Policy:	Safeguarding Policy and Child Protection Procedures
Date of review:	September 2026
Date of next review:	September 2027
Lead professional:	Richard Gouland
Status:	Statutory

Trinity Academy Leeds Child Protection and Safeguarding Policy 2026/27

- The Headteacher/Principal is **Kat Cafferky** This policy was developed in September 2026
- This policy was signed off by the Governing Body/IEB/Proprietors on September 2026
- The policy will be reviewed in September 2027
- The Designated Safeguarding lead (DSL) who takes the lead for Child Protection is **Richard Gouland**
- The Deputy Designated Safeguarding lead(s) is **Kirsty Winfield, Claire Spink, Hannah Collins, Chris Langley, Oliver Harrison, Krysy Pomeroy, Emma O Hanlon and Kim Kay.**
- The name of the Designated Teacher for Children who are Looked After is **Richard Gouland**
- The named Member of the Governing Body for Safeguarding is **Jeremy Ward**

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

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

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

Safeguarding refers to the protection, safety and promotion of the welfare of all pupils including when in off-site provision or activities and using ICT. This includes the building of resilience and awareness of risk through the formal and informal curriculum.

Child is any pupil under the age of 18.

Visitors to school

All visitors must sign in on arrival and collect a visitor's lanyard and name badge. On the lanyard is booklet outlining the schools safeguarding procedures and how to report any concerns regarding a child/young person or another visitor lanyards and badges must be worn at all times when in school. All visitors must sign in. Staff must ensure that visitors to school are supervised as appropriate and the requisite pre-employment checks have been completed as referenced in Part 3 of KCSIE. All contractors must follow the school's signing in arrangements as set out in contractual commissioning agreements.

Trinity Academy Leeds
Child Protection and Safeguarding Advice
Contact List – September 2026

Role / Agency	Name and role	Contact Details
School Designated Safeguarding Lead (DSL)	Richard Gouland – Vice Principal (Behaviour, Attendance and Safeguarding)	rgouland@leeds.trinitymat.org 0113 4831126
Deputy DSL	Kirsty Winfield – Deputy Designated Safeguarding Lead	kwinfield@leeds.trinitymat.org 01134831126
Other trained designated staff	Claire Spink – Vulnerable Student Officer Oliver Harrison – SENDCo Hannah Collins – Vice Principal Emma O Hanlon – KS4 Phase Leader Kim Kay – KS3 Phase Leader Krysy Pomeroy – Attendance Lead	cspink@leeds.trinitymat.org oharrison@leeds.trinitymat.org hcollins@leeds.trinitymat.org eohanlon@leeds.trinitymat.org kkay@leeds.trinitymat.org kpomeroy@leeds.trinitymat.org
Governor with responsibility for Child Protection and Safeguarding	Jeremy Ward	Contact can be made through Miss Ade Joda – ajoda@leeds.trinitymat.org
Chair Of Governors	Tim White	Contact can be made through Miss Ade Joda – ajoda@leeds.trinitymat.org
Designated Teacher for Looked After and previously Looked After Children	Richard Gouland – Vice Principal (Behaviour, Attendance and Safeguarding)	rgouland@leeds.trinitymat.org 0113 4831126
SENDCo	Oliver Harrison	oharrison@leeds.trinitymat.org
PSHE Coordinator	Rose Croft	rcroft@leeds.trinitymat.org
Mental Health Lead	Oliver Harrison	oharrison@leeds.trinitymat.org
Online Safety Coordinator	Stephen Marshall	smarshall@leeds.trinitymat.org
CSWS Duty and Advice	Urgent Child Protection concerns / initial referral	Professionals – 0113 3760336 Members of the public – 0113 222 4403
CSWS Emergency Duty Team (out of hours)	Urgent Child Protection concerns	0113 535 0600 childrensEDT@leeds.gov.uk
Education Safeguarding Team (Professionals only)	Advice / Training / Safeguarding Audit	0113 3789685 estconsultation@leeds.gov.uk
Local Authority Designated Officer	Allegations against adults in school	0113 3789687 lado@leeds.gov.uk
NSPCC Whistleblowing Helpline	Allegations against adults in school	0800 028 0285
PREVENT Team	Prevent training/advice	0113 535 0810 prevent@leeds.gov.uk
Family Hub	Family hub support	0113 5350185 Family.hubs@leeds.gov.uk
Data Protection Officer	Peter Knightford	dataprotection@TrinityMAT.org

Contents

Introduction

Section 1 - Academy Commitment Including Equality and Human Rights

Section 2 - Providing a Safe and Supportive Environment

2.1 Safer Recruitment and Selection
2.2 Safe Working Practice
2.3 Risk Assessment
2.4 Safeguarding Information for Students
2.5 Partnership with Parents/carers
2.6 Partnership with Others
2.7 Academy Training and Staff Induction
2.8 Support, Guidance and Supervision for Staff
2.9 Alternative Provision including Work Placements

Section 3 - Ensuring that Children are Safe at the Academy and at Home

3.1 Child Abuse and Neglect and exploitation
3.2 Supporting the child and partnership with parents/carers
3.3 The Prevent Duty
3.4 Child Criminal Exploitation: County lines, Child Sexual Exploitation, and Modern Slavery
3.5 Female Genital Mutilation
3.6 Domestic Abuse and Relationship Conflict
3.7 Forced Marriage
3.8 Child-on-child abuse
3.9 Youth Produced Sexual Imagery
3.10 Attendance and Children Missing in Education
3.11 Serious Violence
3.12 Contextual Safeguarding
3.13 Children with Family Members in Prison
3.14 Child on Child Sexual harassment and sexual violence
3.15 Homelessness
3. 16 Private Fostering
3.17 Child Mental Health

Section 4 - Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors

4.1 Managing allegations that may meet the harm threshold
4.2 Managing concerns that to not meet the harm threshold
4.3 External groups or individuals using academy premises

Child Protection Procedures

Section 5 - Student information

5.1 Student information
5.2 Transfer of files

Section 6 - Role and Responsibilities

6.1 Governing Body
6.2 Principal
6.3 Designated Safeguarding lead
6.4 Staff and Volunteers

Section 7 - Responding to concerns and follow up actions

7.1 Concerns that staff must immediately report
7.2 Responding to disclosure
7.3 Action by the Designated Safeguarding lead
7.4 Action following a child protection referral
7.5 Recording and monitoring

Appendices

- Appendix 1 - Responding to children who report abuse.
- Appendix 2 – Chronology of key events.
- Appendix 3 – Cause for concern form.
- Appendix 4 – Smart Plan.
- Appendix 5 – Recruitment and selection checklist.
- Appendix 6 – MACE Panel referral form.
- Appendix 7 – National Prevent referral form - link.
- Appendix 8 – Missing from school checklist.
- Appendix 9 – FE Safeguarding information sharing form.
- Appendix 10 – LADO notification form.
- Appendix 11 – Cause for Concern Response Guidance

The policy is in line with:

- Leeds Safeguarding Children Partnership Policies and Procedures
- West Yorkshire Consortium Inter Agency Safeguarding and Child protection procedures
- Working Together to Safeguard Children (2026)
- Keeping Children Safe in Education (2026)
- Early Years Foundation Stage (EYFS) Statutory Framework 2026
- Information Sharing (2024)
- What to do if you are worried a child is being abused (2015)
- Children Act 1989
- Children Act 2004
- Education Act 2002
- Teaching Standards (updated Dec 2021)
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (SR Consortium Feb 2022)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (2024)
- Children Missing Education September 2025
- Alternative Provision – Statutory Guidance 2025
- Behaviour in Schools - Advice for headteachers and school staff – February 2024
- Searching, Screening and Confiscation – Advice to Schools July 2022
- Keeping Children Safe in Out-Of-School settings September 2023
- Meeting digital and technology standards in schools and colleges - updated June 2026
- DfE Education for children with health needs who cannot attend school 2023

Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, whether that is within or outside the home, including online.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and;
- Taking action to enable all children to have the best outcomes

(Working Together to Safeguard Children, 2026)
(Keeping Children Safe in Education, 2026)

The term "Child" or "Children" refers to as anyone under the age of 18 years

We believe that:

- Academies play a key role in the prevention of abuse, neglect and exploitation.
- All children have the right to be protected from harm.
- Children need support which matches their individual needs, including those who may have experienced abuse, neglect or exploitation.

Section 1 Academy Commitment

Equality legislation

The guidance sets out the significance of the Equality Act 2010 to school safeguarding, including that schools and colleges:

1. must not unlawfully discriminate against pupils because of their protected characteristics
2. must consider how they are supporting pupils with protected characteristics
3. must take positive action, where proportionate, to deal with the disadvantages these pupils face. For example, by making reasonable adjustments for disabled children and supporting girls if there is evidence they are being disproportionately subjected to sexual violence or harassment.

Human Rights Act

The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.

Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific Convention rights applying to schools and colleges are:

1. Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
2. Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity.
3. Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, and Protocol 1, Article 2: protects the right to education.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances. Further information (including on absolute and qualified rights) can be found at Human Rights - Equality and Human Rights Commission

This policy applies to all adults, including volunteers, working in or on behalf of the academy.

The academy considers it essential that everybody working in our academy understands their safeguarding responsibilities.

The purpose of this policy is:

- To inform staff, parents/carers, volunteers and governors about the academy's responsibility for safeguarding children and to develop awareness and identification of abuse, neglect and exploitation.

- To establish and maintain an environment where children are and feel safe, can learn, and are encouraged to talk and are listened to.

- Everyone working in or for our academy shares an objective to help keep children and young people safe by:

- Reading and understanding Part 1 of Keeping Children Safe in Education 2026

- Providing a safe environment for children and young people to learn and develop in our academy setting, and

- Identifying children and young people who are suffering or likely to suffer significant harm at the earliest opportunity and taking appropriate action with the aim of making sure they are kept safe both at home and in our academy setting.

Our academy leaders and governing body promote a whole academy approach to safeguarding students, ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development with the best interests of the child at their heart. There is a focus around ensuring the child's wishes and feelings are taken into account when determining what action should be taken following the raising of any safeguarding concern.

