



SAFEGUARDING AND CHILD PROTECTION POLICY

Academic Year 2019-20

Policy Statement

The Governors and staff of Richmond House 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.

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

Safeguarding and promoting the welfare of our children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals 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. School staff are particularly important as they are in a position to identify concerns early and provide help for children and their families to prevent concerns from escalating.

Our school and the staff form part of the wider safeguarding system for children. This system is described in Statutory Guidance Working Together to Safeguard Children, 2018. "No single professional can have a full picture of a child's needs and circumstances. Therefore schools should work with Social Care, the Police, Health Professionals and other services to promote the welfare of children and protect them from harm (KCSIE)."

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

Information can be shared without consent, if to gain consent would place a child at risk.

Key Staff

- The designated Safeguarding Lead (DSL) is Mrs Sharon Young. As Assistant Head Pastoral she is on the Senior Leadership Team and co-ordinates behaviour management and the PSHE curriculum.
- The Deputy Designated Safeguarding Lead (DDSL) is Mrs Nicola Greenwood, she is on the Senior Leadership Team and is Head of EYFS. She will deputise for the DSL when she is unavailable.
- The Headteacher is Mrs Helen Stiles and she has attended the DSL Courses and training.
- The Online Safety Co-ordinator is Mrs Kate van Opstal.
- The SENDCO is Mrs Kelly Barnham
- The Safeguarding Governor with Child Protection responsibility is Dr. Eleanor Moran.
- The Chair of Governors is Mrs Gill Galdins.

Contact details for all the Safeguarding Support Services and Referrals can be found on the following page.

This policy is supported by Leeds Safeguarding Children Partnership and advice can be sought from them regarding clarification on any of the matters contained within this document.

The following documents should be read in conjunction with this Policy:

- Admissions Policy
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Critical Incident Plan
- Health & Safety Policy
- Intimate Care
- E-Safety
- PSHE Scheme of Work
- Recruitment
- Safer Working Practice
- Staff Code of Conduct
- Supervision Policy
- Trips and Visits Policy
- Use of Mobile Phones and Other Devices, particularly in EYFS
- Whistleblowing Policy

This Safeguarding & Child Protection Policy is available on the school website, and as a hard copy if requested. It is reviewed and ratified annually by the Governors.

Contact Details

Richmond House School Contacts

0113 2752670

Designated Safeguarding Lead	Mrs Sharon Young	syoung@rhschool.org
Deputy Safeguarding Lead	Mrs Nicola Greenwood	ngreenwood@rhschool.org
Headteacher	Mrs Helen Stiles	hstiles@rhschool.org
Chair of Governors	Mrs Gill Galdins	Ggaldins.gov@rhschool.org
Safeguarding Governor	Dr Eleanor Moran	Emoran.gov@rhschool.org
Designated teacher for children who are looked after	Mrs Sharon Young	syoung@rhschool.org
SENDCO	Mrs Kelly Barnham	kbarnham@rhschool.org
PSHE / RSE Co-ordinator	Mrs Sharon Young	syoung@rhschool.org
E- Safety Co-ordinator	Mrs Kate Van Opstal	kvanopstal@rhschool.org

Leeds Safeguarding Children Partnership (LSCP) - Education Team Contacts

Advice

Web address: www.leedsscp.org.uk		0113 3789685
Education Safeguarding Team		0113 3789685 estconsultation@leeds.gov.uk
Team Manager - Education & Early Start Safeguarding Team Allegations Manager - Education	Raminder Aujla	0113 3789637 0789 1270462
MARAC Officer (Multi-Agency Risk Assessment Conference)	Jean Wood	0113 395 1210
Local Authority Lead Officer for Attendance	Jancis Andrew	07891272298
Local Authority Designated Officer	Carolyn Hargreaves Claire Ford	0113 3789687 LADO@leeds.gov.uk

Child Protection Contacts

Referrals

Request Service Children's Social Work Service - Leeds	Duty and advice team Mon-Fri 8am-6pm	Professional: 0113 3760336 Public: 0113 222301
	Emergency team Out of hours	0113 5350600 childrenedt@leeds.gov.uk
Other local authorities	North Yorkshire	01609 536993
	Bradford	01274 437500
	York	01904 551 900
Reporting child abuse - local council online tool	https://www.gov.uk/report-child-abuse-to-local-council	

Disclosure Barring Service

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

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

Prevent Contacts

Non-emergency Police		101
Prevent Education Officer Leeds City Council	Julia Holden	07891 273720 Julia.holden@leeds.gov.uk
DfE Helpline	020 7340 7264	Website: counter-extremism@leeds.gov.uk
PREVENT Team		0113 5350810 prevent@leeds.gov.uk

Whistleblowing

Leeds City Council Hotline	0113 247 4645	Email: concerns@leeds.gov.uk
NSPCC Helpline	0800 028 0285	Website: NSPCC email: help@nspcc.org.uk

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1. Aims

Richmond House School aims to ensure that:

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

2. Legislation and Statutory Guidance

This policy is based on the Department for Education's Statutory Guidance, [Keeping Children Safe in Education \(KCSiE\) 2019](#) and [Working Together to Safeguard Children \(WTTSC 2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the procedures set out by our Local Safeguarding Children Partnership.

This policy is also based on the following legislation:

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

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

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

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

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

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

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

Children Missing Education – Statutory Guidance for Local Authorities (DfE September 2016).

LSCP Procedures

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

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

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

3. Definitions

Safeguarding and promoting the welfare of children means:

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

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

Appendix 1 explains the different types and indicators of abuse.

Children includes everyone under the age of 18.

4. Equality Statement

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

5. Roles and Responsibilities

Safeguarding and Child Protection is **everyone’s** responsibility. This policy applies to all staff (including those not directly employed by the school), volunteers, and Governors in the school. Our policy and procedures also apply to extended school and off-site activities.

5.1. All Staff

All staff will read and understand Part 1 and Annex A of the Department for Education's Statutory Safeguarding Guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including Guidance for Safer Working Practice, the role of the DSL, the Behaviour Policy, Anti-Bullying Policy, E-Safety Policy and the safeguarding response to children who go Missing from Education.
- The Early Help Process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- The process for making Referrals to Local Authority Children's Social Work Service (CSWS) and for statutory assessments that may follow a Referral, including the role they might be expected to play. Fig 1: **Summary of in-school procedures to follow where there are concerns about a child** (Page 10) illustrates the procedure to follow if you have concerns about a child's welfare. Wherever possible, speak to the DSL, DDSL or Headteacher (in the absence of a DSL) first, to agree a course of action. In the absence of a DSL or Headteacher 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.
- We work in partnership with other agencies in the best interests of the children. Requests for service to CSWS should (wherever possible) be made by the Safeguarding Designated Staff, to the CSWS advice and duty team (0113 3760336). Where a child already has a Child Protection Social Worker, we will immediately contact the Social Worker involved, or in their absence, the Team Manager of the Child Protection Social Worker.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as Female Genital Mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- In school procedures for recording any Cause for Concerns and passing information on to DSL's in accordance with our recording systems.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as Child Sexual Exploitation (CSE), FGM and Radicalisation serious and violent crime.

Appendix 1 details different kinds of abuse.

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

5.2. The Designated Safeguarding Lead (DSL)

Our DSL is Sharon Young. The DSL takes lead responsibility for Child Protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Outside of school term time the DSL can be contacted on her school email, syoung@rhschool.org. In her absence the DDSL or Headteacher will be available.

