



## LEEDS CHILDREN'S SERVICES

Turning Point Leeds (TPL)

### SAFEGUARDING & CHILD PROTECTION POLICY

Academic Year 2025-2026

---

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



<b>Contents</b>		
<b>1.</b>	<b>AIMS</b>	<b>8</b>
<b>2.</b>	<b>LEGISLATION AND GUIDANCE</b>	<b>8</b>
<b>3.</b>	<b>DEFINITIONS</b>	<b>10</b>
<b>4.</b>	<b>EQUALITY STATEMENT</b>	<b>11</b>
<b>5.</b>	<b>ROLES AND RESPONSIBILITIES</b>	<b>12</b>
<b>6.</b>	<b>CONFIDENTIALITY AND INFORMATION SHARING</b>	<b>19</b>
<b>7.</b>	<b>OPPORTUNITIES TO TEACH SAFEGUARDING – PREVENTATIVE CURRICULUM</b>	<b>20</b>
<b>8.</b>	<b>OUR ROLE IN SUPPORTING CHILDREN</b>	<b>21</b>
<b>9.</b>	<b>CHILDREN WITH SPECIAL EDUCATIONAL NEEDS, DISABILITIES, OR HEALTH ISSUES</b>	<b>22</b>
<b>10.</b>	<b>CHILDREN AT RISK OF SPECIFIC FORMS OF ABUSE</b>	<b>23</b>
<b>11</b>	<b>REMOTE LEARNING AND REMOTE WELFARE</b>	<b>23</b>
<b>12</b>	<b>FEMALE GENITAL MUTILATION: THE MANDATORY REPORTING DUTY</b>	<b>24</b>
<b>13</b>	<b>RADICALISATION AND TERRORISM</b>	<b>24</b>
<b>14</b>	<b>CHANNEL</b>	<b>25</b>
<b>15</b>	<b>CHILD ON CHILD ABUSE</b>	<b>25</b>
<b>16</b>	<b>CHILD</b>	
<b>EXPLOITATION.....</b>		<b>27</b>
<b>17</b>	<b>SHARING NUDES AND SEMI NUDES</b>	<b>27</b>
<b>18</b>	<b>CHILDREN ABSENT FROM EDUCATION</b>	<b>29</b>
<b>19</b>	<b>A SAFER TPLCULTURE</b>	<b>29</b>
<b>20</b>	<b>SAFER RECRUITMENT, SELECTION AND PRE-EMPLOYMENT VETTING</b>	<b>30</b>
<b>21</b>	<b>MANAGING ALLEGATIONS OR SAFEGUARDING CONCERNS AGAINST A MEMBER OF STAFF OR PERSON IN TPLPROCEDURES.</b>	<b>31</b>
<b>22</b>	<b>TRAINING AND SUPPORT</b>	<b>34</b>
<b>23</b>	<b>CHILD PROTECTION RECORDS</b>	<b>35</b>
<b>24</b>	<b>CHILDREN’S AND PARENTS’ ACCESS TO CHILD PROTECTION FILES</b>	<b>38</b>
<b>25</b>	<b>ARCHIVING</b>	<b>38</b>
<b>26</b>	<b>SAFE DESTRUCTION OF THE PUPIL RECORD</b>	<b>39</b>
<b>27</b>	<b>SAFEGUARDING RESPONSIBILITIES FOR PUPILS IN TRANSITION</b>	<b>39</b>
<b>APPENDIX 1:</b>	<b>DEFINITIONS AND INDICATORS OF ABUSE</b>	<b>40</b>
<b>APPENDIX 2</b>	<b>RESPONDING TO CHILDREN WHO REPORT ABUSE.</b>	<b>45</b>
<b>APPENDIX 3</b>	<b>CHRONOLOGY OF KEY EVENTS</b>	<b>47</b>
<b>APPENDIX 4</b>	<b>CAUSE FOR CONCERN FORM</b>	<b>48</b>
<b>APPENDIX 5</b>	<b>SMART PLAN</b>	<b>50</b>
<b>APPENDIX 6</b>	<b>RECRUITMENT AND SELECTION CHECKLIST</b>	<b>52</b>
<b>APPENDIX 7</b>	<b>MACE PANEL REFERRAL FORM</b>	<b>55</b>
<b>APPENDIX 8</b>	<b>RADICALISATION RESPONSE CHECKLIST</b>	<b>57</b>
<b>APPENDIX 9</b>	<b>MISSING FROM TPLRESPONSE CHECKLIST</b>	<b>58</b>
<b>APPENDIX 10</b>	<b>FE SAFEGUARDING INFORMATION SHARING FORM</b>	<b>59</b>
<b>APPENDIX 11</b>	<b>LADO NOTIFICATION FORM.....</b>	<b>63</b>



This Safeguarding & Child Protection Policy is available on the TPL website and is reviewed and ratified annually by the Directors or as events, or legislation requires. Any deficiencies or weaknesses identified will be remedied without delay.

**Part 1** of this policy is for all staff.

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

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead/s	Nominated Governor	Chair of Governors
2025-26	Ryan Bradshaw Doug Mulholland	N/A	N/A	N/A

Policy Review date	Date Ratified by governors	Date Shared with staff
1st September 2025	N/A	1st September 2025

Turning Point Leeds  
Child Protection and Safeguarding Advice  
Contact List – September 2025

<b>Role / Agency</b>	<b>Name and role</b>	<b>Contact Details</b>
<b>Designated Safeguarding Lead (DSL)</b>	Ryan Bradshaw - Director Doug Mulholland - Director	07786 387 227 07503 189 046
<b>Deputy DSL</b>	N/A	
<b>Other trained designated staff</b>	N/A	
<b>Governor with responsibility for Child Protection and Safeguarding</b>	N/A	
<b>Chair Of Governors</b>	N/A	
<b>Designated Teacher for Looked After and previously Looked After Children</b>	Ryan Bradshaw - Director Doug Mulholland - Director	07786 387 227 07503 189 046
<b>SENDCo</b>	Ryan Bradshaw - Director Doug Mulholland - Director	07786 387 227 07503 189 046
<b>PSHE Coordinator</b>	Ryan Bradshaw - Director Doug Mulholland - Director	07786 387 227 07503 189 046
<b>Mental Health Lead</b>	Ryan Bradshaw - Director Doug Mulholland - Director	07786 387 227 07503 189 046
<b>Online Safety Coordinator</b>	Ryan Bradshaw - Director Doug Mulholland - Director	07786 387 227 07503 189 046
<b>CSWS Duty and Advice</b>	Urgent Child Protection concerns / initial referral	Professionals – 0113 3760336 Members of the public – 0113 222 4403
<b>CSWS Emergency Duty Team (out of hours)</b>	Urgent Child Protection concerns	0113 535 0600 <a href="mailto:childrensEDT@leeds.gov.uk">childrensEDT@leeds.gov.uk</a>
<b>Education Safeguarding Team (Professionals only)</b>	Advice / Training / Safeguarding Audit	0113 3789685 <a href="mailto:estconsultation@leeds.gov.uk">estconsultation@leeds.gov.uk</a>
<b>Local Authority Designated Officer</b>	Allegations against adults in TPL	0113 3789687 <a href="mailto:lado@leeds.gov.uk">lado@leeds.gov.uk</a>
<b>NSPCC Whistleblowing Helpline</b>	Allegations against adults in TPL	0800 028 0285
<b>Cluster Targeted Services Lead</b>	Family Support / Attendance / Early Help / Pupil Counsellor	
<b>PREVENT Team</b>	Prevent training/advice	0113 535 0810 <a href="mailto:prevent@leeds.gov.uk">prevent@leeds.gov.uk</a>
<b>Family Hub</b>	Family hub support	0113 5350185 <a href="mailto:Family.hubs@leeds.gov.uk">Family.hubs@leeds.gov.uk</a>
<b>Data Protection Officer</b>	Ryan Bradshaw - Director Doug Mulholland - Director	07786 387 227 07503 189 046

## **Safeguarding and Child Protection at Turning Point Leeds (TPL)**

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

'All staff' refers to all adults, volunteers or students on placement, working in any capacity in TPL or in activities organised by TPL which bring them into contact with pupils.