The academy ensures this policy and procedures document will be reviewed on an annual basis to reflect changes in national and local guidance.

The academy is committed to safeguarding and promoting the wellbeing of all of its students. Each student's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse or exploitation, especially those with identified special educational needs and/or a disability (SEND). We recognise that children who are abused or neglected or exploited may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at our academy, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our students.

The diagram below indicates what we consider under the umbrella of safeguarding and indicates some of the other policies that relate to safeguarding. The academy ensures that all policies are cross-referenced and reviewed annually. All policies are available to staff, and a register is kept and signed by staff as evidence that they have read, understood and thus agreed to adhere to any policies. Specific policies relating to the use of mobile phones by staff should be noted and are covered by the (MAT) Acceptable Use of ICT (workforce) Policy and the (MAT) social media Policy whilst for EYFS provision there is simply a policy of no use of mobile phones/cameras by staff.

Section 2 Providing a Safe and Supportive Environment

2.1 Safer Recruitment and Selection

The academy pays full regard to DfE guidance 'Keeping Children Safe in Education' (KCSIE) 2026.

We ensure that all appropriate measures are applied in relation to everyone who works in the academy, who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors.

Safer recruitment practice as laid out in KCSIE 2025 Part 3, is adhered to in terms of scrutinising applicants and DBS Checks, appropriate to the level required for the role.

This academy is committed to keeping an up-to-date Single Central Record (SCR) or register which covers the following people:

- all staff (including supply staff) who work at the academy
- all members of the academy Governing body
- all others who work in regular contact with children in the academy, including volunteers
- for independent academies/free academies, all members of the proprietor body

The Single Central Record (SCR) records the safer recruitment checks and states whether the checks have been carried out or certificates obtained, the date on which the checks were completed and by whom.

If we have staff from an agency or third-party organisation, we will obtain written notification from that agency or organisation that they have carried out the checks, and we will ensure that we check the identification of the person presenting themselves for work and that this is the same person on whom the checks have been made.

Kat Cafferky..... (Principal)

Tim White ..... (Academy Governor) and

Richard Gouland..... (other)

Kirsty Winfield.....(other)

The above people have undertaken Safer Recruitment Training within the last 3 years, sufficient to cover Part 3 of Keeping Children Safe in Education 2026, and at least one of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

Homestays (Exchange Visits)

Where children from overseas are staying with UK parents/carers as part of an exchange organised by the academy, those parents/carers will be deemed to be in 'Regulated Activity' for the duration of the stay and as such will require to submit to an enhanced DBS check including barring check. As a volunteer, all checks will be processed free of charge by the DBS. Where additional people in the host family are aged over 16 (i.e. elder siblings) the academy will consider on a case-by-case risk assessment basis whether such checks are necessary.

2.2 Safe Working Practice

The Teaching Standards (Updated December 2021) state that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. All staff who work within our academy are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.

In accordance with the Safer Recruitment Consortium's 'Guidance for Safer Working Practice for those with Children and Young People in Education Settings' (February 2022) and linked to our Staff Behaviour Policy (Code of Conduct) and Whistleblowing Policy; safe working practices in our academy ensure that students are safe and that all staff:

- understand their responsibilities to safeguard and promote the welfare of students
- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions

- should work, and be seen to work in an open and transparent way including self-reporting if their conduct or behaviour falls short of these guiding principles
- should acknowledge that deliberately invented/malicious allegations are rare and that all concerns should be reported and recorded
- should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation
- should not consume or be under the influence of alcohol or any other substance, including prescribed medication, which may affect their ability to care for children
- should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure and Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct, prohibition from teaching by the Teaching Regulation Agency (TRA)
- should continually monitor and review practice to ensure this guidance is followed
- should be aware of and understand the academy/college safeguarding policy and child protection procedures including arrangements for managing allegations against staff, staff behaviour policy, whistleblowing procedures and the procedures of the local safeguarding children partnership

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion.

No disciplinary action will be taken against any member of staff who acts in good faith in reporting concerns about a colleague. If the staff member or volunteer feels unable to raise a concern within academy or feels that their genuine concerns are not being addressed or taken seriously, they can contact the NSPCC Whistleblowing Helpline (0800 028 0285: 8.00am – 8.00pm Mon to Fri; email address: help@nspcc.org.uk).

2.3 Risk Assessments

Risk assessments are taken seriously and used to promote safety. Risk assessments are available for all aspects of the academy's work.

Where relevant, risk assessments are carried out for individual students and supported by action plans identifying how potential risks would be managed.

Individual risk assessments are also used when deciding a response to a child demonstrating potentially harmful behaviour such as sexually harmful behaviour or when identifying whether a child who may be particularly vulnerable, such as a child at risk of Child Criminal Exploitation.

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

For children who have been found to be in possession of a knife or bladed implement whilst on an education setting/grounds, or has used a weapon, or has threatened the use of a weapon a Weapons Risk Assessment Management Plan (WRAMP) will be completed that includes safety and support planning Weapons Risk Assessment Management Plan and guiding principles

2.4 Safeguarding Information for students

All students in our academy are aware of a number of staff who they can talk to. The

academy is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. We aim for all students to know that we have a Designated Safeguarding Lead (DSL), who is a senior member of staff with responsibility for child protection. Likewise, students are informed that there is a Deputy DSL who they can talk to if the DSL was not in the academy, We inform students of whom they might talk to, both in and out of the academy, their right to be listened to and heard and what steps can be taken to protect them from harm.

Students in our academy are treated with dignity and respect, and their views are listened to. Academy arrangements for consulting with, and listening to, students are through (but not exclusive to) student voice activities, surveys, student ambassador roles, Call It Out system, Team Leaders and where appropriate access to the academy's Student Wellbeing Team.

We make students aware of these arrangements through assemblies, Team Time and elements of our PD and Well-being curriculum.

Safeguarding is a priority which is reflected in the curriculum, which is used to promote safeguarding and is tailored to local concerns

2.5 Partnership with Parents/Carers

The academy shares a purpose with parents/carers to educate and keep children safe from harm. Further information for parents/carers on how to keep their children safe is available through the academy website and academy planner.

We are committed to working with parents/carers positively, openly and honestly. We ensure that all parents/carers are treated with respect, dignity and courtesy. We respect parents'/carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission to do so, or it is necessary to do so, to protect a child.

The Academy will share with parents or those people with parental responsibility, any concerns we may have about their child unless to do so may place a child at increased risk of harm.

The academy DSL may consult with the Local Authority Social Care Team where safeguarding concerns arise that require advice or guidance from other safeguarding professionals.

We encourage parents/carers to discuss any concerns they may have with their child's Team Leader, Head of Year, member of the Safeguarding Team or member of the Senior Leadership Group. Parents/carers know that this policy and others are accessible at all times via the academy website.

Posters and displays also ensure that Safeguarding has a high profile within the whole academy community.

2.6 Partnerships with others and statutory information sharing duty

Schools and education providers hold vital information that helps identify need at the earliest opportunity. Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

The Children's Wellbeing and Schools Act 2026 introduced a statutory information sharing

duty on schools to share safeguarding related data and information with Children's Social Care, the Police and Health agencies where safeguarding concerns arise that require the advice or guidance from other safeguarding professionals.

Limitations to this duty may be triggered in circumstances where:

- a child is placed at risk of significant harm as a result of information being shared
- interfering with a police operation
- contravention of procedures in the Family Court

Details of any information sharing undertaken, will be recorded in the child's safeguarding file.

Further detail can be found in the following HM Govt guidance: Information sharing - advice for practitioners

As an academy we will cooperate with Social Care where they are conducting child protection enquiries. Furthermore, academy will endeavor to attend appropriate multi- agency meetings such as Early Intervention Panels, Early Help Pathways, Team Around the Child meetings, Child in Need reviews, Initial and Review Child Protection Case Conferences, and Children Looked After (CLA) reviews. We will provide written reports as required for these meetings and, wherever possible, these reports will be shared with parents/carers prior to the meetings. We appreciate that attendance and contribution to these meetings may require key members of staff to be contactable and available during academy holidays.

Where partner agencies such as the police and/or social care attend academy to conduct enquiries under section 47 of The Children Act 1989, staff will inform the headteacher or principal as to the nature of the enquiries. Consideration will always be given to the requirement for children to have an Appropriate Adult present. Further information can be found in the DfE guidance:
Searching, Screening and Confiscation - Advice to schools July 2022

2.7 Academy Training and Staff Induction

The academy's Designated Safeguarding Lead and any person undertaking the role of Deputy Designated Safeguarding Lead undertakes refresher training at 2 yearly intervals. The DSL also attends other opportunities such as DSL Network events and Multi-Agency Training to ensure that they are up to date with current practices and procedures and in order to further their continuous professional development.

The Principal and all other academy staff, including non-teaching staff and volunteers, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training in Basic/Foundation Safeguarding Awareness on an annual basis. Trinity Academy ensures that this takes place by the DSL providing face-to-face training and regular safeguarding updates. Staff who join the academy during the academic year receive the same training as part of their induction.

All staff (including temporary staff and volunteers) are provided with the academy's safeguarding policy and child protection procedures and are informed of the academy's child protection arrangements on induction. All staff sign a register to say that they have received, read and understood the policy.

In line with KCSIE 2026, all staff upon induction will also receive:

- Copy of the academy's Safeguarding Policy and Child Protection Procedures
- Copy of the academy's behaviour policy
- Copy of the academy's safeguarding response for managing children who are absent from education on repeat occasions and/or prolonged periods

- Copy of the staff code of conduct/staff handbook
- Copy of KCSIE 2026 Part One

2.8 Support, Guidance and Supervision for Staff

Staff will be supported by the academy's DSL and receive further guidance, when necessary, from the Student Wellbeing Team as well as the Local Authority and other professional associations if required.

The designated safeguarding lead and deputy designated safeguarding lead for Safeguarding/Child Protection will be supported by the HR Manager and Safeguarding Governor.