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

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings, and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (Children's Social Care duty and advice team, Channel Programme, and/or Police), and support staff to comply with their mandatory reporting duties in cases where FGM has been identified.
- The DSL, Sharon Young, will ensure that all staff involved in direct casework of vulnerable children, where there are Child Protection concerns/issues, have access to regular safeguarding supervision. (Ref: LCC Safeguarding Supervision: Policy and Guidance - Revised 2013).
- The DSL will also keep the Headteacher informed of any issues, and liaise with Local Authority Officers and relevant professionals for Child Protection concerns as appropriate.
- The school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- Provide reports as required for meetings. If school is unable to attend a meeting, a written report will be sent. Reports will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- Where a child in school is subject to an inter-agency child protection plan or any multi-agency risk management plan, the DSL will contribute to the preparation, implementation and review of the plan as appropriate.

The full responsibilities of the DSL are set out in Annex B of KCSIE – Role of the Designated Safeguarding Lead and in Appendix 14 of this policy.

5.3. The Governors

The Governors will approve this policy at each review, and hold the Headteacher to account for its implementation.

The Governors will appoint a Lead Governor to monitor the effectiveness of this policy in conjunction with all the Governors. The DSL cannot also be the Lead Governor with responsibility for Child Protection.

In the event that an allegation of abuse is made against the Headteacher, the Chair of Governors will act as the 'Case Manager'. See also Section 10.

The Governors, along with the school's Senior Leadership Team, are responsible for satisfying themselves and obtaining written assurances from any relevant school lettings and alternative/off site providers and provisions that their safeguarding arrangements are secure and in keeping with KCSIE. When Richmond House School use alternative or off-site providers they have written evidence of safeguarding arrangements e.g. Sports Companies.

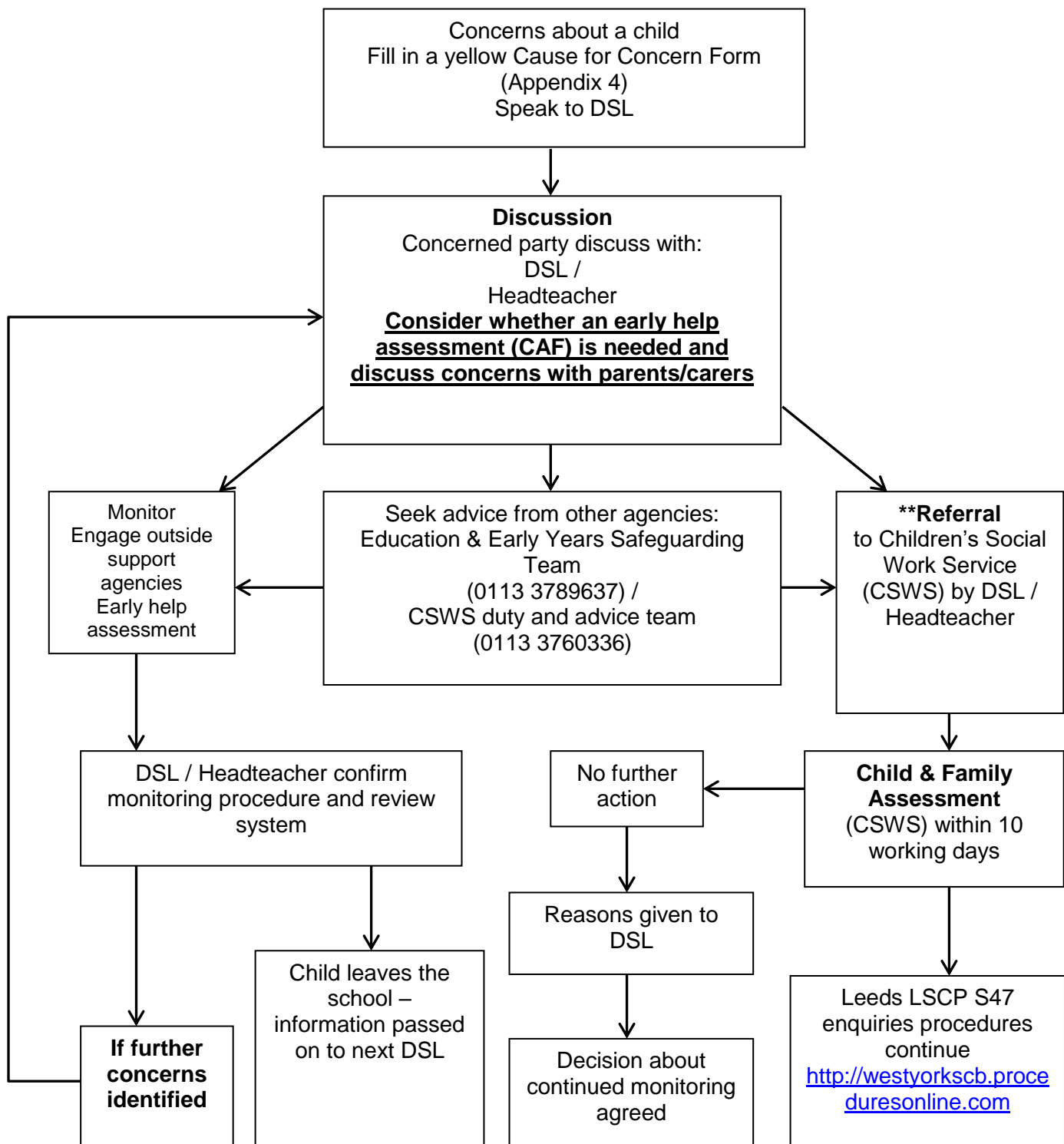
The full responsibilities of the Governors are set out in Part Two of KCSIE – The Management of Safeguarding. All Governors should read Part Two of KCSIE in order to ensure that the school is fully compliant with their statutory safeguarding responsibilities. The governing board will supply information as requested by the LSCP.

5.4. The Headteacher

The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate Safeguarding and Child Protection training and update this regularly
- Acting as the 'Case Manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

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



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

6. Confidentiality and Information Sharing

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

Richmond House 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 or report of abuse, and must pass any Cause for Concerns immediately to the DSL.

Confidentiality is addressed throughout this policy with respect to record-keeping (see Section 11), dealing with reports of abuse (see Appendix 2), allegations of abuse against staff (see Section 10), information sharing (see Section 6) and working with parents (see Section 6).

6.1. Information Sharing

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

6.2. Working with Parents and Other Agencies to Protect Children

Parents and carers should be aware of our in-school procedures in respect to taking reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child may be suffering significant harm, ill treatment or neglect, or other forms of harm we will follow the procedures for responding to suspected cases of child abuse outlined in this policy document and staff have no alternative but to follow the Leeds Safeguarding Partnership (LSCP) procedures and contact CSWS Duty and Advice team to discuss their concerns.

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.

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.

Parents/carers are informed about our Safeguarding & Child Protection Policy through the school website.

6.3. Multi-Agency Work

We will co-operate with CSWS in accordance with the requirements of the Children Act and allow access to child and Child Protection Records for them to conduct Section 17 or Section 47 assessments.

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

7. Our Role in the Prevention of Abuse

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

7. 1. The Curriculum

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

Relevant issues will be reinforced through assemblies, themed whole school activities eg. Internet Safety Week and Anti-Bullying Week, and topics covered in other areas of the curriculum in addition to PSHE.

