

SAFEGUARDING AND CHILD PROTECTION POLICY

Academic Year 2023 – 2024

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| ISI Reference: | ISI Ref: 7a, 7g & 7h |
| Rationale for the Policy: | The Grammar School at Leeds is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share this commitment. All children have the right to be protected from harm. |
| Policy aim: | To ensure that protocols and procedures are highlighted and that information around each safeguarding issue can be better understood so that all adults working with the children and young people in our care can be kept safe from harm. |
| Author: | Designated Safeguarding Lead |
| Agreed and authorized by: | GSAL SLT, Governing Body |
| Date agreed: | September 2023 August 2024 |
| To be reviewed: | |
| Category: | External |
| Circulation and publication: | School Website, GSAL World, Staff noticeboards |

**The School runs on FREDIE principles:
Fairness, Respect, Equity, Diversity, Inclusion and Engagement**

Contents


| | | |
|-----------|--|------------|
| 1 | Aims..... | 9 |
| 2 | Legislation and statutory guidance | 9 |
| 3 | Definitions | 11 |
| 4 | Equality statement..... | 11 |
| 5 | Roles and responsibilities | 12 |
| 5.2 | ALL STAFF..... | 12 |
| 5.3 | THE DESIGNATED SAFEGUARDING LEAD (DSL) AND DEPUTY DESIGNATED STAFF.. | 14 |
| 5.4 | THE GOVERNING BODY | 166 |
| 5.5 | THE PRINCIPAL..... | 177 |
| | FIG 1: SUMMARY OF IN-SCHOOL PROCEDURES TO FOLLOW WHERE THERE ARE CONCERNS ABOUT A CHILD | 18 |
| 6 | Confidentiality and Information sharing..... | 19 |
| 6.4 | INFORMATION SHARING | 19 |
| 6.5 | WORKING WITH PARENTS AND OTHER AGENCIES TO PROTECT CHILDREN | 20 |
| 6.6 | MULTI-AGENCY WORK | 20 |
| 7 | Opportunities to teach safeguarding – Preventative Curriculum | 211 |
| 7.1 | OUR ROLE IN THE PREVENTION OF ABUSE | 211 |
| 7.2 | OTHER AREAS OF WORK..... | 21 |
| 8 | Our role in supporting children | 22 |
| 9 | Children with special educational needs, disabilities or health issues | 22 |
| 10 | Children at risk of specific forms of abuse | 23 |
| 11 | Remote Learning and Remote Welfare..... | 244 |
| 12 | Female Genital Mutilation: The Mandatory Reporting Duty | 255 |
| 13 | Radicalisation, Extremism and Terrorism | 255 |
| 14 | Channel..... | 266 |
| 15 | Child on child abuse | 266 |
| 16 | Child Exploitation | 288 |
| 17 | Sharing of nude and semi-nude images..... | 299 |
| 18 | Mental Health Policy | 30 |
| 19 | Children who are absent from Education | 31 |
| 20 | A Safer School Culture | 322 |
| 20.1 | Safer Recruitment, selection and pre-employment vetting..... | 33 |
| 20.2 | Procedures for managing allegations or safeguarding concerns against any adult working in school 34..... | 34 |

| | | |
|--|--|-----|
| 21 | Training and Support | 388 |
| 22 | Child Protection Records | 399 |
| 23 | Children’s and parents’ access to child protection files | 42 |
| 24 | Archiving | 42 |
| 25 | Safe destruction of the pupil record | 43 |
| 26 | Safeguarding responsibilities for pupils in transition..... | 43 |
| Appendix 0 : Child Protection and Safeguarding Team posters..... | | 455 |
| Error! Bookmark not defined. | | |
| Appendix 1 : Definitions and indicators of abuse..... | | 467 |
| Appendix 2 : The Role of the Designated Safeguarding Lead | | 53 |
| Appendix 3 : Responding to children who report abuse..... | | 577 |
| Appendix 4 : Chronology of key events | | 60 |
| Appendix 5 : Cause for Concern Form..... | | 61 |
| Appendix 6 : SMART Plan | | 63 |
| Appendix 7 : School Welcome Leaflet..... | | 64 |
| Appendix 8 : Recruitment and Selection Checklist..... | | 655 |
| Appendix 9 : CSE Response Checklist..... | | 688 |
| Appendix 10 : MACE Panel Referral Form..... | | 699 |
| Appendix 11 : Radicalisation Response Checklist..... | | 72 |
| Appendix 12 : Missing from School Response Checklist | | 73 |
| Appendix 13 : FE Safeguarding Information Sharing Form | | 74 |
| Appendix 14 : LADO Notification Form..... | | 788 |
| Appendix 15 : Prevent Referral Form..... | | 83 |
| Appendix 16 : Guidelines for Visiting Speakers | | 855 |
| Appendix 17 : Visitors to the Site | | 877 |

This Safeguarding & Child Protection Policy is applicable to all pupils in the school, including those in the EYFS and those in sixth form.

This policy is available on the school website, and is reviewed and ratified annually by the governing body or as events, or legislation requires. Any deficiencies or weaknesses identified will be remedied without delay.

| Academic year | Designated Safeguarding Lead | Deputy Designated Safeguarding Lead/s | Nominated Governor | Chair of Governors |
|---------------|---|---|--------------------|--------------------|
| 2023-24 | Mrs Helen Stansfield (Whole School DSL) Mrs Andrea Evans (Primary DSL) | Mr Chris Freeman Mrs Sally Cooke Ms Leanne Sutheran Mr James Shepherd Mrs Steph Munro | Mrs Pat Sowa | Mr Angus Martin |

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|---------------------------|--|
| Policy review date | September 2023 |
| Ratified by Governors | |
| Signed |  |
| Date | Mr Angus Martin Chair of Governors 4 September 2023 |
| Policy shared with staff: | 4 September 2023 |

This policy is reviewed annually, overseen by the Chair of Governors, as confirmed above.

This policy is modelled on the Leeds Children's Services Model Safeguarding and Child Protection Policy 2023-24.

The Grammar School at Leeds works under the Leeds Safeguarding Children's Partnership.

**The Grammar School at Leeds
Child Protection and Safeguarding Advice
Contact List – September 2023**

| Role / Agency | Name and role | Contact details |
|---|--|---|
| School Designated Safeguarding Lead (DSL) / Child Protection Coordinator | <p>Mrs Helen Stansfield, Whole School DSL, Senior Deputy Head, Pastoral</p> <p>Mrs Andrea Evans, DSL for Primary, Primary Deputy Head, Pastoral (responsibility for EYFS)</p> | <p>hps@gsal.org.uk Senior School main reception: 0113 229 1552 ext 4379</p> <p>Mob : 07435 789738</p> <p>ae@gsal.org.uk Primary School main reception: 0113 228 5122 ext 3050</p> |
| Deputy DSL | <p>Mr Chris Freeman, Deputy Head, Pastoral</p> <p>Mrs Sally Cooke, Head of Individual Needs</p> <p>Ms Leanne Sutheran, Head of Student Wellbeing</p> <p>Mrs Steph Munro, Assistant Head</p> <p>Mr James Shepherd, Assistant Head</p> | <p>cjf@gsal.org.uk Senior School main reception: 0113 229 1552 ext 4162</p> <p>sjc@gsal.org.uk Senior School main reception: 0113 229 1552 ext 3012</p> <p>ls@gsal.org.uk Senior School main reception: 0113 229 1552</p> <p>slm@gsal.org.uk Primary School main reception: 0113 228 5122 ext 3017</p> <p>js@gsal.org.uk Primary School main reception 0113 2285122 ext 3017</p> |
| Other nominated officers | Please see posters in the Appendices and on the walls of each room around school. | |
| Governor with responsibility for Child Protection and Safeguarding | Mrs Pat Sowa Designated Governor for safeguarding | pat.sowa@gsal.org.uk |

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| Chair of Governors | Mr Angus Martin | angus.martin@gsal.org.uk |
| Designated Teacher for Children who are Looked After and previously Looked After Children | Mrs Helen Stansfield | hps@gsal.org.uk |
| Individual Needs Coordinator (SENDCo) | Mrs Sally Cooke | sjc@gsal.org.uk |
| PSHE/RSHE Coordinator | Mrs Joanna Haynes-Boyd | jlh@gsal.org.uk |
| Online Safety Coordinator | Mrs Helen Stansfield | hps@gsal.org.uk |
| Leeds Safeguarding Children's Partnership | | |
| CSWS Duty and Advice / Front Door Safeguarding Hub | Urgent Child Protection concerns / initial referral | Professionals: 0113 3760336 Member of the public: 0113 2223301 |
| CSWS Emergency Duty Team (out of hours) | Urgent Child Protection concerns | 0113 535 0600 childrensEDT@leeds.gov.uk |
| Education Safeguarding Team | Advice / Training / Safeguarding Audit | 0113 378 9685 estconsultation@leeds.gov.uk |
| Local Authority Designated Officer | Allegations against adults in school | 0113 378 9687 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 |

Advice can also be sought from **Deborah Jobson** – Team Manager Education and Early Years Safeguarding Team - **0113 378 9637**

Any incidents causing serious harm should also be reported to the police from the outset, using the 101 number, as should any other crime that has been committed.

DfE Prevent Helpline and Mailbox for non-urgent advice for staff and governors – 020 7340 7264 / counter-extremism@education.gsi.gov.uk

Children Missing Education – cme@leeds.gov.uk Tel: 0113 378 9686

Reporting Female Genital Mutilation – complete West Yorkshire Police FGM Reporting Form or call 101. Staff should follow the local safeguarding children's partnership procedures.

Other contacts in the surrounding areas:

The home address of a pupil you have a concern about governs the relevant local agency that you call.

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|-----------------|--|--|
| North Yorkshire | MAST | Telephone: 01609 780 780 Advice line: 01609 535 070 Email: children&families@northyorks.gov.uk |
| | Advice: Susan Crawford | Telephone: 01609 532 152 Mobile: 07813 005 161 |
| Bradford | Children's Social Services Initial Contact | 01274 437 500 |
| | General enquiries | 01274 434 361 |
| Calderdale | Children's Social Care | 01422 393 336 |
| Doncaster | | 01302 736 000 |
| East Yorkshire | | 01482 395 500 |
| Kirklees | MASH | 0113 378 6018 |
| | General enquiries | 01484 225 450 |
| | Duty and Advice team (9am-5pm) | 01484 456848 |
| | Emergency duty team (out of hours) | 01484 414933 |
| Wakefield | | 03458 503 503 |
| York | | 01904 551 900 |

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| Childline | 0800 1111 |
| NSPCC | 0808 800 5000 |
| The Children's Commissioner | 0800 528 0731 Advice.team@childrenscommissioner.gsi.gov.uk |
| Leeds City Council Whistleblowing hotline | 0113 378 8008 |

The Grammar School at Leeds is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors, volunteers, contractors and visitors to share this commitment.
All children have the right to be protected from harm.

Glossary

All staff refers to all paid 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 into 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 formal and informal curriculum.

Child is any pupil under the age of 18.

- DSL Designated Safeguarding Lead
- DDSL Deputy Designated Safeguarding Lead
- DT Designated Teacher for Looked After and previously Looked After Children
- IN Individual Needs Coordinator
- (SENDCo) Special Education Needs and Disabilities Coordinator
- PSHE Personal, social, health and economic education
- RSE Relationships and sex education
- CSWS Children's Social Work Services
- KCSiE Keeping Children Safe in Education (DfE, September 2023)

Visitors to school

All visitors must sign in on arrival and collect a visitor's badge and wear a lanyard at all times through the visit. They must read the School Information Leaflet which outlines Child Protection and Safeguarding procedures in school and how to report concerns regarding a child/young person or another adult in school. 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.

1 Aims

1.1 The Grammar School at Leeds aims to ensure that:

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

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

1.3 The school always endeavours to consider the best interests of the child.

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

1.5 It is important that children feel that they have the opportunity to be listened to. Children should be allowed to turn to any member of staff of their choice for help and support. Children have a designated class teacher/form tutor and year group leader/head of year as their first ports of call as well as being able to turn to the Student Support Services team. Posters around school state the different pathways of support including counselling and also an anonymous Report it! Box – fixed box outside the library or Head of Year offices or electronic reporting platform on GSAL World.

2 Legislation and statutory guidance

2.1 This policy is based on the Department for Education's statutory guidance, Keeping Children Safe in Education (KCSIE) 2023 and [Working Together to Safeguard Children \(WTTSC 2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the procedures set out by our Local Safeguarding Children partnership (LSCP).

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

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

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

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

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

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

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

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

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

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

[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (Department for Digital, Culture, Media & Sport and UK Council for Internet Safety 2020)

[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(2021\)](#)

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

[Children Missing Education – Statutory guidance for local authorities](#) (DfE September 2016)

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

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

Schools and colleges are under a statutory duty to cooperate with the published LSCP arrangements. This policy conforms to locally agreed inter-agency procedures [LSCP - Local protocols for Leeds practitioners \(leedsscp.org.uk\)](#) and has been ratified by the LSCP Education Reference Group. It is available to all interested parties on our

website and on request from the main school office. It must be read in conjunction with other relevant policies and procedures and KCSiE (DfE 2023).