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 when using ICT. This includes the building of resilience and awareness of risk through the formal and informal curriculum.

### **Partnership with Host Schools**

Turning Point Leeds (TPL) is committed to working in close partnership with Designated Safeguarding Leads (DSLs) in all host schools. Safeguarding concerns identified at TPL will be communicated immediately to the relevant host school DSL using the Leeds City Council *Cause for Concern* process and forms. As pupils are dual registered, TPL always ensures that host schools are informed of any safeguarding issues relating to their pupils so that responsibility is clearly shared and actions are coordinated in the best interests of the child.

A child is any pupil under the age of 18.

---

## **Glossary**

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

---

## **Visitors to TPL**

All visitors must sign in on arrival and collect a visitor's lanyard. Signing in will provide information outlining child protection and safeguarding procedures in TPL and how to report any concerns regarding a child/young person or another adult.

Visitor lanyards must be worn at all times when in TPL. Staff must ensure that visitors are supervised as appropriate and that the requisite pre-employment checks have been completed as referenced in Part 3 of KCSIE.

All contractors must follow TPL's signing-in arrangements as set out in contractual commissioning agreements.

## Aims

### TPL aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding, including identifying children in need of early help, at risk of harm, or those who 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 always act in the best interests of children, protecting them both online and offline.
- Systems for reporting abuse are well promoted, easily understood, and accessible for children.

The Directors and staff of TPL take as their first priority the responsibility to safeguard and promote the welfare of pupils, to minimise risk, and to work together with other agencies. Rigorous arrangements are in place within our community to identify, assess, and support children who are suffering harm, and to keep them safe and secure whilst in our care.

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

Where safeguarding concerns arise, TPL will inform the host school DSL as a matter of urgency and follow the Leeds City Council Cause for Concern process.

---

## Legislation and Guidance

This policy is based on:

- The Department for Education's statutory guidance *Keeping Children Safe in Education (KCSIE) 2025* and *Working Together to Safeguard Children (2023)*.
- The *School Governance Guide* (DfE, 2024).
- The guidance and procedures set out by the Leeds Safeguarding Children Partnership (LSCP).

This policy is also informed by the following legislation and statutory guidance:

- *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.
- The *Children Acts 1989 and 2004*, which provide a framework for the care and protection of children.
- Section 5B(11) of the *Female Genital Mutilation Act 2003*, as inserted by section 74 of the *Serious Crime Act 2015*, which places a statutory duty on teachers to report to the police

where they discover that 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' and providers' 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* (Safer Recruitment Consortium, February 2022).
  - *Sharing nudes and semi-nudes: how to respond to an incident* (DfE, March 2024).
  - *Safeguarding and remote education during coronavirus (COVID-19)* (DfE, 2021b).
  - *Children Missing Education – Statutory Guidance for Local Authorities* (DfE, August 2024).
  - *When to call the police – Guidance for schools and colleges* (NPCC, 2020).
  - *Education and Training (Welfare of Children) Act 2021*.
  - *Alternative Provision Guidance* (DfE, February 2025).
  - *Working Together to Improve School Attendance* (DfE, 2024).
- 

## Local Context

TPL is under a statutory duty to cooperate with the published LSCP arrangements. This policy conforms to locally agreed inter-agency procedures and has been ratified by the LSCP Education Safeguarding Group.

In line with our role as an alternative provision, and because all pupils are dual registered, TPL will inform the host school DSL as a matter of urgency regarding any safeguarding concerns, ensuring shared responsibility and coordinated action.

This policy is available to all interested parties on our website and on request from the TPL office. It must be read in conjunction with other relevant policies and procedures and *Keeping Children Safe in Education* (DfE, 2025).

---

## Governance and Related Policies

- This policy also complies with our funding agreement and Articles of Association.
- It should be read in conjunction with TPL's Online Safety Policy and the Acceptable Use Policies for staff, pupils, and visitors, which set out the acceptable use of ICT, including the use of 3G/4G/5G devices on site.



## **Additional Guidance on Personal Online Behaviour and Use of ICT**

TPL maintains appropriate filtering and monitoring systems to reduce the risk of pupils accessing harmful or inappropriate content.

Staff, pupils, and visitors must follow the Mobile Phone and Personal Device Guidance, which sets out when and how devices may be used on site.

Staff must maintain professional boundaries online, including the use of social media, and must not use personal devices to capture or share pupil information or images.

Pupils are taught how to recognise and respond to online risks, including cyberbullying, online harassment, and grooming.

Remote learning and online platforms used by TPL must comply with safeguarding, data protection, and professional standards. Only approved accounts and platforms are permitted.

All staff receive training on online safety and acceptable use of ICT. Pupils are regularly reminded of safe and responsible ICT practices.

Any concerns relating to online behaviour, ICT misuse, or breaches of acceptable use must be reported immediately to the DSL, and the host school DSL will be informed as a matter of urgency, with all concerns recorded in line with safeguarding procedures.

---

## **3. Definitions**

Safeguarding and promoting the welfare of children means:

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

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

Appendix 1 explains the different types and indicators of abuse.

Children includes everyone under the age of 18.

---

## **4. Equality Statement**

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

We give special consideration to children who:

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

## 5. Roles and Responsibilities

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

### All Staff

All staff working directly with children will read and understand their statutory responsibilities outlined in Part 1 and Annex B of *Keeping Children Safe in Education (KCSIE, 2025)*, and will review this guidance at least annually.

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

### All staff will be aware of:

- TPL's systems which support safeguarding, including their professional responsibilities outlined in *Guidance for Safer Working Practice (2022)* and the TPL Code of Conduct, the role of the DSL, the TPL Behaviour Policy, responses to children who go missing from education, and TPL's Online Safety Policy.
- The early help process and their role in it, including being alert to emerging problems that may warrant Early Help intervention, particularly those identified in Part 1 of KCSIE. All staff must report emerging problems to the DSL, who will inform the host school DSL as a

matter of urgency.

- The link between children's behaviour, emotional wellbeing, and mental health — and that behaviours may indicate abuse, neglect, or exploitation.
- The process for making referrals to Children's Social Work Services (CSWS) and the statutory assessments that may follow a referral. Figure 1 (page 18) summarises the procedures to follow where there are concerns about a child's welfare.
- The importance of partnership working with other agencies. Requests for service to CSWS will (wherever possible) be made by TPL safeguarding staff via the Duty and Advice Team (0113 3760336). Where a child already has an allocated social worker, TPL will immediately contact that social worker, or in their absence the team manager. The host school DSL will also be informed as a matter of urgency.
- What to do if they identify a safeguarding issue or a child makes a disclosure of abuse, neglect, or exploitation, including specific issues such as FGM, and how to maintain appropriate confidentiality while liaising with relevant professionals.
- TPL's procedures for recording causes for concern and passing information on to host school DSLs in accordance with TPL's recording systems.
- The signs of abuse and neglect, as well as specific safeguarding issues such as CSE, CCE, FGM, radicalisation, child-on-child abuse, and serious youth violence.
- That safeguarding issues can occur both inside and outside of TPL.
- That children absent from education or missing during the TPL day may be at risk of significant harm including sexual abuse, exploitation, or criminal exploitation.
- That some children may not recognise or be ready to disclose abuse, neglect, or exploitation, and may not recognise their experiences as harmful.

Appendix 1 outlines types of abuse.

Appendix 2 provides guidance for staff on how to respond to disclosures.

---

## **The Designated Safeguarding Lead (DSL) and Deputy DSLs**

The DSLs for TPL are Ryan Bradshaw and Doug Mulholland, both Directors. They take lead responsibility for child protection and wider safeguarding (including online safety, and understanding the filtering and monitoring systems in place).

- A trained DSL will always be available on site. Where this is not possible, TPL will not open.
- During term time, the DSL will be available during TPL hours for staff to discuss safeguarding concerns.

The DSLs will be provided with the time, training, resources, and support to:

- Provide advice and support to staff on child welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings and/or support staff to do so.
- Contribute to the assessment of children by providing relevant information to support multi-agency assessments.
- Refer suspected cases, as appropriate, to CSWS, the Channel programme, DBS, TRA and/or the police, and support staff in making referrals where required.