7.2. Other Areas of Work

All our policies that address issues of power and potential harm, e.g. Anti-Bullying, Equal Opportunities, Staff Code of Conduct and the Behaviour Policy, will be linked to ensure a whole school approach.

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

8. Our Role in Supporting Children

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

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

8.1. Children with Additional Needs

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

When the school is considering excluding, either fixed term or permanently, a vulnerable pupil and/or a pupil who is either subject to a S47 Child Protection Plan or there are/have previously been Child Protection concerns, we will undertake an informed (Multi-Agency where other professionals are involved) Risk Assessment prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to permanently exclude, the Risk Assessment must be completed prior to convening a meeting of the Governors.

8.2. Children in Specific Circumstances

We follow the Leeds LSCP (www.leedsLSCP.org.uk) online Multi-Agency procedures and will, where necessary, have due regard to the Government Guidance for children in Specific Circumstances as outlined in Part 1 and Annex A of KCSIE.

8.3. Female Genital Mutilation: The Mandatory Reporting Duty

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 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.

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.

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 the local safeguarding procedures.

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

8.4. Radicalisation

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. For further information on this subject please refer to Pages 83 to 85 of KCSIE (2018).

If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) they must seek advice appropriately with the DSL who must contact the Education Safeguarding Team or the Prevent Education Officer– Julia Holden, 07891 273720 for further advice (see Appendix 11).

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

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. We will ensure that as far as possible all front line staff will undertake Prevent Awareness Training (e.g. Workshop to Raise Awareness of Prevent [WRAP]).

8.5. Peer on Peer Abuse

We recognise that children are capable of abusing their peers and that peer on peer abuse can manifest in many different ways, including on-line bullying, criminal and sexual exploitation, initiation/hazing, inappropriate/harmful sexualised behaviours, upskirting and youth produced imagery (sexting).

It is very clear that this type of abuse should always be treated seriously, and never just as banter or part of growing up. Any concerns around peer on peer abuse must be reported and recorded in line with the child protection procedures outlined in this policy. The DSL is responsible on responding to such concerns in keeping with LSCP protocols referenced below. The DSL is responsible for providing support to any victims, and the perpetrators.

Staff are vigilant for signs of harassment, bullying, violence or abuse and will immediately address any behaviour of this nature through the Behaviour and Anti Bullying Policies and Procedures. Pupils are provided with opportunities to develop skills, attitudes and knowledge to promote their own safety and wellbeing and that of their peers'. The school ethos should ensure that children are treated with respect and dignity, feel safe and are listened to. This is guided by our desired and unacceptable behaviours being shared and reinforced with the children through PSHE lessons, assemblies and the day to day life of the school.

Where children and young people have exhibited inappropriate/harmful sexualised behaviour and/or exhibited inappropriate/harmful sexualised behaviours towards others, it should be treated like a disclosure and followed up by the DSL filling in an AIM (Assessment, Intervention, Moving On) checklist and contact made with Children's Social Work Service if appropriate (see Appendix 10). There must be a co-ordinated multi-agency approach through a Risk Assessment Management Plan (RAMP) to respond to their needs, which will include parent/carers, youth justice (where appropriate), Children's Social Work Service and health. Further support and advice on AIM Checklists and/or undertaking a RAMP can be obtained from the Education Safeguarding Team on 0113 3789685.

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

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

8.6. Child Sexual Exploitation (CSE)

Where child sexual exploitation, (ie; criminal, sexual, trafficking, modern day slavery etc..), or the risk of it, is suspected, frontline practitioners should complete a Cause for Concern Form and pass onto the DSL.

The DSL must complete the child exploitation risk identification tool for partners (see Appendix 9) and refer to the table at the end of the tool to help decide how to proceed. A copy of the completed tool must be kept in the child's child protection records for future reference. The DSL can also refer a pupil to the monthly Multi-agency Child Exploitation (MACE) meeting if it is felt that the criteria for referral is met and a discussion is warranted, information should be emailed to chs.mace@leeds.gov.uk. Information provided should include: name; date of birth; what the risks are; what has been put in place to lessen the risk; and the plan that the child is subject to. Referrals will be triaged and if selected, the social worker, team manager or other relevant practitioner involved will be invited to attend the MACE meeting for a short discussion.

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 sexual exploitation.

A copy of the CSE checklist tool for partners can be obtained from the LSCP Website: [CSE Checklist Tool for Partner Agencies](#)

We will ensure the school works in partnership with parents/carers and other agencies as appropriate. This includes facilitating return to home interviews as requested.

9. Children Missing from Education

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

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

Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. School staff members must follow the school'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 12).

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

10. A Safer School Culture

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

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

10.1. Safer Recruitment, Selection and Pre-Employment Vetting

The school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSiE (2019).

The school will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK. **(Ref: Appendix 7 and 8)**.

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

The school will ensure that all recruitment panels include at least one person that has undertaken safer recruitment training as recommended by the Local Authority/Leeds LSCB.

The school will ensure that a person who is prohibited from teaching will not be appointed to work as a teacher in the school.

The school will ensure that where relevant employed individuals are not disqualified under the Childcare (Disqualification) Regulations 2009.

Additionally, a section 128 direction clearly states that anybody who has previously been prohibited from teaching cannot be in a senior leadership role or be a governor in an independent school, academy or free school. Prohibition checks must be completed for anybody in position.

The school will ensure that appropriate DBS risk assessments will be undertaken as required. Advice and support for carrying out risk assessments can be accessed through the schools HR Advisor/Provider/Contact.

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 (Appendix 17) Advice and support can be accessed through the Education Safeguarding Team.

10.2. Procedures in the Event of an Allegation Against a Member of Staff or Person in School

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

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

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

- Physical, for example intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- Emotional, for example intimidation, belittling, scape-goating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, sex, disability or sexuality.
- Sexual, for example sexualised behaviour towards pupils, grooming, sexual harassment, sexual assault and rape.
- Neglect which may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.
- Staff have a duty to disclose to the Headteacher where their relationships and associations both within and outside of the workplace (including online) may have implications for safeguarding children in school.

A safeguarding complaint that meets the above criteria must be reported to the Headteacher immediately. If the complaint involves the Headteacher then the Chair of Governors must be informed.

The Case Manager should gather as much information about the alleged incident as necessary in order to establish whether there is substance to the allegation. The Case Manager must use the Local Authority Designated Officer (LADO) Notification Form (see Appendix 13) in order to assess the level of concern. As part of this initial consideration, the Case Manager should consult with their school's HR Advisor/provider/contact. The completed LADO Notification Form must be sent to lado@leeds.gcsx.gov.uk **within one working day of the allegation being made**. This will assist the Case Manager and HR in consultation with the LADO to decide on the most appropriate course of action. This includes when to inform the member of staff of the concerns raised. Parents or carers of the child or children involved should be told about the allegation as soon as possible if they do not already know of it.

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

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

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

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

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

- **LADO Contacts: Claire Ford or Carolyn Hargreaves Tel: 0113 3789687**
- **Advice can also be sought from Raminder Aujla – Team Manager Education Safeguarding Team 0113 3789637**

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

The Leeds City Council Whistleblowing Policy states that concerns can be raised by the following methods:

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

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

10.3. Training and Support

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 Safeguarding and Child Protection Policy; the school's Safer Working Practice document and the school's Whistleblowing Policy.