Advice is available from the Academy's Safeguarding Advisor from the Local Authority.

Weekly safeguarding meetings take place with all key pastoral staff where concerns and information are shared.

It is recognised that staff should receive regular Safeguarding Supervision and support if they are working directly and regularly with children whose safety and welfare are at risk, and therefore the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead receive supervision training on a termly basis.

2.9 Alternative Provision including Work Placements

Alternative provision refers to education arranged by schools or local authorities for pupils who, due to exclusion, illness, or other reasons, cannot attend the school they are registered at. It may include placements in pupil referral units (PRUs), vocational training centres, FE colleges, or other approved providers.

Our school maintains responsibility for safeguarding our pupils in any such alternative provision, for any period of time.

We ensure that all AP providers have appropriate safeguarding policies and procedures in place and secure written confirmation from providers, that staff at AP settings have undergone relevant safeguarding training and have been subject to all appropriate safeguarding checks, i.e. those checks that school would otherwise perform in respect of our own staff.

We maintain regular contact with AP providers to monitor pupil attendance, engagement, and wellbeing. This includes contextual safeguarding considerations when assessing risks in AP placements. (See Sect 3.12)

When organising work placements, the school is committed to ensuring that all placements are safe, appropriate, and supportive of pupil wellbeing and development, and ensure that the placement provider has policies and procedures in place to safeguard pupils.

Alternative Provision – Statutory Guidance Updated Feb 2025

Section 3: Ensuring that Children are Safe at the Academy and at Home

3.1 Child Abuse and Neglect and Exploitation

Teachers and other adults in the academy are well placed to observe any physical, emotional or behavioral signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents/carers and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or academy staff being alerted to concerns.

Definitions
('Working Together' 2026 and 'Keeping Children Safe in Education' 2026)

A child: any person under the age of 18 years.

Harm: means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

Development means physical, intellectual, emotional, social or behavioural development;

Health includes physical and mental health; maltreatment includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which 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 (Fabricated Induced Illness).

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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 (including via the internet). 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. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect: 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE): occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CCE and CSE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery Modern slavery - Statutory guidance. In accordance with this guidance, a relevant referral should be completed where a potential victim of CCE or CSE is identified.

All staff follow the academy's Child Protection Procedures which are consistent with 'Working Together to Safeguard Children 2026'.

It is ***not*** the responsibility of the academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of students will be recorded and discussed with the Designated Safeguarding Lead with responsibility for child protection (or the deputy DSL in the absence of the designated person) prior to any discussion with parents/carers or those with parental responsibility.

Where a member of staff is recognising signs or indicators that a child may have unmet needs or welfare concerns these will always be passed on to the Designated Safeguarding Lead to ensure that any appropriate interventions and/or referrals can be actioned. The DSL will determine the threshold of concern and then will determine whether this can be dealt with within academy or whether this may require an Early Help Pathway Assessment, Single Assessment, Referral into the Early Intervention Panels or a referral into the CSWS Duty and Advice Team if the child may be at the threshold of Child In Need or there is concern that the child is at risk of significant harm and thus Child Protection Enquires (S47) may be needed. These signs or indicators may be of one of the main four types of abuse or neglect or may relate to other specific safeguarding issues.

3.2 Supporting the child and partnership with parents/carers

The academy recognises that the child's welfare is paramount, however good child protection practice and outcomes rely on a positive, open and honest working partnership with parents/carers.

Whilst we may, on occasion, need to make referrals without consultation with parents/carers, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.

We will provide a secure, caring, supportive and protective relationship for the child

Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why

We will endeavor always to preserve the privacy, dignity and right to confidentiality of the child and parents/carers. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

3.3 The Prevent Duty

Children may be susceptible to extremist ideology and radicalisation. Just like any other form of abuse, protecting them is a vital part of the academy's approach to safeguarding.

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn, or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2)

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Under section 26 of the Counter-Terrorism and Security Act 2015, the academy is aware that we must have due regard to the need to prevent people from being drawn into terrorism, and that this is known as the Prevent Duty.

In order to fulfil the Prevent Duty, staff have received training to help them to identify children who may be vulnerable to radicalisation, and the academy is committed to accessing further training to ensure that all staff are up to date and aware of this duty. If staff do identify children for whom this may be a concern, they will apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL) with immediate effect.

The Designated Safeguarding Lead will contact the Prevent Coordinator should there be concerns about a child or family linked to potential radicalisation or extremism. The Prevent Coordinator will then assist the DSL regarding whether a referral is appropriate and whether this child or family will need to be referred to the Channel, a voluntary

confidential support programme focusing on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Referrals are assessed and may be passed onto a multi-agency Channel panel who meet to discuss the individual concerned and determine any appropriate support that may be required. When considering what support may be necessary in respect of a referred child, the Channel Panel will require the consent of the parent/carer of the referred child before any support can be delivered through this programme.

The designated safeguarding lead (or a deputy) should consider if it would be appropriate to share any information with the new academy or college in advance of a child leaving. For example, information that would allow the new academy or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.

The Academy will also incorporate the promotion of fundamental British Values into the curriculum and Team Time in order to help build students' resilience and enable them to challenge extremist views. The academy will provide a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. This will be done through assemblies, Team Time and the PD curriculum.

Radicalisation will also be considered within current Online Safety policies, procedures and curriculum in terms of having suitable filtering and monitoring in place and also raising awareness with staff, parents/carers and children about the increased risk of online radicalisation, through the use of the internet, Social Media and Gaming. (See additional information on roles, responsibilities, and requirements in respect of filtering and monitoring in Section 6.1 of this document)

3.4 Child Criminal Exploitation (CCE),

County Lines

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

Children can become trapped by this type of exploitation as perpetrators may threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons for a sense of protection and may often commit crimes themselves. Such vulnerability is not always recognised, and victims may be criminally exploited even if the activity appears to be something they have agreed to or consented to.

Criminal exploitation of girls can be different from boys with girls often being at a higher risk of sexual exploitation.

Key indicators to identifying potential involvement in child criminal exploitation involve:

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

- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss academy or education or do not take part in education.

Where child exploitation (ie, criminal, sexual, trafficking, modern day slavery etc), or the risk of it, is suspected, frontline practitioners must notify the designated member of staff for child protection, in line with the child protection policy reporting systems.

The DSL must complete the child exploitation response checklist for partners Child Exploitation Risk Identification Tool and refer to the table at the end of the tool to help decide how to proceed. A copy of the completed tool must be kept in the child's child protection records for future reference. The DSL can also refer a pupil to the fortnightly Multi-agency Child Exploitation (MACE) meeting (see Appendix 6), 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 exploitation. Where children may currently be looked after or previously looked after the DSL should also notify the Designated Teacher for children looked after.

The LSCP child exploitation practice guidance will be followed. This guidance aims to help children who are at risk of exploitation receive the right support at the right time. The guidance is an overview of good practice and information

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.

Child Sexual Exploitation

The academy is aware that; Child Sexual Exploitation (CSE) 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.

CSE - A Guide for Practitioners

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge. CSE can affect any child who has been coerced into engaging in sexual activities including 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited.

Staff have been made aware of some of the key indicators of CSE. In addition, the academy appreciates that it has a role to play in the prevention of CSE within its Safeguarding curriculum.

If staff do identify children for whom CSE may be a concern they will follow normal safeguarding process and child protection procedures. Staff must pass this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will then assess the level of concern and consider referring cases where relevant.

The academy also appreciates that we have a role to play in sharing intelligence relevant to perpetrators of CSE, and therefore if such information should come to light within academy, the DSL will share this appropriately with the police.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Tackling modern slavery is a complex process involving partner agencies. The academy has a part to play in identifying signs and indicators of this form of exploitation, ensuring appropriate referrals are made through the DSL to the Police, the Front Door Safeguarding Team who will act as first responders for the National Referral Mechanism (NRM) Further details can be found at: Further details can be found at: National Referral Mechanism - Guidance April 2026

3.5 Female Genital Mutilation

Trinity Academy understands that Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia, and know that FGM is illegal in the UK, is a form of child abuse and has long-lasting harmful consequences. The academy is aware that Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years of age. This mandatory duty commenced in October 2015.

Staff are trained in the awareness of the indicators of FGM. If they were to directly observe (if involved in intimate care) or indirectly become aware of other potential indicators they must follow the normal safeguarding process and Child Protection procedures passing this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will then assess this information and make appropriate referrals to the CSWS Duty and Advice team and the Police as per their mandatory reporting duty. Staff will not undertake any examination of a student.

local safeguarding children's partnership procedures

Multi-Agency Guidance on FGM - DfE 2020

3.6 Domestic Abuse (DA) and Relationship Conflict

Healthy relationships between parents and carers are critical to the holistic wellbeing of children. Where conflict is frequent and unresolved it can be harmful to both adults and children. Staff working with children may be the first to identify signs of anxiety in children that may be linked to parental conflict. Academy staff will work to support families and signpost for early help.

Further information can be secured from: relationshipmatters.org.uk a programme supported by all West Yorkshire local authorities.

Trinity Academy Leeds understands that the cross-government definition of domestic violence and abuse is:

any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial, emotional harm.

Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

If staff do identify children for whom domestic abuse (DA) may be a concern, they must follow the normal safeguarding process and Child Protection procedures, passing this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will then refer cases where relevant to the Leeds Domestic Violence Service (LDVS) for support and, where necessary, the CSWS Duty and Advice. A record will be added to a child's chronology and child protection record to ensure that appropriate support can be provided where necessary.

Operation Encompass.

Operation Encompass is an initiative that directly connects the police with academies to ensure better outcomes for children who are subject or witness to police-attended incidents of domestic abuse.

One of the principles of Operation Encompass is that all incidents of domestic abuse are shared with academies, not just those where an offence can be identified.

It is a system that provides rapid support within the academy environment meaning children are better safeguarded against the short, medium and long term effects of domestic abuse.