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

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

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

3 Definitions

3.1 Safeguarding and promoting the welfare of children means:

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

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

3.3 Appendix 1 explains the different types and indicators of abuse.

3.4 Children includes everyone under the age of 18.

4 Equality statement

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

4.2.1 We give special consideration to children who:

- Have special educational needs or disabilities or health conditions;
- Children who have a social worker;
- Are young carers;
- May experience discrimination due to their race, ethnicity, disability, religion, gender identification, or sex or sexual orientation;
- Have English as an additional language;
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence;
- Children who are in the court system;
- Children with a parent in prison;
- Are at risk of FGM and other forms of honour based violence, sexual exploitation, forced marriage or radicalization;

- Are asylum seekers;
- Are at risk due to either their own or a family member's mental health needs;
- Are missing or absent from education;
- Children who are in care, previously looked after or any children not growing up with their birth family (this covers private fostering and all kinship arrangements);
- Whose parent/carer has expressed an intention to remove them from school to be home educated.

5 Roles and responsibilities

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

5.2 ALL STAFF

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

5.2.2 All GSAL Staff (whether they work directly with children or not will read Part 1 and Annex B as determined by the DSL dependent on their roles, responsibilities and contact with children. They are trained in the expectations, roles and responsibilities of filtering and monitoring.

5.2.3 All staff will be aware of:

- Our systems which support safeguarding, including reading and understanding their profession responsibilities as outlined in Guidance for Safer Working Practice (2022) understanding the role of the designated safeguarding lead (DSL), reading and understanding the behaviour policy, and their safeguarding responses to children who go missing from education during the school day or otherwise and reading and understanding the school's online safety policy.
- The early help process and their role in it, including identifying emerging problems that may warrant Early Help intervention, particularly those identified in Part 1 of KCSiE, liaising with the DSL, reporting it through CPOMS and sharing information with other professionals to support early identification and assessment by reporting it on CPOMS as soon as you have a concern about any pupil.
- That children's behaviours can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviours that may communicate that poor wellbeing *can* be an indicator of factors such as abuse, neglect and adverse childhood experiences can impact on children's mental health, behaviour and education.
- The process for making referrals to local authority children's social work service (CSWS) and for statutory assessments that may follow a referral, including the role

they might be expected to play. **The summary of in-school procedures to follow where there are concerns about a child (pg 17)** illustrates the procedure to follow if you have concerns about a child's welfare. Wherever possible, speak to the DSL, DDSL or Principal or Vice Principal (in the absence of a DSL) first to agree a course of action. In the absence of a DSL or the Principal/Vice Principal being available, staff must not delay in directly contacting children's social work duty and advice team or the police if they believe a child is at immediate risk of significant harm.

- Our work in partnership with other agencies in the best interests of the children. Requests for service to CSWS will (wherever possible) be made by the Safeguarding Designated Staff, to the CSWS Duty and Advice team (0113 3760336). Where a child already has a child protection social worker, the school will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker.
 - What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as Female Genital Mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
 - In school procedures for recording any cause for concerns and passing information on to DSLs in accordance with school's recording systems.
 - Technology being a significant component of safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can abuse other children online, this can take the form of abusive, harassing and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.
 - The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE), FGM, radicalisation child-on-child abuse and serious and violent crime. All staff to be aware that safeguarding incidents/behaviours can occur outside school or be associated with outside factors CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity.
 - Children absent from education or missing in education/absconding during the school day can also be a sign of a range of safeguarding concerns including but not limited to sexual abuse, sexual exploitation or child criminal exploitation, including involvement in County Lines.
 - Children may not feel ready or know how to tell someone that they are being abused, exploited neglected and/or may not recognise their experiences as harmful.
- 5.2.4 School cameras may be used to record pupils' learning and attainment and any images should be appropriately stored solely on the School network and are not to be removed from the premises unless authorised and for appropriate use.

- Staff who work in a one-to-one situation with students should be mindful when taking photographs; this should be relevant and appropriate to the needs of the child. Permission must be sought from a member of the GSAL SLT for the capture of images in areas which may be deemed to be sensitive, e.g. swimming pool. Staff should ensure that all images they take or commission to be taken are wholly appropriate at all times.
- Where an image inadvertently contains something which may be viewed as inappropriate, e.g. an unfortunate camera angle, this should be taken to the DSL immediately in a spirit of transparency so that this may be addressed immediately.
- Personal devices must not be used to record or photograph pupils at any time.
- The use of personal mobile phones is not allowed in an EYFS setting. Personal mobile phones and personal cameras must not be taken into any areas where EYFS children are present including their classrooms and playgrounds, even in handbags.
- Use of personal mobile phones is covered under the Acceptable Use and Online safety policy, including the use of 3G/4G networks.
- Appendix 1 details different kinds of abuse
- Appendix 3 provides guidance to staff on how to respond to children who report abuse,

5.3 THE DESIGNATED SAFEGUARDING LEAD (DSL) AND DEPUTY DESIGNATED STAFF

- 5.3.1 Our DSL is Mrs Helen Stansfield, Senior Deputy Head, Pastoral, who is a member of the Whole School Leadership Team. The DSL takes lead responsibility for child protection and wider safeguarding (including online safety and understanding the filtering and monitoring systems which are in place). Refer to Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk). The DSL links up with the IT team in school to undertake responsibilities of filtering and monitoring.
- 5.3.2 The optimal scenario is to have a trained DSL or DDSL available on site. Where this is not possible (e.g. due to self-isolation), a trained DSL or DDSL will be available to be contacted by phone or online video – for example when working from home.
- 5.3.3 During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. (All contact details are on page 4 of this policy). Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site:
Email: hps@gsal.org.uk
Tel: 0113 229 1552 ext 4379
Mobile: 07435 789738
- 5.3.4 When the DSL is absent, the following members of staff will act as cover:
Mrs Andrea Evans, Primary Deputy Head, Pastoral (responsibility for EYFS) & Primary DSL
Mrs Steph Munro, Assistant Head, Primary School

Mr James Shepherd, Assistant Head, Primary School
Mr Chris Freeman, Deputy Head Co-Curricular & Pastoral
Mrs Sally Cooke, Head of Individual Needs
Ms Leanne Sutheran, Head of Student Wellbeing

- 5.3.5 If the DSL and deputies are not available, any nominated officer stated on our safeguarding posters (see Appendix 0) will act as cover (for example, during out-of-hours/out-of-term activities).
- 5.3.6 The DSL will be given the time, training, resources and support to:
- Provide advice and support to other staff on child welfare and child protection matters
 - Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
 - Contribute to the assessment of children by providing as much information as possible as part of the referral process to help social care assessments to consider contexts outside the home and enable a contextual approach to harm
 - Refer suspected cases, as appropriate, to the relevant body (children's social care duty and advice team, Channel programme, Disclosure and Barring Service, Teaching Regulation Agency and/or police), and support staff who make such referrals directly. Provide support for staff to comply with their mandatory reporting duties in cases where FGM has been identified.
 - Mrs Helen Stansfield (DSL) will ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues, have access to regular safeguarding supervision. (Ref: LCC Framework for Supervision 2021).
 - The DSL will also keep the Principal informed of any issues, and liaise with local authority officers and relevant professionals for child protection concerns as appropriate.
 - The DSL is responsible for responding to domestic abuse notifications from the local authority and providing support to children and their families as appropriate
 - The DSL will take responsibility for online safety
 - The school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings
 - Provide reports as required for meetings. If school is unable to attend a meeting, a written report will be sent. Reports will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting
 - Where a child in school is subject to an inter-agency child protection plan or any multi-agency risk management plan, the DSL will contribute to the preparation, implementation and review of the plan as appropriate
 - The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2018). When to Call the Police (NPCC 2020) should help designated safeguarding leads to understand when they should consider calling the police and what to expect when they do
 - Promote the educational outcomes of children with a social worker and other pupils deemed vulnerable. It is essential therefore that the DSL works in close collaboration with the DT and IN coordinator as children who are in need of help and protection must also have their learning needs prioritised in planning to ensure education is a protective factor and not only by way of regular attendance at school
 - Has suitable training to ensure that any Children who are Looked After in the school are appropriately supported in the school.

The full responsibilities of the DSL are set out in Annex C of KCSIE, also in Appendix 2 of this policy – Role of the designated safeguarding lead. All designated safeguarding leads and deputy safeguarding leads must read and comply with this.

5.4 THE GOVERNING BODY

- 5.4.1 The governing body will approve this policy at each review, and hold the Principal to account for its implementation and any actions/recommendations made by the Local Authority in respect to strengthening the school's safeguarding arrangements.
- 5.4.2 The governing body should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- 5.4.3 The governing body will create a strong whole school culture of safeguarding in school in order to ensure that safeguarding and child protection are at the forefront and underpin all aspects of policy and procedure development
- 5.4.4 The governing body will complete the LA safeguarding and child protection briefing on their strategic roles and responsibilities every three years including online safety training. The governing board will ensure that all policies, procedures and training are effective and comply with the law at all times. The governing body will ensure that all staff undergo safeguarding training and child protection training, including online safety training providing an understanding of the expectations and applicable roles and responsibilities in relation to filtering and monitoring.
- 5.4.5 The governing body will appoint a lead governor to monitor the effectiveness of this and other related safeguarding policies (i.e. online safety, whistleblowing, behaviour etc.) in conjunction with the full governing board. Staff governors cannot be the lead governor with responsibility for safeguarding and child protection. Lead governors should access the LA designated safeguarding governor training every three years including online safety training.
- 5.4.6 In the event that safeguarding concerns or an allegation of abuse is made against the Principal, the chair of governors will act as the 'case manager'. See also 20.2.
- 5.4.7 The governing body will ensure that the school has robust IT filtering and monitoring systems in place and should be informed in part, by the risk assessment required by the Prevent Duty in order to limit children's exposure to online risks. The governing body should consider the number and age range of children, those who are potentially at greater risk of harm and how often they access the IT system. Governors must regularly review the effectiveness of filters and the monitoring system.
- 5.4.8 The governing body, along with the school's senior leadership team, are responsible for satisfying themselves and obtaining written assurances from any relevant school lettings and alternative/off site providers and provisions that their safeguarding arrangements are secure and in keeping with KCSIE. This includes ensuring that the provision has effective safeguarding policy/procedures/training in place for all staff. The provision follows safer recruitment processes and has clear allegation

management processes. Pupils who attend alternative provisions can often have complex needs and it is important that these settings are aware of the additional risk of harm that their pupils may be vulnerable to and appropriate risk assessments/support plans are in place where pupils access provision offsite.

5.4.9 The Grammar School at Leeds may use alternative or off-site providers and when this is the case, will use written evidence of safeguarding arrangements.

5.4.10 The governing body will supply information as requested by the Local Safeguarding Children's Partnerships and the Local Authority Education Safeguarding Team.

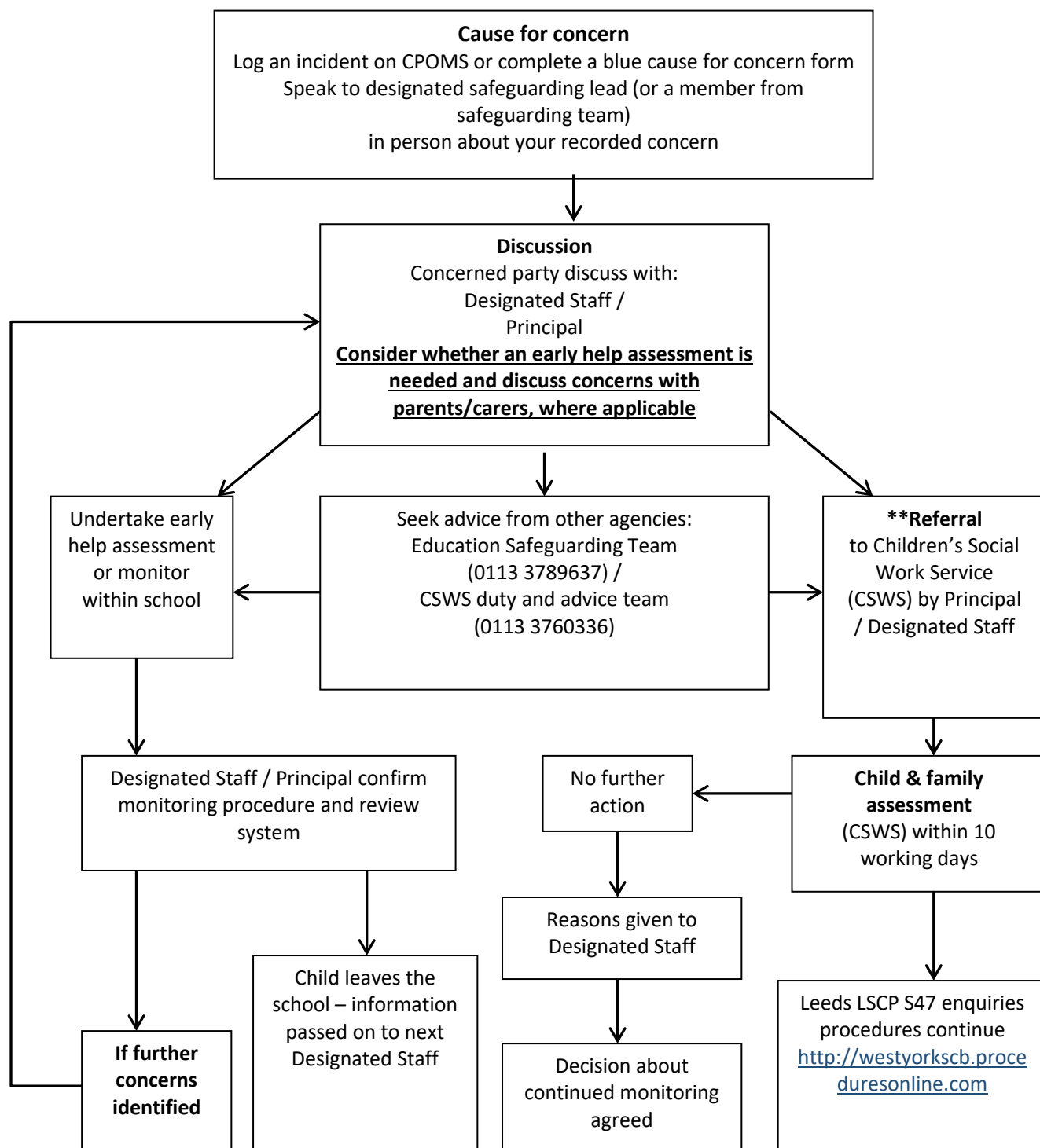
The full responsibilities of the governing body are set out in Part Two of KCSiE – The management of safeguarding. The governing body will ensure that the school is fully compliant with their statutory safeguarding responsibilities.