We recognise the stressful and traumatic nature of Child Protection work. Support is available for any member of staff from the DSL, Sharon Young. 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).

Designated Safeguarding Staff must have attended the 3-day Children's Services Education Child Protection Training Course, and the Leeds LSCP multi-agency Working Together to Safeguard Children and Young People training. They will attend refresher training at least every two years. The DSL will undertake Prevent Awareness Training (e.g. Workshop to Raise

Awareness of Prevent [WRAP]) to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

The school will ensure all staff, including temporary and volunteers, receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the school. All staff will access refresher training at least every three years and regular Safeguarding and Child Protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Access to training can be via the Children's Services Education Safeguarding Team and the LSCP.

The Headteacher will attend appropriate Safeguarding Training at least every three years.

The DSL informs the Governors of Policy updates and any procedural changes, the nominated Governor will have completed specific training for their role, and this will be updated at least every three years.

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

11. Child Protection Records

Child Protection and Safeguarding Records will be held securely, with access being restricted to the DSL and their Deputies, Headteacher, and in cases of Early Help, the nominated lead professional, if this is not a Designated Safeguarding Lead/Officer. For further information please see [Early Help Assessments](#). The following information will be kept securely with restricted access, whether paper or electronic:

- Chronology - summary of significant events and the actions and involvement of the school (Appendix 3)

- All completed Child Protection Cause for Concern Records
- Any Child Protection information received from the child's previous educational establishment
- Records of discussions, telephone calls and meetings with colleagues and other agencies or services
- Professional consultations
- Letters and emails sent and received relating to Child Protection matters
- Referral forms sent to CSWS, other external agencies or education-based services
- Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate
- Formal plans for, or linked to, the child e.g. Child Protection Plans, Early Help (previously known as CAF's), Risk Assessments etc.
- A copy of any support plan for the pupil concerned (see Appendix 5)

Where a pupil leaves their existing provision, the school will ensure that the Child Protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known) as soon as possible and within 15 school days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information – England) Regulations 2005'. A copy of the chronology must be retained for audit purposes.

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 should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving, for example prior to a transfer programme.

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

- Where the destination school is not known (*the original records will be retained by the school*)
- Where the child has not attended the nominated school (*the original records will be retained by the school*)
- There is any on-going legal action (*the original file will be retained by the school and a copy sent*)

Pupil records should 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 as proof of receipt. When sending records through secure electronic file transfer, a delivery and read receipt of the transfer must be retained for audit purposes.

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 should always be done with a face to face handover between designated staff, or a verbal conversation is had over the telephone if a face to face handover is not possible. A

signed receipt of file transfer or an electronic delivery and read receipt must be obtained for audit purposes by the delivering school (Appendix 16).

If sending by post, Children's Records should be sent "Special Delivery". A note of the Special Delivery number should also be made to enable the records to be tracked and traced via Royal Mail.

For audit purposes a note of all pupil records transferred or received should be kept in paper files in the DSL secure draw. This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the Child Protection Chronology will also be retained for audit purposes and kept securely.

If a pupil is permanently excluded and moves to an alternative or specialist provision, Child Protection Records will be forwarded onto the relevant organisation in accordance with the

'The Education (Pupil Information – England) Regulations 2005,' following the above procedure for delivery of the records.

If a parent chooses to electively home educate (EHE) their child, the Child Protection Record must be forwarded to Julia Green, Admin Coordinator, EHE Team, Adams Court, Kildare Terrace, Leeds LS12 1DB, following the above procedure for delivery of the records.

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

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

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

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

11.1. Archiving

The school that the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining any Child Protection Records they may hold. The recommended retention period 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 should be retained until the child's 25th birthday, after which point the file will be destroyed confidentially. The decision of how and where to store Child Protection files must be made by the school via the Governors. Due to sensitivity of the information, the records should continue to be held in a secure area with limited access e.g. DSL or Headteacher. 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 are adhered to.

11.2. Children's and Parents' Access to Child Protection Files

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

rectification of inaccurate data. Therefore it is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.

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

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

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

Contact email: IMG.AC@leeds.gov.uk

Telephone: 0113 3784251.

The establishment's report to the Child Protection Conference will (wherever possible) with the child, if old enough, and parent, at least two days before the conference.

11.3. Safe Destruction of the Pupil Record

Where records have been identified for destruction, they should 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 should 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 should be shredded (or deleted as appropriate), prior to disposal, or confidential disposal can be arranged through private contractors. For audit purposes the school should maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format.

12. Safeguarding responsibilities for pupils in transition

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

A review of this policy, through the SLT and Governing body, will take place annually.

Helen Stiles



Signed (Headteacher):

Signed (Chair of Governors):

Reviewed October 2019

Associated Policies and Documents – see p.2

Appendix 1: Definitions and Indicators of Abuse

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

Neglect: Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result 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, wealds
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

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

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

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

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

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

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

- Masturbation, Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

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

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

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

Responses from Parents

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

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

Children with special educational needs and disabilities

When working with children with 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.
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child’s means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child’s finances
- Invasive procedures

Appendix 2 : Responding to children who report abuse.

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

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

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

Immediately Afterwards

You must not deal with this yourself. All reports of abuse must be responded to in keeping with the professional roles and responsibilities outlined in Fig 1: Summary of in-school procedures to follow where there are concerns about a child (Page 9)

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 DSL.

Name of child..... Class

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 Pupil Support Plan

Example: Overview of SMART Pupil Support 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

Appendix 6 : School Welcome Leaflet

Richmond House School

Visitor Information

Welcome to our school. We hope that you have an enjoyable visit.

Please read the enclosed information for your safety and for the safety of those around you. This information card will tell you about First Aid, Fire Exits and Procedures, and Child Protection.

All visiting adults need to be aware of our procedures within these areas, and should also wear a visitor's badge which has key information on the back.

Child Protection Guidelines

We aim to ensure that pupils are in a safe environment where they are respected and listened to by adults. In this environment, children will feel confident and be able to approach adults about matters of concern to them. The adults who work in the school will have knowledge of child protection and be sensitive to the signs of children who are in distress or under stress of some kind.

If you have concerns about a pupil in school, report the matter to one of the Designated Members of Staff for Child Protection: Sharon Young, Assistant Head and Nicola Greenwood, Foundation Stage Co-ordinator.

If you suspect a pupil is being abused emotionally, physically or sexually: report the matter to one of the Designated Members of Staff for Child Protection.

If you receive an allegation about any adult or about yourself: immediately tell one of the Designated Members of Staff for Child Protection, and ensure that no situation arises which could cause further concern.

If the allegation concerns the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead then this should be made to the Headteacher, Helen Stiles. If the allegation concerns the Headteacher then this should be made to the Chair of Governors, Mrs Gill Galdins.

In all cases:

- Record the facts and report these to one of the Designated Members of Staff for Child Protection.
- You must refer; you must not investigate.
- Confidentiality must be maintained.

You must:

- Treat all pupils with respect
- Always try to be an exemplary role model for pupils

- Respect a pupil's right to personal privacy
- Remember that someone else might misinterpret your actions, no matter how well-intentioned.

