access and the right to rectification of inaccurate data. Therefore, all information will be accurately recorded, objective in nature and expressed in a professional manner.

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

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

24.3 If an application is made to see the record, advice must be sought from your data protection lead. Information can also be sought from the Leeds Adults, Health and Children's Information Governance Hub.
Contact email: IMG.AC@leeds.gov.uk
Telephone: 0113 3784251.

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

25. Archiving

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

26. Safe Destruction of the pupil record

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

27. Safeguarding responsibilities for pupils in transition

27.1 In the event that a pupil transitions full-time from a primary setting into a high school setting before the end of their academic school year 6, the high school must place a pupil on their admissions register on the first day that the pupil attends and submit a new starter form to the local authority admissions team. Once the pupil is registered at the new school, the previous school can remove the pupil from their register. All safeguarding responsibilities, including attendance management, for the pupil will transfer to the head teacher and/or the senior designated safeguarding lead of the secondary setting. All child protection files, and risk assessments will be transferred in keeping with the guidance outlined in section 18 of this policy – Child Protection Records

27.2 Where a vulnerable pupil transitions from a high school setting to a post-16 provision the school must complete the FE Safeguarding Information Sharing Form only ([Appendix 11](#)). All existing child protection records must be archived in keeping with the guidance outlined in section 18.3 of this policy –Archiving.

Appendix 1: Definitions and indicators of abuse

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

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

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

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

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

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

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

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations, weals
- Fractures

- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

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

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

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

Emotional abuse: Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may

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

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

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

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

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

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

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

All staff should ensure they are aware of and respond to wider safeguarding issues outlined in KCSIE 2024 Annex B, this includes further information on:

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

Responses from parents

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

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

Children with special educational needs and disabilities

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

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child. The LSCP have a multi-agency protocol to support professionals in making informed judgements for bruising in non-independently mobile children.
<https://www.leedsscp.org.uk/LSCB/media/Images/pdfs/Multi-agency-Bruising-Protocol-for-Children-Not-Independently-Mobile-V4.pdf>
- Not getting enough help with feeding leading to malnourishment.
- Poor toileting arrangements.
- Lack of stimulation.
- Unjustified and/or excessive use of restraint.
- Rough handling, extreme behaviour modification e.g., deprivation of liquid medication, food or clothing, disabling wheelchair batteries.
- Unwillingness to try to learn a child's means of communication.
- Ill-fitting equipment e.g., callipers, sleep boards, inappropriate splinting.
- Misappropriation of a child's finances.
- Invasive procedures.

Appendix 2: Responding to children who report abuse.

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

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

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

Immediately afterwards

You must not deal with this yourself. All reports of abuse must be recorded and responded to in keeping with the professional roles and responsibilities outlined in [Fig 1: Summary of in-school procedures to follow where there are concerns about a child \(Page 79\)](#)

Appendix 3: Chronology of key events

Strictly Confidential

Guidance Notes: Briefly summarise decisions reached, the services offered and/or provided to the child(ren) and family, and other action taken.

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

Appendix 4: Cause for Concern Form

Page 1 of 2

Strictly Confidential

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

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

Name of staff member completing form.....

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

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

Signed: _____

Action/passed to _____

For: Designated Safeguarding Lead Officer Use

Name: _____ Date: _____ Time _____

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

Appendix 5: SMART Plan

Example: Overview of Pupil Support/SMART Plan

Child Protection Pupil Support Plan Information	Name of Pupil:		
Current Care/living arrangements			
Support needs identified			
	Support/Intervention		
Type of support/intervention	Provider	Start Date	End Date
	Agencies Involved		
Name of professional	Agency	Email	Telephone

Part Two:

Appendix 6: Recruitment and Selection Checklist

Post _____

Date _____

Recruitment and selection checklist	Initials	Date
Pre-interview: Planning - Timetable decided: job specification and description and other documents to be provided to applicants, reviewed and updated as necessary. Application form seeks all relevant information and includes relevant statements about references etc		
Vacancy advertised (where appropriate) Advertisement includes reference to safeguarding policy, that is, statement of commitment to safeguarding and promoting welfare of children and need for successful applicant to be DBS checked		
Applications on receipt - Scrutinised – any discrepancies/anomalies/gaps in employment noted to explore if candidate considered for short-listing		
Short-list prepared		
References – seeking Sought directly from referee on short-listed candidates; ask recommended specific questions; include statement about liability for accuracy		
References – on receipt Checked against information on application; scrutinised; any discrepancy/issue of concern noted to take up with referee and/or applicant (at interview if possible) (If received by email – accompanying email to verify authenticity. If not from professional email address, follow up to ensure authenticity)		
Invitation to interview - Includes all relevant information and instructions and the self-disclosure form .		
Interview arrangements - At least two interviewers; panel members have authority to appoint; have met and agreed issues and questions/assessment criteria/standards		
Online checks – Exploring any content publicly available online that might compromise their professional role so this can be discussed with candidates at interview		
Self-Disclosure – Completed self-disclosure is submitted and seen by the member of the panel who is safer recruitment trained.		
Interview - Explores applicants' suitability for work with children as well as for the post		
Note: identity and qualifications of successful applicant verified on day of interview by scrutiny of		

appropriate original documents; copies of documents taken and placed on file, where appropriate applicant completed application for DBS disclosure		
Conditional offer of appointment: pre appointment checks. Offer of appointment is made conditional on satisfactory completion of the following pre-appointment checks and, for non-teaching posts, a probationary period		
References before confirmation of appointment: (if not obtained and scrutinised previously) (If received by email – accompanying email to verify authenticity. If not from professional email address, follow up to ensure authenticity)		
Identity (if that could not be verified at interview)		
Evidence to be kept in HR file		
Qualifications (if not verified on the day of interview) Evidence to be kept in HR file		
Permission to work in UK, if required Evidence to be kept in HR file		
School record sight of DBS certificate - where appropriate satisfactory DBS certificate.		
DBS Barred list check – applicant is not barred from working with Children (this must be completed before the applicant commences work)		
Childcare (Disqualification) Regulations 2009 Letter – for any staff who work in childcare provision or who are directly concerned with the management of such provision as defined in the statutory guidance.		
Health – the candidate is medically fit Medical Pre Employment Questionnaire		
Prohibition from Teaching Work Check – For those carrying out teaching work (see below) the teacher has not been included in the prohibition list or interim prohibition list or has a GTCE sanction.		
Qualified Teacher Status (QTS) Check – (for teaching posts in maintained schools) the teacher has obtained QTS or is exempt from the requirement to hold QTS (for teaching posts in FE colleges) the teacher has obtained a Post Graduate Certificate of Education (PGCE), or Certificate of Education (Cert. Ed) awarded by a higher education institution, or the FE Teaching Certificate conferred by an awarding body		
Overseas Checks – for individuals who have lived or worked abroad in the last 5 years. (For those carrying out teaching work within the EEA area this will include an EEA prohibition order check through Employer Access until Jan 21, after this		

date it will include a reference from any education employer overseas in the same period)		
Statutory Induction Completed (for teachers who obtained QTS after 7 May 1999 and are not employed as NQTs)		
Risk Assessment – for Volunteers a written Risk assessment in relation to undertaking an Enhanced DBS		
Child Protection & Online safety training and other induction such as H&S, Safe Working Practice / code of staff behaviour, etc Including: Safeguarding & Child Protection Policy Safer Working Practice Guidance Whistleblowing procedures KCSiE Part 1 or Annex A & Annexe B ICT Acceptable Use Policy Online Safety Policy & Guidance Children Missing Education Policy Behaviour Policy		