5.5 THE PRINCIPAL

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

- Ensuring that staff (including temporary and supply staff) and volunteers are informed of this policy as part of their induction.
- Communicating this policy to parents when their child joins the school and via the school website.
- Ensuring that the roles and responsibilities of the DSL/DDSL as referenced in Annex C of KCSiE (2023) are reflected in their job description.
- Ensuring that the DSL has appropriate time, training and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that they complete the one day LA course for head teacher/principals on safeguarding and child protection and that all staff undertake appropriate safeguarding and child protection training and update this every three years.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff (including supply staff), contractors or volunteer, where appropriate.
- Ensuring that all recommendations made by the Local Authority in relation to strengthening the school's safeguarding arrangements are actioned in a timely fashion.
- Will make prompt contact with the LADO in relation to the allegations against someone working in the school and/or the police if a criminal offence is suspected.
- Ensuring the relevant staffing ratios are met, where applicable (as the school is an early years provider and a primary setting).
- Making sure each child in the Early Years Foundation Stage is assigned a key person.

FIG 1: SUMMARY OF IN-SCHOOL PROCEDURES TO FOLLOW WHERE THERE ARE CONCERNS ABOUT A CHILD



** If unhappy about the outcome of the referral to Children's Services Social Care, please refer to: Leeds LSCP Local Protocol: Concerns Resolution.

<http://www.leedsLSCP.org.uk/LSCP/media/Images/Concern-Resolution.pdf>

It is preferable to follow the school's procedures but anybody can make a referral – referrals do not always require parental consent to statutory agencies.

6 Confidentiality and Information sharing

- 6.1 Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding.
- 6.2 School recognises that the only purpose of confidentiality in this respect is to benefit the child. Staff/volunteers and visitors to school should never promise a child they will not tell anyone about an allegation/report of abuse, and must pass any cause for concerns immediately to a designated safeguarding lead.
- 6.3 Confidentiality is addressed throughout this policy with respect to record- keeping (see section 22 of this policy) dealing with reports of abuse allegations of abuse against staff (see section 20.2), information sharing (see section 6.4) and working with parents (see section 6.5).

The school/college's confidentiality policy for sharing reports of pregnancy by pupils is through professional judgement, which is required when considering disclosure of information about a child under 16 years of age. The overriding consideration for the safeguarding team must always be the best interests of the child. A child under 16 may be mature enough to understand what is involved in their proposed treatment (that is, the child is Gillick competent). If so, they are also likely to be able to make a decision about the extent to which information relating to that treatment can be provided to others, who may include their parents.

Ordinarily, the individual's wishes will be respected if they do not want their parents to know. However, every reasonable effort will be made to persuade the child to involve their parents or guardians. These procedures must always take into account the organisation's responsibility to safeguard the pupil and promote their welfare.

If information is disclosed to a Gillick-competent child's parents or guardians against their wishes, the child should be told before disclosing the information. This applies in all but very rare cases. Any decision to disclose must be in the child's best interests and you must be prepared to justify your decision.

6.4 INFORMATION SHARING

- 6.4.1 Timely information sharing is essential for effective safeguarding. This school/college will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance document, [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers \(DfE 2018\)](#). This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being.
- 6.4.2 Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.
- 6.4.3 All staff must have due regard for the relevant data protection principles which allow them to share (in the context of their role) and withhold personal information, as provided for in the Data Protection Act 2018 and 2021 UK GDPR.
- 6.4.4 In order to promote positive educational outcomes for vulnerable children, including children with social workers, information that can help to support positive outcomes

being achieved will be shared with colleagues in school that are not DSL's or DDSL's as appropriate.

- 6.4.5 If staff are in any doubt about sharing information, they must speak to the designated staff, or the Principal.

6.5 WORKING WITH PARENTS AND OTHER AGENCIES TO PROTECT CHILDREN

- 6.5.1 Parents/carers will be made aware of our in-school procedures in respect to taking any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child may be suffering significant harm, ill treatment or neglect or other forms of harm, staff will follow the procedures for responding to suspected cases of child abuse outlined in this policy document and contact CSWS Duty and Advice team to discuss their concerns.
- 6.5.2 In keeping with KCSIE, we will endeavour wherever possible to obtain at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at home.
- 6.5.3 In general, we will discuss concerns with parents/carers before approaching other agencies and will seek to inform parents/carers and receive their consent when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the child.
- 6.5.4 Parents/carers are informed about our Safeguarding & Child Protection policy through the school website. A safeguarding & child protection statement is prominent in the school foyer/reception area.
- 6.5.5 Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will, working in partnership with the LA and other key professionals invite parents/carers to a meeting where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of the child. This is especially important where a child has SEND, is vulnerable and/or has a social worker.

6.6 MULTI-AGENCY WORK

- 6.6.1 We will co-operate with CSWS in accordance with the requirements of the Children Act 1989 and allow access to child and child protection records for them to conduct section 17 or section 47 assessments.
- 6.6.2 In the best interests of our pupils, we will work with all relevant professionals and agencies as required to safeguard children and promote their welfare.

7 Opportunities to teach safeguarding – Preventative Curriculum

7.1 OUR ROLE IN THE PREVENTION OF ABUSE

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

- 7.1.1 We will ensure that children are taught about safeguarding, including online safety through teaching and learning opportunities and recognise that a one size fits all approach may not be appropriate for all children and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children may be needed. Relevant issues may be covered through Relationships education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) as well as Health education.
- 7.1.2 As part of providing a broad and balanced curriculum, relevant issues will be addressed through the PSHE curriculum, including self- esteem, emotional literacy, assertiveness, power, relationship and sex education, online safety, online bullying, sexting, child sexual/criminal exploitation (CSE/CCE), sharing nudes and semi-nudes, female genital mutilation (FGM), preventing radicalisation, peer on peer abuse, consent, online safety and anti-bullying, unhealthy and abusive family relationships. The curriculum will reflect the statutory Relationship Education, Relationship and Sex Education and Health Education (DfE 2021) from the Health & Wellbeing Service (schoolwellbeing@leeds.gov.uk).
- 7.1.3 Relevant issues will be addressed through other areas of the curriculum. For example, circle time, English, History, Drama, PSHE, Art and assemblies.
- 7.1.4 It is the responsibility of the person organising or arranging a visiting speaker or company, when coming into the school to ensure that full and appropriate risk assessments, are carried out in advance of the visit. Organisers should refer to the Guidelines for Visiting Speakers document.

7.2 OTHER AREAS OF WORK

- 7.2.1 All our policies that address issues of power and potential harm, e.g. Anti-Bullying, Equal Opportunities, Positive Handling, Behaviour, Online Safety and PSHE/RSHE will be linked to ensure a whole school approach.
- 7.2.2 Our Safeguarding and Child Protection policy cannot be separated from the general ethos of the school which is to ensure that children are treated with respect and dignity, feel safe, and are listened to.
- 7.2.3 The school's online safety policy is reflective of the requirements set out in Keeping Children Safe in Education, 2023 in regard to content, contact, conduct and commerce. The school's online safety policy is aligned to the school behaviour policy and reflects our approach to online safety (including the sharing of nudes and semi-nudes) that empowers us to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

- 7.2.4 Children are vulnerable to extremist ideology and radicalisation. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology but staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. The school supports pupils to be aware of risks both online and in home settings and build resilience towards it.

The School will ensure that:

- 7.2.5 Appropriate filters and monitoring systems are in place to keep children safe from potentially harmful and inappropriate material online.
- 7.2.6 The School's internet traffic is filtered using RM Safety Net. The devices are all monitored using Smoothwall. Such systems reduce the risk of children being exposed to illegal or inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help to manage online behaviour that can increase a child's likelihood of, or causes, harm. The school's online safety group meets four times a year to review beaches of online safety and the effectiveness of the filtering and monitoring systems and decide what is inappropriate and harmful content.
- 7.2.7 Staff are equipped with the knowledge to safeguard children online by attending online safety training. The School's Acceptable Use policy also sets out the School's approach to online safety.
- 7.2.8 Students must read and sign the Pupil Acceptable Use policy prior to gaining access to the network.

8 Our role in supporting children

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

- 8.1 In cases where children have experienced abuse/abused others, the DSL will ensure that appropriate support is offered. An individual support plan will be devised, implemented and reviewed regularly should the pupil (victim, perpetrator, or other child affected) require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e. learning mentor, key worker) and the child's wishes and feelings. A copy of the individual support plan will be kept in the pupil's child protection record (see Appendix 6).
- 8.2 For children who have been sexually harmed or may have sexually harmed peers, where appropriate an AIM Risk Assessment Management Plan (RAMP) will be completed that includes safety and support planning.

9 Children with additional need (special educational needs, disabilities or health needs)

- 9.1 We recognise that while all children have a right to be safe and feel listened to, some children *may* be more vulnerable to abuse e.g. those with a disability or special educational need, mental health issues or those living with domestic abuse or drug/alcohol abusing parents, parents with mental health issues, learning disabilities,

children who are in care or previously looked after, children having adverse childhood experiences etc.

Additional barriers can exist when recognising abuse and neglect in this group, including:

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

9.1.1 When the school is considering excluding, either for a fixed term or permanently, a vulnerable pupil/a child with additional needs and/or a pupil who is either subject to a S47 Child Protection plan/child in need plan or there are/have previously been child protection concerns, we will undertake an informed (multi-agency where other professionals are involved) risk-assessment prior to making the decision to exclude. Schools would be advised to speak to the named social worker for the child where the exclusion will be to the home to ensure that any risk is assessed and speak to Area Inclusion Partnership for support if required. Schools should note advice in the DFE Exclusions Guidance September 2017 section 3. In situations that a looked after child is at risk of exclusion, the school will notify the Virtual School. In the event of a one-off serious incident resulting in an immediate decision to permanently exclude, the risk assessment must be completed prior to convening a meeting of the governing board.

9.2 All staff have a role in preventing impairment of children's mental health/emotional wellbeing, including promoting positive mental health and identifying where students are struggling with their Mental Health. We regularly communicate messages to students regarding wellbeing and the promotion of positive mental health strategies through the curriculum, PSHCE and Form Time. Further support can be obtained from the Health & Wellbeing Service (schoolwellbeing@leeds.gov.uk).

9.3 Concerns regarding a student's mental health/emotional wellbeing should be reported to a member of the school the safeguarding team in keeping with the school's safeguarding reporting arrangement so that students can be offered appropriate support, this may include local or national online services where appropriate. In addition the school are able to make referrals to a wide range of external services to secure additional appropriate support for students.

10 Children at risk of specific forms of abuse

10.1 This school follows the Leeds LSCP (www.leedsLSCP.org.uk) online locally agreed multi-agency procedures and will, where necessary, have due regard to the government guidance for children in specific circumstances as outlined in Part 1 and Annex B of KCSIE.

11 Remote Learning and Remote Welfare

- 11.1 If children are being asked to learn online at home, for example because of the coronavirus pandemic, schools and colleges should follow advice from the DfE on [safeguarding and remote education \(DfE, 2021b\)](#). In addition to following the Guidance for Safer Working Practice (Safer Recruitment Consortium, 2022).
- 11.2 Below are some things to consider when delivering virtual lessons, especially where webcams are involved:
- No 1:1s without explicit permission from the DSL or a member of SLT, groups only. In cases where 1:1 tuition is essential, staff must seek formal written agreement from the DSL or SLT. Written permission may sometimes be sought.
 - Communication from teacher to pupil and vice versa must always be through the school email/TEAMS account and must never be personal email addresses.
 - Staff and children must wear suitable clothing, as should anyone else in the household.
 - Our school reserve the right for staff members to record live streamed sessions with pupils as a log of the activity. By joining the learning session parents give permission for this to happen.
 - The purpose of any potential recording of live sessions would be so that the video can be reviewed if any issues were to arise within 20 days of the recording. After 20 days the recording is automatically deleted, in line with 2021 UK GDPR.
 - Recording of live sessions may be particularly appropriate when there is only one member of staff on the call and no 'supervising' second adult is available on the feed.
 - If live streams are to be recorded, this should be reflected in communication with staff, parents and children and highlighted in the acceptable use policy
 - Language must be professional and appropriate, including any family members in the background.
 - Staff should record, the length, time, date and attendance of any sessions held as follows (as per school timetable and new timings of the school day)
 - Language must be professional and appropriate.
 - Staff must only use platforms agreed with senior leaders and the IT / network manager to communicate with pupils.
- 11.3 Where children are remote learning and the DSL has identified a child to be vulnerable, on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. The communication plans can include remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded. Details of this plan must be recorded, as should a record of contact made.
- 11.4 We recognise that school is a protective factor for children and situations such as periods of national lockdown can affect the mental health of pupils and their parents/carers. Staff will be aware of these issues and have due regard for them in setting expectations of pupils' work where they are at home.