DAILY ROUTINES

7.30am Pre School Care

8.30am Registration

8.45 am lessons 1 and 2

10.35am Break

11.05 Lesson 3

12noon Lunchtime

1pm Afternoon lessons

3.35pm Home Time

3.45-4.30pm Homework Club

3.45pm Extra curricular activities

3.45pm After School Care

6.00pm School closes

In case of illness:

The First Aid Room can be found within the Office and Reception area.

There are additional First Aid kits situated in:

Outdoor Pavilion

Gym / Hall

Dining Room

Science / DT Room

Nursery

Music room

Art room

Minibuses

Kitchen

Please inform us on entering the building if you have a medical condition that we need to be aware of, for example, asthma or allergies.

Should you have an injury or accident, please inform a member of staff in the office, in order that we may record it in our accident book.

In case of fire:

Please familiarise yourself with the fire exits as you move around the building. Fire exits are clearly marked.

Should the fire bell sound, leave the building by the nearest exit and make your way to the rear of the building, away from the main road (Otley Road) and towards the back lane and fields.

Please make your way to the tennis court area, where all children, staff and visitors will be accounted for.

Appendix 7 : Recruitment and Selection Checklist

	Initials	Date
Vacancy advertised. 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		
Application form on receipt - Scrutinised – any discrepancies/anomalies/gaps in employment and signed to confirm that the applicant accepts the content is true.		
Two References. Sought directly from referee on short-listed candidates. This should be the Headteacher (or most Senior Manager) within the organisation; ask recommended specific questions around suitability to work with children.		
Interview arrangements - Supporting evidence to verify that at least one member of the interview panel for recruitment has completed safer recruitment training.		
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		
Identity - copies of relevant documents kept in file		
Qualifications - copied of relevant documents kept in file		
Evidence of permission to work in UK, if required		
DBS certificate - satisfactory DBS certificate checked		
DBS Barred List – person is not prohibited from taking up the post		
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		
Prohibition – (for anybody undertaking teaching work in any type of school) the member of staff has not been included in the prohibition list or interim prohibition list		
Qualified Teacher Status (QTS) – (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		
Statutory induction (for teachers who obtained QTS after 7 May 1999)		
Each member of staff must have been given a copy of the following documents, with signed verification of receipt and that they have read and understood them		
Copy of organisation’s Child Protection Policy		
Copy of the school’s Behaviour Policy		
Copy of Staff code of Conduct		
Copy of school’s Whistleblowing Procedures		
Copy of Keeping Children Safe in Education (most updated version), Part 1, including a copy of Annex A		
Copy of the school’s E-safety policy		
Child Protection Training and Induction including ‘Prevent’ online training		

Appendix 8 Disqualification Self-Declaration Form

Important – Please read in full before completing this declaration

Please answer the questions below to the best of your knowledge and sign the declaration at the end of this form.

Questions relating to you:	
Have you been cautioned or convicted of any offences against a child?	YES NO
Have you been cautioned or convicted of any violent or sexual offences against an adult?	YES NO
Have you been barred from working with children by the Disclosure and Barring Service?	YES NO
Have your children been taken into care?	YES NO
Have or are your children the subject of a child protection order?	YES NO
Has a court order been made in respect of a child under your care?	YES NO
Have you been refused registration or had registration cancelled in relation to childcare or a children’s home or have you been disqualified from private fostering?	YES NO
	YES NO

If you have answered **YES** to any of the questions above, please provide further information over the page the information should include details of the order, restriction, conviction, caution etc, and the date of any order, restriction, conviction, caution etc and the relevant court. You should also provide a copy of the order, caution, conviction.

I have answered yes to one or more of the questions above because:

.....

.....

.....

.....

.....

In signing this form, I confirm that the information provided is true to the best of my knowledge. I understand my responsibility to safeguard children and am aware that I must notify the Headteacher of anything that may affect my suitability.

Print name.....

Signed.....

Date

Headteacher:

Name:

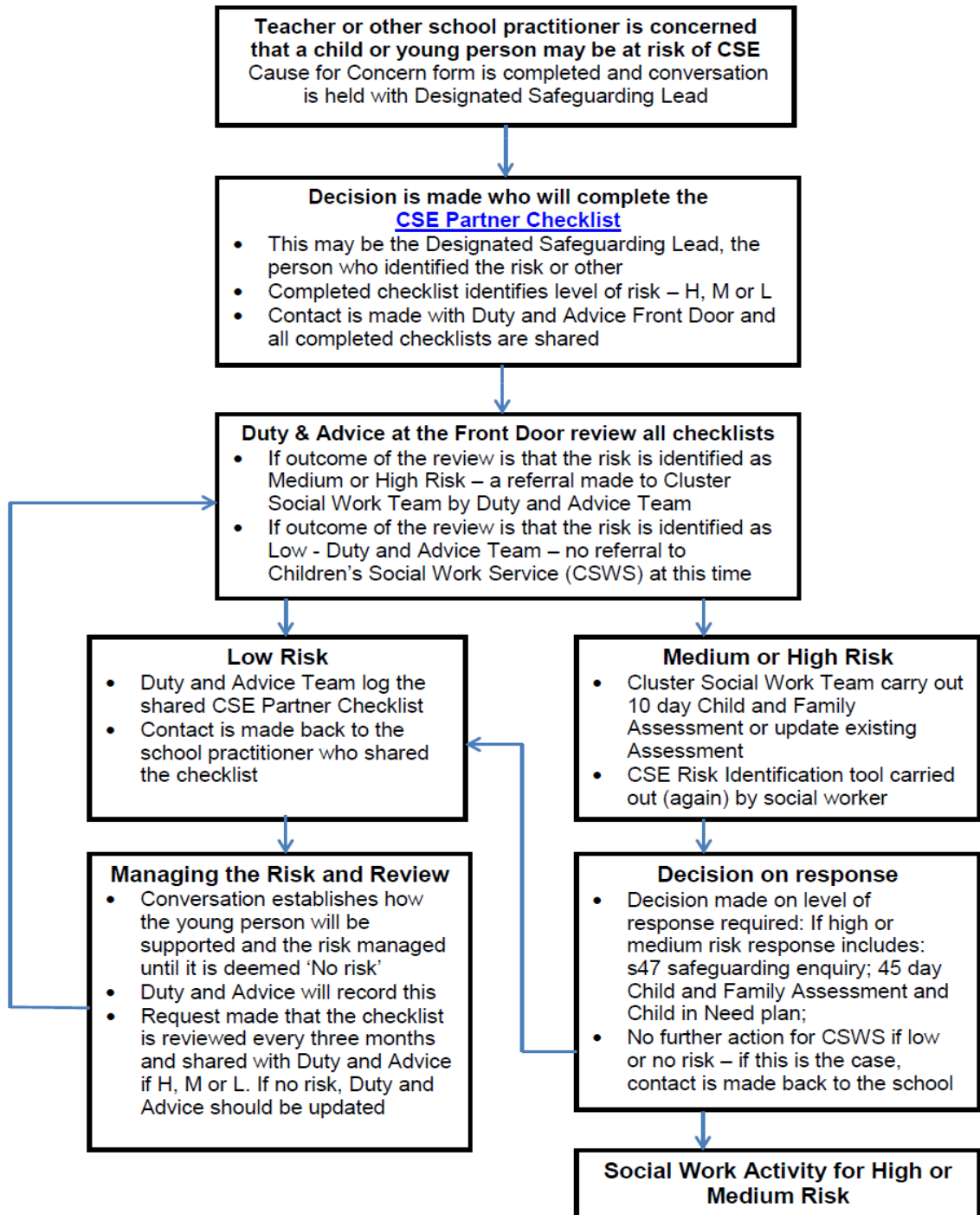
Signed:

Date:

Appendix 9: Child Exploitation Response Checklist

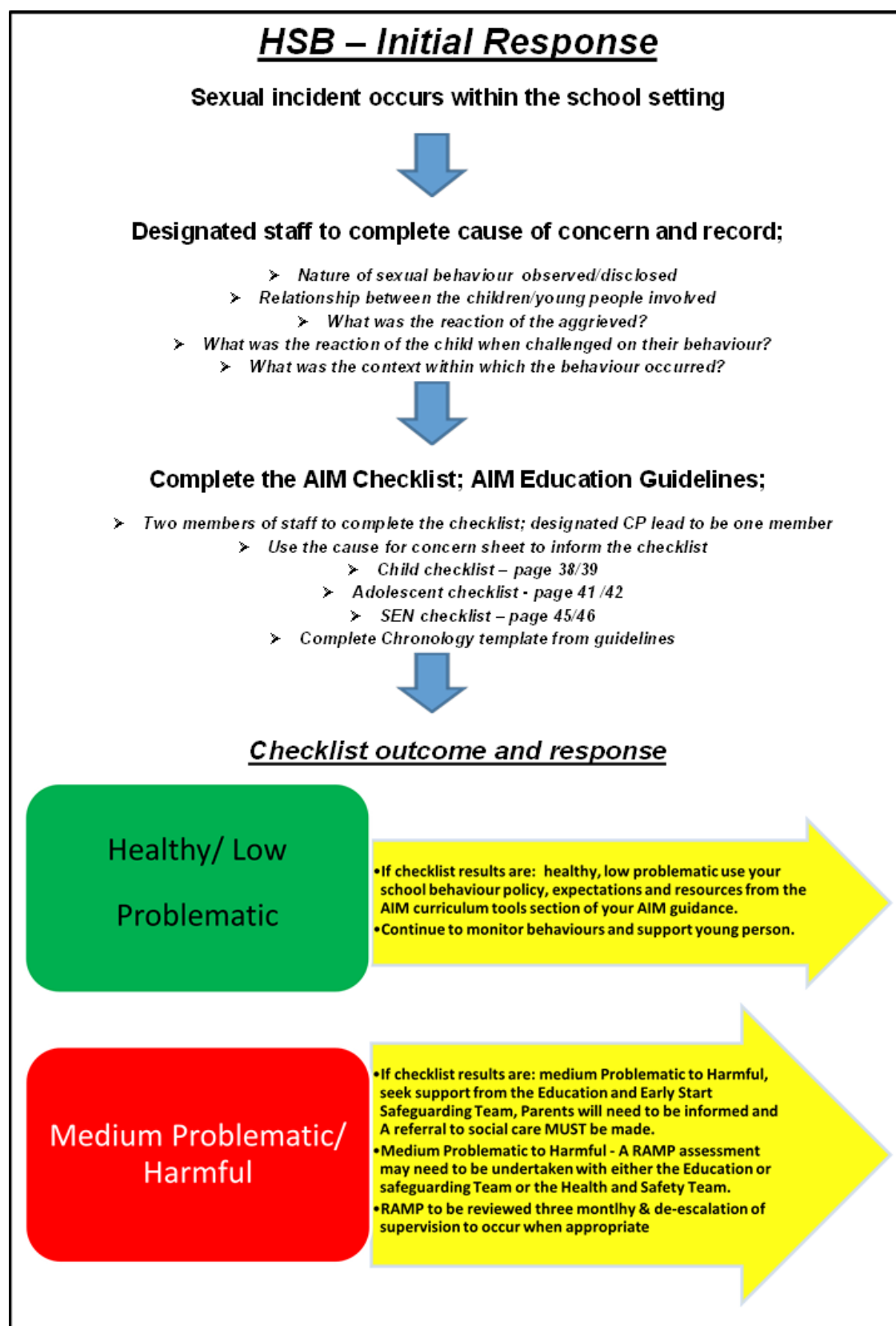
Responding to identified concerns about Child Sexual Exploitation (CSE) in schools

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.



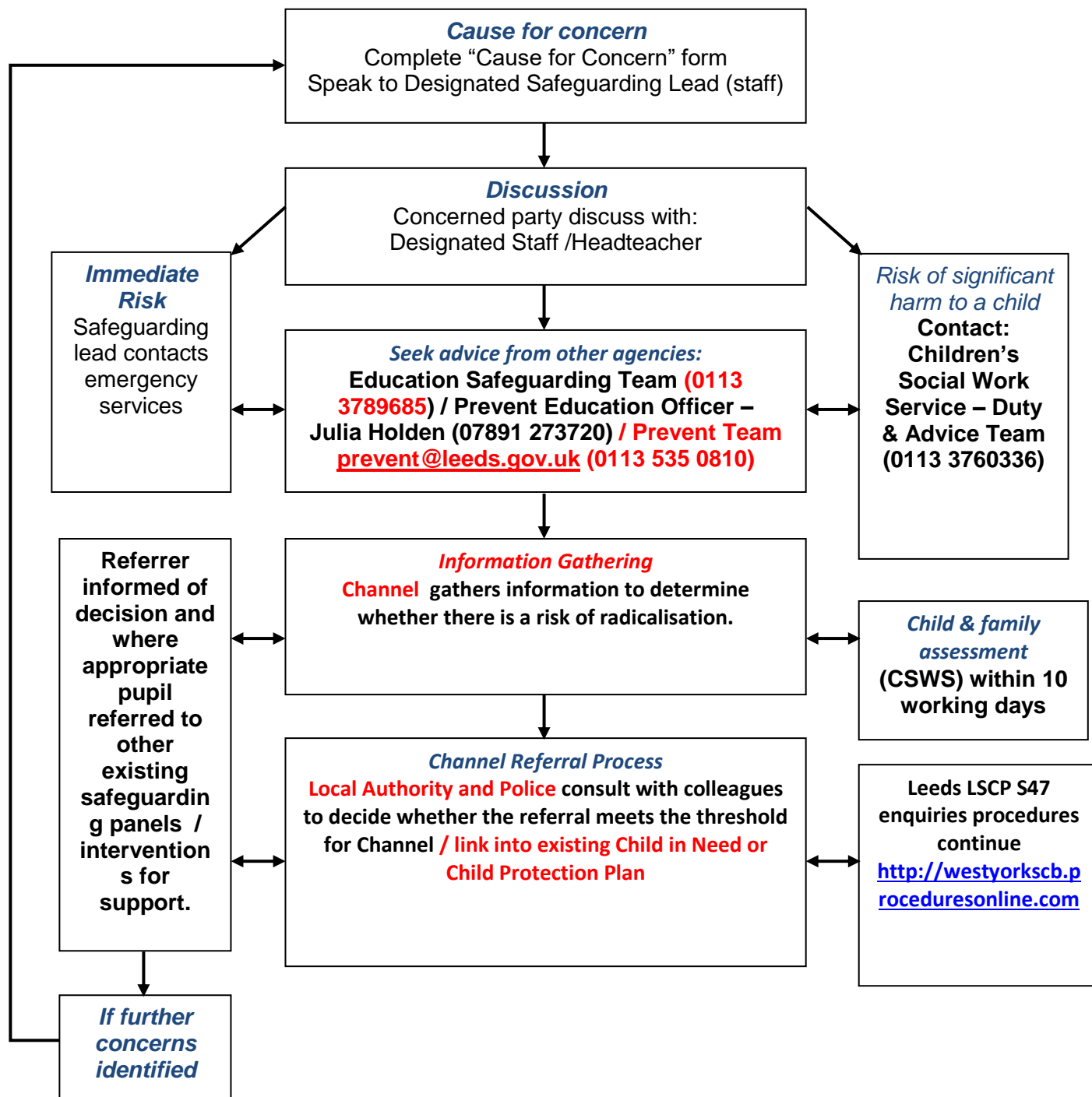
Appendix 10: Harmful Sexual Behaviour Response Checklist

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



Appendix 11 : 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 referred to, are available from the Prevent Team OR directly upon request from education.training@leeds.gov.uk.