- Ensure compliance with mandatory reporting duties, including in relation to FGM.
- Ensure that staff working directly with vulnerable children receive regular safeguarding supervision (ref: LCC Framework for Supervision, 2020/21).
- Liaise with local authority officers and relevant professionals.
- Respond to domestic abuse notifications from the local authority and provide support for affected children and families.
- Ensure TPL is represented at inter-agency meetings (Child Protection Conferences, Core Groups, Family Support Meetings, etc.).
- Provide reports for meetings, sharing them with parents/carers where possible at least 24 hours in advance.
- Liaise with the three safeguarding partners and other agencies in line with *Working Together to Safeguard Children (2023)*.
- Promote the educational outcomes of children with a social worker and other vulnerable pupils, working closely with the DT and SENDCo.
- Undertake a Prevent risk assessment, which is shared with all staff.

The full responsibilities of the DSL are set out in Annex C of *KCSIE (2025)*. All designated and deputy DSLs at TPL must read and comply with this guidance.

## Directors

The Directors will approve this policy at each review.

The Directors will complete the LA safeguarding and child protection briefing on their strategic roles and responsibilities every three years, including online safety training at induction. The Directors will ensure that all policies, procedures, and training are effective and comply with the law. The Directors will ensure that all staff undergo safeguarding and child protection training, including online safety training, providing an understanding of the expectations and applicable roles and responsibilities in relation to filtering and monitoring.

In the event that safeguarding concerns, or an allegation of abuse is made against a Director, the Local Authority Designated Officer (LADO) will act as the 'case manager'. Refer also to Section 16.2.

The Directors will ensure that TPL has robust IT filtering and monitoring systems in place, informed in part by the risk assessment required under the Prevent Duty, in order to limit children's exposure to online risks. In doing so, the Directors will take into account the number and age range of children, those who are potentially at greater risk of harm, and how often they access the IT system.

The Directors will also ensure compliance with data protection law, develop data policies and processes, know what staff and pupil data to keep, and follow good practices for preventing personal data breaches. (*Data Protection in Schools – Guidance – GOV.UK, 2024*).

The Directors will understand their role within local safeguarding arrangements as set out in Part 2 of *Keeping Children Safe in Education (2025)*. They will make themselves aware of, and follow, their local arrangements, including the LSCP best practice CPD guidance for Leeds education providers.

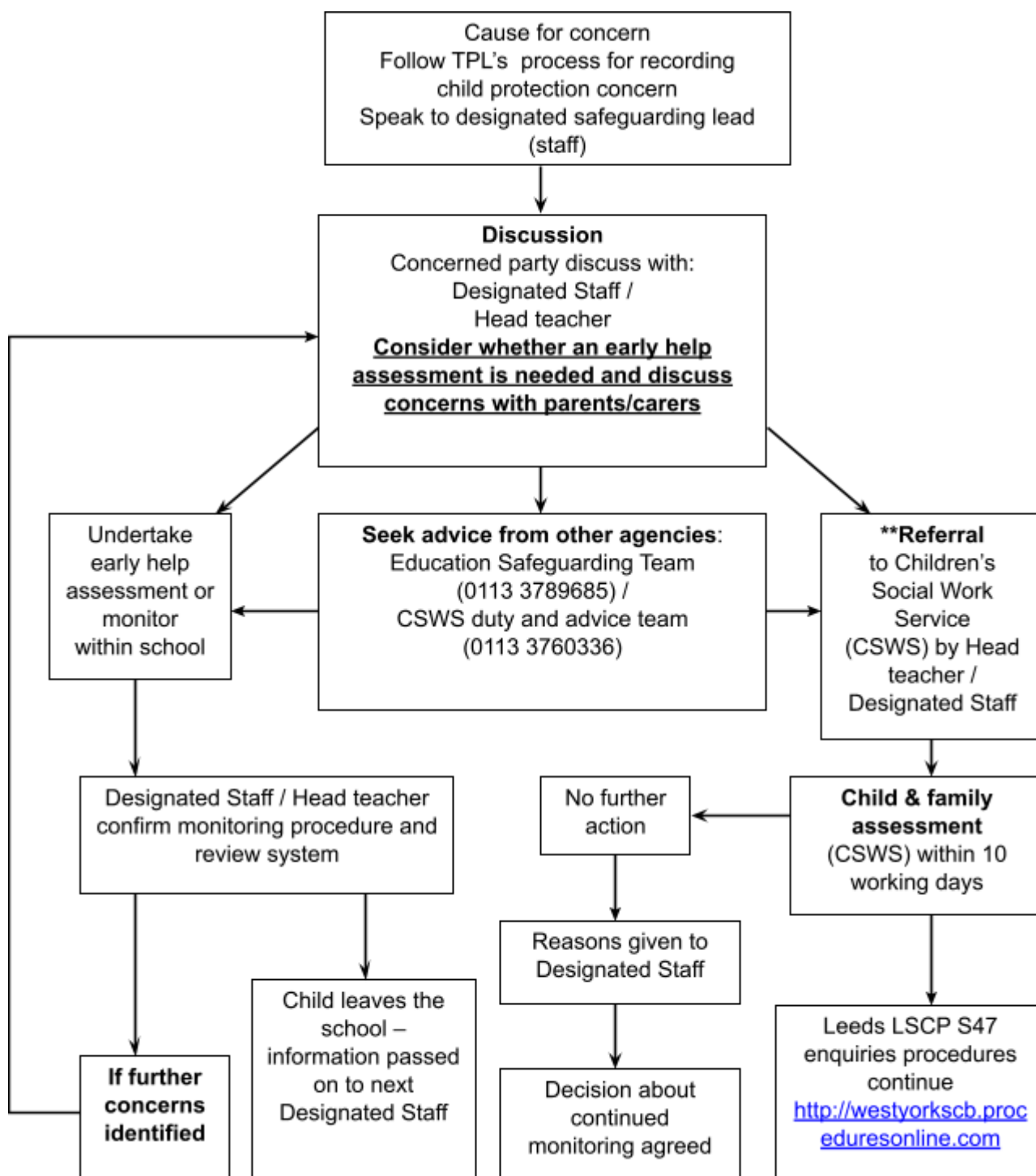
The full responsibilities of the Directors are set out in Part Two of KCSIE – *The Management of Safeguarding*. The Directors will ensure that TPL is fully compliant with its statutory safeguarding responsibilities.

## Headteacher

The Headteacher 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/carers when their child joins TPL, and via the TPL website.
- Ensuring that the roles and responsibilities of the DSL, as referenced in Annex C of *KCSIE (2025)*, 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.
- Completing the one-day LA course for Headteachers on safeguarding and child protection.
- Ensuring that all staff undertake appropriate safeguarding and child protection training, with updates at least every three years.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff (including supply staff) or volunteer, where appropriate.
- Ensuring that all recommendations made by the Local Authority in relation to strengthening TPL's safeguarding arrangements are actioned in a timely fashion.
- Ensuring that, in line with TPL's dual-registration arrangements, the host school DSL is informed as a matter of urgency regarding any safeguarding concerns.

Fig 1: Summary of in-TPL 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.

## 6. Confidentiality and information sharing

### 6.1 Confidentiality

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding. TPL recognises that the only purpose of confidentiality in this respect is to benefit the child.

Staff, volunteers and visitors to TPL should never promise a child that they will not tell anyone about an allegation/report of abuse and must pass any cause for concern immediately to a Designated Safeguarding Lead (DSL).

Confidentiality is addressed throughout this policy with respect to record-keeping (see section 23), dealing with reports of abuse (see Appendix 2), allegations of abuse against staff (see section 21), information sharing and working with parents/carers (see section 6.3).

### 6.2 Information sharing

Timely information sharing is essential for effective safeguarding. Where concerns arise, TPL will inform the host school DSL as a matter of urgency and share safeguarding information as appropriate in keeping with *Information sharing: advice for practitioners providing safeguarding services for children, young people, parents and carers* (DfE, 2024).

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.

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 UK GDPR.

To promote positive educational outcomes for vulnerable children, including children with social workers, information that can help support positive outcomes will be shared with colleagues in TPL who are not DSLs, where appropriate.

If staff are in any doubt about sharing information, they must speak to the DSL or the Headteacher.

