



# SAFEGUARDING CHILDREN and VULNERABLE ADULTS POLICY

Academic Year 2017/18

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<b>Academic year</b>	<b>Designated Safeguarding Lead</b>	<b>Deputy Designated Safeguarding Lead</b>	<b>Nominated Governor</b>	<b>Chair of Governors</b>
2017/18	Andrew Ottey	Lauren Whyte	Tina Turnbull	Shaid Mahmood

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## Version: 5

### Aim / Scope:

The Governing Body and staff of Leeds City College and Keighley College (hereinafter referred to as 'college') take as our first priority the responsibility to safeguard and promote the welfare of our students, staff and visitors, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our college to identify, assess, and support those students who are suffering harm and to keep them safe and secure whilst in our care. All reference to safeguarding in this policy includes both children and vulnerable adults.

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

### Policy Owner: Head of Safeguarding and Wellbeing

Author / Lead	Andrew Ottey
Equality Impact Assessment: Agreed by and date: Andrew Ottey 4/09/17	Completed
Groups consulted with (e.g. staff, students)	Staff, Student Union, Local Authority, Independent Consultant
Approved by DELT	22 <sup>nd</sup> November 2017
Ratified by Governors on	30 <sup>th</sup> January 2018
Implementation date	September 2017
Target audience (e.g. Staff or Students)	All staff
How communicated to users / location	Staff intranet, all staff email, college website
Review interval (years)	Annually
Date of Next Review (month and year)	Sept 2018

## Links with other Policies

The Safeguarding policy has obvious links with the wider Safeguarding agenda and staff and governors should always be aware of the impact this policy has on other related issues. For example, when agreeing or reviewing this policy, links should be made with a range of other guidelines and procedures:

- Educational visits
- Health & Safety & Wellbeing
- Positive Behaviour
- Anti-Bullying
- Confidentiality
- Care, Control & Restraint
- Attendance
- Safer Working Practice
- Forced Marriage
- Child Sexual Exploitation
- Children as Young Carers
- Inclusion & SEN
- Children in Public Care
- PSHCE
- Children Missing Education
- Female Genital Mutilation
- Online Safety/Bullying
- Guidance on Exclusions
- Preventing Radicalisation
- Private Fostering

# SAFEGUARDING POLICY

## 1. Introduction

College recognises that safeguarding is everyone responsibility and is fully committed to safeguarding and promoting the welfare of all of our students, staff and visitors, we believe:

- College can contribute to the prevention of abuse.
- All children and vulnerable adults have the right to be protected from harm and feel safe in college.
- Students need support that matches their individual needs, including those who may have experienced abuse.

College will fulfil local and national responsibilities as laid out in the following documents:-

- [Keeping Children Safe in Education – Statutory guidance for schools and colleges, \(September 2016\)](#)
- [Working Together to Safeguard Children, March 2015 \(Statutory guidance\)](#)
- [Statutory guidance on children who run away or go missing from home or care – January 2014](#)
- [What to do if you're worried a child is being abused – March 2015](#)
- [Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers – March 2015](#)
- [Guidance for safer working practice for those working with children and young people in education settings \(Safer Recruitment Consortium October 2015\)](#)
- [Leeds Safeguarding Children Board Procedures](#)
- [Children Act 1989 \(as amended 2004 Section 52\)](#)
- [Education Act 2002 s175/s157](#)
- [The Teachers Standards' 2012](#)
- [The Counter-Terrorism and Security Act 2015 \(section 26 The Prevent Duty\)](#)
- [Female Genital Mutilation Act 2003](#)
- [Serious Crime Act 2015](#)
- [Children Missing Education – Statutory guidance for local authorities \(DfE September 2016\)](#)

## 2 Definitions

### 2.1 Child

A child is a learner who is under the age of 18 years old. We have some learners of statutory school age (age 14-16) who attend the college as well as 16-18 year olds.

### 2.2 What is a Vulnerable Adult?

A 'Vulnerable Adult' or an 'Adult at Risk' is someone who:

- is over 18 years old
- has needs for care and support
- is being abused or neglected, or is at risk of being abused or neglected, and because of these needs
- can't protect themselves from being abused or neglected.

At college we have some students who will be considered to be 'Adults at Risk' and they will be in receipt of services and care packages overseen by Adult Social Care. This could be because they have a disability, complex health needs or a mental health illness. **See Appendix 1** for indicators of abuse of vulnerable adults.