Operation Encompass provides an efficient, confidential channel of communication between the police to the Designated Safeguarding Leads. This enables the immediate and discrete recognition of the child's situation by key academy staff, ensuring a secure and sympathetic environment is provided and the broader effects of abuse are addressed.

This information is shared by the Police with academies regardless of whether parental permission to share the information has been provided at the time of Police attendance at the domestic incident. All records are managed at Child Protection level and are recorded securely and directly onto the individual child safeguarding record in academy in full accordance with General Data Protection Regulations (GDPR 2018) and the Data Protection Act 2018.

3.7 Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Academies and colleges can play an important role in safeguarding children from forced marriage.

Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats

or another form or coercion are not used. As with the existing forced marriage law, this applies

to non-binding, unofficial ‘marriages’ as well as legal marriages.

Staff at the academy receive training to understand that forced marriage is a safeguarding concern and they will follow the normal safeguarding process and child protection procedures passing this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will then assess this information and where necessary make appropriate referrals to the Local Authority. In dealing with such a concern the safeguarding team will work with other safeguarding agencies following national guidance updated in April 2023:

The Right to Choose - HM Govt. guidance on Forced Marriage

3.8 Child on Child Abuse

Children can and sometimes do, abuse other children (sometimes referred to as child- on-child abuse). This can happen both inside and outside of academy and online (known as cyber bullying).

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Academy staff have received training in recognising the indicators and signs of child- on-child abuse and know how to identify it and respond to reports.

Staff understand, that even if there are no reports of such abuse in academy it does not mean it is not happening, it may be the case that it is just not being reported. Staff are aware that it is important that if staff have any concerns regarding child-on-child abuse, they speak to the designated safeguarding lead.

All staff are trained to understand the importance of challenging inappropriate behaviours between peers, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Staff are clear that whilst these may be responded to through behaviour management processes, there is also a need for this information to be shared with the DSL in order to address any underlying safeguarding concerns.

Academy staff are particularly vigilant of students with identified Special Educational Needs and/or Disabilities who may be particularly vulnerable to child-on-child abuse.

Such behaviour should never be considered as ‘banter’ or part of growing up. Child on child abuse often meets the threshold for the recording and investigation of criminal offences by the Police.

Staff becoming aware of any incident of child-on-child abuse must follow the safeguarding process and Child Protection procedures, passing this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will then assess this information and where necessary make appropriate referrals to The CSWS Duty and Advice team and potentially the Police, should criminal offences be identified.

Child on child allegations that do not meet the threshold for police investigation will be subject of internal academy investigation by the Designated Safeguarding Lead and/or senior leaders at the academy. This will involve speaking to the victim and any witnesses to secure accounts of the allegation. All findings including any additional information secured, will be considered when making decisions around resolution of the allegation. Outcomes may involve application of the academy behaviour policy.

Academy recognises that victims of child-on-child abuse need to be supported and with parental consent, may secure external agency support where this is deemed appropriate.

All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting child on child abuse, nor should a victim ever be made to feel ashamed for making a report.

Academy recognises that perpetrators of child-on-child abuse may have identified un- met needs of their own and with parental consultation, may secure external agency support where this is deemed appropriate.

In certain circumstances a risk assessment may need to be carried out in order to further safeguard all individuals involved. A risk assessment should be considered if:

- The students involved are in the same class
- The students involved are in the same year group and therefore may come into contact at break and lunch time
- The students involved may come into contact when making their way to and from the academy
- An incident that has been resolved and deemed low risk in the first instance is repeated
- The incident is potentially a criminal offence
- The incident is of a physical nature of any kind
- In consultation with the victim/alleged victim and their parents/carers a risk assessment is deemed necessary
- Additional information is known by the academy which is relevant to the incident.

Academy recognises that victims of child on child abuse need to be supported and with parental consent, may secure external agency support where this is deemed appropriate.

All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting child on child abuse, nor should a victim ever be made to feel ashamed for making a report.

Academy recognises that perpetrators of child on child abuse may have identified un- met needs of their own and with parental consultation, may secure external agency support where this is deemed appropriate.

3.9 Youth Produced Sexual Imagery

Where there is a disclosure from a child or young person and/or the academy becomes aware that a child may have been involved in sending 'youth produced sexual imagery' which is sometimes referred to as 'sexting' or sending 'nudes or semi nudes', it will refer to the guidance in the UKCIS document 'Sharing nudes and semi-nudes: advice for education settings working with children and young people (March 2024).

Sharing Nudes and Semi-Nudes - Guidance to education settings - updated March 2024)

Staff understand that when an incident involving youth produced sexual imagery comes to their attention:

- The incident must be referred to the DSL immediately
- The DSL should hold an initial review meeting with appropriate academy staff
- There will be subsequent interviews with the young people involved (as appropriate)
- Parents/carers will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents/carers would put the young person at risk of harm
- The DSL will assess the information available and with the use of appropriate risk assessment tools, decide the appropriate response by the academy to such an incident

If at any point in the process it has been established a young person has been harmed or is at risk of harm, or such behaviour involves a young person communicating with an adult, then a referral will be made to children's social care and/or the police immediately.

3.10 Attendance and Children Absent from Education

Children being absent from education for prolonged periods, and/or on repeat occasions can act as a vital safeguarding warning sign. Staff receive training to understand the impact of persistent absence of children and the effect that absence places on their safeguarding and well-being.

The academy maintains a whole academy culture that promotes the benefits of high attendance and has robust procedures in place to monitor absence and where it becomes a concern, that information is shared between the academy EWO and DSL on a formal weekly basis. Likewise, academy understands that a parent failing to inform the academy that a child has an authorised absence could be a cause for concern and thus will follow the academy's 'First Day Calling' procedure in these circumstances in order to try and locate the child and ensure that they are safe.

The academy has a duty to investigate such unauthorised absences to establish if

safeguarding concerns are evident.

Once identified as a concern, the academy will work with the Local Authority attendance service and other partner agencies as necessary to support children and their families to achieve high academy attendance following the below DfE guidance:

DfE Guidance: Working Together to Improve School Attendance – July 2026

The academy appreciates that the Local Authority has a statutory duty to ensure that all children and young people of compulsory academy age receive suitable and appropriate education.

The academy will therefore support the Authority in ensuring that this duty is carried out effectively.

There are specific duties in respect of Children Missing Education (CME) and there are strict guidelines in respect of both the definition of CME and the legalities of deleting a student from a academy roll.

The Local Authority will be informed when a student has been added or removed from the admissions register at non-standard transition times, within five days of them joining.

Where a student leaves the Academy**,** the Local Authority will be notified as soon as grounds for the deletion are met but no later than when the name is deleted from the register. The grounds for deletion are where a student:

- has been taken out of academy by their parents/carers and is being educated outside the academy system e.g. is in home education
- has ceased to attend academy and no longer lives within reasonable distance of the academy at which they are registered
- has been certified by the academy medical officer as unlikely to be in a fit state of health to attend academy before ceasing to be of compulsory academy age, and neither he/she nor his/her parent has indicated the intention to continue to attend the academy after ceasing to be of compulsory academy age
- is in custody for a period of more than four months due to a final court order and the academy does not reasonably believe they will be returning at the end of that period
- has been permanently excluded

The academy understands that it is essential that contact is made with the Leeds CME team as soon as a child or young person is believed to have left the academy without suitable education provision being provided. In addition, the academy will contact the Local Authority to inform them where any student has been absent for 10 consecutive days without a reason being provided for the absence.

DfE Guidance: Children Missing Education September 2025

Leeds Children's Services LA procedure and contact: cme@leeds.gov.uk. Tel: 0113 3789686.

3.11 Serious Violence

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

Factors which heighten risk and increase the likelihood of involvement in serious violence, include being male, having been frequently absent or permanently excluded from academy, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

The academy's response to such concerns will involve a partnership approach, which may involve local authority services, the Police and other partnership services.

Serious Violence - Home Office Dec. 2022

3.12 Contextual Safeguarding

Contextual safeguarding is an approach to understanding and responding to young people's experiences of significant harm beyond their families. It recognises that the environments in which young people spend time, such as peer groups, neighbourhoods, and online spaces, can expose them to risk.

Our school is committed to safeguarding all pupils, not only within the home but also in the wider contexts in which they live and interact. We recognise that extra-familial harm can occur in various settings and that effective safeguarding requires a holistic understanding of these environments.

Should staff identify any such concerns, they will refer them to the Designated Safeguarding Lead, immediately.

The school will work collaboratively with our safeguarding partners in children's social care, police, and other community agencies to address and reduce such risks.

3.13 Children with Family Members in Prison

The academy understands that children who have members of their family in prison are more likely to underachieve and fail to reach their potential than their peers and may require specific services and support. Families and children of people in prison will be seen as families first and the academy will work to ensure their needs are appropriately met. This will include providing support to ensure the voice of the child is considered when seeking contact with a family member in prison.

3.14 Child on Child Sexual Harassment and Sexual Violence

Sexual harassment and sexual violence involving children at the academy is a form of child on child abuse. It can occur between children of any age and sex. It can happen inside or outside of academy and online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

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

Sexual harassment and sexual violence exist on a continuum and may overlap; they can occur online and offline (both physical and verbal).

Children with Special Educational Needs and Disabilities (SEND) are 3 times more likely to be abused than their peers.

Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

- the potential for children with SEND being disproportionately impacted by behaviours
- such as bullying and harassment, without outwardly showing any signs; and

- communication barriers and difficulties overcoming these barriers.

Any reports of abuse involving children with SEND will therefore require close liaison with the DSL and the SENCO.

Academy staff are made aware through safeguarding training of the specific stance to academy take on this subject including:

- making clear that sexual harassment and sexual violence is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and

- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia, flicking bras, and lifting up skirts.

Staff awareness training also includes:

- not recognising, acknowledging, or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it
- understanding that all of the above can be driven by wider societal factors beyond the academy and college, such as everyday sexist stereotypes and everyday sexist language

A whole academy approach is taken to such safeguarding concerns and includes preventative education through the academy PD and Well-being curriculum.