### 6.3 Working with parents/carers and other agencies to protect children

Parents/carers will be made aware of TPL's procedures in respect of taking any reasonable action to safeguard the welfare of pupils.

Where TPL has reason to be concerned that a child may be suffering significant harm, ill-treatment, neglect or other forms of harm, staff will follow the procedures in this policy and contact the CSWS Duty and Advice team to discuss concerns. The host school DSL will also be informed as a matter of urgency.

In keeping with KCSIE, TPL will endeavour wherever possible to obtain at least two emergency contacts for every child in case of emergencies or welfare concerns at home.

In general, TPL 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. Appropriate staff will approach parents/carers after consultation with the DSL. The exception will be where informing parents/carers may increase the risk of significant harm to the child.

Parents/carers are informed about our Safeguarding & Child Protection Policy via the TPL website.

#### 6.4 Multi-agency work

6.4.1 TPL will co-operate with CSWS in accordance with the requirements of the Children Act 1989 and allow access to child protection records for Section 17 or Section 47 assessments.

6.4.2 In the best interests of our pupils, TPL 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

TPL will identify and provide opportunities for pupils to develop skills, concepts, attitudes and knowledge to promote their safety and wellbeing.

TPL will ensure that pupils are taught about safeguarding, including online safety. We recognise that a one-size-fits-all approach may not be appropriate for all pupils, and that a more personalised or contextualised approach may be required for more vulnerable pupils, victims of abuse, and some SEND pupils.

Where concerns arise, TPL will inform the host school DSL as a matter of urgency and ensure safeguarding education is reinforced consistently between TPL and the host school.

#### 7.2 Other areas of work

All TPL policies that address issues of power and potential harm – e.g. Anti-Bullying, Equalities, Positive Handling, Behaviour, Online Safety and PSHE/RSHE – are linked to ensure a whole-setting approach.

TPL's Safeguarding and Child Protection Policy cannot be separated from the general ethos of the provision, which is to ensure that pupils are treated with respect and dignity, feel safe, and are listened to.

#### 7.3 Online safety

TPL's Online Safety Policy is reflective of the requirements set out in *Keeping Children Safe in Education (2025)* in regard to content, contact, conduct and commerce. It is aligned with the TPL Behaviour Policy and reflects our approach to issues of online safety, including the sharing of nudes and semi-nudes.

This empowers TPL to protect and educate the whole community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any online safety incident where appropriate.

### 8. Our role in supporting children

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

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



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

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

8.5 Where concerns arise, TPL will inform the host school DSL as a matter of urgency to ensure coordinated support and joint safeguarding oversight.

---

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

9.1 TPL recognises that while all children have a right to be safe, some children may be more vulnerable to abuse (e.g. those with a disability, special educational needs, mental health issues, or those living with domestic violence or parental substance misuse, parental mental health issues, learning disabilities, children who are in care or previously looked after, children with adverse childhood experiences).

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

- Assumptions that indicators of possible abuse (such as behaviour, mood or injury) relate to the child's condition without further exploration.
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying).
- Pupils with SEND, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing signs.
- Communication barriers and difficulties in reporting concerns.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and repeating behaviours without understanding the consequences.

9.3 When TPL is considering exclusion, either for a fixed-term period or permanently, for a vulnerable pupil/a child with additional needs and/or a pupil who has social care involvement (subject to a S47 Child Protection Plan/Child in Need Plan or previously subject to child protection concerns), TPL will undertake an informed (multi-agency, where other professionals are involved) risk assessment prior to making the decision.

- TPL will liaise with the named social worker for the child (where exclusion will mean the child is at home) to ensure risk is assessed.
- TPL will also seek support from the Area Inclusion Partnership where required.
- In line with *Suspension and Permanent Exclusion Guidance* (DfE, Sept 2023, Section 3), where a looked-after child is at risk of exclusion, TPL 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 Directors.

9.4 All staff have a role in preventing impairment of pupils' mental health and emotional wellbeing, including promoting positive mental health and identifying where pupils are struggling.

- Messages about wellbeing and positive mental health strategies are regularly communicated through the curriculum, PSHCE, and group time.
- Staff have access to programmes, resources, and guidance from the Health and Wellbeing Service ([tplwellbeing@leeds.gov.uk](mailto:tplwellbeing@leeds.gov.uk)).

9.5 Concerns regarding a pupil's mental health or emotional wellbeing should be reported to a member of the TPL safeguarding team in line with TPL's safeguarding reporting arrangements, and the host school DSL will be informed as a matter of urgency.

9.6 In addition to informing the host school DSL, TPL provides immediate on-site support. This includes:

- Access to mentoring and 1:1 support sessions with trained staff.
- Referral to in-house wellbeing interventions such as emotional regulation programmes, nurture groups, or behaviour support sessions.
- Collaboration with host school pastoral/safeguarding teams to ensure continuity of care.
- Referrals to external agencies including CAMHS, Early Help, counselling, or youth support services.
- Signposting to local and national online services such as MindMate, YoungMinds, Kooth, and Childline.
- Regular review of wellbeing support plans, jointly with the host school, to ensure strategies remain effective.

## **10. Children at risk of specific forms of abuse**

10.1 TPL follows the Leeds LSCP ([www.leedsscp.org.uk](http://www.leedsscp.org.uk)) locally agreed multi-agency procedures in circumstances where children are at risk of specific forms of abuse, as outlined in Part 1 and Annex B of *KCSIE (2025)*.

10.2 Where risks are identified, TPL will inform the host school DSL as a matter of urgency, in addition to following LSCP procedures, to ensure joint oversight and coordinated protection.

---

## **11. Remote learning and remote welfare**

11.1 If children are being asked to learn online at home, TPL will follow advice from the DfE on *Safeguarding and Remote Education* (DfE, 2021b), in addition to following the *Guidance for Safer Working Practice* (Safer Recruitment Consortium, 2022).

11.2 Where children are remote learning and the DSL has identified a child to be vulnerable, on the edge of social care support, or who would normally receive pastoral support in TPL, the DSL will ensure that a robust communication plan is in place. This may include remote contact, phone contact, or home visits. Other individualised contact methods should be considered and recorded. Details of this plan must be recorded, as should a record of all contact made.

11.3 TPL recognises that attending provision is a protective factor for children, and extended periods of closure 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.

11.4 In all cases, TPL will ensure the host school DSL is kept informed as a matter of urgency regarding any safeguarding or welfare concerns identified through remote learning or contact.

## 12. Female Genital Mutilation: the mandatory reporting duty

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

12.2 FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as *female genital cutting, circumcision, or initiation*.

12.3 Any teacher who discovers that an act of FGM appears to have been carried out on a pupil under 18 must immediately (in consultation with the DSL) report this to the police personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

12.4 The duty above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but 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 that a pupil is at risk of FGM must speak to the DSL and follow the LSOP safeguarding procedures. The host school DSL will also be informed as a matter of urgency.

## 13. Radicalisation and terrorism

13.1 Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes with 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 should consider the *NOTICE, CHECK, SHARE* process for making a referral where required (see Appendix 8). A Prevent referral can be made using the national referral form. For support or further information, staff can contact the Education Safeguarding Team or the Leeds Prevent Team on 0113 5350810.

13.3 TPL is expected to assess the risk of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means demonstrating both a general understanding of the risks affecting children and young people in the area, and a specific understanding of how to identify individual pupils who may be at risk of radicalisation and what to do to support them. For further guidance see *Managing risk of radicalisation in your education setting* – GOV.UK.

13.4 Effective early help relies on all staff being vigilant and aware of the nature of risk for children and young people, and what support may be available. TPL will ensure that all front-line staff undertake Prevent awareness training. DSLs and those with responsibility for Prevent will attend Prevent training every two years, with a particular focus on local threat, risk and ideology training as outlined in the Prevent Duty Guidance.

13.5 Where concerns arise, TPL will inform the host school DSL as a matter of urgency, as well as following Leeds LSOP and Prevent referral pathways.

---

## 14. Channel

14.1 Channel is a voluntary, confidential support programme that focuses on providing early-stage support to people identified as vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the referral to determine whether the individual is vulnerable and what support is required. A representative from TPL may be asked to attend the Channel panel to contribute to this assessment.