**2.3 Mental Capacity** - When someone has mental capacity it means they are able to make their own decisions. If someone does not have mental capacity then decisions need to be made in their best interest. It is usually down to a Social Worker or trained health professional to make a formal assessment regarding whether or not someone lacks sufficient mental capacity.

**2.4 Safeguarding Other Adult Learners** - Around half of the referrals regarding safeguarding at Leeds City College relate to adult students (age 18+). Even if the learner does not meet the above criteria for access to Adult Social Care, they may still present with a safeguarding concern. In such instances staff must still follow the College Safeguarding policy. Here are some scenarios where we may be involved in safeguarding adult learners:

- Learners who may be experiencing a mental health crisis or those who have a long term mental health condition where this means they could pose an immediate or ongoing risk to themselves.
- Learners who are victims of domestic abuse
- Learners who disclose that they been victims of a crime (including historic offences) e.g. Female Genital Mutilation, sexual assault, physical assault, modern day slavery or human trafficking.
- Learners who are vulnerable due to their circumstances e.g. homelessness, or adults with substance or alcohol misuse issues.

Where an adult experiencing abuse is a parent, (or where they have care of a child) we also have a duty of care to consider if that child is safe.

### **3 Overall Aims**

To contribute to the prevention of abusive experiences in the following ways:

- Clarifying standards of behaviour for students, staff and visitors
- Introducing, planning and delivery of an appropriate focus and meaningful work, TLA and tutorial activities into the curriculum
- Developing staff awareness of the causes of abuse
- Encouraging student and parental participation in safeguarding practice
- Addressing concerns at the earliest possible stage

To contribute to the protection of our students in the following ways:

- Including appropriate TLA activities, projects and work into the curriculum where relevant
- Implementing safeguarding policies and procedures
- Working in partnership with students, parents, carers and agencies
- Ensure all students feel safe, are treated as individuals and their rights, values and beliefs are respected.

To contribute to supporting our students in the following ways:

- Identifying individual needs where possible
- Designing support plans and interventions to meet individual needs

### 3. Staff responsibilities

#### 3.1 All staff:

- Must attend/complete the college updates and training and stay informed of government and legislative changes and strategies
- Read and be able to confidently articulate the content of both Part One and Annex A of Keeping Children Safe in Education (DfE 2016)
- Be familiar with this safeguarding policy including issues of confidentiality.
- Remember that the students' welfare and best interests must be the paramount consideration at all times.
- Never promise to keep a secret or confidentiality where a child discloses abuse.
- Be alert to signs and indicators of possible abuse. See **Appendix 1** for current definitions of abuse and examples of harm.
- Record concerns on a "Cause for Concern" form (**Appendix 4**) which, once completed, must be handed to a member of Designated Staff (**Appendix 3**).
- Deal with a disclosure of abuse from a student in line with the recommendations in (**Ref: Appendix 2**). These must be passed to one of the Designated Staff immediately, followed by a written account. Staff should not take it upon themselves to investigate concerns or make judgements.
- Be involved in on-going monitoring and recording to support the implementation of individual education programmes and interagency child protection and child support plans.
- Be prepared to identify children who may benefit from Early Help.
- Be subject to Safer Recruitment processes and checks whether they are new staff, supply staff, contractors, governors, volunteers etc.
- Will be expected to behave in accordance with Guidance for Safer Working Practice for those Working with Children and Young People in Education settings (Safer Recruitment Consortium October 2015).

#### 3.2 Designated Safeguarding Lead (DSL)

Our named DSL is Andrew Ottey, Head of Safeguarding and Wellbeing for college. Andrew Ottey has the lead responsibility for child protection and vulnerable adult's issues. The DSL is supported by the appropriately trained designated staff (**Appendix 3**) along with the HR Director and Deputy Chief Executive Officer they are responsible for co-ordinating all safeguarding activity. The DSL is responsible to

- Ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues have access to regular safeguarding supervision.

- Where the college has concerns about a child, the DSL will act as a source of support, advice and expertise to staff on matters of safety and safeguarding, and when deciding whether to make a referral by liaising with relevant agencies.
- Ensure all cases of suspected abuse are referred to Children's Social Work Service (CSWS) Duty and Advice Team (students below 18) or Adult Social Care (students 18 and above)
- Ensure detailed, accurate, secure written records of concerns and referrals, which clearly reflect the wishes and feelings of the student are recorded on the college CPOMS system.
- Ensure the college's policies are known and used appropriately
- Ensure the college's safeguarding policy is reviewed annually and the procedures and their implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the safeguarding policy is on the college's website, available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the college in this.
- Link with the local authority and LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Ensure all adults (as appropriate) including each member of staff, trainee and volunteer has access to and understands the college's child protection policy and procedures, including new and part time staff.