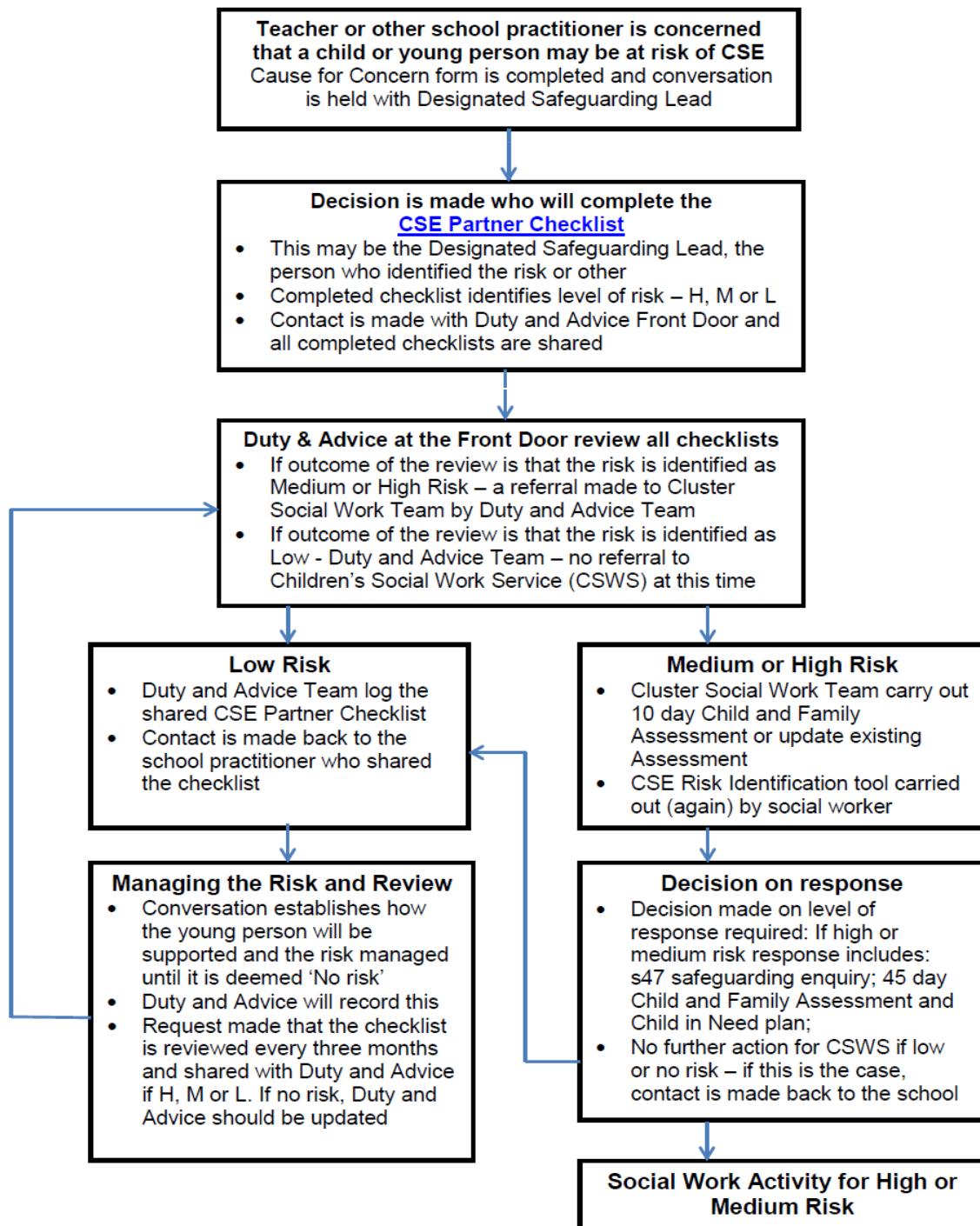
Each of the following activities is teaching work: planning and preparing lessons and courses for pupils, delivering* lessons to pupils; assessing the development, progress, and attainment of pupils; and reporting on the development, progress, and attainment of pupils.

* “delivering” includes delivering lessons through distance learning or computer aided techniques. The activities specified above are not teaching work for the purposes of the Regulations if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher(2) or other person nominated by the head teacher to provide such direction and supervision.