## 15. Child-on-child abuse

15.1 TPL recognises that children are capable of abusing their peers and that child-on-child abuse can manifest in many different ways, including bullying, cyberbullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, sharing of nudes and semi-nudes, upskirting, and abuse within intimate partner relationships.

15.2 Such abuse will always be treated seriously, and never dismissed as banter, part of growing up, or “boys being boys.” TPL has a zero-tolerance approach to such attitudes and behaviours.

15.3 TPL will take steps to minimise the risk of child-on-child abuse by ensuring pupils learn about these issues through the PSHE/RSHE curriculum. The curriculum will support pupils to recognise inappropriate behaviour, understand how to stay safe, and know how to challenge and report unwanted behaviours. Support for this is available through the Health and Wellbeing Service ([wellbeing@leeds.gov.uk](mailto:wellbeing@leeds.gov.uk)).

15.4 TPL will also regularly review the site and activities to minimise the risk of child-on-child abuse. We recognise that abuse can often go unreported or be reported later. Pupils will be encouraged and supported to report concerns to trusted adults in TPL or via the NSPCC helpline.

15.5 Most cases of pupils hurting other pupils will be dealt with under TPL’s Behaviour Policy. However, this Safeguarding and Child Protection Policy will apply to any allegations that raise safeguarding concerns. All concerns about child-on-child abuse will be taken seriously, reported, investigated, recorded, and managed in line with the safeguarding procedures in this policy.

15.6 At least one member of TPL’s safeguarding team will have completed the one-day AIM Project training on *Understanding and Managing Harmful Sexual Behaviour in Education Settings*. The DSL is responsible for providing support to all children involved in incidents of child-on-child sexual abuse. Where incidents involve pupils attending another setting, TPL will liaise with the relevant DSL to ensure appropriate information is shared.

15.7 TPL recognises that sexual violence and/or sexual harassment can happen anywhere, including educational settings. Where concerns are witnessed, disclosed, or reported to TPL (including incidents outside of TPL or online), they will be taken seriously. We recognise that sexual violence and harassment exist on a continuum, may overlap, and can occur online and face-to-face. They are never acceptable.

- In responding to such concerns, the DSL must (where appropriate) complete an AIM (Assessment, Intervention, Moving On) checklist and contact the Duty and Advice team if required, following the principles set out in Part 5 of *KCSIE (2025)*.

15.8 Children who may have sexually harmed others will be considered separately from the needs of those subjected to sexual harm. Pupils who have/may have sexually harmed others will be responded to in a way that meets their needs while protecting others within TPL, through a multi-agency Risk Assessment Management Plan (RAMP). Where appropriate, this will include parents/carers, social care, health, police, and youth justice services.

15.9 TPL will ensure that children who have been sexually harmed are taken seriously, supported, and kept safe. Where appropriate, support plans will be put in place.

15.10 In cases where allegations of sexual violence or harassment are found to be unsubstantiated, unfounded, false, or malicious, the DSL will consider whether the child or person making the allegation is in need of support, or may have been abused elsewhere. If allegations are deliberately invented or malicious, TPL will consider whether it is appropriate to take disciplinary action under the Behaviour Policy.

15.11 In all cases, TPL will inform the host school DSL as a matter of urgency to ensure safeguarding responsibility is shared and coordinated.

## 16. Child exploitation

16.1 Where child exploitation (i.e. criminal, sexual, trafficking, modern day slavery, etc.), or the risk of it, is suspected, frontline practitioners must notify the designated member of staff for child protection, in line with TPL's safeguarding reporting systems.

16.2 The DSL must complete the *Child Exploitation Risk Identification Tool* and refer to the table at the end of the tool to help decide how to proceed. A copy of the completed tool must be kept in the child's protection record for future reference. The DSL can also refer a pupil to the fortnightly Multi-Agency Child Exploitation (MACE) meeting (see Appendix 7), if it is felt that the criteria for referral is met. Information should be emailed to [chs.mace@leeds.gov.uk](mailto:chs.mace@leeds.gov.uk). This should include: the pupil's name, date of birth, risks identified, action already taken, and the plan in place. Referrals will be triaged and, if selected, the social worker, team manager or another relevant practitioner will be invited to attend the MACE meeting for discussion.

16.3 If the pupil already has an allocated social worker, the DSL must contact them (or their team manager) to discuss concerns about child exploitation. Where pupils are currently looked after or previously looked after, the DSL should also notify the Designated Teacher for looked-after children.

16.4 The LSCP child exploitation practice guidance will be followed. This guidance aims to ensure that children at risk of exploitation receive the right support at the right time.

16.5 TPL will ensure partnership working with parents/carers and other agencies as appropriate. This includes facilitating return home interviews where requested.

16.6 Where child exploitation concerns arise, TPL will inform the host school DSL as a matter of urgency, in addition to following the procedures outlined above.

---

## 17. Sharing nudes and semi-nudes

17.1 Staff responsibilities when responding to an incident

If any adult in TPL is made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), they must report it to the DSL immediately.

The DSL will refer to DfE guidance: *Sharing nudes and semi-nudes: how to respond to an incident* (DfE, updated March 2024).

Staff must not:

- View, copy, print, share, store, or save the imagery themselves, or ask a pupil to share or download it (if viewed accidentally, this must be reported to the DSL).
  - Delete the imagery or ask the pupil to delete it.
  - Ask the pupil(s) involved to disclose information regarding the imagery (this is the DSL's responsibility).
  - Share information about the incident with other staff, pupils, or parents/carers unless directed by the DSL.
  - Say or do anything to blame or shame any young people involved.
-

## 17.2 DSL responsibilities

Following a report of an incident, the DSL will hold an initial review meeting with appropriate TPL staff – this may include the staff member who reported the incident and the safeguarding or leadership team. This meeting will consider the 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) to safeguard the young person (in most cases images/videos should not be viewed).
- What further information is required to decide on the best response.
- Whether the image(s) have been shared widely, and via which services/platforms (if known).
- Whether immediate action should be taken to delete or remove images/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/carers of the pupils involved (in most cases parents/carers should be involved).

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

- The incident involves an adult.
- There is reason to believe that a young person has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent (e.g. owing to SEND).
- The content depicts sexual acts which are unusual for the young person's developmental stage, or are violent.
- The imagery involves sexual acts and any pupil in the imagery is under 13.
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of imagery (e.g. presenting as suicidal or self-harming).

---

## 17.3 Decision making in other cases

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

In all cases, TPL will inform the host school DSL as a matter of urgency, so that responsibility for safeguarding oversight is shared and coordinated.

## 18. Children who are absent from education

18.1 A child who is absent as well as missing from education is a potential indicator of abuse or neglect. Where a child is reported to be missing education, TPL will comply with the 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, August

2024) and follow the Leeds Children's Services procedures by contacting: [cme@leeds.gov.uk](mailto:cme@leeds.gov.uk) / Tel: 0113 3789686.

18.2 Children who are absent, abscond, or go missing during the TPL day are vulnerable and at potential risk of abuse, neglect, child sexual exploitation (CSE), or child criminal exploitation (CCE), including involvement in county lines. Staff must follow TPL's procedures for dealing with children who are absent or go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect (including sexual abuse or exploitation) and to help prevent future risks. (See Appendix 9).

18.3 The DfE statutory guidance *Working Together to Improve School Attendance* (2024) will be followed. TPL will work with local authority children's services where absence indicates safeguarding concerns.

18.4 Where pupils are absent or missing, TPL will inform the host school DSL as a matter of urgency so that safeguarding responsibility is shared and risks are jointly assessed.

---

## **19. A safer TPL culture**

19.1 The Directors will ensure that the following policies and procedures are in place and shared with staff at induction, to enable appropriate and timely safeguarding action:

- Whistleblowing / Confidential Reporting Policy (guidance to staff and volunteers on how to raise concerns and receive appropriate feedback on action taken when they have concerns about any adult's behaviour).
- TPL's procedures for managing children who are missing from education.
- Guidance on Safer Working Practice and/or TPL's Staff Code of Conduct.
- Safeguarding and Child Protection Policy (including Online Safety).
- TPL Behaviour Policy.
- The names, roles, and responsibilities of the Designated Safeguarding Lead and any deputies.