### **3.3 Designated Safeguarding Officers (DSOs)**

- Work pro-actively with a caseload of vulnerable young people and adults where there is a safeguarding concern
- Know how to make an appropriate referral of any suspected or reported abuse of a young person or vulnerable adult
- Be available to provide advice and support to other staff on issues relating to child protection
- Have particular responsibility to be available to listen to children and young people and vulnerable adults studying at the college
- Have received training in child protection issues and inter-agency working, as required by the Local Safeguarding Children Board, and will receive refresher training at least every 2 years
- Must have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so. Including out of term time as agreed by the LSCB education reference group.
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Must obtain access to resources and attend any relevant or refresher training courses

- Must encourage a culture of listening to students amongst all staff.
- Must highlight the importance of demonstrating students' wishes and feelings to all staff and that these are clearly evidenced.

#### 4. Safeguarding Records

- Safeguarding and Early Help records are held securely on the CPOMS system, with access being restricted to the DSL and DSOs. For further information please see [Early Help Assessments](#).
- Each student's safeguarding record contains a chronological summary of significant events and the actions and involvement of the college. This is recorded automatically as CPOMS orders incidents and actions chronologically.
- Where a student leaves their existing provision, the college will ensure that safeguarding information is transferred securely and separately from any academic files to the receiving school/educational establishment (where this is known), within 15 days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information – England) Regulations 2005.
- Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student's wishes and feelings about their child protection information being passed on, in order that the FE establishment can provide appropriate support. In cases where it is deemed appropriate, child protection information must be shared via the *FE Safeguarding Information Sharing Form* (**Ref: Appendix 9**). The college will retain the student's safeguarding record in electronic format on CPOMS as an archived record. Due consideration must be given to the sharing of any additional information requested by the receiving establishment.
- If there is an existing risk management plan/assessment in place for behaviours that are deemed potential harmful to the student or others (i.e. self-harming or harmful sexualised behaviour). The risk management plan/assessment must be shared with the destination provision prior to the student starting, so that appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring.
- Where a child transfers out of area, the college retains the original records on CPOMS as an archived file. The *FE Safeguarding Information Sharing Form* (**Appendix 9**) can be used to summarise key safeguarding information which needs to be shared with the new education establishment.
- Where the destination school/college is not known, the electronic CPOMS records will be archived and retained by the college.
- Where the child has not attended the nominated school/college the original records should be retained by the school/college.
- Where there is any on-going legal action the original file should be retained by the school and a copy sent to the new educational establishment.

- Where a 14-16 year old student is on roll with us full time as an Academy Student, the college will take lead responsibility for safeguarding and hold the record on CPOMS.
- Where a 14 -16 year old student attends the college on a day release basis from their school; and where that students remains on roll at that school then the school takes lead responsibility for safeguarding and record keeping. College staff will record safeguarding concerns on the college CPOMS system but these must be shared and recorded by the safeguarding lead at their parent school.
- Student records should be transferred in a secure manner, for example, by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school/college they are being transferred to must be made and a signature obtained from the receiving school/college as proof of receipt.
- If a student moves from our college, child protection records will be forwarded onto the named DSL at the new college/ school, with due regard to their confidential nature. Good practice suggests that this should always be done with a face to face handover and a signed receipt of file transfer obtained for audit purposes by the delivering school/college.
- If sending by post, children's records should be sent, "Special Delivery". A note of the special delivery number should also be made to enable the records to be tracked and traced via Royal Mail.
- For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology sheet will also be retained for audit purposes. At college we will retain the child protection file as an archived case on CPOMS.
- If a student is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records.
- If a parent chooses to electively home educate (EHE) their child, the child protection record must be forwarded to Julia Green, Admin Coordinator, EHE Team, Adams Court, Kildare Terrace, Leeds LS12 1DB, following the above procedure for delivery of the records.
- When a DSL member of staff resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder. Before leaving they must also ensure the CPOMS record keeping is up to date.
- In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the head teacher to ensure that the new post holder is fully conversant with all procedures and case files.
- All DSL's receiving current (live) files or closed files must keep all contents enclosed and not remove any material.
- All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

## 4.1 Archiving

Responsibility for the pupil record once the student leaves the school/college

- The school/college that the pupil attended until statutory leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining the child protection record.
- The recommended retention period is 35 years from closure when there has been a referral to CSWS.
- If no referral has been made to CSWS, the child protection record should be retained until the child's 25th birthday. The decision of how and where to store these files must be made by the college via the governing body.
- Due to sensitivity of the information, the records should continue to be held in a secure area (electronically on CPOMS) with limited access e.g. designated officer or head teacher.