Appendix 7: Child Exploitation Response Checklist

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

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



Appendix 8: MACE Panel Referral Form

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

Referrer's Details

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

Child's Details

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

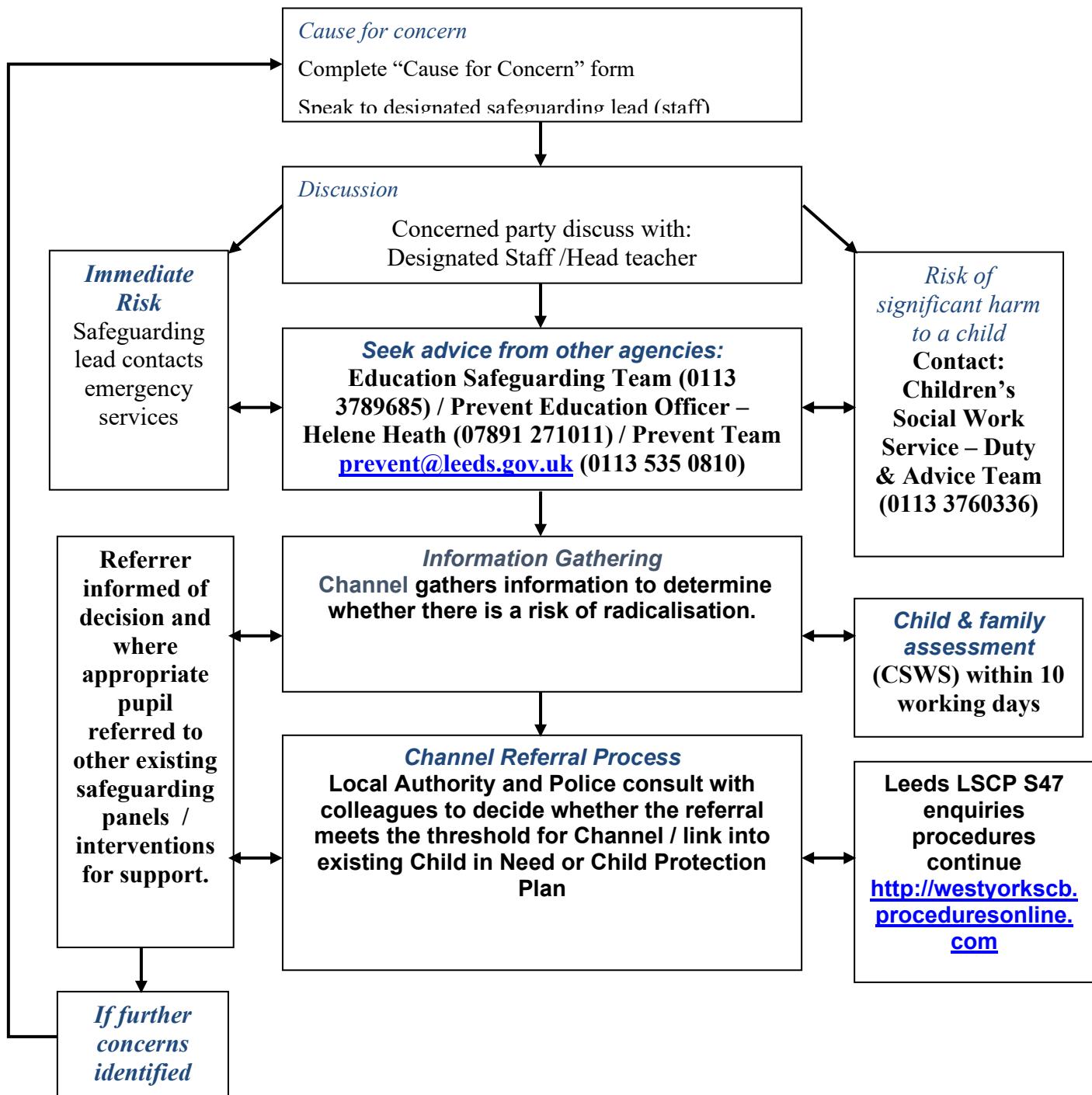
Assessed Level of Risk:	No Risk Risk	Low Risk	Medium Risk	High
VRMP in place?	Yes / No	Has there been an FGC?	Yes / No	
Has a Mapping Meeting taken place?	Yes / No	Is the child part of a peer group of children identified as being at risk of exploitation?	Yes / No	
Has the child been discussed at MACE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

TO BE COMPLETED INTERNALLY:

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

Appendix 9: Radicalisation Response Checklist

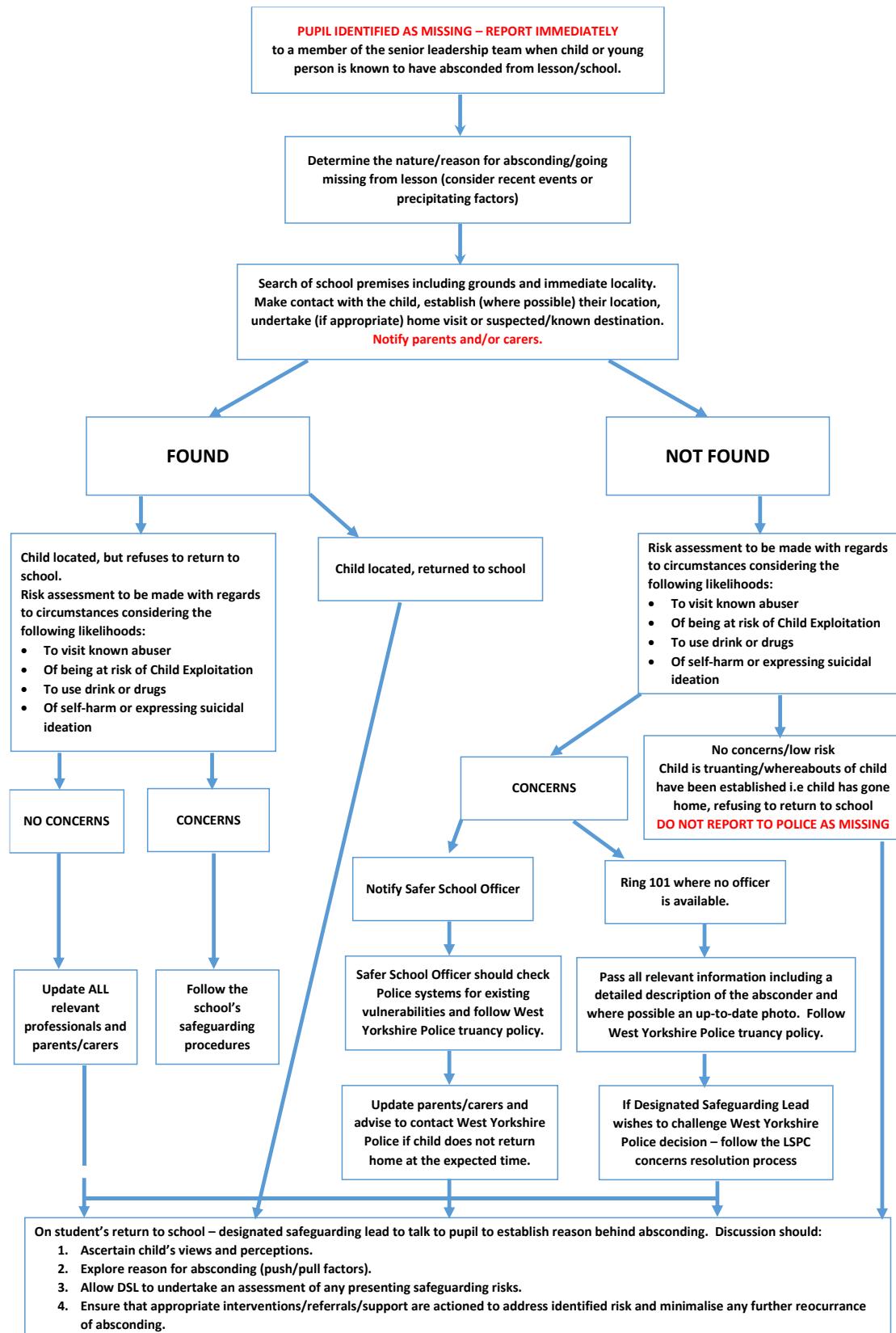
Summary of in-school procedures to follow where there are potential radicalisation concerns about a child/member of staff



Further information and relevant guidance documents are available from the Prevent Team – prevent@leeds.gov.uk