Appendix 12: Missing from School Response Checklist

Children Missing in Education (CME) are children of compulsory school age who are not on a school roll and who are not receiving a suitable education otherwise (e.g. privately, electively home educated (EHE) or in alternative provision).

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

Children who are missing education are at greater risk than those who are seen regularly in school. These risks include:

- Child Sexual Exploitation
- Radicalisation
- Female Genital Mutilation
- Modern Day Slavery
- Forced Marriage
- Domestic Violence
- Honour Based Violence
- Human Trafficking
- Neglect

Leeds City Council Guidelines

The local authority must be notified when a school is to delete a pupil from its register. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this statutory duty as defined in **Keeping Children Safe in Education September 2019**.

A child **must not** be removed from a school roll without written authorisation from an Attendance Improvement Officer or a member of the Children Missing Education Team.

When Should School Refer?

Schools should make a CME referral as soon as possible, but no later than when the child has been missing from school for 20 days in the following circumstances:

- A child has left the country **regardless** of if a new address and/or new school information has been provided
- There is reasonable evidence to indicate a child has moved out of the Leeds Local Authority area and their whereabouts are unknown.
- Where a child is reported or believed to have moved to a different Local Authority area but is not confirmed to be on a school roll in the new area.
- Where a pupil has not returned to school for ten days after an authorised absence, or is absent from school without authorisation for twenty consecutive school days, and reasonable enquiries have failed to establish the whereabouts of a child and the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause.

Expectations Prior to Referral

Before referring a child to CME a school is expected to carry out the following investigations:

- Completing home visits including speaking to neighbours to confirm the family has left
- Telephoning all known contacts
- Speaking to school friends and/or their parents
- Requesting copies of flight information
- Asking for the address the family is moving to
- Checking which school a child is expected to attend
- Requesting working contact details for parents including email addresses

Completing the CME Referral Form

Part 1

This part should be completed by a member of staff with access to the following information:

- Pupil details
- Attendance information
- Information provided by the family
- Information about **all** enquiries made

It is **vitaly important** that as much information as possible is included in this section so that the CME team can make appropriate enquiries. If you have letters or emails of communication from the family you **must** submit copies as well as the CME referral.

Part 2

This must be completed by one of the school's Designated Child Protection Officers. It is important that **any** concerns the school have had be recorded.

For Independent schools and academies please securely email the form to

cme@leeds.gov.uk

For maintained schools please securely email the form to
schoolattendanceservice@leeds.gov.uk

Part 3

This part is to be completed by the Local Authority Attendance Improvement Officer (AIO) who has been allocated the case and should check that all other sections have been satisfactorily completed. Where a section is incomplete or further information is required the AIO should contact the member of staff named as completing the section.

Appendix 13: LADO Notification Form



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

ALLEGATIONS OR CONCERN ABOUT A PERSON WORKING WITH CHILDREN

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

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

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

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

Professional's Details :

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

Home Address :

Child/ren's Details (if applicable):

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

Address :

Detail of Allegation	Referral Details (to include name of referrer, date, time, detail of allegation and professional (s) involved)
-----------------------------	---

Child or young person's view	Has the young person's views been sought: Yes/No (to include: when, by whom and detail of interview) If not please specify reason and date when young person will 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?
<i>What is their view</i>

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>
--	--

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 <i>What is their view</i>

Do you believe that the individual concerned poses a current risk of significant harm to children and young people in your organisation?
<i>Please explain your rationale for both a Yes or No response.</i>

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

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

What is their view

Name of employer:

Contact details:

LADO Discussion

Please provide relevant details

Form Completed by:

Contact details:

Information entered on MOSAIC: YES

NO

Appendix 14: Job Description Designated Safeguarding Lead

Responsibilities include:

- The DSL will take responsibility for promoting positive safeguarding procedures and practice within Richmond House School.
- The DSL will take a lead on scanning for changes and developments in legislation, guidance and best practice so that these can be reflected as appropriate in the School's policy, procedures and materials.
- The DSL will receive information from, and offer advice to, staff, volunteers, children and young people, vulnerable adults, parents and carers about concerns relating to vulnerable adults or child protection issues, and maintain secure records of this information.
- The DSL will assess this information promptly and take appropriate action. They must be familiar with national and local safeguarding legislation and guidance, with procedures for referral to the Local Authority's children's or adults' services and police procedures for investigating abuse of children and vulnerable adults.
- The DSL must know how to contact, and establish links with the School's Local Safeguarding Children Boards and the relevant people within children's and adult services or police.
- They will assess the safeguarding development needs of all staff and volunteers and coordinate relevant and useful staff training.
- They will liaise as appropriate with the School's nominated Governor with special responsibility for Safeguarding, meanwhile bearing in mind that Safeguarding is the responsibility of the whole Governing Body and not solely this individual.
- They will keep all staff and volunteers informed of good practice and new legislation and guidance.
- They will monitor the number of safeguarding concerns; keep confidential records at their disposal and feed back to the organisation on the quality of their safeguarding work.
- They will take the lead on reviewing and updating the School's Safeguarding Children Policy, E-Safety Policy and any other related policies and procedures which the School may publish from time to time.
- In accordance with the School's Safeguarding Children Policy, the DSL must receive Child Protection training at least every three years.

Role of Designated Safeguarding Lead

The Designated Safeguarding Lead should take lead responsibility for safeguarding and child protection. This person should have the appropriate authority and status within the school to carry out the duties of the post. They should be given the time, training and resources 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.

Managing Referrals

The Designated Safeguarding Lead is expected to:

Refer cases of suspected abuse to the Local Authority Children's Social Care as required

Support staff who make referrals to the Local Authority Children's Social Care

Refer cases to the Channel Programme where there is a radicalisation concern as required
Support staff who make referrals to the Channel Programme
Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
Refer cases where a crime may have been committed to the Police as required.

Working with Others:

The Designated Safeguarding Lead is expected to:

- Liaise with the Headteacher to inform of issues relating to safeguarding, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Liaise with the designated officers at the Local Authority for child protection concerns (all cases which concern a member of staff)
- Liaise with staff on matters of safeguarding and safety and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.

Training:

The Designated Safeguarding Lead (and Deputy) has an important role in ensuring that all staff and volunteers receive appropriate training.