All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting abuse, sexual harassment, or sexual violence. Nor should a victim ever be made to feel ashamed for making a report.

The following definitions are to be applied on a child-on-child context.

Sexual harassment is defined as unwanted conduct of a sexual nature which can occur both online and offline and inside and outside of school or college.

In relation to the issue of consent the following legal definitions apply:

- a child under the age of 13 can never consent to any sexual activity
- the age of true consent is 16
- sexual intercourse without consent is rape

Sexual violence can and does occur, both inside and outside of school. It involves the criminal sexual offences defined in the Sexual Offences Act 2003 which include: Rape, Assault by Penetration, Sexual Assault and Causing someone to engage in sexual activity without consent.

The academy takes all such reports seriously and they will receive the same high standard of care that any other safeguarding concern receives.

A multi-agency approach will be undertaken when responding to all such complaints; however, the academy will always take immediate action to protect children despite the actions of any other agency. These actions may include an immediate risk assessment in respect of the needs of the child victim and will address any risks identified to any child in respect of an alleged perpetrator of sexual violence or sexual harassment to ensure children are protected from harm.

Any risk assessment will be fluid and may change to reflect any developments during the management of the case.

All such reports will be managed by the Designated Safeguarding Lead.

There are a number of options the academy may consider in respect of the management of a report of sexual violence or sexual harassment between children and each case will receive an appropriate bespoke response once all the facts are known.

Irrespective of any potential criminal outcome, the academy have a duty to safeguard all children and may deal with any such report on a balance of probability basis when considering the outcomes for the children involved. Should an outcome involve a move to an alternative academy for any child, then full information sharing of the case will be undertaken with the Designated Safeguarding Lead professional at that academy.

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

3.15 Homelessness

The academy are aware that being homeless or being at risk of becoming homeless presents a real risk to the welfare of a child. Indicators that a family may be at risk of becoming homeless include household debt, rent arrears, Domestic Abuse and Anti- Social Behaviour. The academy recognises that referrals to the Local Authority Housing Options Service may be necessary. Concerns around homelessness may also require an accompanying referral to Children's Social Care where welfare concerns are identified, or a child has been harmed or is at risk of harm. In some cases, children over the age of 16 could be living independently of their parents or carers for example through exclusion from the family home. Where this situation is identified Children's Social Care will be the lead agency and the Designated Safeguarding Lead at academy will ensure that an appropriate referral has been made to CSWS Duty and Advice in the first instance.

The Homeless Reduction Act 2017 places a legal duty on councils to provide advice and support

3.16 Private Fostering

A 'privately fostered' child is a child under the age of 16 (18 if disabled) who is cared for and accommodated by someone other than a parent or close relative for more than 28 consecutive days

Any child separated from their parent is potentially vulnerable and thus there is a responsibility to ensure that the alternative care meets their welfare and safety needs.

The parents or those with parental responsibility and the private foster carer have a duty to notify the local authority of this arrangement.

In accordance with Part 9 of The Children Act 1989, where a private fostering arrangement is identified in respect of any child, the academy will inform the relevant local authority of such an arrangement in order to ensure the child will be satisfactorily safeguarded and their welfare promoted.

3.17 Child Mental Health

Our staff recognise that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only trained professionals should attempt to make a diagnosis; however, academy staff are well placed to observe children on a day-to-day basis and identify behaviour that might suggest a child is experiencing a mental health problem or be at risk of developing one.

Where children have suffered potentially harmful adverse childhood experiences, this can have a lasting effect throughout childhood and into their adult life.

The Local Authority have a number of support services with access to trained professionals that are available to support academies.

All concerns identified about child mental health problems identified by a member of staff will be referred to the DSL so the most appropriate follow up action can be taken.

Section 4 Allegations made against/Concerns raised in relation to teachers, including supply teachers, trainee teachers, other staff, volunteers, and contractors

Where an allegation is made against any person working in or on behalf of the academy the procedures detailed in Keeping Children Safe in Education 2026 (Part 4) and the Local Authority Managing Allegations procedures will be followed.

4.1 Managing allegations that may meet the harm threshold

Whilst we acknowledge such allegations may be misplaced, we also acknowledge that they may be founded and shall therefore be treated with respectful uncertainty, investigated properly and in line with agreed procedures of the Local Authority Designated Officer (LADO).

Allegations made against a member of staff will be dealt with by the Principal.

Where an allegation is made against the Principal the matter will be dealt with by the Chair of the Governing Body.

The needs of the child or children will remain at the centre of all action taken. With this in mind, any referral to the Local Authority Designated Officer should also be accompanied by consultation with the Local Authority screening team. This is to establish from the outset whether the concerns identified meet the threshold for a Section 47 child protection investigation and/or the police in respect of any criminal investigation.

4.2 Managing concerns that do not meet the harm threshold

Where lower-level concerns and allegations that do not meet the harms test are reported or identified, the academy will ensure that they are shared responsibly and with the right person and that the are appropriately dealt with and recorded.

The academy will encourage an open and transparent culture; to identify concerning, problematic or inappropriate behaviour early; minimising the risk of abuse; and ensuring that adults working in or on behalf of the academy are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the academy.

Concerns identified at the lower level indicate that an adult may have acted in a way that:

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

Where considered relevant, the academy will ensure parents/carers are informed.

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

4.3 External groups or individuals using academy premises

In relation to allegations: Academies and colleges may receive an allegation relating to an incident that happened when an individual or organisation was using their academy premises for the purposes of running activities for children (for example community groups, sports associations or service providers that run extra-curricular activities). As with any

safeguarding allegation, the academy will follow its safeguarding policy and procedures, including informing the LADO.

Child Protection Procedures

The aims of these procedures are:

- To clarify roles and responsibilities of everyone within the academy in relation to safeguarding
- To have clear procedures that are followed when a child is identified as needing more than universal services can provide

The term “child “or “children” refers to anyone under the age of 18 years.

Section 5 Student Information

5.1 Student Information

In order to keep children safe and provide appropriate care for them, the academy requires accurate and up to date information regarding:

- names, contact details and relationship to the child of any persons with whom the child normally lives.
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above), ensuring that if the person(s) with parental responsibility is unable to collect this person, who could collect the child and keep them safe until either the person(s) with parental responsibility is available or a more suitable arrangement is made. The academy encourages all parents and carers to provide more than one emergency contact, providing the academy with additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern
- details of any persons authorised to collect the child from academy (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been subject to a Child Protection Plan
- if the child is or has been subject to the Early Help Pathway or Child In Need (CIN) processes.
- If the child is a Child Looked After (CLA)
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

The academy will collate, store and agree access to this information, ensuring all information held electronically is stored securely with due regard to meeting the requirements of the Data Protection Act 2018 and safeguarding requirements.

5.2 Transfer of files

It is the responsibility of our academy to maintain the original child protection file whilst the child is a student here.

When a child leaves the academy their original child protection file is transferred to their new academy as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This original file will be transferred separately from the main student file. This is usually undertaken between Designated Safeguarding Leads at both academies and may be undertaken electronically. If the child moves out of area the child protection file is transferred by recorded delivery and signed for and is clearly marked confidential. A receipt is obtained which states when the file was transferred and who delivered and received the file.

When a vulnerable young person is moving to a further education (FE) establishment, consideration will be given to the student's wishes and feelings about their child protection information being passed on, so that the FE establishment can provide appropriate support. Consent will always be sought from the student. If the student cannot consent, information can be shared with professionals only if it is necessary and in their best interests.

A transferring academy does not need to keep copies of child protection files, however, may have good reason to do so, such as a copy of the child's chronology and any documents that the academy created e.g. risk assessments and documents in relation to involvement with ongoing proceedings, in an archive file. Any such files must be kept in accordance with the academy data retention policy and rules.

The receipt of the transferred file is kept alongside this archive. Any archived files are stored securely in the same way as an active file.

Section 6 Roles and Responsibilities

6.1 The Governing Body

Our Governing Body will ensure that:

- all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure
- themselves that the academy's safeguarding policies and procedures are effective and support the delivery of a robust whole academy approach to safeguarding. The training will be regularly updated.

- there is a named Safeguarding Governor that takes the lead on safeguarding arrangements ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development with a focus on the best interests of the child

- the academy has an effective Safeguarding policy and Child Protection procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is available publicly via the academy website or other means. The policy will be reviewed and updated on an annual basis;

- the academy has a behaviour policy, which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying);

- the academy has a staff behaviour policy or code of conduct and that this is provided to all staff and volunteers on induction. The policy includes acceptable use of technology, staff/student relationships and communications including the use of social media;

- the academy has appropriate safeguarding arrangements in place to respond to children who go missing from education, particularly on repeat occasions;
- the academy operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken safer recruitment training;
- the academy has procedures for dealing with allegations against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;

- online safety policy and procedures are in place and training and support is provided for staff and students to ensure that there is a good understanding of child protection issues related to electronic media;

    - a senior member of the academy's leadership team is appointed to the role of DSL who will take lead responsibility for safeguarding and child protection;
    - the academy has one or more deputy DSL's who are trained to the same standard as the lead DSL;

- that children are taught about safeguarding, including online safety as part of providing a broad and balanced curriculum;
- they remedy, without delay, any deficiencies, or weaknesses regarding child protection arrangements;
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies

in the event of allegations being made against the head teacher;

- where services or activities are provided on the academy premises by another body, the body concerned has appropriate policies and procedures in place
- with regard to safeguarding children and liaises with the academy on these matters where appropriate;
- they review their safeguarding related policies and procedures annually;
- will ensure the appointment of an appropriately trained designated teacher with responsibility for "promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales" in addition to Children who are Looked After (LAC);

Filtering and Monitoring systems, and Generative Artificial Intelligence

- the academy has implemented appropriate electronic filtering and monitoring systems to safeguard children from potentially harmful and inappropriate online material, while ensuring that "over blocking" does not unreasonably restrict educational content. If the academy chooses to incorporate Generative AI products into its processes, it will maintain robust filtering mechanisms to reliably prevent access to harmful content, with updates made in response to any emerging threats;

  additionally, the academy will enforce comprehensive activity logging procedures around AI usage, including recording input prompts and responses, analysing performance metrics, and alerting the Designated Safeguarding Lead when harmful or inappropriate content is accessed or attempted;
- the academy will obtain parental consent for using any pupil data in AI tools;
- staff including the Principal, undertake appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. This will be updated annually;
- an annual review of the filtering and monitoring provision at the school is undertaken to ensure that the academy is meeting standards provided by the DFE;
- a member of SLG and a governor, is responsible for ensuring the above standards are being met.