## 4.2 Children's and parents' access to child protection files

- Under the Data Protection Act 1998, a student or their nominated representative has the legal right to request access to information relating to them. This is known as a subject access request. Therefore it is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.
- Any child who has a child protection file has a right to request access to it. In addition, the Education (Pupil Information) (England) Regulations 2005 give parents the right see their child's college records. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:
  - could cause serious harm or is likely to cause serious harm to
  - the physical or mental health or condition of the child or another person; or
  - could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or
  - is likely to prejudice an on-going criminal investigation; or
  - information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.
- It is best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice should be sought from the Leeds Children's Services Information Governance Team, Contact email: [childrens.information.policy@leeds.gov.uk](mailto:childrens.information.policy@leeds.gov.uk) telephone: 0113 3950780.

- The establishment's report to the child protection conference should be shared with the child, if old enough and parent at least two days before the conference.

#### **4.3 Safe Destruction of the pupil record**

- Where records have been identified for destruction they should be disposed of securely at the end of the academic year (or as soon as practical before that time). Records which have been identified for destruction should be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of the Data Protection Act 1998 or they will contain information which is confidential to college or the Local Education Authority. Information should be shredded prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes the college should maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format.

### **5. Information sharing**

- When there is a concern that a child is at risk of significant harm, all information held by the establishment must be shared with Children's Social Care, police and health professionals. Section 47 of the Children Act 1989 and sections 10 and 11 of the Children Act 2004 empower all agencies to share information in these circumstances. If DSL's are in doubt, they should consult the Education and Early Years Safeguarding Team on 0113 3789685 or Leeds Children's Services Information Governance Team on 0113 3784251. For Bradford contact City of Bradford MDC, Department of Children's Services, Education Safeguarding team on 01274 439631
- On occasions when safeguarding concerns exist for a child in the context of a family situation and siblings attend other educational establishments or the children are known to other agencies, it may be appropriate for the designated safeguarding staff to consult with, on a confidential basis, their counterpart from other establishments or other agencies to share and jointly consider concerns. If in any doubt about the appropriateness of this process, advice can be sought from Leeds Children's Services Information Governance Team on 0113 3784251. For Bradford contact City of Bradford MDC, Department of Children's Services, Education Safeguarding team on 01274 439631
- In accordance with section 29 of the Data Protection Act, the police are allowed access to college records in certain circumstances such as criminal investigations. If you have any queries regarding police access to any college records please contact the information governance team on 0113 3784251 for advice.

- It is good practice to seek consent from the child or their parent before sharing information. Children over the age of 12 years are considered to have the capacity to give or withhold consent to share their information, unless there is evidence to the contrary; therefore it is good practice to seek their views. If the young person is over 16, they should be involved in decision-making about information sharing, unless they do not have the capacity to give consent.
- However, consent is not always a condition for sharing and sometimes we do not inform the child or family that their information will be shared, if doing so would:
  - place a person (the child, family or another person) at risk of significant harm, if a child, or serious harm, if an adult; or
  - prejudice the prevention, detection or prosecution of a crime; or
  - lead to unjustified delay in making enquiries about allegations of significant harm to a child or serious harm to an adult.
- Consent should not be sought if the establishment is required to share information through a statutory duty, eg section 47 of the Children Act 1989 as discussed above, or court order.

## 6. The Governing Body

- The nominated Safeguarding Governor for child protection at Leeds City College is Tina Turnbull.
- They are responsible for liaising with the Principal / Designated Staff over all matters regarding safeguarding protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual students.
- The nominated Safeguarding Governor will support the designated safeguarding lead in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity.
- The DSL and named safeguarding governor are responsible for providing an annual report to the governing body of safeguarding activity. **The local authority annual review monitoring return for safeguarding should be sufficient as an annual report for governors.**
- The DSL must ensure that the annual review child protection monitoring submission is completed and returned in a timely manner to the local authority/LSCB. The return must be signed by the Chair of Governor's to confirm that it is an accurate reflection of the safeguarding arrangements of the college.
- The governing body are responsible for ensuring any gaps in safeguarding arrangements/improvement actions identified in the local authority annual