12 Female Genital Mutilation: The Mandatory Reporting Duty

- 12.1 The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".
- 12.2 FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.
- 12.3 **Any teacher** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must immediately (in consultation with the DSL) report this to the police, personally. Police number is 101. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.
- 12.4 The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff must not examine pupils.
- 12.5 **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.
- 12.6 **Any member of staff** who suspects a pupil is *at risk* of FGM or discovers that a **pupil age 18 or over** appears to have been a victim of FGM, must speak to the DSL and follow our [local safeguarding children's partnership procedures](#).

13 Radicalisation, Extremism and Terrorism

- 13.1 Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
- 13.2 If staff are concerned about a change in the behaviour of an individual or see something that concerns them (**this could be a colleague too**) they must seek advice appropriately with the DSL who must promptly contact the Education Safeguarding Team or the Prevent Education Officer – Julia Holden, 07891 273720 for further advice (see appendix 10).
- 13.3 Schools and colleges are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. The Education Safeguarding Team and the Prevent team can advise and identify local referral pathways.
- 13.4 Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. Our school will ensure that as far as possible all front line staff will undertake Prevent awareness training (e.g. Workshop to Raise Awareness of Prevent [WRAP]).

14 Channel

- 14.1 Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred, to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages and requires consent from the individual first before the referral is made.
- 14.2 The Grammar School at Leeds has a protocol for Screening Visiting Speakers and Organisations.

15 Child on child abuse

- 15.1 We recognise that children are capable of abusing their peers and that child on child abuse can manifest in many different ways, physical abuse (including hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm), bullying (including cyber-bullying, prejudice-based and discriminatory bullying), 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, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, sharing of nudes and semi-nudes, upskirting (taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm) and abuse within intimate partner relationships.

It is very clear that this type of abuse should always be treated seriously, and never just as 'just banter', 'just having a laugh', 'part of growing up', or 'boys being boys'. Our school has a zero tolerance approach to such attitudes and behaviours and all staff should challenge any abusive behaviours they encounter.

This could lead to a culture of unacceptable behaviours and unsafe environments for pupils. 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. We take seriously the fact that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported and so we encourage high levels of vigilance amongst our community in this regard.

Any reported cases of abuse will be referred to an external safeguarding agency.

We will take steps to minimise the risk of child-on-child abuse by ensuring pupils can learn about this through the PSHE/RSHE curriculum. The PSHE curriculum will support pupils to recognise behaviour that is not appropriate and understand how to stay safe and challenge and report unwanted behaviours. We will also regularly review the school site and school activities to minimise the risk of child-on-child abuse occurring.

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

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

- 15.2 All concerns around child-on-child abuse will be taken seriously, reported, investigated, recorded and managed in line with the child protection procedures outlines 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. <https://aimproject.org.uk/product/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/DO at the setting to ensure appropriate information is shared.
- 15.3 Pupils must not feel that they are raising a problem and must not feel as if they are not being heard. All concerns raised will be treated seriously. Pupils are able to turn to any member of staff to report any inappropriate behaviour but also have the option to email staff as a more discrete mechanism or report something through a note in the Report it! Box outside the library or Head of Year office or through the Report it! button on GSAL World.
It is important that victims will be reassured that they are being taken seriously and that they will be supported and kept safe, so that no victim will be given the impression that they are creating a problem by reporting abuse, sexual violence and sexual harassment and no victim will ever be made to feel ashamed for making a report.
- 15.4 Research suggests that girls and young women are more at risk of abusive behaviours perpetrated by their peers; however it can also affect boys and young men, those with learning difficulties or disabilities, LGBTQ+ Children and young people and those who are from different communities.
- 15.5 We recognise that sexual violence and/or sexual harassment can happen anywhere including educational settings. Where concerns of sexual violence or sexual harassment are witnessed, disclosed or reported to the school (including incidents that have taken place outside of school or online), the concern will be taken seriously. We recognise that sexual violence and harassment exist on a continuum and may overlap; they can occur both online and face to face (both physical and verbal) and is never acceptable. Responding to concerns must (where appropriate) always complete an AIM (Assessment, Intervention, Moving On) checklist and contact with Children's Social Work Service if appropriate and follow the guidance set out in Part 5 of KCSIE.
- 15.6 We will ensure that the needs of children who may have/have sexually harmed others will be considered separately from the needs of those who have/may have been subject to sexual harm. Children who have/may have sexually harmed others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment management plan (RAMP). Where appropriate there must be a coordinated multi-agency approach to risk

assessment which will include involvement of parent/carers, social care, health, police and youth justice (where appropriate). From a best practice perspective the RAMP should be independently chaired. Further support and advice on AIM Checklists and/or undertaking a RAMP can be obtained from the Education Safeguarding Team. Risk assessments will be put in place for all involved in an incident, victim and perpetrator.

- 15.7 We will ensure that all children who may have/have been sexually harmed will be taken seriously and that they will be supported and kept safe. Where appropriate, support plans will be put in place for children subjected to sexual harm.
- 15.8 In cases where allegations of sexual violence and/or harassment are found to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child or person who has made the allegation is in need of support or may have been abused by someone else. In cases where the report is found to be deliberately invented or malicious the school will consider whether it is appropriate to take any disciplinary action in keeping with the school's behaviour management policy.
- 15.9 The school has put in place safeguards to reduce the likelihood of peer on peer allegations. An ethos of respect, friendship, courtesy and kindness with clear behaviour policies which set out the school's expectations and consequences for unacceptable behaviour together with visible staff presence. The school seeks to educate all pupils on healthy relationships through the curriculum, and raising staff awareness, however we recognise despite this we need to be alert to peer on peer abuse.
- 15.10 All staff are trained to manage a report of child-on-child sexual violence and sexual harassment. Staff will be continually be vigilant at all times.

16 Child Exploitation

- 16.1 Where child exploitation (ie; criminal, sexual, trafficking, modern day slavery etc.), or the risk of it, is suspected, frontline practitioners must notify the designated member of staff for child protection, either by completing a CPOMS cause for concern or a hard copy blue Cause for Concern form.
- 16.2 The DSL must complete the child exploitation risk identification tool for partners (see Appendix 9) and refer to the table at the end of the tool to help decide how to proceed. A copy of the completed tool must be kept in the child's child protection records for future reference. The DSL can also refer a pupil to the monthly Multi-agency Child Exploitation (MACE) meeting (see Appendix 10) if it is felt that the criteria for referral is met and a discussion is warranted, information should be emailed to chs.mace@leeds.gov.uk. Information provided should include: name; date of birth; what the risks are; what has been put in place to lessen the risk; and the plan that the child is subject to. Referrals will be triaged and if selected, the social worker, team manager or other relevant practitioner involved will be invited to attend the MACE meeting for a short discussion.
- 16.3 If the child/young person already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about child exploitation. Where children may currently be looked after or previously looked after, the DSL should also notify the Designated Teacher for children who are looked after.

- 16.4 A copy of the child exploitation risk identification tool for partners (see Appendix 9) for partners can be obtained from the LSCP Website: <https://www.leedsscp.org.uk/Practitioners/Child-Exploitation-and-Children-Missing-from-Home/County-Lines>.
- 16.5 We will ensure the school works in partnership with parents / carers and other agencies as appropriate. This includes facilitating return to home interviews as requested.

17 Sharing of nude and semi-nudes

Staff responsibilities when responding to an incident

- 17.1 If any adult in school is made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), they must report it to the DSL immediately.
- They must not:
- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
 - Delete the imagery or ask the pupil to delete it
 - Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
 - Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
 - Say or do anything to blame or shame any young people involved

DSL Responsibilities

- 17.2 Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:
- Whether there is an immediate risk to pupil(s)
 - If a referral needs to be made to the police and/or children's social care
 - If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
 - What further information is required to decide on the best response
 - Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
 - Whether immediate action should be taken to delete or remove images or videos from devices or online services
 - Any relevant facts about the pupils involved which would influence risk assessment
 - If there is a need to contact another school, college, setting or individual
 - Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

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

- The incident involves an adult
 - If at any time there is a risk of immediate serious harm to a child
 - There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
 - What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
 - The imagery involves sexual acts and any pupil in the images or videos is under 13
 - The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)
- 17.3 If none of the above apply then the DSL, in consultation with the Principal, Vice Principal and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.
- 17.4 The sending of a nude and semi-nude image can be illegal. A person under 18 is committing an offence if they send an indecent image of themselves and someone passing this on is also distributing an indecent image of a child. The School seeks to protect children from sexting and the impact it can have.
- 17.5 Where sharing a nude or semi-nude incident takes place the School would act on the information seriously and report it to the DSL in the first instance who will hold an initial review meeting and carry out any investigatory work where necessary. Parents and carers may be informed and a referral to children's social care and the police may be necessary if the child(ren) involved are at risk from harm.
We would always follow the guidance:
[Sharing nudes and semi-nudes: advice for education settings working with children and young people \(Department for Digital, Culture, Media and Sport and UK Council for Internet Safety 2020\).](#)
- 17.6 Advice for pupils is available at:
<http://www.thinkuknow.co.uk>
<https://www.childline.org.uk/explore/online-safety/pages/sexting.aspx>
- 17.7 Advice for parents is available at:
<http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/>

18 Mental Health Policy

- 18.1 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. There are a number of issues associated with mental health such as eating disorders, self-harm, depression, self-image, anxiety etc
- 18.2 Self-harm and self-injury are ways that some young people cope with difficult and distressing feelings. This can be putting themselves in risky situations but also can be injuring themselves in some way. Sometimes this can be simply experimenting in risk

taking behaviours in the same way as experimenting with drugs and alcohol, for example, and may not always be a sign of difficult and distressing feelings. It is not usually about ending their life, however sometimes young people feel unsure whether they want to die or not.

Some young people do have suicidal thoughts and feelings and sometimes they harm themselves in ways that are very dangerous, and it is possible that they could accidentally kill themselves.

- 18.2 Adults working in schools play a key role in the identification of mental health needs or the potential for a child to be at risk to developing one, even though they may not be trained mental health professionals.
- 18.3 School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
- 18.4 If staff have a mental health concern about a child, that is also a safeguarding concern and immediate action should be taken, to report the concern through the school's safeguarding processes. Concerns should be logged with a member of the safeguarding team using a blue hard copy cause for concern form or logging it electronically on CPOMS.
- 18.5 GSAL can access a range of advice to help identify children in need of extra mental health support, this includes working closely with external agencies, such as CAMHS.
- 18.6 The DSL, the Head of Student Wellbeing and a number of the pastoral team at GSAL are trained with the Mental Health First Aid qualification. The annual April INSET for staff offers sessions to be upskilled in supporting children who have mental health problems.
- 18.7 The school has a designated area of school called Student Support Services which is the 'go to' space if children are struggling with any issues during their time in school.
- 18.8 We have a designated Head of Student Health and Wellbeing who promotes positive wellbeing across the school community. A wellbeing den is also available for pupils and members of the sixth form who have an interest in mental health are trained as mental health mentors.
- 18.9 The school has school nurses on site every day from 08:00 – 18:00.
- 18.10 The school utilises the services of The Oakdale Centre, in Harrogate and has two trained specialist child and adolescent therapists who visit the school twice a week in total to run counselling sessions for our young people.

19 Children who are absent from education

- 19.1 In keeping with KCSIE, we require at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.

- 19.2 Children who are absent as well as missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities, abuse or neglect. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in the future.
- 19.3 Parents have a duty to ensure that their children of compulsory school age are receiving suitable full-time education.
- 19.4 Where a child fails to turn up to school, we will follow up by sending an email home and then if no response, using the two emergency contact numbers we hold on our system will call parent/carer to understand the absence.
- 19.5 GSAL will monitor pupils' attendance through their daily registers. Where a pupil fails to attend school regularly, or fails to return following ten days authorised or is absent from school without authorisation for twenty consecutive days, this will be followed up with parent/carers to establish the reasons why and if there is no valid explanation, will be reported to the local authority.
- 19.6 Where a child is reported to be missing education we will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in [Children Missing Education – Statutory guidance for local authorities \(DfE September 2016\)](#) and follow the Leeds Children's Services LA procedure.
Contact: cme@leeds.gov.uk, Tel : 0113 378 9686
- 19.7 Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect CSE or CCE including involvement in county lines. School and college staff members must follow the school's or college's procedures for dealing with children who are absent/ go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future (see Appendix 12).
- 19.8 We will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in [Children Missing Education – Statutory guidance for local authorities \(DfE September 2016\)](#).
- 18.9 We will also report to the local authority, any pupil who joins or leaves the school at a non-standard transition time.

20 A Safer School Culture

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

- Whistle Blowing/Confidential reporting policies (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult's behaviour)
- School's procedures for managing children who are missing education

- Guidance on Safer Working Practices
- Safeguarding and Child Protection policy (including online safety)
- School behaviour policy
- The names, roles and responsibilities of the designated safeguarding lead and any deputies.

Members of staff are expected to abide by the Staff Code of Conduct at all times.