---

## **20. Safer recruitment, selection and pre-employment vetting**

20.1 TPL pays full regard and commitment to following safer recruitment, selection, and pre-employment vetting procedures as outlined in Part 3 of *KCSIE (2025)*.

20.2 TPL will maintain a Single Central Record (SCR) which demonstrates the relevant vetting checks required, including: barred list check, DBS check at the correct level, identity, qualifications, prohibition order, and right to work in the UK. (See Part 3 of *KCSIE*).

20.3 All recruitment materials will include reference to TPL's commitment to safeguarding and promoting the wellbeing of pupils. (See Appendix 6).

20.4 TPL will ensure that all recruitment panels include at least one person who has undertaken safer recruitment training (Safer Recruitment Consortium), as recommended by Leeds LSCP.

20.5 For individuals who have lived or worked outside the UK, in addition to the same checks as all other staff, TPL will complete any additional checks required to satisfy suitability to work with children. This may include obtaining a letter from the professional regulatory authority in the country where the candidate has worked, confirming that no sanctions or restrictions have been imposed, and/or confirming no known reason why they are unsuitable to work with children.

20.6 TPL will ensure that written risk assessments are undertaken in situations where information provided on DBS certificates necessitates this. Written risk assessments will also be undertaken for all volunteers to determine the level of checks required. Advice and support for risk assessments can be accessed through TPL's HR Advisor/Provider/Contact or the Leeds Education Safeguarding Team.

20.7 TPL will inform shortlisted candidates that online searches may be undertaken as part of due diligence checks.

20.8 Copies of documents used to verify the successful candidate's identity, right to work, and required qualifications will be kept in their personnel file.

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

### 21.1

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

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

### 21.2

All adults working in TPL have a duty to disclose to the Headteacher/Principal (or Chair of Directors, where appropriate) where their relationships and associations, both within and outside the workplace (including online), may have implications for safeguarding children in TPL.

### 21.3

Examples of behaviours that would warrant an allegation or safeguarding concern include:

- Physical: intentional use of force as punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
- Emotional: intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, or discriminatory attitudes (race, gender, sex, disability, sexuality).
- Sexual: sexualised behaviour towards pupils, grooming, sexual harassment, sexual assault, rape, or sending inappropriate messages via social media or technology.
- Neglect: failing to act to protect a child, failing to seek medical attention, or failing to carry out appropriate risk assessments.

#### 21.3.1

A safeguarding complaint that meets the above criteria must be reported to the Headteacher (the "case manager") immediately. If the complaint involves the Headteacher, the LADO must be informed. In TPL the named case manager will follow the processes outlined in this section.



### 21.3.2

Where the Headteacher determines that a safeguarding allegation does not meet the harm threshold, the matter will be managed in line with 21.8–21.9 below by a designated manager with appropriate safeguarding training. Headteachers may retain this role if appropriately trained.

### 21.4

All staff must fully understand that behaviours deviating from *Guidance for Safer Working Practice* or TPL's Code of Conduct, including inappropriate conduct outside work, are concerns — even if they are *low-level*.

Examples of low-level concerns include:

- Being over-familiar with children.
- Having favourites.
- Taking photographs of children on a personal mobile phone.
- One-to-one engagement with a child in a secluded area/behind a closed door.
- Humiliating pupils.

### 21.5

TPL may receive an allegation relating to an incident that happened when an external individual or organisation was using TPL premises for activities with children (e.g. community groups, sports associations). As with any allegation, TPL will follow safeguarding policies and procedures, including informing the LADO.

### 21.6

The case manager must ensure that the child is not at risk and, where appropriate, ensure referral to the local authority Duty and Advice team, in line with Part 1 of KCSIE.

### 21.7

The case manager must gather sufficient information to establish whether there is substance to the allegation. If the harm test has not been met, a clear record must still be made, including actions taken and whether HR advice was sought. Records must be confidential, securely stored, and GDPR-compliant. Low-level concerns will be reviewed to identify patterns which may indicate unsuitability, triggering referral to the LADO if necessary.

### 21.8

All low-level concerns will be recorded and retained until the individual leaves TPL employment.

### 21.9

Where there is sufficient information to suggest the harm threshold has been met, the case manager must complete the LADO notification form (Appendix 11) and send it to [lado@leeds.gov.uk](mailto:lado@leeds.gov.uk) within one working day. The LADO, case manager and HR/supply agency will then decide on the most appropriate action. Parents/carers of the child will be informed as soon as possible if they are not already aware.

### 21.10

The case manager must not investigate directly or interview the child, witness, or subject of the allegation until consultation with relevant partners has taken place. Statements may be obtained at the earliest opportunity to establish basic facts.

21.11

A multi-agency allegations management meeting may be arranged by the LADO. The case manager must attend. All issues and outcomes must be recorded to ensure closure.

21.12

In many cases, it may be appropriate to provide further training and support to staff/volunteers to ensure clarity on conduct expectations.

21.13

In serious cases, allegations may be investigated under formal disciplinary procedures. Where upheld, outcomes may include formal warnings and/or specific training. In cases of gross misconduct, suspension may be appropriate in line with TPL's Disciplinary Policy.

21.14

Any staff/volunteers dismissed by TPL for gross misconduct or cumulative misconduct relating to safeguarding will be referred to the DBS for consideration of barring. Where TPL reasonably believes the individual would have been dismissed if still employed at the time of conclusion, they will also be referred. Written records of all such cases will be retained.

LADO contacts: Claire Ford or Jo Peake – Tel: 0113 3789687

Advice can also be sought from Louise Cornwell and Angela Marshall – Team Managers, Education Safeguarding Team.

21.15

Where staff feel unable to raise issues internally, or feel concerns are not being addressed, they may contact the professionals named above or use whistleblowing channels.

21.16

The Leeds City Council Whistleblowing Policy states concerns can be raised by:

- Hotline: 0113 3788008 (answered by Internal Audit or voicemail).
- Email: [concerns@leeds.gov.uk](mailto:concerns@leeds.gov.uk)
- In writing: Internal Audit, 3rd Floor West, Civic Hall, Leeds, LS1 1JF

The NSPCC Whistleblowing Helpline is also available: 0800 028 0285 (8am–8pm, Mon–Fri) or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## **22. Training and support**

22.1 All staff members will be made aware of systems within TPL that support safeguarding. These will be explained to them as part of staff induction. This includes:

- TPL's Safeguarding and Child Protection Policy.
- TPL's safer working practice document.
- TPL's whistleblowing procedures.
- Their responsibilities to read and understand *KCS/E* Part 1 and Annex B.

This must be completed as part of induction and reviewed annually.

22.2 We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from Ryan Bradshaw and Doug Mulholland. Access to regular and timely supervision is an essential form of support for all designated safeguarding staff. The Children's Services Education Safeguarding Team are also available for advice and support (Tel: 0113 3789685).

22.3 Designated safeguarding staff must have attended the three-day Children's Services Education child protection training course, and refresher training at least every two years. The DSL will undertake Prevent Awareness Training (e.g. WRAP – Workshop to Raise Awareness of Prevent) every two years, to enable them to provide advice and support to staff on protecting children from the risk of radicalisation.

22.4 TPL will ensure all staff, including temporary staff and volunteers, receive induction and INSET appropriate to their roles and responsibilities, especially those new to TPL. All staff will access basic child protection training (including online safety) as part of TPL's induction arrangements, and refresher training at least every three years.

- Training can be accessed via the Education Safeguarding Team – [estconsultation@leeds.gov.uk](mailto:estconsultation@leeds.gov.uk).
- All staff will have regular safeguarding and child protection updates (e.g. email, e-bulletins, staff meetings) as required, but at least annually, to provide relevant skills and knowledge.
- Training will include briefings on how to manage a report of child-on-child sexual violence or harassment, so staff can identify children at risk.
- All staff should access Prevent training every three years. Training can be accessed via the Prevent Team – [prevent@leeds.gov.uk](mailto:prevent@leeds.gov.uk).

22.5 The Headteacher will attend the local authority child protection training for headteachers at least every three years.