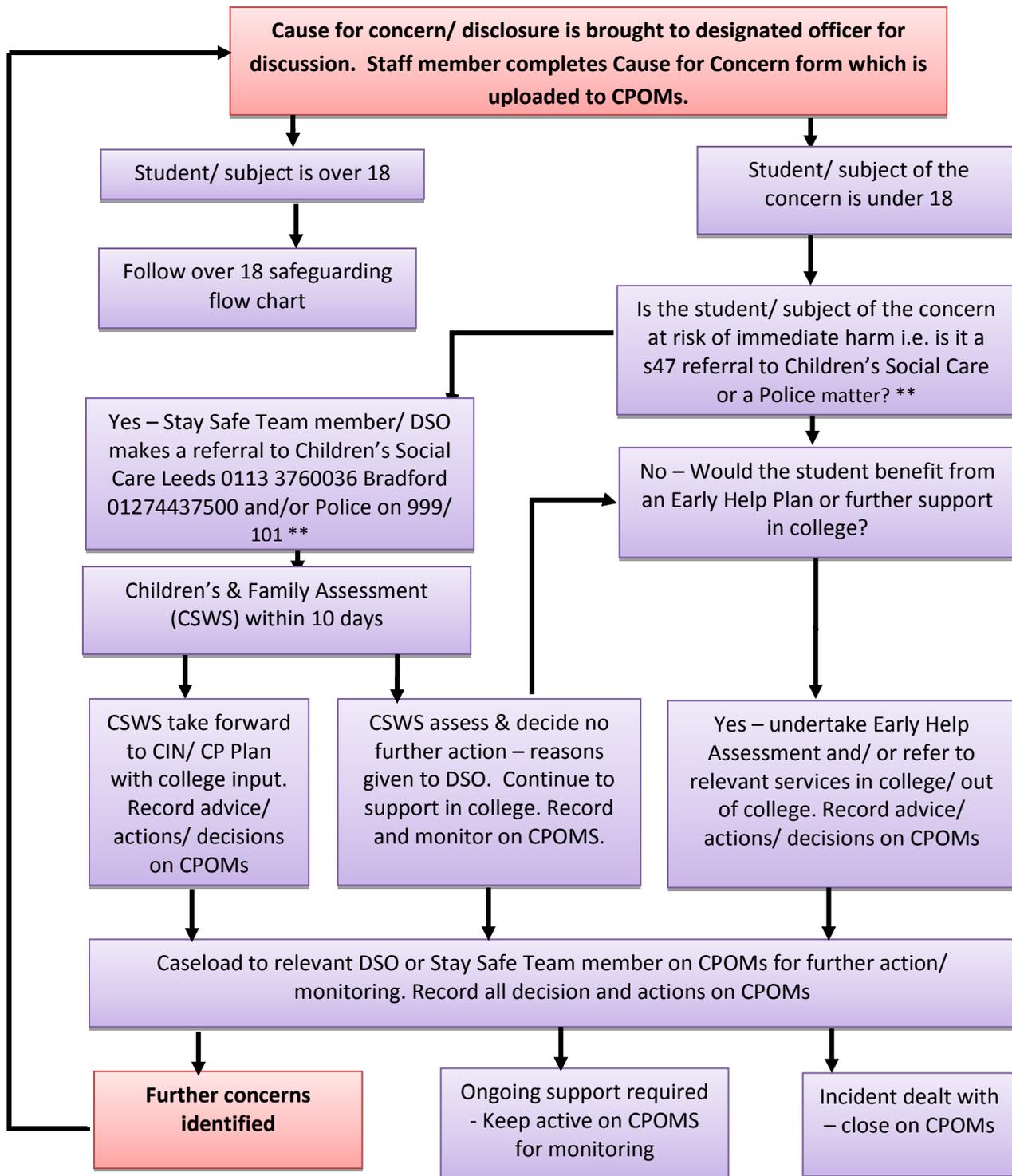
review monitoring return, are addressed appropriately and in a timely manner.

- The governing body should have child protection training every three years, on their strategic responsibilities in order to provide appropriate challenge and support for any action to progress areas of weakness or development in the college's safeguarding arrangements.
- In the event of allegations of abuse being made against the Principal allegations should be reported directly to the local authority designated officer (LADO) within one working day. **(Appendix 10)**
- Under no circumstances should the establishment's governors or trustees be given details of individual cases. Governors or trustees may, however, be provided with a report at the end of the academic year, outlining the number of cases dealt with and other statistics which do not identify individual pupils.
- Governors will ensure that appropriate internet filters and appropriate web-use monitoring systems are in place in accordance with Annex C of KCSiE (DfE 2016). Children should not be able to access harmful or inappropriate material from the colleges IT system.