20.1 Safer Recruitment, selection and pre-employment vetting

- 20.1.1 The school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSiE .
- 20.1.2 The school will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, background history, qualifications, references, medical fitness, clarification of prohibition from teaching, prohibition from management (where applicable), overseas checks and disqualification for EYFS, prohibition order and right to work in the UK. (see Part 3 of KCSiE).
- 20.1.3 The school has a written recruitment and selection policy and procedures.
- 20.1.4 All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils. (see Appendix 8).
- 20.1.5 The school will ensure that all recruitment panels include at least one person that has undertaken the safer recruitment consortium, safer recruitment training as recommended by the Local Authority/Leeds LSCP. At GSAL we use ISBA training.
- 20.1.6 For individuals who have lived or worked outside the UK, in addition to the same checks as all other staff, the school will complete any additional checks required to satisfy themselves that the individual is suitable to work with children. This may include obtaining a letter from the professional regulatory authority in the country (countries) in which the candidate has worked confirming that they are aware of any reason why they are unsuitable to teach where possible.
- 20.1.7 The school/college will ensure that written risk assessments are undertaken in situations where information provided on DBS certificates necessitates so. Written risk assessments must be undertaken for all volunteers **not** engaging in regulated activity. Advice and support for carrying out risk assessments can be accessed through the school's HR team or the Education Safeguarding Team.
- 20.1.8 All members of SLT and some middle managers involved in recruitment all are trained in safer recruitment processes.
- 20.1.9 The school will inform shortlisted candidates that online searches may be done as part of due diligence checks
- 20.1.10 Copies of documents used to verify the successful candidate's identity, right to work and required qualifications should be kept in their personnel file.

20.2 Procedures for managing allegations or safeguarding concerns against any adult working in school

The following procedure is designed to ensure that any concern about an adult working in the school can be reported and responded to as quickly as possible at the appropriate level.

There are two levels of allegation/concern: allegations that may meet the harm threshold and allegations that are considered to be low level concerns.

Low level concerns are kept on file in the Principal's office.

Allegations that meet the harm threshold are reported to the LADO who will work with the Principal in deciding the most suitable course of action; these are kept on file in the Principal's Office.

- 20.2.1 All adults working in school have a duty to disclose to the Principal (or chair of governors where appropriate) where their relationships and associations both within and outside of the workplace (including online) may have implications for safeguarding children in school.
- 20.2.2 Staff have a duty to abide by the School's Staff Code of Conduct.
- 20.2.3 Any allegations or concerns should be reported to the Principal or the Vice Principal, Head of Primary or the Vice Principal, Head of Senior in the first instance.
- 20.2.4 If the allegation is made against the Vice Principal, the matter should go to the Principal without informing the Vice Principal. If the allegation is against the Principal, then the matter should be referred to the Chair of Governors or nominated safeguarding governor, without informing the Principal and the Chair of Governors will be the 'case manager'.
- 20.2.5 If the complaint is against the DSL, then this must be reported to the Principal.
- 20.2.6 The first consideration by the Principal should be to ensure that the child is not at risk, and where appropriate, to ensure that the child is referred to the local authority Duty and Advice team as referenced in Part 1 of KCSIE.

Low Level Concerns

- 20.2.7 In situations where the Principal determines that the harms test has not been met, they will deem it therefore to be a low level concern. In this case, the Principal should gather as much information about the alleged incident as necessary in order to establish whether there is substance to the allegation. The Principal must ensure that there is a clear record of the incident, including any actions (and whether or not any HR advice had been sought and actioned) taken to address the concern raised. This record must be kept confidential, stored securely and comply with the Data Protection Act 2018 and the 2021 UK GDPR. In the case of supply staff, their agency will be kept fully informed and involved regarding the low level concern so as to identify any potential patterns of behaviour but the school will lead the process. The school will follow the processes outlined in this section and Part 4 of Keeping Children Safe in Education.

- 20.2.8 Records of low level concerns will be reviewed following closure of the case and consideration will be given regarding whether wider cultural issues enabled the behaviour to occur and if policies need revision or if training is required to prevent the situation happening again; rationale for all decisions taken must be recorded.
- 20.2.9 Schools may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (e/g/ Community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, schools should follow their safeguarding policies and procedures, including informing the LADO.

Allegations that may meet the harms threshold

- 20.2.9 These procedures must be followed in any case in which it is alleged that a member of staff (including supply staff), contractor, governor, visiting professional or volunteer has:
- a) behaved in a way that has harmed a child or may have harmed a child;
 - b) possibly committed a criminal offence against or related to a child;
 - c) behaved towards a child or children in a way that indicates they may pose a risk of harm to children;
 - d) behaved or may have behaved in a way that indicates they may not be suitable to work with children. (This includes any behaviour that may have happened outside of school that might make the individual unsuitable to work with children. This is known as transferable risk.)
- 20.3 Examples of behaviours that would warrant an allegation or safeguarding concern by a member of staff could include:
- Physical, for example hitting, kicking, shaking, biting, hair pulling, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling – anything that would cause physical harm.
 - Emotional, for example intimidation, belittling, scapegoating, prejudice-based and discriminatory bullying, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, sex, disability or sexuality.
 - Sexual, for example sexualised behaviour towards pupils, grooming, sexual harassment, sexual assault and rape, sending inappropriate messages through social media and other technologies, 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).
 - Neglect which may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.
- 20.3.1 A safeguarding complaint against staff, including supply staff, volunteers and contractors must be reported to the Principal immediately, and in their absence the chair of governors. In the case of supply staff, their agency will be kept fully informed and involved regarding the allegation but the school will lead the process. The school

will follow the processes outlined in this section and Part 4 of Keeping Children Safe in Education .

- 20.3.2 Victims will be reassured that they are being taken seriously and that they will be supported and kept safe. They will never be made to feel that they are creating a problem by reporting abuse, sexual violence and sexual harassment and no victim will ever be made to feel ashamed for making a report of abuse.
- 20.3.3 In case of serious harm, the police should be informed from the outset.
- 20.3.4 In situations where the Principal has sufficient information to suggest that the harm test/allegations threshold has been met, the Principal must use the local authority designated officer (LADO) notification form (see Appendix 12) in order to assess the level of concern, **prior to contacting the LADO**. As part of this initial consideration, the case manager should consult with their school's Head of HR or in the case of a supply member of staff, the supply agency safeguarding lead/senior manager. The completed LADO notification form must be sent to lado@leeds.gov.uk **within one working day of the allegation being made**. This will assist the Principal and HR/supply agency senior manager in consultation with the LADO to decide on the most appropriate course of action. This includes when to inform the member of staff of the concerns raised. Parents or carers of the child or children involved should be told about the allegation as soon as possible if they do not already know of it.
- 20.3.5 The Principal **must not** carry out an investigation or **directly interview** an individual about whom there is a concern until the above process has been duly completed and relevant partners have been consulted.
- 20.3.6 A multi-agency allegations management meeting may be arranged to look at the complaint in its widest context. The Principal must attend this meeting, which will be arranged by the LADO. All issues must be recorded and the outcome reached must be noted to ensure closure. However, statements of any alleged incidents of harm should be obtained as appropriate at the earliest opportunity in order to establish facts from relevant individuals.
- 20.3.7 In many cases it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about the expectations for their conduct.
- 20.3.8 In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children/young people may be at further risk and/or evidence/witnesses may be compromised and/or the allegations are so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the school's Staff Disciplinary Procedure.
- 20.3.9 Any staff/volunteers who are dismissed by the school for gross misconduct or cumulative misconduct relating to safeguarding of children/young people will be referred to the DBS for consideration of barring. Similarly, where the school has a reasonable belief that the member of staff/volunteer would have been dismissed by the school had they been employed at the time of the conclusion of investigations, they will be referred to the DBS. A prohibition order may be appropriate, because of 'unacceptable professional conduct', 'conduct that may bring the profession into

disrepute'. Or a 'conviction at any time for a relevant offence'. The school will keep written records of all of the above, and will consider making a referral to the TRA (formerly NCTL).

- LADO contacts: Claire Ford or Jo Peake – Tel: 0113 378 9687
- Advice can also be sought from Deborah Jobson – Team Manager, Education Safeguarding Team – Tel: 0113 378 9475

Concerns that do not meet the harms threshold: 'Low Level concerns'

- 20.4 Where the Principal or Vice Principal determines that a safeguarding allegation does not meet the harm threshold in line with the criteria above, they will refer the matter as a 'low level concern' which should be managed in line with paragraphs 20.2.9-20.3.9 (inc.) by a designated manager with appropriate safeguarding training. It is important for the Principal to carefully consider who in school is best placed to manage concerns that do not meet the harms threshold and ensure appropriate action is taken given the sensitive and confidential nature of the information relating to staff over time. In many cases the Principal may decide to retain this role in the event that they have appropriate safeguarding training.
- 20.4.1 When a report has been made, the designated manager should collect as much evidence as possible by speaking where possible with the person who raised the concern (name noted and respecting wishes to remain anonymous as far as reasonably possible), to the person has been reported and to any witnesses.
- 20.4.2 All staff must fully understand that any adult behaviours that deviate from the Guidance for Safer Working Practice, including inappropriate conduct outside of work are a concern, even if they are low-level. Low-level concerns are concerns that do not meet the harm test/allegations threshold. Examples of such behaviour include:
- Being over familiar with children
 - Having favourites
 - Taking photographs of children on their mobile phone
 - Engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
 - Using inappropriate sexualised, intimidating or offensive language
 - Humiliating pupils.
- 20.4.3 When a low level concern is raised, the first consideration is if the concern has breached the School's Staff Code of Conduct. The designated manager will work with the Head of HR and the individual(s) concerned to establish what is required following the investigation. This could be gentle guidance, management, training, on-going monitoring, risk assessments to be put in place or, if it is an issue of misconduct or poor performance, then the matter is addressed through our HR procedures in line with the school's Staff Disciplinary Procedures.
- 20.4.4 Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, staff can contact any of the professionals named in 20.17, in addition to other whistleblowing channels which may be open to them.
- 20.4.5 The Leeds City Council whistleblowing policy states that concerns can be raised by the following methods:

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

21 Training and Support

- 21.1 All staff members will be made aware of systems within our school that support safeguarding and these will be explained to them as part of our staff induction. This includes: the school's/college's safeguarding/child protection policy; the school's staff code of conduct, the school's anti-bullying policy and the school's whistleblowing procedures, as well as their responsibilities to read and understand KCSIE, 2022, Part 1 and Annexe B, this must be done as part of their induction and reviewed annually.
- 21.2 We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from any member of the school's safeguarding team. Access to regular and timely supervision is an essential form of support for all designated safeguarding staff. Children's Services Education Safeguarding team are also potentially available for advice and support (Tel: 0113 378 9685).
- 21.3 Designated Safeguarding staff, the DSL and the DDSL's, must have attended the 3-day Children's Services Education child protection training course, and the Leeds LSCP multi-agency Working Together to Safeguard Children and Young People training. They will attend refresher training at least every two years. The DSL and DDSLs will undertake Prevent Awareness Training (e.g. Workshop to Raise Awareness of Prevent [WRAP]) to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation. The DSL and DDSLs will also receive informal supplementary training up-to-date at least annually.
- 21.4 The school will ensure all staff including temporary and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the school. All staff will access basic child protection training (including online safety) and refresher training at least every three years. All staff should have regular safeguarding, child protection training and online safety updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Training will include briefings on how to manage a report of child-on-child sexual violence or harassment and on the government's anti-radicalisation strategy, PREVENT, to enable staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Access to training can be via the Children's Services Education Safeguarding Team and the LSCP.
- 21.5 All new staff to the school undergo a full induction programme. The Safeguarding Induction covers the following policies and procedures;
- Safeguarding and Child Protection
 - Mental Health policy which is a subsection of the aforementioned policy

- Online safety
- Identify and give contact details of DSL and deputies
- KCSiE part one (all staff)
- KCSiE Annex B (leaders and those who work directly with children)
- Anti-bullying policy (which also covers cyber-bullying, prejudice-based and discriminatory bullying)
- Pupil behaviour policy
- Safeguarding response to children who go missing from education (CME policy)
- Staff code of conduct (including whistleblowing and acceptable use of IT, staff/pupil relationships and comms including use of social media).

The full policies are shared and read, following the induction training. A signed read receipt has to be returned.

21.1.6 The Principal will attend appropriate 1 day safeguarding training at least every three years.

21.7 Governors, including the nominated governor will attend specific training for their role, updated at least every three years.

21.8 The Student Leadership Team receive Child Protection training as part of their induction into the role.

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

21.10 The Principal and at least one member of the governing body that is not a staff governor must complete the National Safer Recruitment Training and refresh this training every 5 years.

22 Child Protection Records

22.1 The responsibility to maintain, process, share, transfer and store child protection and safeguarding records in accordance with the Data Protection Act 2018 and the 2021 UK GDPR principles is the responsibility of the designated safeguarding lead and any safeguarding deputies. Child protection and safeguarding records will be held securely, with access being restricted to the DSL and their deputies, head teacher and in cases of Early Help, the nominated lead professional, if this is not a designated safeguarding lead/officer. For further information please see [Early Help](#) Assessments. The following information must be kept securely with restricted access, whether paper or electronic:

- Chronology (summary of significant events and the actions and involvement of the school/college)
- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome
- All completed child protection cause for concern records

- Any child protection information received from the child's previous educational establishment
 - Records of discussions, telephone calls and meetings with colleagues and other agencies or services
 - Professional consultations
 - Letters and emails sent and received relating to child protection matters
 - Referral forms sent to CSWS, other external agencies or education-based services
 - Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate
 - Formal plans for, or linked to, the child e.g. child protection plans, Early Help (previously known as CAF's), risk assessments etc
 - A copy of any support plan for the pupil concerned (see Appendix 6)
- 22.2 Where a pupil leaves their existing provision, we will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known) as soon as possible and within 5 school day. This is a legal requirement set out under regulation 9(3) of The Education (Pupil information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes.
- 22.3 Where there is an existing risk management plan/assessment in place for behaviours that are deemed potentially harmful to the pupil or others (i.e self-harming or harmful sexualised behaviour), this information must be shared with the destination provision prior to the pupil starting so that appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring. The DSL will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving, for example prior to a transfer programme.
- 22.4 Where a child leaves a school before statutory school leaving age, the child protection file must be transferred to the new school or college. There is no need to keep written or electronic copies of the child protection records, therefore these will be deleted from electronic systems once the successful transfer has been confirmed. The exception to this rule will be in any of the following instances:
- Where a vulnerable young person is moving to a Further Education establishment, consideration will be given to the pupil's wishes and feelings about their child protection information being passed on, in order that the FE establishment can provide appropriate support. In cases where it is deemed appropriate, relevant child protection information must be shared via the FE Safeguarding Information Sharing Form only. The original records will be retained and archived by the school/college. Due consideration must be given to the sharing of any additional information requested by the receiving establishment.
 - Where the destination school is not known (the original records will be retained by the school/college)
 - Where the child has not attended the nominated school (the original records will be retained by the school/college)
 - There is any on-going legal action (the original file will be retained by the school and a copy sent)
 - Where a child moves to a different school outside of the Leeds authority a copy of the child protection record will be retained for reference.