22.6 Any training accessed through third party or independent providers must reflect LSCP protocols and minimum standards. This training will be recorded by TPL on a separate database.

22.7 A Director will attend National Safer Recruitment Consortium Training and refresh this every three years.

---

## **23. Child protection records**

23.1 The responsibility to maintain, process, share, transfer and store child protection and safeguarding records in line with the Data Protection Act 2018 and UK GDPR rests with the DSL and deputies. Records will be held securely, with access restricted to the DSL, deputies, Headteacher, and (for Early Help) the nominated lead professional (if not the DSL).

The following information must be kept securely (paper or electronic):

- Chronology of significant events and TPL involvement.
- Clear and comprehensive summary of concerns.
- Details of follow-up and resolution.
- Notes of actions taken, decisions reached, and outcomes.
- Completed child protection cause for concern records.
- Any information received from a pupil's previous setting.

- Records of discussions, calls and meetings with colleagues and external agencies.
- Professional consultations.
- Correspondence (letters and emails) relating to child protection matters.
- Referral forms to CSWS or other agencies.
- Records of referrals accepted or not accepted.
- Minutes/notes of meetings (child protection conferences, core groups, etc.), copied to all relevant children's files.
- Copies of formal plans (child protection, Early Help, risk assessments).
- A copy of any support plan for the pupil (see Appendix 5).

23.2 When a pupil leaves TPL, their child protection file will be transferred securely and separately from the main pupil file to the receiving educational setting within five TPL days, as required by regulation 9(3) of *The Education (Pupil Information – England) Regulations 2005*. A copy of the chronology will be retained for audit purposes.

23.3 Where a risk management plan (e.g. for self-harm, harmful sexual behaviour) is in place, this information must be shared with the receiving setting before transfer, so appropriate measures can be put in place.

23.4 The DSL may also consider sharing relevant safeguarding information with a new setting before a child moves, where appropriate, to ensure continuity of care.

23.5 Records will be transferred securely (e.g. secure electronic file transfer or by hand). When hand-delivering, a receipt must be signed by the receiving setting. When using secure electronic transfer, a delivery and read receipt must be kept for audit.

23.6 If a pupil moves, records will be forwarded to the named DSL at the new setting. Good practice is a face-to-face handover or a verbal conversation if in-person handover is not possible. A signed receipt or delivery/read receipt must be obtained.

23.7 If sending by post, records will be sent by *Special Delivery*. The delivery number must be logged to allow tracking.

23.8 For audit purposes, a log will be kept of all pupil records transferred/received, including: pupil name, date of birth, destination, date sent/received. A copy of the chronology will be retained securely.

23.9 If a pupil is permanently excluded and moves to an alternative or specialist provision, records will be forwarded in line with the Regulations above.

23.10 If a parent elects to home educate (EHE), the EHE team must be contacted (ehe@leeds.gov.uk / 0113 3785028) for advice on record transfer.

23.11 When a DSL leaves post or no longer has child protection responsibility, a full face-to-face handover will take place with the new postholder.

23.12 Where a face-to-face handover is not feasible, the Headteacher must ensure the new postholder is fully conversant with procedures and case files.

23.13 All DSLs receiving files must keep contents enclosed and not remove material.

23.14 All receipts confirming file transfer must be kept in line with retention periods. For further detail, see archiving section.

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

24.1 Under Data Protection legislation (*UK GDPR & Data Protection Act 2018*), a pupil or their nominated representative has several legal rights in respect of information relating to them. These rights include:

- The right to access information.
- The right to request rectification of inaccurate data.

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

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

- could cause serious harm (or is likely to) to the physical or mental health 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 disclosure is not in the best interests of the child; or
- is likely to prejudice an ongoing criminal investigation; or
- relates to another person who could be identified from it, unless consent has been obtained, or the provider of the information is an employee of the establishment or the local authority.

24.3 If an application is made to see a record, advice must be sought from TPL's Data Protection Lead. Information can also be sought from the Leeds Adults, Health and Children's Information Governance Hub.

- Email: [IMG.AC@leeds.gov.uk](mailto:IMG.AC@leeds.gov.uk)
- Tel: 0113 3784251

24.4 TPL's report to a child protection conference will, wherever possible, be shared with the child (if of sufficient age/understanding) and with the parent at least two days before the conference.

---

## **25. Archiving**

25.1 Once a pupil leaves TPL, child protection documents will be transferred securely to the host school (as pupils remain dual registered). TPL will then destroy its copies in line with Data Protection requirements.

---

## **26. Safe destruction of the pupil record**

26.1 Where records have been identified for destruction, they will be securely disposed of at the end of the academic year (or as soon as practicable before that time). Records identified for destruction will be confidentially shredded or permanently deleted in accordance with Data Protection legislation.

26.2 Confidential disposal may also be arranged through private contractors.

26.3 For audit purposes, TPL will maintain a list of records destroyed and the name of the person who authorised destruction. This log will be stored securely in either paper or electronic format.

---

## **27. Safeguarding responsibilities for pupils in transition**

All safeguarding responsibilities, including attendance management, will transfer to the Headteacher/DSL of the new setting. Child protection files and risk assessments must be transferred in line with Section 23 of this policy (*Child Protection Records*).

27.2 Where a vulnerable pupil transitions from a high school to a post-16 provision, the school must complete the FE Safeguarding Information Sharing Form (Appendix 10). All existing child protection records must be archived in line with Section 25 (*Archiving*).

27.3 Where transitions involve pupils dual registered with TPL, the host school DSL will remain informed as a matter of urgency, and safeguarding records will be shared jointly to ensure continuity of care.

## Appendix 1: Definitions and indicators of abuse

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

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

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

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

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

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

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

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations, weals
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE

- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

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

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

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

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

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

- Over-reaction to mistakes, continual self-deprecation
- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies



- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away / Going missing
- Compulsive stealing
- Masturbation, Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

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

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

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

All staff should ensure they are aware of and respond to wider safeguarding issues outlined in KCSIE 2025 Annex B, this includes further information on:

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

## Responses from parents

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

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

## Children with special educational needs and disabilities

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

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

## **Appendix 2: Responding to children who report abuse.**

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

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

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

### **Immediately afterwards**

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

### Appendix 3: Chronology of key events

#### Strictly Confidential

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

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

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

#### Appendix 4: Cause for Concern Form

Page 1 of 2

Strictly Confidential

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

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

Name of staff member completing form.....

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

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

For: Designated Safeguarding Lead Officer Use

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time \_\_\_\_\_

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

## Appendix 5: SMART Plan

Example: Overview of Pupil Support/SMART Plan

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

Part Two:

---





## Appendix 6: Recruitment and Selection Checklist

Post \_\_\_\_\_

Date \_\_\_\_\_

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

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

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

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

## Appendix 7: MACE Panel Referral Form

Please submit this form via email to [CHS.MACE@leeds.gov.uk](mailto:CHS.MACE@leeds.gov.uk)

### Referrer's Details

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

### Child's Details

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

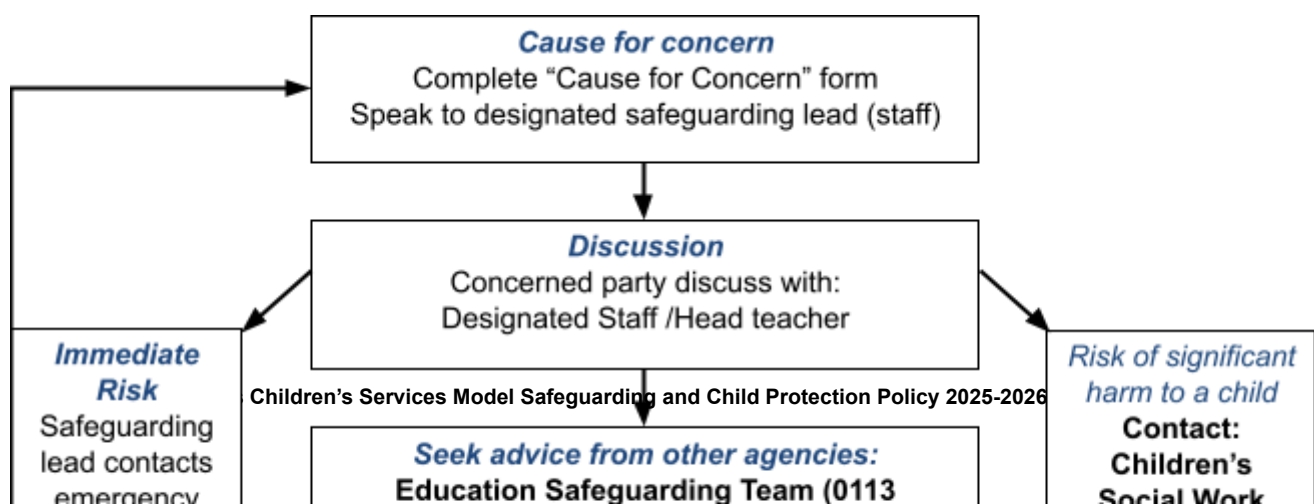
Has the child been discussed at MACE previously? <i>If so, please provide a summary of previous MACE actions / interventions.</i>	
What is the main presenting issue(s): <i>What is happening right now for the child that you are concerned about in relation to potential exploitation? (e.g., If the child is going missing, how often, where do they go missing to if known, what do missing episodes look like?)</i> <i>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 8: Radicalisation Response Checklist