#### **7. Summary of college procedure to follow where there are safeguarding concerns.**

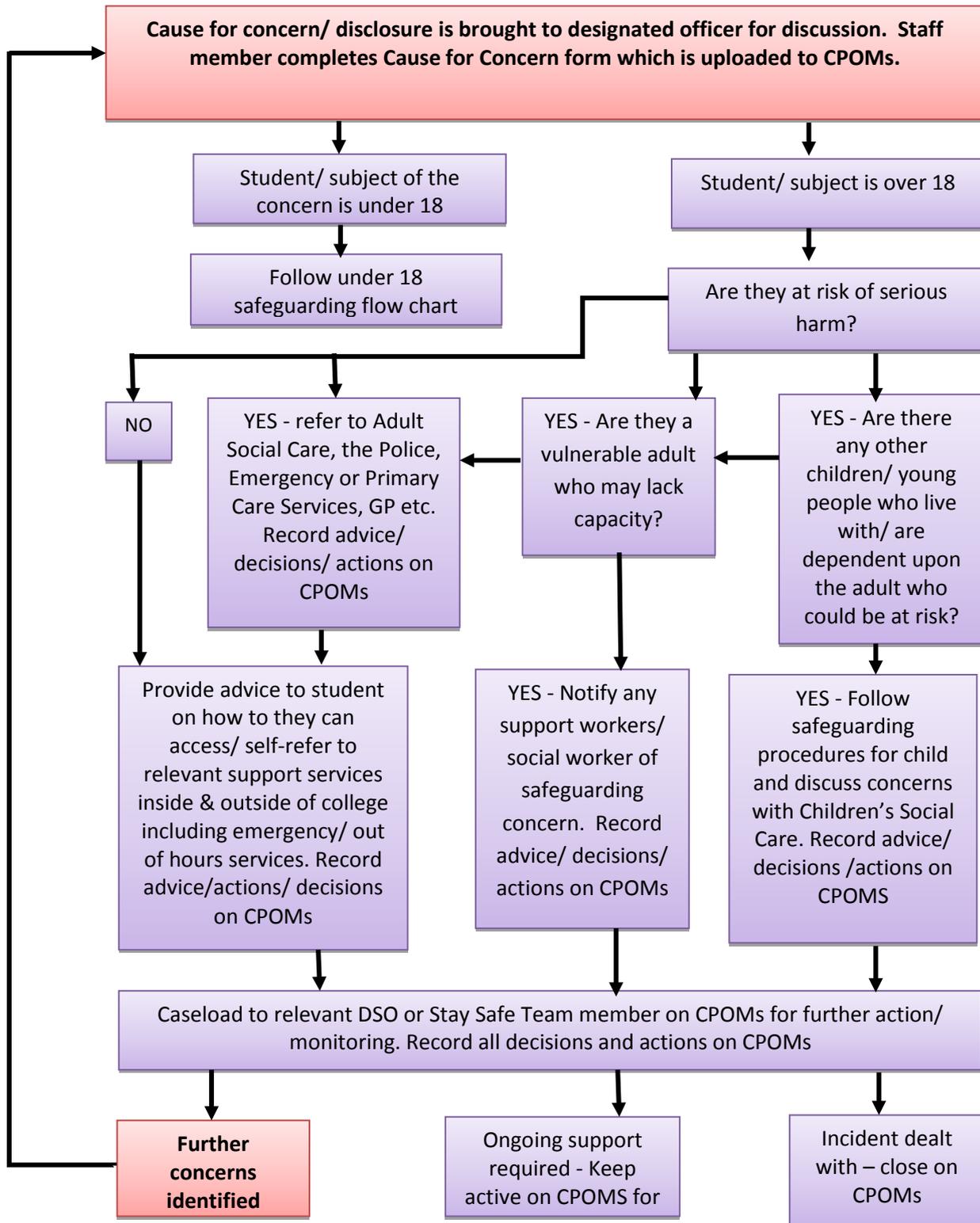
The 2 flow charts below cover the procedure in college for responding to and recording child protection concerns and responding to adult safeguarding concerns.