- 22.5 Pupil records will be transferred in a secure manner, for example, through secure electronic file transfer or by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school/college they are being transferred to must be made and a signature obtained from the receiving school/college as proof of receipt. When sending records through secure electronic file transfer, a delivery and read receipt of the transfer must be retained for audit purposes.
- 22.6 If a pupil moves from our school, child protection records will be forwarded onto the named DSL at the new school, with due regard to their confidential nature. Good practice suggests that this will always be done with a face to face handover between designated staff or a verbal conversation is had over the telephone if a face to face handover is not possible. A signed receipt of file transfer or an electronic delivery and read receipt must be obtained for audit purposes by the delivering school.
- 22.7 If sending by post, children records will be sent "Special Delivery". A note of the special delivery number will also be made to enable the records to be tracked and traced via Royal Mail.
- 22.8 For audit purposes a note of all pupil records transferred or received will be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology will also be retained for audit purposes and kept securely.
- 22.9 If a pupil is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records.
- 22.10 If a parent chooses to electively home educate (EHE) their child, please contact the EHE Team on ehe@leeds.gov.uk or 0113 3785028 for information on where the child protection record must be sent.
- 22.11 When a DSL member of staff resigns their post or no longer has child protection responsibility, there will be a full face to face handover/exchange of information with the new post holder.
- 22.12 In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the Principal to ensure that the new post holder is fully conversant with all procedures and case files.
- 22.13 All DSLs receiving current (live) files or closed files must keep all contents enclosed and not remove any material.
- 22.14 All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

23 Children's and parents' access to child protection files

- 23.1 Under Data Protection legislation (General Data Protection Regulation & Data Protection Act 2018) a pupil or their nominated representative have a number of legal right in respect of information relating to them. These rights include the right to access and the right to rectification of inaccurate data. Therefore all information will be accurately recorded, objective in nature and expressed in a professional manner.
- 23.2 Any child who has a child protection file has a right to request access to it. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:
- could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person; or
 - could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or
 - is likely to prejudice an on-going criminal investigation; or
 - information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.
- 23.3 It is best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice can be sought from the Leeds Adults, Health and Children's Information Governance Hub.
Contact email: IMG.AC@leeds.gov.uk
Telephone: 0113 3784251
- 23.4 The establishment's report to the child protection conference will (wherever possible) be shared with the child, if old enough, and parent at least two days before the conference.

24 Archiving

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

25 Safe destruction of the pupil record

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

26 Safeguarding responsibilities for pupils in transition

- 26.1 In the event that a pupil transitions full-time from a primary setting into a high school setting before the end of their academic school year 6, the high school must place a pupil on their admissions register on the first day that the pupil attends and submit a new starter form to the local authority admissions team. Once the pupil is registered at the new school, the previous school can remove the pupil from their register. All safeguarding responsibilities, including attendance management, for the pupil will transfer to the head teacher and/or the senior designated safeguarding lead of the secondary setting. All child protection files and risk assessments will be transferred in keeping with the guidance outlined in section 11 of this policy – Child Protection Records
- 26.2 Where a vulnerable pupil transitions from a high school setting to a post-16 provision (refer 11.1.4), the school must complete the FE Safeguarding Information Sharing Form only (Appendix 12). All existing child protection records must be archived in keeping with the guidance outlined in section 11.2 of this policy – Archiving.

APPENDICES

Appendix 0 : Child Protection and Safeguarding Team posters



THE GRAMMAR SCHOOL AT LEEDS
Be Inspired

Senior School Child Protection & Safeguarding Team 2023-24

The Grammar School at Leeds (GSAL) is committed to safeguarding and promoting the welfare of all its pupils. All staff working at the school have an important and unique role to play in child protection. All children have the right to be protected from harm.

If you have a concern regarding a student's welfare, please log an electronic CPOMS Incident or complete a blue cause for concern form, and go in person to talk with one of the team below.



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Mrs Sally Cooke
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Primary School Child Protection & Safeguarding Team 2023-24

The Grammar School at Leeds (GSAL) is committed to safeguarding and promoting the welfare of all its pupils. All staff working at the school have an important and unique role to play in child protection. All children have the right to be protected from harm.

If you have a concern regarding a student's welfare, please log an electronic CPOMS incident or complete a blue cause for concern form, and go in person to talk with one of the team below.



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Appendix 1: Definitions and indicators of abuse

Reference: Working Together to Safeguard Children (DfE 2018). See also KCSiE Part one and Annex B.

Neglect

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

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

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

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

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

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. 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, kicking, biting, hair pulling, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations, wealds
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

Sexual abuse

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

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

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

Emotional abuse

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

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

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

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

Child Sexual Exploitation

CSE 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. CSE does not always involve physical contact; it can also occur through the use of technology.

All staff should ensure they are aware of and respond to wider safeguarding issues outlined in KCSiE 2023 Annex B, this includes further information on:

- Child abduction and community safety incidents
- Children and the court system
- Children missing and who are absent from education
- Children with family members in prison
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- County lines
- Modern Slavery and the National Referral Mechanism
- Cybercrime
- Domestic abuse
- Homelessness

- So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)
- Preventing radicalisation (including the Prevent duty and Channel)
- Peer on peer/ child on child abuse
- Sexual violence and sexual harassment between children in schools and colleges (including Upskirting)

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional wellbeing;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education

Child Criminal Exploitation (CCE) & County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of 18 transporting drugs and a referral to the National Referral Mechanism should be considered.

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

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources

For more information on CCE & County Lines see KCSIE Annex B

Responses from parents

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

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries

- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

Children with Special Educational Needs and disabilities

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

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances
- Invasive procedures

Domestic Abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to 103 national crime agency human-trafficking. 86 domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Honour Based Abuse

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

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. Schools and colleges can play an important role in safeguarding children from forced marriage.

In addition, 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 of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Appendix 2: The Role of the Designated Safeguarding Lead

Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder's job description. The designated safeguarding lead should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and/or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead, to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse 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. NPCC – When to call the Police should help understand when to consider calling the police and what to expect when working with the police.

Working with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff;

- act as a point of contact with the three safeguarding partners;
- liaise with the Principal to inform them of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- 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, school nurses, IT Technicians 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 (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 Principal 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 school or college. This includes:
 - ensure that the school or college knows who it’s 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 child’s educational outcomes.

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should 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.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of this guidance.

Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college 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 should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEND in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising Awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and,
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

Training, knowledge and skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- 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 of 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 education outcomes;
- are alert to the specific need 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 school and college, and with the safeguarding partners, other agencies, organisations and practitioners;

- understand and support the school 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 school 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; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

Training should 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, designated safeguarding leads should 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 school 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.

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the 2021 UK GDPR; and,
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Appendix 3: Responding to children who report abuse

When a child tells me about abuse they have suffered, what must I remember?

- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell them you are pleased that they are speaking to you.
- Never enter into a pact of secrecy with the child. Assure them 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 them that you believe them. Children very rarely lie about abuse; but they may have tried to tell others and not been heard or believed.
- Tell the child that it is not their 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 they have a right to be safe and protected.
- Do not tell the child that what they experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what they have 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.

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

Immediately afterwards

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

Fig 1: Summary of in-school procedures to follow where there are concerns about a child (Page 15).

All concerns should be recorded on CPOMS. If you cannot access CPOMS then use a hard copy Cause for Concern Form and pass directly to the DSL. If you are worried a child is at risk from harm, you must always log your concern electronically or in hard copy but you must actively go to find the DSL in person straight away.

Disclosure: listening & responding

What makes it difficult for children to tell?

- Feelings/emotions related to the abuse e.g. guilt, shame, confusion
- Not recognising the situation as abusive
- Think it is their fault/they deserved it
- Promised to 'keep the secret'
- Think they will be in trouble
- Worry about what others will think of them/how they will react
- Fear of rejection
- Told not to tell by another
- Fear of consequences for themselves and others
- Positive feelings towards 'abuse'
- Threats
- Uncertainty about procedures/what will happen next
- Not having the words
- Think 'everyone will know'
- Can't trust anyone
- Fear that everyone else will make decisions – they'll lose control

Listening and Responding

GOLDEN RULES

DO



- Listen carefully
- Be patient and let child go at own pace
- Believe them
- Ensure that the child has an opportunity to say how they are feeling about disclosing
- Reassure where necessary
- Allow the child to speak freely, without interruption
- Keep questions to a minimum, use only to clarify/check meaning
- Write up notes of the meeting as soon as possible
- Keep the child informed of any action you are preparing to take and what is happening

DON'T



- Judge/criticise the alleged perpetrator or the child
- Ask 'leading' or 'closed' questions
- Interrogate, investigate or decide if the child is telling the truth
- Promise confidentiality
- Put words in to the child's mouth
- Ask the pupil to repeat it all for another member of staff

Confidentiality

“If I tell you something, will you promise not to tell anybody?”

- Child protection information cannot be kept completely confidential
- The welfare of the child is paramount
- Children should be sensitively told that information must be shared, be reassured that this is to protect their welfare and that the ‘need to know’ principle will be applied
- If, at that point, they refuse to talk, refer to the DSL straight away

‘I want you to feel that you can say what’s on your mind, but I cannot promise not to tell anybody else. If it’s about your welfare, I may have to pass it on. I am here to help you.’

What to do next?

- Record your concern on the school’s blue cause for concern form or complete an electronic CPOMS ‘cause for concern’ incident
- Include dates, times, what you have observed
- What the child has said to you and your reply
- Hand the form, in person, to me or a member of the safeguarding team or a senior member of staff
- What if you cannot find someone and you fear a child is at risk from harm?

Appendix 4: Chronology of key events

| CHILD PROTECTION / VULNERABLE PUPIL RECORD | |
|--|--|
| Pupil Name: | |
| Date of Birth: | |
| Start Date: | |



PAGE



| CHRONOLOGY OF KEY EVENTS | | | |
|--------------------------|----------------------------|--------------|-----------------|
| Date | Concern / Incident / Event | Action Taken | Staff Signature |
| | | | |

Appendix 5: Cause for Concern Form

CAUSE FOR CONCERN FORM

If you have a concern about a child's safety and/or welfare, please complete this form.



| | |
|---|---|
| Area of School child is based in: (Senior / Junior / Rose Court) | |
| Child's Name | DOB |
| Date (of completing this form) | Time (of completing this form) |
| Your Name (print) | |
| Day and Date (of observed behaviour/ discussion/disclosure) | Time & Place (of observed behaviour/ discussion/disclosure) |
| Describe the concern / incident as factually as possible. Include who was involved, where it happened, exactly what happened etc. Remember to describe clearly any behavioural or physical signs you have observed. Do not interpret what is seen or heard. | |

(Check to make sure your report is clear now - and will also be clear to a stranger reading it next year)

Signed:.....

Form passed to:.....

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 6: Pupil Support/SMART Plan

Example: Overview of Pupil Support/SMART Plan



THE GRAMMAR SCHOOL
AT LEEDS

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

Appendix 7: School Welcome Leaflet

Welcome to the Grammar School at Leeds!

Fire

In the event of an emergency, please leave the building by the nearest fire exit, which will be identified by a green exit sign and assemble on the parents' car park towards the front of school.

We pride ourselves in being a well-organised school with high expectations of behaviour and it is important that everyone is quiet throughout the mustering process.

Keeping our Pupils Safe

The Grammar School at Leeds is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share that commitment.

Adults who work regularly with pupils at the school must complete an enhanced Disclosure and Barring Service check with satisfactory results before commencing at GSAL. All adults in the school should be identified by a badge and/or lanyard at all times. Yellow lanyards signify someone who may have unsupervised access to children and do therefore hold an enhanced DBS certificate.

Visitors to the site will be accompanied throughout their visit. Please sign in and out at Reception and wear a visitor's badge and red lanyard at all times. Any unidentified adult in school should be challenged and escorted back to Reception as soon as possible.

Visiting speakers will have discussed the content of their presentation with a member of GSAL staff, prior to arrival, to ensure material is appropriate for pupils. GSAL reserves the right to edit the final presentation, if required.

If you notice that a child is unusually hurt or bruised or if s/he makes a comment with which makes you feel uncomfortable, please ask the staff member in reception for a Cause for Concern form. Note everything the child has said, trying to use the exact words and giving as much detail as possible. Pass this form directly to the member of staff on reception, who will ensure that it is dealt with as soon as possible.