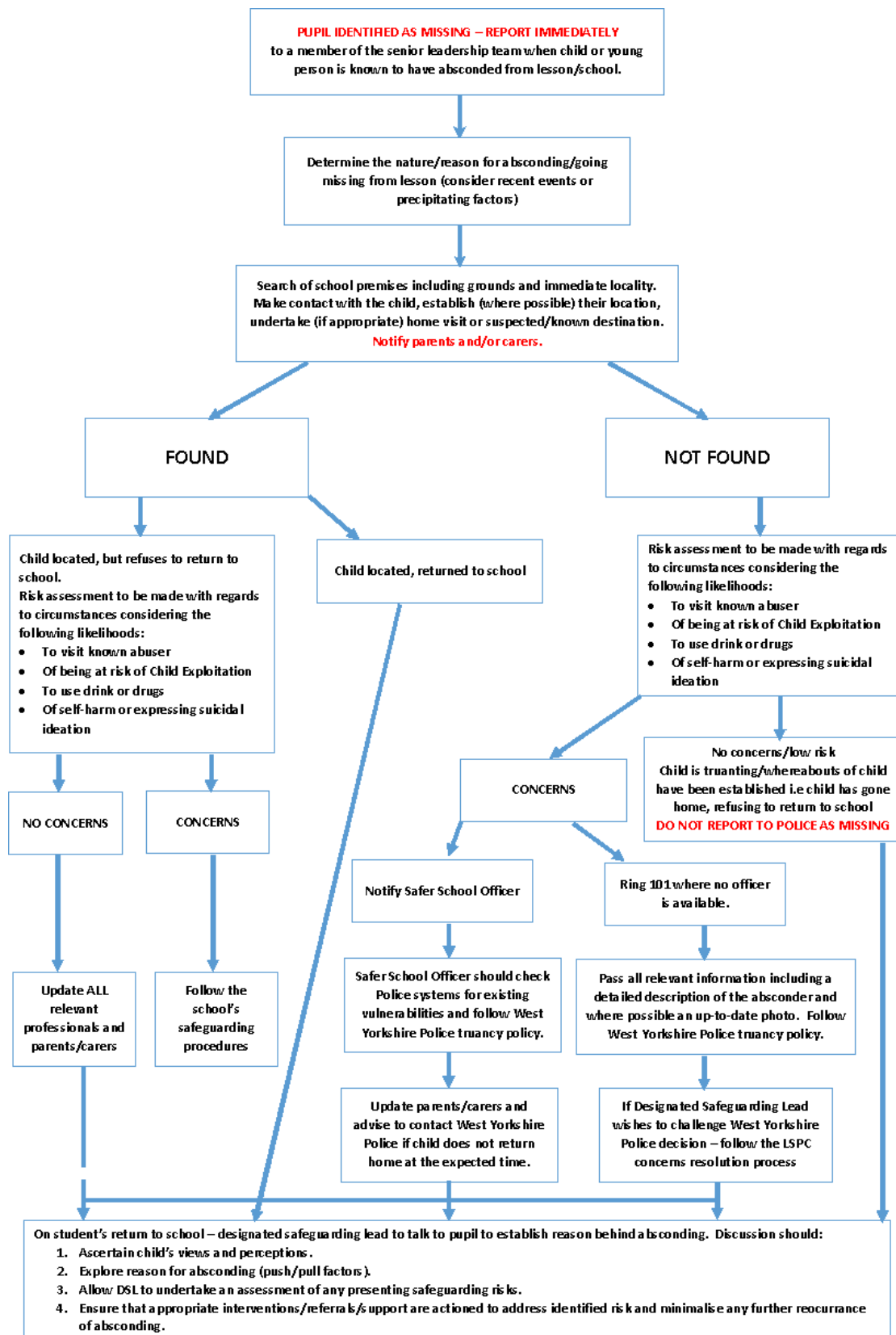
Summary of in-TPL procedures to follow where there are potential radicalisation concerns about a child/member of staff



Further information and relevant guidance documents are available from the Prevent Team – [prevent@leeds.gov.uk](mailto:prevent@leeds.gov.uk)

## Appendix 9: Missing from TPLResponse Checklist

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



## Appendix 10: FE Safeguarding Information Sharing Form

<b>Name</b>			
<b>Date of Birth</b>	<b>Unique Learner Number</b> _____		
<b>Gender Identity</b>	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 child protection records/information is transferred within 5 days of confirmation that the student is on role.*

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

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



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

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

--

What areas of support would you recommend the student will need at College?							
Additional Learning Support	<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:

	<b>Leeds College of Building</b>
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	<a href="mailto:cduffy@lcb.ac.uk">cduffy@lcb.ac.uk</a>
Contact telephone number	T: 0113 2226000 Ex: 3845 M: 07872693424

	<b>Notre Dame Catholic 6<sup>th</sup> Form College</b>
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	<a href="mailto:s.dumont@notredamecoll.ac.uk">s.dumont@notredamecoll.ac.uk</a>
Contact telephone number	0113 2946644

	<b>Leeds City College</b>
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	<a href="mailto:andrew.ottey@leedscitycollege.ac.uk">andrew.ottey@leedscitycollege.ac.uk</a>
Contact telephone number	Tel: 0113 2162055/ 07710138460

	<b>Leeds Arts University</b>
Name	Katrina Welsh
Job Title	Head of Student Support
Name of organisation / service	Leeds Arts University
Email address	<a href="mailto:katrina.welsh@leeds-art.ac.uk">katrina.welsh@leeds-art.ac.uk</a>
Contact telephone number	0113 202 8000

	<b>Elliott Hudson College</b>
Name	Rosie Quashie
Job Title	Assistant Principal
Name of organisation / service	Elliott Hudson College
Email address	<a href="mailto:rosiequashie@elliottHUDSONcollege.ac.uk">rosiequashie@elliottHUDSONcollege.ac.uk</a>
Contact telephone number	0113 3239777



**Appendix 11**

**Children's Services**

**Integrated Safeguarding Unit**

**Notification to Local Authority Designated Officer**

**(Managing Allegations)**

## ALLEGATIONS OR CONCERN ABOUT A PERSON WORKING WITH CHILDREN

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

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

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

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

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

### Professional/s Named in the Allegation:

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

Home Address:

### Child/ren's Details (if applicable):

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

Address :

### Summary of Allegation

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

<b>Category of Alleged Abuse</b>	<b>Primary Category of Alleged Abuse: Choose an item.</b>	<b>Secondary Category of Alleged Abuse: Choose an item.</b>
----------------------------------	---	---

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

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

<p><b>Does the professional have children of their own? if known please give names &amp; ages</b></p>

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

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

<p><b>Does the professional work with children in any other capacity?</b></p>

**Does the professional acknowledge the concern?**

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

**What is their view?**

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

**YES ☐ NO ☐ Please explain your rationale for the response.**

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

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

**What is their view?**

**Name of employer:**

**Contact details:**

**LADO Discussion**

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

**Form Completed by:**

**Contact details**