## 7. Summary of college procedure to follow where there are concerns about a child (under 18)



\*\* If unhappy with the outcome of the referral to Children's Social Work Services; please refer to: Leeds LSCB Local Protocol: Concerns Resolution. Bradford contact the BSCB 01274 434361

## 8. Summary of college procedure to follow where there are concerns about an adult (over 18)



## **9. Working with parents, carers and other agencies to protect children**

- Parents/carers should be aware that our college will take any reasonable action to safeguard the welfare of its students. In cases where the college has reason to be concerned that a child maybe suffering significant harm, ill treatment or neglect or other forms of harm staff have no alternative but to follow the LSCB procedures and contact CSWS Duty and Advice team to discuss their concerns.
- In general, we will discuss concerns with parents/carers before approaching other agencies and will seek consent/to inform parents/carers when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the student.
- Parents/carers are informed about our safeguarding children and vulnerable adults policy through the college website

## **10. Multi-agency work**

- We work in partnership with other agencies in the best interests of the student. Therefore, college will, where necessary, liaise with schools, CSWS and other external agencies. Requests for service to CSWS should (wherever possible) be made, by the Safeguarding Designated Staff, to the CSWS advice and duty team, Leeds 0113 3760336, Bradford 01274 437500. Where a child already has a child protection social worker, the college will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker.
- We will co-operate with CSWS in accordance with the requirements of the Children Act and allow access to child and child protection records for them to conduct section 17 or section 47 assessments.
- The college will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- We will provide reports as required for these meetings. If college is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.
- Where a child in college is subject to an inter-agency child protection plan or any multi-agency risk management plan college will contribute to the preparation, implementation and review of the plan as appropriate.

## **11. Our role in the prevention of abuse**

- We will identify and provide opportunities for students to develop skills, concepts, attitudes and knowledge to promote their safety and well-being
- Relevant issues will be addressed through the tutorial programme, and including self-esteem, emotional literacy, assertiveness, power, sex and relationship education, online safety, online bullying, sexting, child sexual exploitation (CSE), youth generated sexual imagery, female genital mutilation (FGM), preventing radicalisation, peer on peer abuse and anti-bullying.
- All our policies that address issues of power and potential harm, e.g. Anti-Bullying, Equal opportunities, Handling, Positive Behaviour, will be linked, to ensure a whole college approach.
- Our safeguarding policy cannot be separated from the general ethos of the college, which should ensure that students are treated with respect and dignity, feel safe, and are listened to.
- **Our role in supporting children and vulnerable adults**

**We will offer appropriate support to individual students and staff who have experienced abuse or who have abused others.**

An individual support plan (where appropriate) will be devised, implemented and reviewed regularly for these students. This plan will detail areas of support, who will be involved, and the student's wishes and feelings. A written outline of the individual support plan will be kept in the safeguarding file on CPOMS.

## **12. Children and adults with additional needs**

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

When the College is considering excluding a vulnerable student and/or a student who is either subject to a S47 Child Protection plan or there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude.

### **13. Children in Specific Circumstances**

This college follows the Leeds LSCB and Bradford BSCB online multi-agency procedures and will, where necessary, have due regard to the government guidance for children in specific circumstances as outlined below.

- child sexual exploitation (CSE)
- bullying including online
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking

For further information see: [Safeguarding Children and Young People \(July 2014\)](#)

### **14. Female Genital Mutilation: The Mandatory Reporting Duty**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover FGM appears to have been carried out on a girl under 18. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Under the mandatory reporting requirements teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out (either through disclosure by the victim or visual evidence) on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the college’s designated safeguarding lead and involve children’s social care as appropriate (KCSiE, September 2016).

## 15. Radicalisation

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. The process of radicalisation is different for every individual and is a process, not a one off event; it can take place over an extended period or within a very short time frame. It is important that staff are able to recognise possible signs and indicators of radicalisation.

Children and young people may be vulnerable to exposure or involvement with groups or individuals who advocate violence as a means to a political or ideological end.

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include family members or friends, direct contact with members, groups and organisations or, increasingly, through the internet, including through social media sites. This can put children and young people at risk of being drawn into criminal activity and has the potential to cause significant harm.

Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right (UK) and international terrorist organisations such as Al Qaeda and Daesh.

Potential indicators identified include:

- Use of inappropriate language
- Possession of violent extremist literature
- Changes in behaviour, language, clothing or appearance
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

### 15.1 PREVENT

Prevent is part of the UK's counter terrorism strategy. It focusses on supporting and protecting vulnerable individuals who may be at risk of being exploited by radicalisers and subsequently drawn into terrorist related activity. PREVENT is not about race, religion or ethnicity, the programme is to prevent the exploitation of susceptible people.