Mobile Phones, Photographs and Filming

Please switch mobile phones to silent when on site and do not take calls in the presence of pupils.

We advise that you must not take photographs or film any children during your visit. Phones must not be out or seen when in the EYFS area of our Primary School.

Toilets

Toilets are located on the ground floor near reception. Please ask a member of staff for their exact location during your visit.

Many thanks for your co-operation with these matters.

We hope you have an enjoyable visit with us at the Grammar School at Leeds.

Appendix 8: Recruitment and Selection Checklist



Recruitment & Selection Key Steps

To be read in conjunction with KCSIE and ISI commentary on the regulations

| Pre interview | |
|---------------------|---|
| 1. | Planning – job description, person specification and other documents to be provided, reviewed and updated as necessary. Online application form seeks all relevant information and includes relevant statements about references, online checks etc. |
| 2. | Vacancy advertised - Advertisement includes reference to safeguarding policy, that is, statement of commitment to safeguarding and promoting welfare of children and need for successful applicant to be DBS checked and online searches conducted. |
| 3. | Applications on receipt - Scrutinised – any discrepancies/anomalies/gaps in employment noted to explore if candidate considered for short-listing. CVs are not accepted. |
| Short-list prepared | |
| 4. | Reference - seeking – Sought directly from referee on short-listed candidates where candidate has confirmed they are happy for pre-offer referencing; ask recommended specific questions regarding suitability to work with children. References to include most recent employer and last time applicant worked with children. References from schools sought from Principal/Head; non-school references sought from appropriate senior colleague. |
| 5. | 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). Reference authenticity verified by phone or other appropriate means. |
| 6. | Invitation to interview - Includes all relevant information, instructions, requirement for any reasonable adjustments and the self-disclosure form. |
| 7. | Interview arrangements - At least two interviewers; panel members have authority to appoint; have met and agreed issues and questions/assessment criteria/standards. At least one panel member to be trained in Safer Recruitment. |
| 8. | Online checks – Exploring any content publicly available online that might compromise their professional role so this can be discussed with candidates at interview. |
| 9. | Interview - Explores applicants' suitability for work with children as well as for the post. Pastoral questions asked at interview to check candidate understanding of safeguarding. |
| 10. | Self-Disclosure – Completed self-disclosure is submitted and seen by HR who would flag concerns to panel lead. |
| 11. | Note: identity, right to work and qualifications of successful applicant verified on day of interview by HR by scrutiny of appropriate original documents; copies of documents taken and placed on file. |
| 12. | Conditional offer of appointment: pre-appointment checks. Offer of appointment is made by panel lead, conditional on satisfactory completion of the following pre-appointment checks and a probationary period. |
| Vetting checks | |
| 13. | Risk Assessment – for Volunteers a written Risk Assessment is conducted to determine the appropriate level of checks required. |
| 14. | Identity (if that could not be verified at interview) - ID and address verified. |
| 15. | Employment History – all employment history scrutinised and explanations for gaps in employment sought. |
| 16. | Qualifications in line with person specification (if not verified on the day of interview). Evidence to be kept in HR file. |

| | |
|------------------|--|
| 17. | DBS Barred list check – applicant is not barred from working with children (this must be completed before the applicant commences work). |
| 18. | DBS certificate - appropriate level of DBS check level in line with KCSIE and ISI guidance. New check conducted, or ported from another educational institution. If not received pre-start date a risk assessment can be put in place, authorised by Head of HR and Principal and checked weekly. |
| 19. | Right to work in UK – check for legal right to work in UK followed govt. guidelines. |
| 20. | Overseas check - for individuals who have lived or worked abroad for more than 3 months in the last 5 years, which is known from the self-disclosure requested pre interview. This check includes police checks and/or additional referencing as determined by the country of residence. Checks conducted in line with govt. guidance. |
| 21. | 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. |
| 22. | Prohibition from Management of Independent Schools check – For those in leadership roles in independent school to ensure they haven't been deemed unsuitable to participate in the management of such schools including the Governing Body. |
| 23. | Childcare (Disqualification) Regulations self-declaration – 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. |
| 24. | Health self-declaration – to ensure the candidate is medically fit. |
| 25. | References before confirmation of appointment: if not obtained and scrutinised previously. |
| 26. | Single Central Register – a record of all checks including dates of checks is input into the schools SCR and approved by the Head of HR and then the VP. These checks must be approved before the new starter commences role. |
| Induction | |
| 27. | <p>Policies – key policies are shared with new starters pre joining. They are asked to read and sign to say they have understood.</p> <ul style="list-style-type: none"> • Child Protection and Safeguarding Policy • GSAL Behaviour Policy • KSCIE • Missing Child Policy • Online Safety Policy • Staff Code of Conduct |
| 28. | <p>Mandatory training – eLearning modules are shared with new starters. The following are completed pre start:</p> <ul style="list-style-type: none"> • Prevent • Safeguarding Children <p>The remaining modules are completed within the first 3 months:</p> <ul style="list-style-type: none"> • Slips trips and falls • Manual handling • DSE • GDPR • EDI - new • Cyber security - new • Fire awareness in education |
| 29. | School based induction – the role that the new starter commences determines the level and type of induction that is required. All staff attend a face-to-face Safeguarding training session with the DSL upon joining. |

| | |
|-----|---|
| 30. | Probationary Period – 6 months for support roles, 3 terms for teaching staff |
|-----|---|

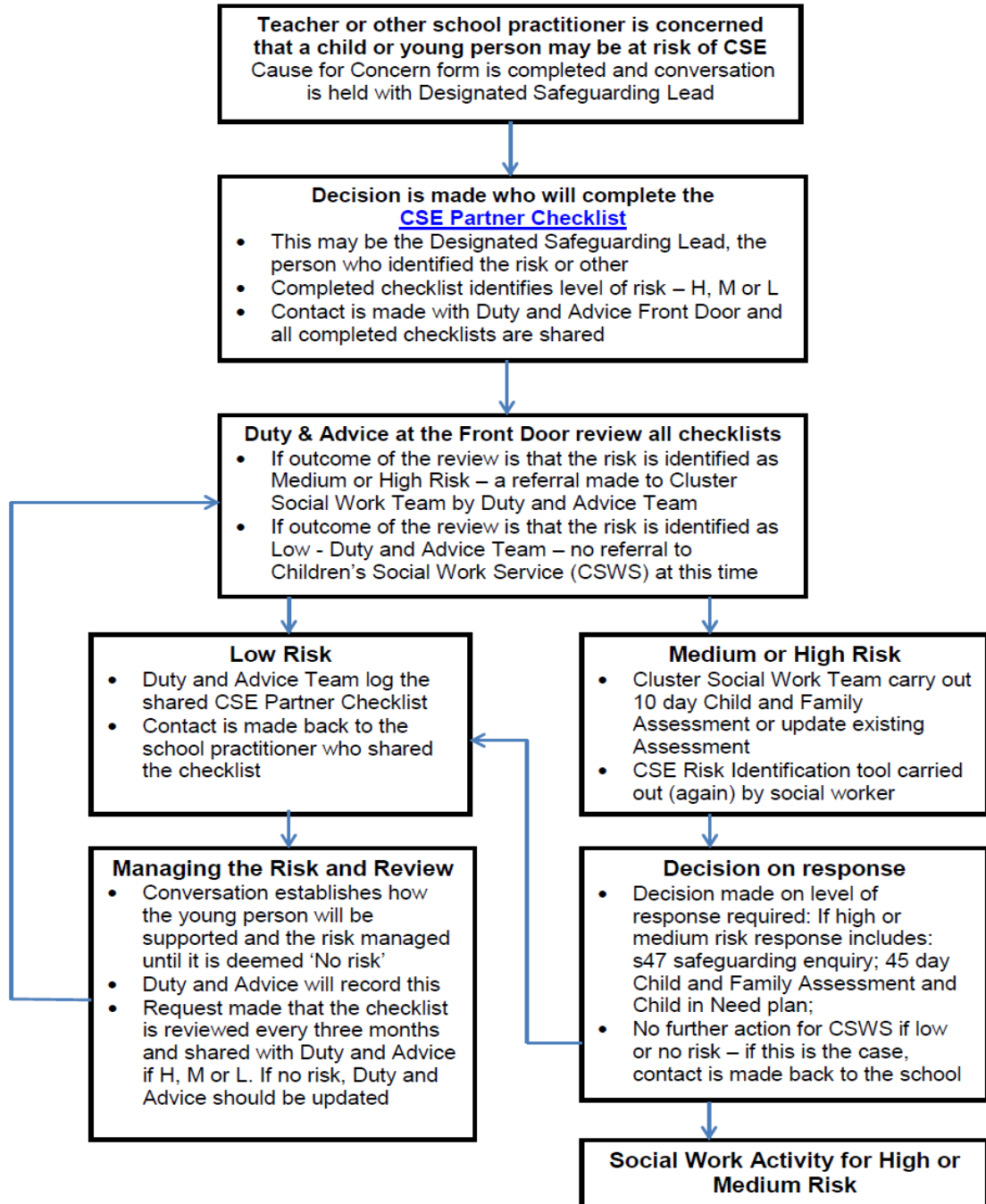
Each of the following activities is teaching work: planning and preparing lessons and courses for pupils, delivering* lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils.

* “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 or other person nominated by the head teacher to provide such direction and supervision

Appendix 9: CSE Response Checklist

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

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



Appendix 10 : MACE Panel Referral Form

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

Referrer's Details

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

Child's Details

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

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

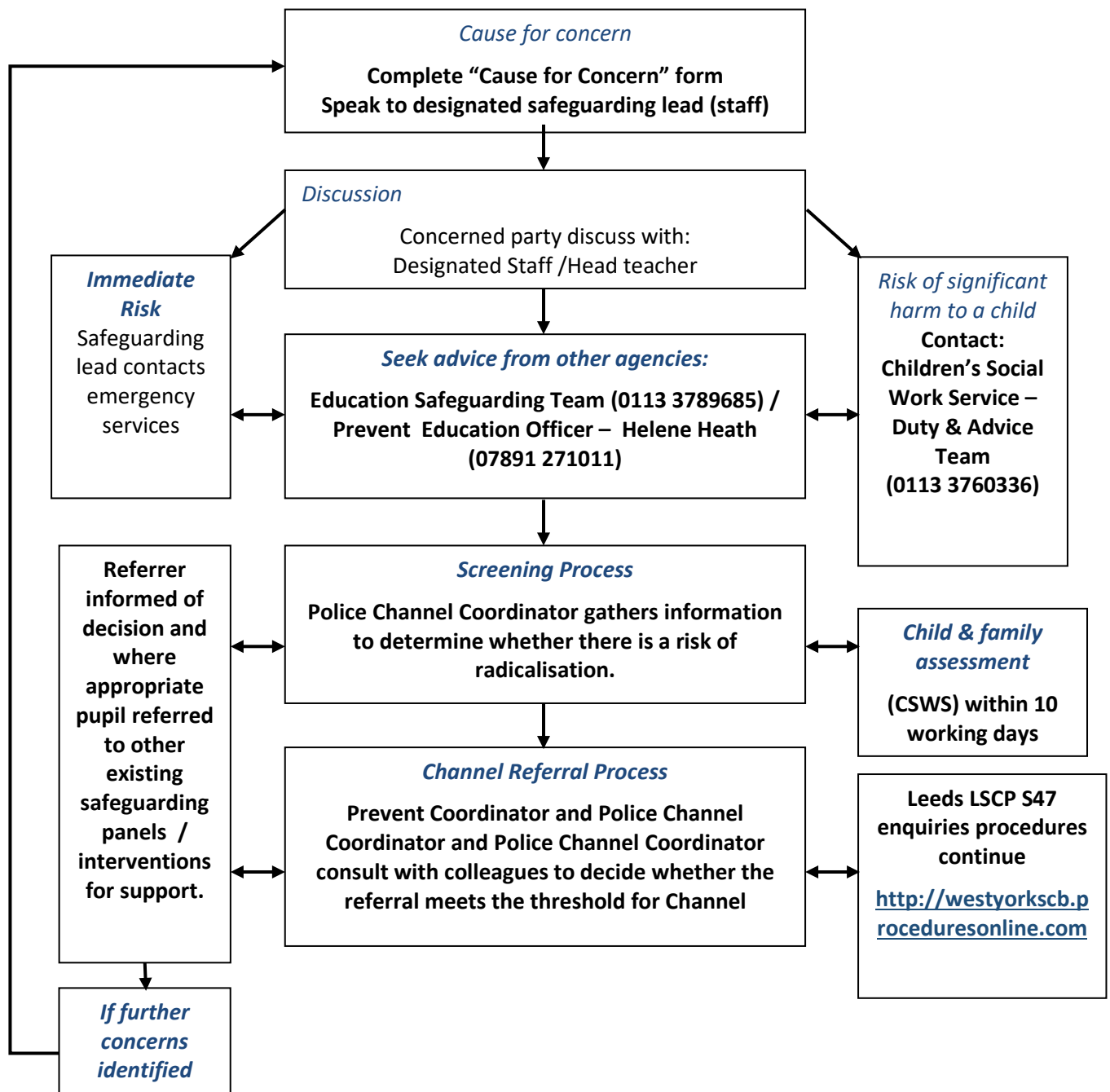
TO BE COMPLETED INTERNALLY:

| | | | |
|--------------|-------|---|------------------|
| Screened By: | Date: | Has the referral been accepted? Yes / No | MACE Panel Date: |
|--------------|-------|---|------------------|