Further guidance on the use of Generative AI in schools can be found at: **Generative artificial intelligence (AI) in education- June 2025**

In creating compliance with all DfE requirements on the use of IT, the school will adhere to the: Meeting digital and technology standards in schools and colleges - updated June 2026

6.2 The Principal

The Principal will ensure that:

- the policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated safeguarding lead and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children;

- EYFS Safeguarding and Well-Being requirements are met in line with section 3 of the Early Years Statutory Framework; there are arrangements in place for safeguarding supervision for the Designated Safeguarding Lead and the deputy Designated Safeguarding Lead(s);
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies;
- the Designated Safeguarding Lead is supported in providing a contact for the academy to provide a report and attend Initial Child Protection Case Conferences, Reviews and Children Looked After Reviews out of academy term time when needed;
- allegations regarding staff or any other adults in the academy are referred to the Local Authority Designated Officer (LADO), as set out in the Managing Allegations procedure;
- individuals are referred to the Disclosure and Barring Service in cases where a person is dismissed or removed due to risk/harm to a child. This is a legal duty placed upon the academy.
- where a teacher is dismissed or academy ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, our head teacher must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

Details about how to make a referral to the Teaching Regulation Agency can be found on https://www.gov.uk/guidance/teacher-misconduct-referring-a-case

6.3 The Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) as stated in Keeping Children Safe in Education (2026) will ensure that they:

Manage referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required.

Work with others

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, academy nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at academy or college.

This includes:

- ensure that the academy or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
- support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Training, knowledge and skills

The DSL (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. They will also undertake Prevent awareness training.

In addition to the formal training, their knowledge and skills will be refreshed at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- take lead responsibility for safeguarding and online safety, which includes overseeing and acting on: filtering and monitoring reports, safeguarding concerns and checks to filtering and monitoring systems;
- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;

- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the academy and college, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand and support the academy or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at academy or college;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the academy or college may put in place to protect them.

Providing support to staff

The academy will support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that children feel heard and understood. Therefore, the designated safeguarding leads will be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the academy or college may put in place to protect them; and,
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Availability

- during term time the designated safeguarding lead (or a deputy) will always be available for staff in the academy to discuss any safeguarding concerns. (The term 'available' includes by means of communication using a mobile device);
- there will also be a DSL or deputy available to be contacted out of hours/out of term for urgent enquiries such as an Initial Child Protection Case Conference.

6.4 Staff and Volunteers

All staff and volunteers will:

- read and sign to say that they understand and will fully comply with the academy's safeguarding policy and child protection procedures;
- read and sign to say that they understand Part 1 of 'Keeping Children Safe in Education' 2026 and know how to apply the guidance;
- will receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring systems and procedures in place at academy;
- identify concerns as early as possible and provide help, to prevent concerns from escalating and identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm;
- provide a safe environment in which children can learn;
- be aware that they may be asked to support a Social Worker to take decisions about individual children;
- inform the designated safeguarding lead of any concerns about a child immediately;
- inform the head of any concerns regarding an adult within academy at the earliest opportunity;
- inform the Chair of Governors of any concerns regarding the head at the earliest opportunity.

Section 7 Responding to concerns and follow up actions

7.1 Concerns that staff must immediately report

It is ***not*** the responsibility of the academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of students will be recorded and discussed with the designated safeguarding lead (or the deputy DSL in the absence of the DSL) prior to any discussion with parents/carers.

Concerns that staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- any explanation given which appears inconsistent or suspicious;
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play);
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- any concerns that a child is presenting signs or symptoms of abuse or neglect;
- any significant changes in a child's presentation, including non-attendance;
- any hint or disclosure of abuse from any person;
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present);
- any potential indicators of Child Exploitation (CE);
- any potential indicators of FGM;
- any potential indicators of Radicalisation;
- any potential indicators of living in a household with Domestic Abuse.

7.2 Responding to Disclosure

Disclosures or information may be received from students, parents/carers or other members of the public. The academy recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity. Where students find communicating difficult a suitable member of staff will be provided with the necessary skills.

Such information cannot remain confidential, and staff will immediately communicate what they have been told to the designated safeguarding lead and make a contemporaneous record.

Principles:

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated safeguarding lead in order that s/he can make an informed decision of what to do next.

The Designated Safeguarding Lead will ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Child protection processes will operate with the best interests of the child at their core.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm;
- try to ensure that the person disclosing does not have to speak to another member of academy staff;
- clarify the information;
- try to keep questions to a minimum and of an 'open' nature e.g. using TED
- technique – 'Tell me, Explain to me, Describe to me….';
- try not to show signs of shock, horror or surprise;
- not express feelings or judgements regarding any person alleged to have harmed the child;
- explain sensitively to the person that they have a responsibility to refer the information to the designated safeguarding lead, children need to know that staff may not be able to uphold confidentiality where they are concerns about their safety or someone else's;
- reassure and support the child as far as possible;
- explain that only those who 'need to know' will be told;
- explain what will happen next and who will be involved as appropriate;
- record details including what the child has said, in the child's words on a 'Record of Concern'/'Cause for Concern' form or on electronic system eg. CPOMS and record any visible signs, injuries or bruises on a Body Map.
- record the context and content of their involvement, and will distinguish between fact, opinion and hearsay.

7.3 Action by the Designated Safeguarding Lead (or deputy DSL in their absence)

Following any information raising a concern, the designated safeguarding lead will consider:

- any urgent medical needs of the child;
- whether the child is subject to a child protection plan;
- discussing the matter with other agencies involved with the family;
- consulting with appropriate professionals known to the child e.g. Early Help Service Manager, Duty and Advice, medical professional working with the child and/or Safeguarding Advisor for Education;
- the child's wishes.

Then decide:

- to talk to parents/carers, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk;

- whether to make a child protection referral to CSWS Duty and Advice because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately;

OR

- not to make a referral at this stage;
- if further monitoring is necessary;
- if it would be appropriate to undertake an assessment (e.g. Early Help assessment) and/or make a referral to the Early Intervention Panel and/or to other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented and the process depicted in the flowchart in Appendix 3 will be followed. All referrals to CSWS Duty and Advice team will be followed up in writing.

If the DSL is of the view that concerns are not being responded to appropriately then these concerns will be escalated until the DSL feels that some resolution has been achieved. Initial escalation would be to the appropriate Practice or Team Manager, however, may also involve escalation to the appropriate Service Manager if it is felt necessary to do so.

7.4 Action following a child protection referral

The designated safeguarding lead or other appropriate member of staff will:

- make regular contact with the social worker involved to stay informed;
- wherever possible, contribute to the strategy discussion;
- provide a report for, attend and contribute to any subsequent child protection conference;
- if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences;
- where possible, share all reports with parents/carers prior to meetings;
- If unhappy about the outcome of the referral to Children's Services Social Care, please refer to: Leeds LSCP Local Protocol: Concerns Resolution.
- where a child subject to a child protection plan moves from the academy or goes missing, the academy will immediately inform the CSWS Duty and Advice team.

7.5 Recording and monitoring

Accurate records of concerns, discussions and decisions will be made as soon as practicable and will clearly distinguish between observation, fact, opinion, and hypothesis. All records will state who is providing the information, the date and time, information will be recorded in the child's words where possible and a note made of the location and description of any injuries seen, if this is a paper record than this should be signed.

The DSL ensures that the method for other members of staff of volunteers passing on concerns or information is always adhered to as consistency is paramount in ensuring that nothing gets missed.

Safeguarding records will include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

All documents will be retained in a 'Child Protection file', separate from the child's academy file. This will be locked away and only accessible to the head teacher and the DSL if a paper file. If an electronic file eg. using CPOMS (Child Protection Online Management System), it will be stored securely with appropriate levels of access.
The creation, retention and maintenance of all child protection files will meet the requirements of the Data Protection Act 2018 (which includes the General Data Protection Regulations 2018)

It is the responsibility of the final academy the child attends to maintain the original child protection file until the child reaches the age of: date of birth plus 25 years.

If the child goes missing from education or is removed from roll to be educated at home, any child protection file will be transferred and sent to the Leeds CME or EHE team.

Appendix 1: Responding to children who report abuse.