They should:

- Undergo training to provide them with the knowledge and skills required to carry out the role(s). This training should be updated every 2 years.
- Undertake Prevent Awareness training.
- Have a working knowledge of how the local authority conducts a child protection case conference and a child protection review conference to be able to attend and contribute to these effectively when required to do so.
- Attend any relevant and refresher training courses and then ensure that any new or key messages are passed onto other members of staff, volunteers and governors
- In addition to formal training, refresh knowledge and skills (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking the time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to the role.
- Ensure that each member of staff has access to and understands the school's Child Protection Policy and procedures, especially new and part-time staff.
- Organise refresher training for all staff as required.
- Make themselves known to all staff, volunteers and governors (including new starters and supply staff) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns immediately.

Raise Awareness:

The Designated Safeguarding Lead should

- Ensure the school's Child Protection Policies are known, understood and used appropriately
- Ensure the school's Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Governors regarding this.

- Ensure the Safeguarding and Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the LSCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection Files:

Where children leave the school the DSL should ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability:

During term time the Designated Safeguarding Lead (or the Deputy) should always be available during school hours for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the Designated Safeguarding Lead would be expected to be available in person, in exceptional circumstances, availability via phone or other such media is acceptable. The Headteacher and the Designated Safeguarding Lead will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Deputy Designated Safeguarding Lead (DDSL)

Richmond House School also has a designated Deputy Safeguarding Lead who is trained to the same standard as the Designated Safeguarding Lead. Appropriate activities can be delegated to the Deputy. However, the lead responsibility remains with the Designated Safeguarding Lead.

Job Description of Deputy Safeguarding Lead

- The DDSL will support the promotion of positive safeguarding procedures and practice within Richmond House School.
- The DDSL will be aware of changes and developments in legislation, guidance and best practice and be able to reflect on how these changes affect policy and procedure at Richmond House School
- In the absence of the DSL the DDSL will be available to discuss concerns with staff and process a referral if needed
- They will meet with the DDSL to monitor the number of safeguarding concerns; assisting in the review of confidential records
- They will proof read any reviews and updating of the School's Safeguarding Children Policy and E-safety Policy.
- In accordance with the School's Safeguarding Children Policy, the DDSL must receive Child Protection training at least every two years.

These job descriptions will be reviewed annually with the Headteacher and the Designated Safeguarding Lead in light of legislation, experience and good practice.

Appendix 15: Use of Mobile Phones and Cameras For EYFS

Richmond House School EYFS allows staff to bring in personal mobile telephones and devices for their own use.

Staff bringing personal devices into Nursery and Reception must ensure there is no inappropriate or illegal content on the device.

All staff must ensure that their mobile phones/devices are locked away throughout contact time with children.

Mobile phone calls may only be taken at staff breaks or in staff members' own time. If staff have a personal emergency they are free to use the school's phone or make a personal call from their mobile either outside or in the Staff Room (where no children are present).

If any member of staff has a family emergency or similar and are required to keep their mobile phone to hand, prior permission must be sought from the Headteacher.

Cameras

Photographs are taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements. It is an effective form of recording their progression in EYFS.

They may also be used on our website and/or by the local press with permission from the parents. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care.

Only the designated Nursery and Reception cameras and iPads are to be used to take any photos within school or on outings. Images taken on this camera must be deemed suitable without putting the children in any compromising positions that could cause embarrassment or distress. All staff are responsible for the location of the camera and iPads; these should be put away securely at the end of the day. Images taken and stored on the camera must be downloaded as soon as possible, ideally once a week. Images must only be downloaded by EYFS members of staff.

Under no circumstances must cameras of any kind be taken into the washrooms. If photographs need to be taken in a bathroom, i.e. photographs of the children washing their hands, then the EYFS Co-ordinator must be asked first and staff be supervised whilst carrying out this kind of activity.

Failure to adhere to the contents of this policy will lead to disciplinary procedures being followed.

This document should be read in conjunction with the Safer Working Practice document, the e-Safety Policy and the EYFS Policy.

Appendix 16: Transfer of CP files to another Educational Setting

Richmond House School

Transfer of Pupil Child Protection or Welfare Files

Please sign in the box marked * and return to Richmond House School

Pupil Name	
Pupil Date of Birth	
Name and address of receiving school	
Date Child on new School roll	
Name of DSL in new school	
Date(s) of communication between DSL's	
Date file confidentially passed (or sent by secure post) to DSL in receiving school	
Name, signature and date received file in new school	Name Signature Date Received
Signature of Richmond House School DSL and date form completed.	Name Signature Date form returned and completed

A copy of the file will be kept until the file has been received by the new setting and a signature obtained from an appropriate representative (usually the Designated Safeguarding Lead) in the receiving school.

A copy of this form will be kept in the secure Child Protection File.

ASSESSMENT PROCESS FOR DBS DISCLOSURE OF VOLUNTEERS

APPLICANT DETAILS

NAME	
POST / ROLE	
START DATE	
END DATE	
DAY(S) & TIME(S)	

Is the activity carried out for the purposes of the school and does it provide opportunity for contact with children?

YES		NO	
Complete next section		An enhanced DBS is not required DO NOT CONTINUE WITH ASSESSMENT	

Will the person be supervised by an adult on a day to day basis and has the identified supervisor(s) had an enhanced DBS and Barred List check?

YES		NO	
Name of Supervisor(s)		Reason	
		An enhanced DBS must be obtained	
Complete next section		Complete next section	

Outline the activities that the volunteer will be undertaking to evidence why an enhanced DBS either will or will not be obtained.

Complete next section

Has the volunteer's identity been verified?

YES		NO	
Give details		Give reasons	
Complete next section		Complete next section	

Does the volunteer have a connection to the school?

YES		NO	
Give details			
Complete next section		Complete next section	

Is the volunteer connected to an external organisation?

YES		NO	
Give details			
Does the individual have an enhanced DBS or reference from this organisation?			
YES		NO	
Give details			
Complete next section		Complete next section	

Are there concerns about the individual's suitability to work with children?

YES		NO	
Give details			
Complete next section			

If there are concerns, will an enhanced DBS be obtained?

YES		NO	
Give reasons		Give reasons	
Complete next section			

DECISION MAKING

HIGH RISK – Unsupervised volunteer	The school cannot guarantee that the volunteer will be supervised	An enhanced DBS with Barred List check must be obtained
HIGH RISK – Supervised volunteer	The individual has no connection with the school or other relevant organisation and no references have been provided	An enhanced DBS is not required but the school should consider the implications of an uncorroborated background
HIGH RISK – Supervised volunteer	The individual has a connection to a relevant organisation but cannot provide references or a recent DBS	An enhanced DBS is not required but the school should consider the implications of an uncorroborated background
MEDIUM RISK – Supervised volunteer	The individual has no connection to the school but can provide references and/or recent enhanced DBS	An enhance DBS is not required
MEDIUM RISK – Supervised volunteer	The individual has a connection to the school (e.g. parent) and references can be provided	An enhanced DBS is not required
LOW RISK – Supervised volunteer	The individual is well known to the school (e.g. former employee) to the school and an enhanced DBS/reference from a relevant organisation OR they are employed/volunteer elsewhere and have a recent DBS and can provide a reference	An enhanced DBS is not required

OUTCOME

RISK LEVEL	
ENHANCED DBS WITH BARRED LIST CHECK TO BE OBTAINED?	
REASON	

FORM COMPLETED BY

NAME	
SIGNATURE	
POSITION	
DATE	
SIGNATURE OF SUPERVISOR	