| | |
|---|--|
| If referral not accepted, please state why: | |
|---|--|

Appendix 11: Radicalisation Response Checklist

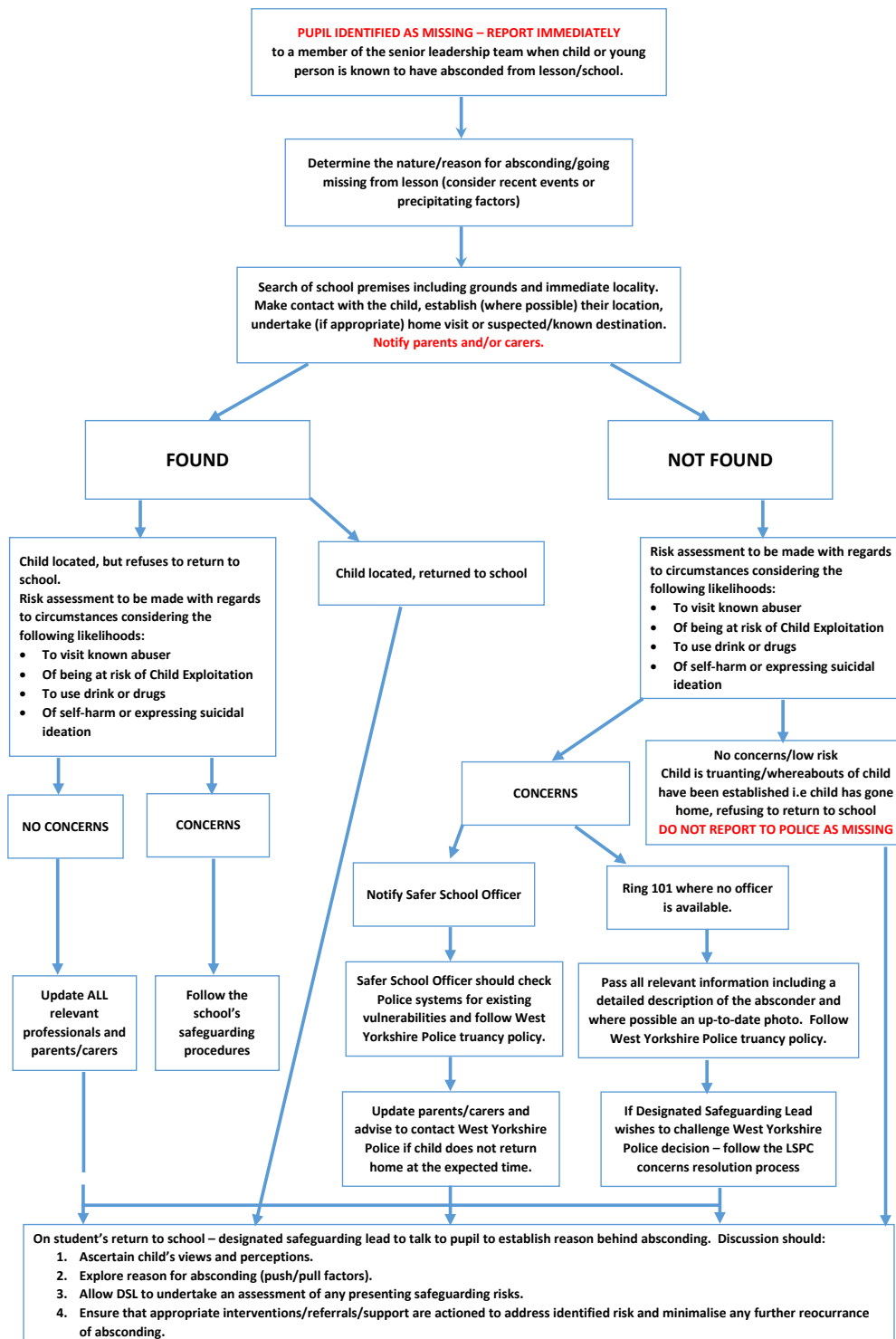
Summary of in-school procedures to follow where there are potential radicalisation concerns about a child/member of staff



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

Appendix 12: Missing from School Response Checklist

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



Appendix 13: FE Safeguarding Information Sharing Form

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

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

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

Other/Additional information(Please State):

Are there any current or relevant historical safeguarding concerns?

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

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

| | | |
|--|--|--|
| | | |
|--|--|--|

Please can you give full details including contact details of which agencies are currently working with the student?

| | | | |
|---------------------------------|--|--------------------------|--|
| Children's Social Work Services | | Adult Social Care | |
| Probation | | Youth Offending Services | |
| CAMHS | | Police | |
| Other, Please state | | | |

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

| |
|--|
| |
|--|

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

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

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

| |
|--|
| |
|--|

Please can you provide your details below:

| | |
|---------------|-----------|
| Name: | Position: |
| Organisation: | Tel No: |

| | |
|----------------|-------|
| Email Address: | Date: |
|----------------|-------|

CONSENT TO SHARE INFORMATION PRIOR TO ENROLMENT

To be completed by student

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

| | |
|----------------------|--|
| Date | |
| Signature of student | |

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

| | |
|------------------|--|
| Name of contact | |
| Telephone number | |

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

Please return this form to the relevant contact listed below:

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

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

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

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

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

Appendix 14: LADO Notification Form



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

ALLEGATIONS OR CONCERN ABOUT A PERSON WORKING WITH CHILDREN

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

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

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

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

| |
|---------------------------------|
| Professional's Details : |
|---------------------------------|

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

| | |
|-----------------------|--|
| Home Address : | |
|-----------------------|--|

Child/ren's Details (if applicable):

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

Address :

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

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

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.

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?

Please explain your rationale for both a Yes or No 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 (i.e. an agency worker). Have you discussed this concern with the appropriate Line Manager for the organisation concerned? (If not, please contact the employer and complete the section below, prior to submitting this notification)

What is their view

| |
|--|
| |
|--|

Name of employer:

Contact details:

| |
|--|
| |
|--|

LADO Discussion

Please provide relevant details

Form Completed by:

Contact details:

Information entered on MOSAIC:

YES

☐

NO

☐

Appendix 15: Prevent Referral Form

| REFERRAL PROCESS | |
|---|---|
| <p>Once you have completed this form, please email via secure email arrangements to: prevent@leeds.gov.uk and fimucentral@ctpne.police.uk</p> <p>All public sector organisations (including schools) have appropriate email security in place. Please contact prevent@leeds.gov.uk if you wish to refer from outside this sector.</p> <p>If you have any questions whilst filling in the form, please call: 0113 535 0810 (Leeds City Council Prevent Team) or 0113 395 4141 (Police Prevent Team).</p> | |
| INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS | |
| Forename(s): | First Name(s) |
| Surname: | Last Name |
| Date of Birth (DD/MM/YYYY): | D.O.B. |
| Approx. Age (if DoB unknown): | Please Enter |
| Gender: | Please Describe |
| Known Address(es): | Identify which address is the Individual's current residence |
| Nationality / Citizenship: | Stated nationality / citizenship documentation (if any) |
| Immigration / Asylum Status: | Immigration status? Refugee status? Asylum claimant? Please describe. |
| Primary Language: | Does the Individual speak / understand English? What is the Individual's first language? |
| Contact Number(s): | Telephone Number(s) |
| Email Address(es): | Email Address(es) |
| Any Other Family Details: | Family makeup? Who lives with the Individual? Anything relevant. |
| DESCRIBE CONCERNS | In as much detail as possible, please describe the specific concern(s) relevant to Prevent. |
| Please Describe | |
| <p>FOR EXAMPLE:</p> <ul style="list-style-type: none"> How / why did the Individual come to your organisation's notice in this instance? Does it involve a specific event? What happened? Is it a combination of factors? Describe them. Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How? Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact? Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information? Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly? Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider <i>any</i> extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures. Please describe any other concerns you may have that are not mentioned here. | |

| COMPLEX NEEDS | Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense? |
|--|--|
| Please Describe | |
| <p>FOR EXAMPLE:</p> <ul style="list-style-type: none"> • Victim of crime, abuse or bullying. • Work, financial or housing problems. • Citizenship, asylum or immigration issues. • Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings. • On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency. • Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories. • Educational issues, developmental or behavioural difficulties, mental ill health (see Safeguarding Considerations below). • Please describe any other need or potential vulnerability you think may be present but which is not mentioned here. | |
| OTHER INFORMATION | Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc.. |
| Please Describe | |

Appendix 16: Guidelines for Visiting Speakers

The pupils' educational experience can benefit greatly from visits, presentations and lectures from speakers not necessarily directly associated with the school. Sometimes a rapport is established with some visiting speakers that they become a key part of that programme and may be encouraged to return on subsequent occasions.

The organiser of the visiting speaker is responsible for the event (or delegate as appropriate to another member of the GSAL teaching staff). This will usually entail:

- Initial contact to discuss and establish our needs. Establishing a date, time, age group and size for the presentation (please remember that all such events are subject to Diary Committee approval). Ideally, there should be time to prepare students before the visit and activities to follow up afterwards. It is understood that this may not always be possible.
- Understanding the purpose of the visit is crucial before the speaker is booked and then liaison from there to understand the length, content, style, format, and structure of the presentation, identifying any visual aids that may be required. All content should be consistent with the aims and ethos of GSAL and in broader terms should not undermine the fundamental British values of democracy, the rule of law, respect and tolerance and individual liberty. The expression of partisan views is not prohibited so long as the organiser can demonstrate how this would be balanced, either at the time or at a future date.

It is important to carry out an online search on the visiting speaker, again ahead of booking, to verify their profile and purpose and ensure there are no controversial aspects to this. It is helpful to source, in addition, valid testimonies which confidently supports their proposed visit and talk in schools.

- The speaker should be made aware of the context into which their presentation will fit and the purpose and content of the presentation should be discussed explicitly. Any concern felt by the organiser regarding the partisanship of the content of the address should be highlighted in the 'Visiting Speaker Authorisation Form' which should be completed by the organiser no later than one week before the visit and presentation. The form is submitted to the compliance officer and the appropriate member of the leadership team in the relevant part of the school for approval. (For senior school presentations this would be the Assistant Head, Co-curricular), in Primary School, the relevant Assistant Head).
- First discussing and then forwarding this school policy to the presenter. The speaker needs to be aware of any boundaries, in particular the necessity for speakers to be impartial in the delivery of their presentation. Visitors to Religious Assemblies should be made aware of the school's policy of mutual tolerance within the cultural, ethnic, and religious mix of the school's community and that the school fully supports the fundamental British values of democracy, the rule of law, respect and tolerance and individual liberty. We forbid indoctrination of any kind and that applies irrespective of the business or the present company of an assembly.
- Taking responsibility for any internal arrangements with colleagues and their students, including release from lessons, if approved.
- The organiser should be clear about any audio-visual requirements of the presenter and these requirements should be discussed with the lead AV technician.

- Ensuring that visiting speakers have signed in and are accompanied at all times to fulfil all safeguarding requirements. The speaker should bring identification with them on arrival at school. If they do not have any identification on them, then a member of the leadership needs to be called to reception to approve or deny their sign in.
- Taking responsibility for the visitor during the visit and the presentation.
 - This is likely to include the introduction of the speaker, chairing any question-and-answer session and a vote of thanks at the end of the presentation.
 - Chairing the presentation is an important responsibility that includes the selection of appropriate questions and ensuring that both questions and responses are in line with the aims of the session and within the context of our school policy. The Chair takes responsibility for the conduct of the question-and-answer session
- If the speaker expresses inappropriately partisan views, then the organiser is responsible for either challenging those views at the time or arrange for appropriate balance to be presented to the pupils at a later occasion and report the episode to the DSL with a record of actions taken or anticipated.
- Arranging for a letter of thanks to follow.

Appendix 17: Visitors to the Site

Visitors to the site (for Sept 2023)

The Grammar School at Leeds is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share that commitment.

All visitors to the site must report to Senior or Primary School reception in the first instance.

Any adult found not wearing a lanyard in any colour, or falling breach of the regulation, as listed below must be escorted back to a reception immediately. This is the responsibility of ALL staff at GSAL



THE GRAMMAR SCHOOL
AT LEEDS

HIGH RISK - RED LANYARD. (ISSUED BY RECEPTION)

People wearing a red lanyard must be accompanied by a member of staff at all times. If unaccompanied, they should be escorted back to reception immediately. Visitors to school will have had no recruitment checks at all, they are over the age of 16. Members of staff awaiting confirmation of a DBS check but where all other recruitment checks are in place should be on a red lanyard and accompanied at all times.



MEDIUM RISK - YELLOW LANYARD. (ISSUED BY HUMAN RESOURCES)

People wearing a yellow lanyard are known to the school and are either GSAL casual workers or not GSAL employees. They will have a DBS / recruitment checks in place either by GSAL or a third party organisation and the school will have received confirmation of these checks. They are either approved on the school's Single Central Register or are following contractor arrangements as per ISI guidelines. Examples of these are Governors, casual workers, external agency worker, RMI computer services, invigilators, visiting music teachers (VMTs), visiting sports coaches, some contractors arranged through the estates team, faith leaders, external agency workers, school inspectors, external examiners, external nurses or health specialists, externally employed club providers, Initial Teacher Training (ITT), work experience students and volunteers. Some of these people may still be wearing a green lanyard in a period of transition until September 2023.



MEMBERS OF STAFF - PURPLE LANYARD. (ISSUED BY HUMAN RESOURCES)

People wearing purple lanyards are members of the GSAL staff body (permanent or fixed term contracts) and have all checks completed through the school. These people have been through a recruitment process with the Human Resources team.