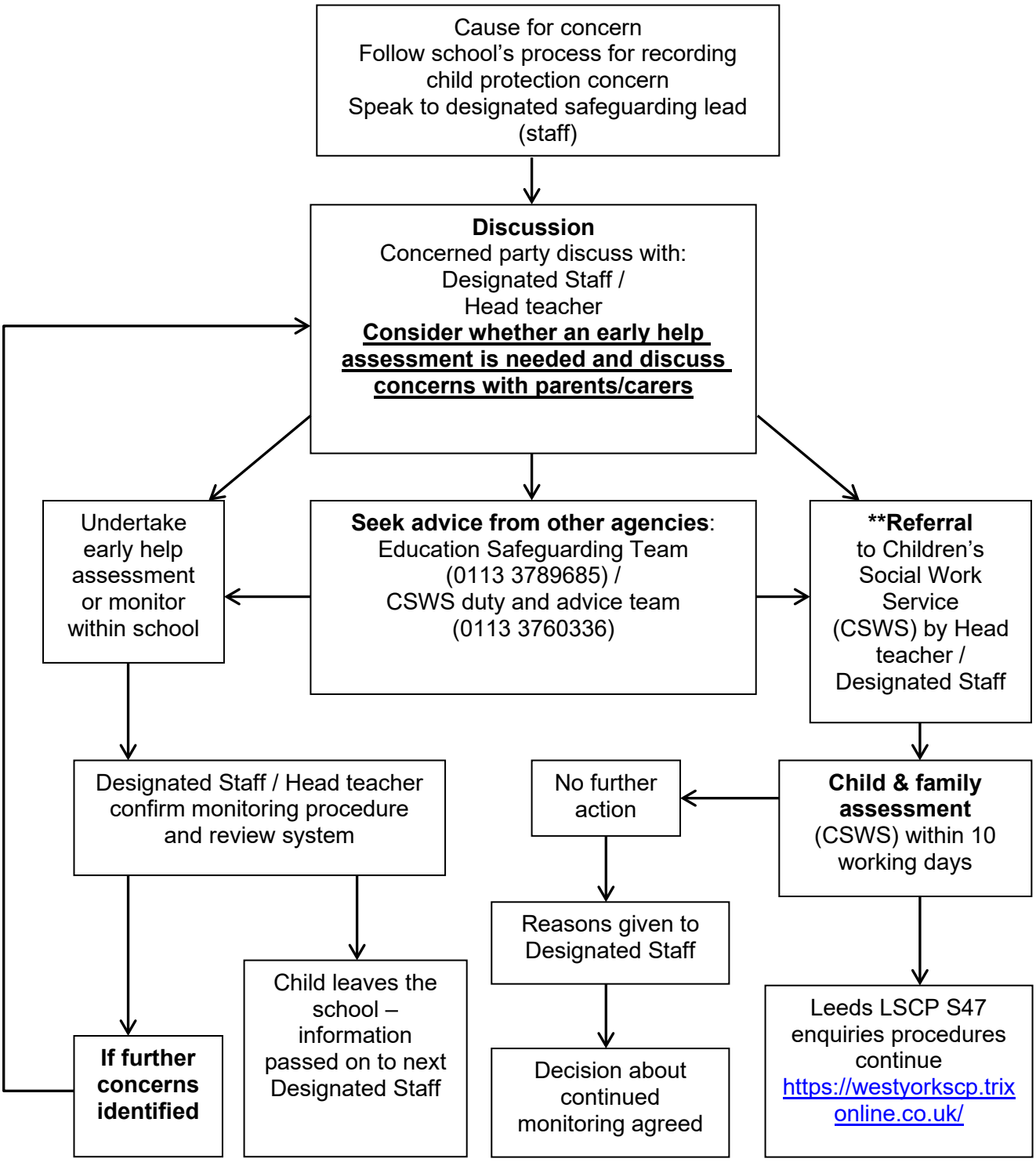
When a child tells me about abuse s/he has suffered, what must I remember?

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

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

Immediately afterwards

You must not deal with this yourself. All reports of abuse must be recorded and responded to in keeping with the professional roles and responsibilities outlined in



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

Appendix 2: Chronology of key events

Strictly Confidential

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

Name of child…… Team ……

Date	Event – CFC/Meeting/Telephone Call/Email/Review	Names of family member/professional involved.	Outcome/Follow up action

Appendix 3: Cause for Concern Form

Strictly Confidential

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

Name of child…….. Team……

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)

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 4: SMART Plan

Example: Overview of Pupil Support/SMART Plan

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

Part Two:

Appendix 5: Recruitment and Selection Checklist

Post _____
Date_____

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

to ensure authenticity)		
Identity (if that could not be verified at interview) Evidence to be kept in HR file		
Qualifications (if not verified on the day of interview) Evidence to be kept in HR file		
Permission to work in UK, if required Evidence to be kept in HR file		
School record sight of DBS certificate - where appropriate satisfactory DBS certificate.		
DBS Barred list check – applicant is not barred from working with Children **(this must be completed before the applicant commences work)**		
Childcare (Disqualification) Regulations 2009 Letter – for any staff who work in childcare provision or who are directly concerned with the management of such provision as defined in the statutory guidance.		
Health – the candidate is medically fit Medical Pre Employment Questionnaire		
Prohibition from Teaching Work Check – For those carrying out teaching work **(see below)** the teacher has not been included in the prohibition list or interim prohibition list or has a GTCE sanction.		
Qualified Teacher Status (QTS) Check – (for teaching posts in maintained schools) the teacher has obtained QTS or is exempt from the requirement to hold QTS (for teaching posts in FE colleges) the teacher has obtained a Post Graduate Certificate of Education (PGCE), or Certificate of Education (Cert. Ed) awarded by a higher education institution, or the FE Teaching Certificate conferred by an awarding body		
Overseas Checks – for individuals who have lived or worked abroad in the last 5 years. **(For those carrying out teaching work within the EEA area this will include an EEA prohibition order check through Employer Access until Jan 21, after this date it will include a reference from any education employer overseas in the same period)**		
Statutory Induction Completed (for teachers who obtained QTS after 7 May 1999 and are not employed as NQTs)		
Risk Assessment – for Volunteers a written Risk assessment in relation to undertaking an Enhanced DBS		
Child Protection & Online safety training and other induction such as H&S, Safe Working Practice / code of staff behaviour, etc Including: **Safeguarding & Child Protection Policy** **Safer Working Practice Guidance** **Whistleblowing procedures** **KCSiE Part 1 or Annex A & Annexe B** **ICT Acceptable Use Policy** **Online Safety Policy & Guidance** Children Missing Education Policy Behaviour Policy		

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

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

Appendix 6: MACE Panel Referral Form

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

Referrer's Details

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

Child's Details

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

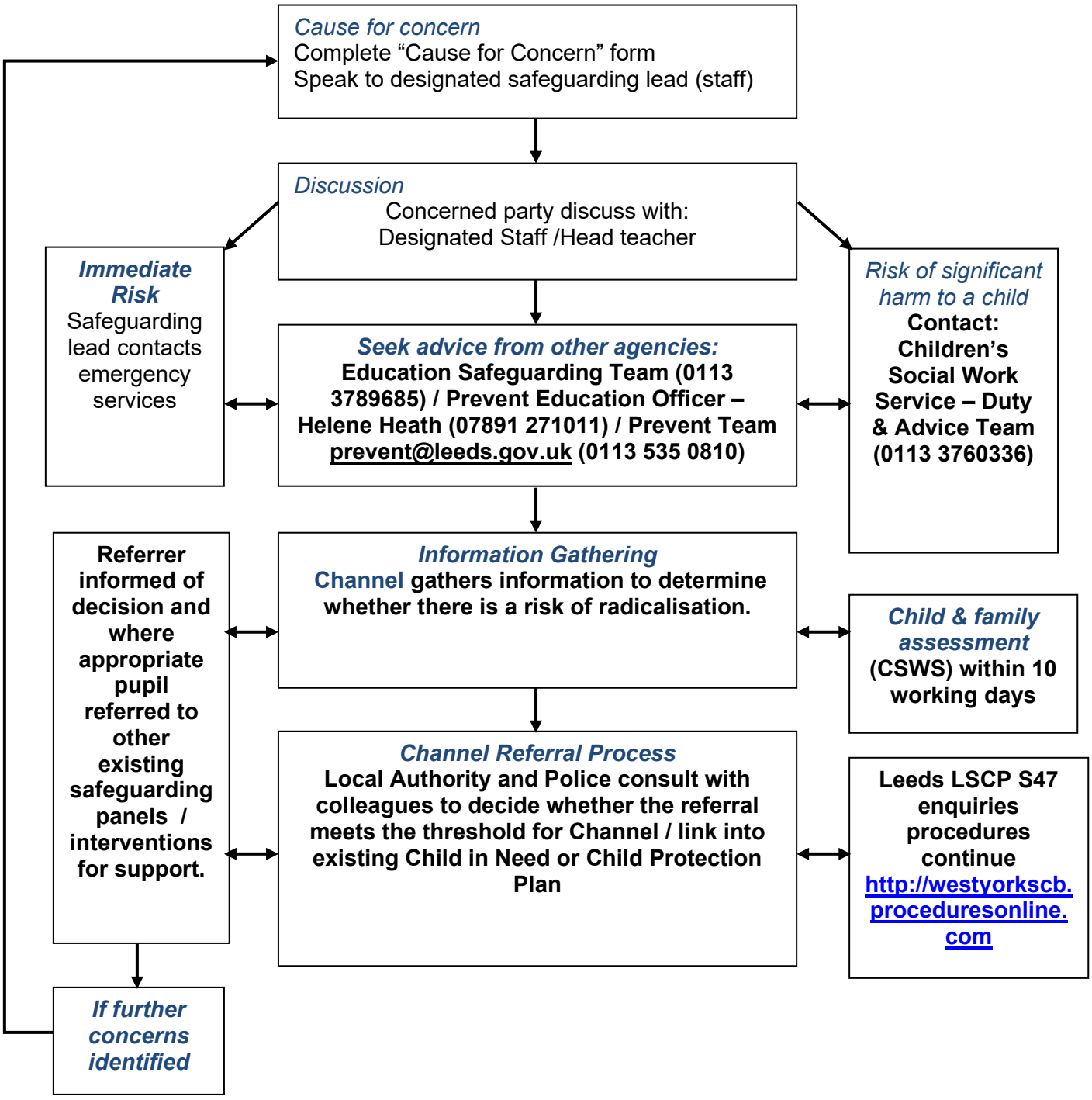
Has a Mapping Meeting taken place?	Yes / No	Is the child part of a peer group of children identified as being at risk of exploitation?	Yes / No
Has the child been discussed at MACE previously? *If so, please provide a summary of previous MACE actions / interventions.*			
What is the main presenting issue(s):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

TO BE COMPLETED INTERNALLY:

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

Appendix 7 Radicalisation Response Checklist

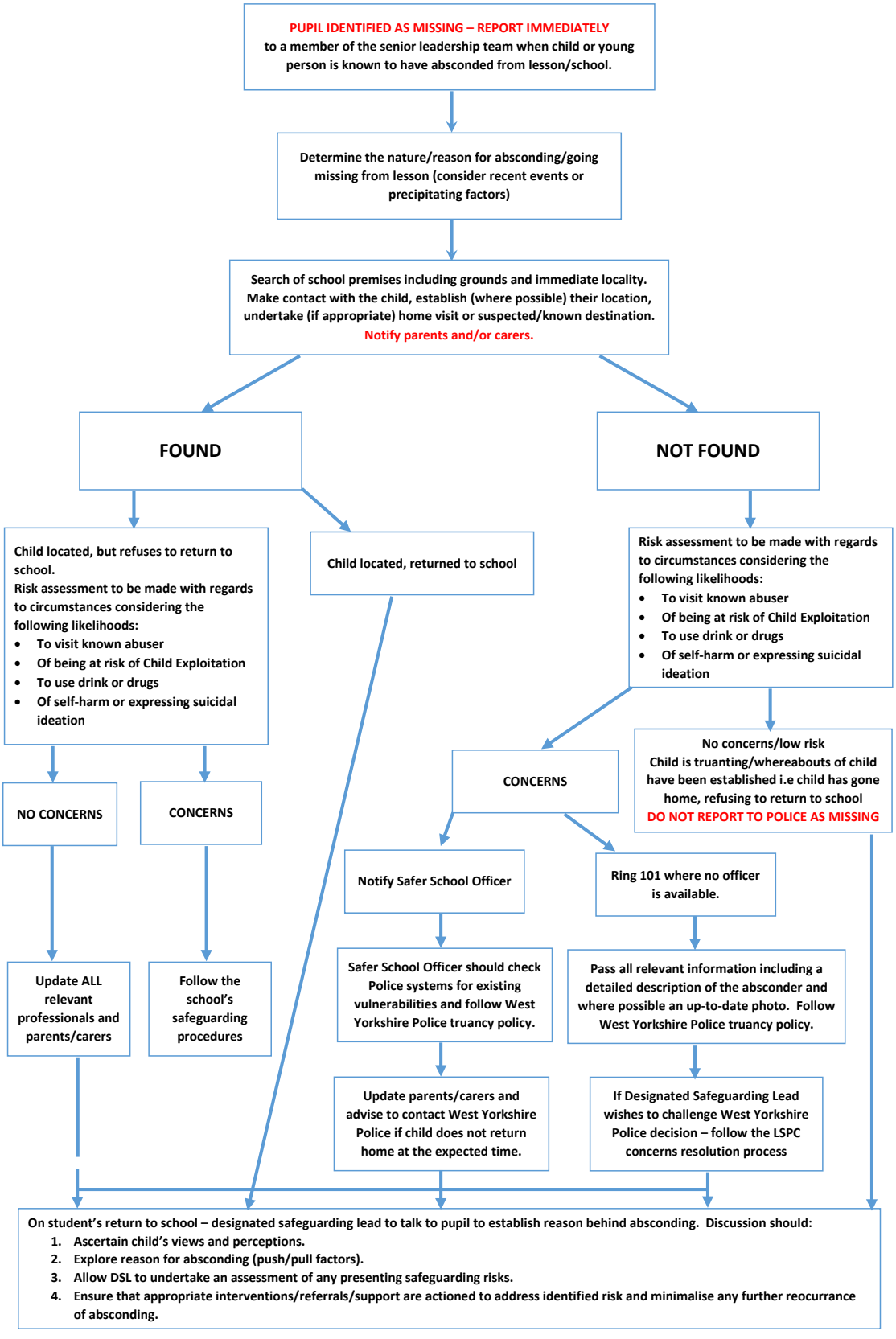
Summary of in-school procedures to follow where there are potential radicalisation concerns about a child/member of staff



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

Appendix 8: Missing from School Response Checklist

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



Appendix 9: FE Safeguarding Information Sharing Form

Name			
Date of Birth	**Unique Learner Number** _____		
Gender Identity	Male ☐	Female ☐	Transgender ☐
	Non-Binary ☐	Genderqueer ☐	Gender-fluid ☐

Please indicate the nature of the incident or safeguarding issue that you have been concerned about either in the past or currently.

Physical Abuse	☐	Sexual Abuse	☐	Emotional Abuse	☐
Neglect	☐	Mental ill Health	☐	Suicidal intent	☐
Self-Harm	☐	Forced Marriage	☐	Risk to others	☐
Prevent	☐	CSE	☐	Faith Abuse	☐
Financial Abuse	☐	Domestic Violence	☐	Female Genital Mutilation	☐
Fabricated/Induced Illness	☐	Gangs and Youth Violence	☐	Harmful Sexual Behaviour	☐
Institutional abuse	☐	Missing from home	☐	Sexting	☐
Trafficking	☐	Missing in education	☐	Substance abuse	☐
*Child Looked After	☐	COVID-19 related issues	☐		

Other/Additional information(Please State):

Are there any current or relevant historical safeguarding concerns?

Please can you provide details of the concerns that you have noted. Please also indicate if the concern was referred to any agencies (i.e., children's social work services, adult social care, police) and the outcome of the referral? Feel free to use additional sheets if required. **Please ensure that child protection records/information is transferred within 5 days of confirmation that the student is on role.**

Safeguarding Issue	Date	What action was taken / Referred to agency?

Please can you give full details including contact details of which agencies are currently working with the student?			
Children's Social Work Services		Adult Social Care	
Probation		Youth Offending Services	
CAMHS		Police	
Other, Please state			

Has the student been subject to a Child in Need Plan, a Child Protection Plan, Early Help Plan, Education Health Care Plan, Personal Education Plan or RAMP (for Harmful Sexual Behaviour) *Please give further details about the support they are currently receiving.*

What areas of support would you recommend the student will need at College?							
Additional Learning Support	☐	Life Skills	☐	Family support	☐	Substance Misuse	☐
Risk of offending or re-offending	☐	Financial **CLA are entitled to bursaries and discretionary funding*.	☐	Health Advice	☐	Emotional Wellbeing	☐
Basic Skills	☐	Housing	☐	Counselling	☐	Other, please state below	☐
Risk Management Plan	☐	*(Please indicate if this is for risk to others, risk to themselves or relating to sexually harmful behaviour)*					
Please can you provide further information concerning any recommendations for support?							

Please can you provide your details below:	
Name:	Position:
Organisation:	Tel No:
Email Address:	Date:

CONSENT TO SHARE INFORMATION PRIOR TO ENROLMENT

To be completed by student

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

Date	
Signature of student	

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

Name of contact	
Telephone number	

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

Please return this form to the relevant contact listed below:

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

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

	Leeds City College
Name of Contact	Rebecca Riley
Job Title	Head of Safeguarding
Name of organisation / service	Leeds City College, Park Lane Campus, room A2.20
Email address	Rebecca.riley@luminate.ac.uk
Contact telephone number	Tel: 0113 2162055/ 07710138460

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

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

Appendix 10 – 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.
Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

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

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

Professional/s Named in the Allegation:

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

Home Address:	

Child/ren's Details (if applicable):

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

Address :	

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

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

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

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

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

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

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

Does the professional work with children in any other capacity?

Does the professional acknowledge the concern? **Please consult with HR if advice is required about talking to the member of staff**
What is their view?

Do you believe that the individual concerned poses a current risk of significant harm to children and young people in your organisation?
YES ☐ NO ☐ Please explain your rationale for the response.
In your professional opinion what action should be taken in regard to the individual facing the allegation or concern?

If the professional who these concerns are about, is not a member of staff directly employed by your

organisation *(e.g., an agency worker) have you discussed this concern with the appropriate Line Manager for the organisation concerned?*
What is their view?
Name of employer:
Contact details:

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

Form Completed by:

Contact details:

Considerations for all children before taking action

Information sharing, observation or professional judgement raises a concern about a child

Discuss internally with DSL / safeguarding team

Consider is there an immediate risk of significant harm?
Is the child in need of protecting?

Has the child suffered or is likely to suffer significant harm?
Is there a clear allegation or evidence of abuse?
Is there evidence of serious neglect, exploitation, violence or coercion?

NO / Unsure

YES

Contact Duty & Advice and/or police immediately
Duty and Advice on 0113 376 0336
Be guided on next steps by CSWS/police

Is safeguarding advice needed because there is a concern about risk of harm to a child?

For children requiring protection or at risk or harm

YES- This is a child at risk

Does the child already have an **allocated** social worker/family support worker/cluster worker or other safeguarding or early help professional involved→ Contact them directly

If not- contact **Education Safeguarding Team** consultation line who can:

- Support professional judgement
- Advise on risk management
- Help identify appropriate pathways

Tel: 0113 3789685

ESTconsultation@leeds.gov.uk

Considerations for all children before taking action

For children and families requiring support

NO- This is a child/family needing support not safeguarding.

Is this primarily a support issue?

Consider:
families.first@leeds.gov.uk clusters
EPEC – kerry.heseltine@leeds.gov.uk - 0113 3788869
Reducing Parental Conflict – toni.smith@leeds.gov.uk
Front Door EHP - frontdoorearlyhelp@leeds.gov.uk
Family Hubs - Family hubs | Leeds.gov.uk
Family Hub Referrals - Family.hubs@leeds.gov.uk - 0113 5350185
Rethink forums – Rethink.team@leeds.gov.uk
Reflect and Rethink (R&R) - RandR@leeds.gov.uk
Family, Community and Connections team - fcc@leeds.gov.uk
prevent@leeds.gov.uk 0113 5350810
safeprojectteamVM@leeds.gov.uk
Leeds City Council OMG's - https://www.leeds.gov.uk/one-minute-guides

	Is this primarily an attendance issue? (Is the child otherwise safe?) Are you following your school attendance policy? Has contact with parents been made? Have home visits been attempted? Is the LA or your trust Attendance Team aware? SchoolAttendanceService@leeds.gov.uk **Tel: 0113 3786955**		
	Is this primarily a SEND / inclusion issue? (Is *the child* otherwise safe?) Have reasonable adjustments been explored? Has the SENCo / Inclusion Lead been involved? Have you contacted relevant services (EP, Inclusion, SEND support)? Review plans /risk assessments Involve parents		