Appendix 10: Missing from School Response Checklist

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



Appendix 11: FE Safeguarding Information Sharing Form

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

Please indicate the nature of the incident or safeguarding issue that you have been concerned about either in the past or currently.					
Physical Abuse	<input type="checkbox"/>	Sexual Abuse	<input type="checkbox"/>	Emotional Abuse	<input type="checkbox"/>
Neglect	<input type="checkbox"/>	Mental ill Health	<input type="checkbox"/>	Suicidal intent	<input type="checkbox"/>
Self-Harm	<input type="checkbox"/>	Forced Marriage	<input type="checkbox"/>	Risk to others	<input type="checkbox"/>
Prevent	<input type="checkbox"/>	CSE	<input type="checkbox"/>	Faith Abuse	<input type="checkbox"/>
Financial Abuse	<input type="checkbox"/>	Domestic Violence	<input type="checkbox"/>	Female Genital Mutilation	<input type="checkbox"/>
Fabricated/Induced Illness	<input type="checkbox"/>	Gangs and Youth Violence	<input type="checkbox"/>	Harmful Sexual Behaviour	<input type="checkbox"/>
Institutional abuse	<input type="checkbox"/>	Missing from home	<input type="checkbox"/>	Sexting	<input type="checkbox"/>
Trafficking	<input type="checkbox"/>	Missing in education	<input type="checkbox"/>	Substance abuse	<input type="checkbox"/>
*Child Looked After	<input type="checkbox"/>	COVID-19 related issues	<input type="checkbox"/>		
Other/Additional information(Please State):					

Are there any current or relevant historical safeguarding concerns?		
<p>Please can you provide details of the concerns that you have noted. Please also indicate if the concern was referred to any agencies (i.e., children's social work services, adult social care, police) and the outcome of the referral? Feel free to use additional sheets if required. Please ensure that CPOMS safeguarding records are transferred within 5 days of confirmation that the student is on role.</p>		
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, Personal Education Plan or RAMP (for Harmful Sexual Behaviour) 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 *CLA are entitled to bursaries and discretionary funding.	<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.

Please return this form to the relevant contact listed below:

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

Notre Dame Catholic 6th Form College	
Name of Contact	Sarah Dumont
Job Title	Deputy Principal
Name of organisation / service	Notre Dame College– St Mark's Ave, Leeds LS2 9BL
Email address	s.dumont@notredamecoll.ac.uk
Contact telephone number	0113 2946644

Leeds City College	
Name of Contact	Andrew Ottey
Job Title	Head of Safeguarding
Name of organisation / service	Leeds City College, Park Lane Campus, room A2.20
Email address	andrew.ottey@leedscitycollege.ac.uk
Contact telephone number	Tel: 0113 2162055/ 07710138460

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

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



Appendix 12

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

ALLEGATIONS OR CONCERN ABOUT A PERSON WORKING WITH CHILDREN

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

Behaved in a way that has harmed a child, or may have harmed a child;
Possibly committed a criminal offence against or related to a child; or
Behaved towards a child or children in a way that indicates she or he may pose a risk of harm to children.
Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

N.B. PLEASE PROVIDE AND ENSURE ALL OF THE BELOW INFORMATION IS RECORDED ON THIS DOCUMENT INCLUDING YOUR NAME/ PHONE NUMBER & EMAIL AND SEND TO LADO@leeds.gov.uk WITHIN ONE WORKING DAY.

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

Date of Notification:	Click here to enter a date.
Date of Alleged Incident:	Click here to enter a date.
Name of Referrer:	
Agency:	
Contact Details & Email:	

Professional/s Named in the Allegation:

Name :	D.O.B :	Employment Sector:	Occupation:	Employer:
		Select A-H. Select N-R. Select S-Y.		

Home Address:

Child/ren's Details (if applicable):

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

Address :

Summary of Allegation	Notification Summary: (to include name of referrer, date, time, detail of allegation and professional (s) involved)
------------------------------	--

Category of Alleged Abuse	Primary Category of Alleged Abuse: Choose an item.	Secondary Category of Alleged Abuse: Choose an item.
----------------------------------	--	--

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

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

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

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

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

Does the professional work with children in any other capacity?

Does the professional acknowledge the concern?

Please consult with HR if advice is required about talking to the member of staff

What is their view?

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

YES NO Please explain your rationale for the response.

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

If the professional who these concerns are about, is not a member of staff directly employed by your organisation (e.g., an agency worker) have you discussed this concern with the appropriate Line Manager for the organisation concerned?

What is their view?

Name of employer:

Contact details:

LADO Discussion

Have you already discussed this matter with a LADO? If so, please provide details here.

Form Completed by:

Contact details:

Appendix 13: National Prevent Referral Form

To access the updated National Referral Form, please follow the link or website address below:

[National Prevent Referral Form](https://www.leedsforlearning.co.uk/Pages/Download/9b802366-38eb-4df4-90ab-c49acf00e168/PageSectionDocuments)

<https://www.leedsforlearning.co.uk/Pages/Download/9b802366-38eb-4df4-90ab-c49acf00e168/PageSectionDocuments>