#### Responding to concerns

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 seek advice appropriately with the DSL who should contact the Education & Early Years Child Protection Team or the Prevent Education Officer– Julia Holden, 07891 273720 for further advice (**Ref: Appendix 7**).

Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available.

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

## 16. Peer on peer abuse

We recognise that children are capable of abusing their peers and that peer on peer abuse can manifest in many different ways, including on-line bullying, sexting, initiation/hazing and inappropriate/harmful sexualised behaviours.

- Where children and young people have exhibited inappropriate/harmful sexualised behaviour and/or exhibited inappropriate/harmful sexualised behaviours towards others an AIM (Assessment, Intervention, Moving On) checklist must be completed and contact made with Children's Social Work Service if appropriate (**Ref: Appendix 6**). Good practice dictates that there should be a co-ordinated multi-agency approach through a risk assessment management plan (RAMP) to respond to their needs, which will include, parent/carers, youth justice (where appropriate), children's social work service and health. Further support and advice on undertaking a RAMP can be obtained from the Education & Early Years Safeguarding Team on 0113 3789685 and/or Nathalie Fontenay (Coordinator- Harmful Sexual Behaviour) on 0113 3789644.
- We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the college community through a multi-agency risk assessment.

## 17. Children missing from education

- A child going missing from education is a potential indicator of abuse or neglect. College staff members must follow the Leeds Children's Services LA procedure "*Identifying, engaging and locating children missing education - Handbook of procedures*"  
Leeds -contact: [cme@leeds.gov.uk](mailto:cme@leeds.gov.uk). Tel: 0113 3789686.  
Bradford – Contact: [cme@bradford.gov.uk](mailto:cme@bradford.gov.uk) Tel: 01274 439651
- Children who are absent, abscond or go missing during the college day are vulnerable and at potential risk of abuse or neglect. College staff members should follow the college's procedures for dealing with children who are absent/ go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future (**Ref: Appendix 8**).
- We will comply with our statutory duty to inform the local authority of any student who falls within the reporting notification requirements outlined in Children Missing Education – Statutory guidance for local authorities (DfE

September 2016). This especially applies to our statutory school age students; 14-16 year olds, who are either attending the Leeds City College Academy full time or who are attending college on a day release basis.

- Where child sexual exploitation, or the risk of it, is suspected, frontline practitioners should complete a cause for concern form and pass onto a college DSO.
- The DSO should complete the CSE checklist tool for partners (**Ref: Appendix 5**) 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 students safeguarding records for future reference.
- If the child /young person already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about sexual exploitation.
- A copy of the CSE checklist tool for partners can be obtained from the LSCB Website: [CSE Checklist Tool for Partner Agencies](#)
- We will ensure the college works in partnership with parents / carers and other agencies as appropriate. This includes facilitating return to home interviews as requested.

### **18. A Safer College Culture**

**Governors have agreed and ratified the following policies which must be read in conjunction with this policy.**

College Whistle Blowing/Confidential reporting policies provide guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour.

### **19. Safer Recruitment, selection and pre-employment vetting**

- The college pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSiE (2016).
- The college maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK.
- All recruitment materials will include reference to the colleges' commitment to safeguarding and promoting the wellbeing of students.

- The college will ensure that all recruitment panels include at least one person that has undertaken safer recruitment training as recommended by the Local Authority/Leeds LSCB.
- The college will ensure that a person who is prohibited from teaching will not be appointed to undertake teaching work in the college.
- The college will ensure that where relevant employed individuals are not disqualified under the Childcare (Disqualification) Regulations 2009.
- The college will ensure that appropriate DBS risk assessments will be undertaken as required. Advice and support for carrying out risk assessments can be accessed through the college HR department

## **20. Procedures in the event of an allegation against a member of staff or person in college**

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

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

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

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

A safeguarding complaint that meets the above criteria must be reported to the Head of Safeguarding and Wellbeing, Andrew Ottey and/or the HR Head of Business Partnering Stephanie Walwyn

The HR Head of Business Partnering will keep the college Principal informed of complaints made

If the complaint involves the Head of Safeguarding and Wellbeing or the HR Head of Business Partnering then this should go to the Principal immediately

If the complaint involves the Principal then this should still go to Head of Safeguarding and Wellbeing and/or the HR Head of Business Partnering and the chair of governors should be informed

The case manager should gather as much information about the alleged incident as possible in order to establish whether there is substance to the allegation. The case manager must use the local authority designated officer (LADO) notification form (**Ref: Appendix 10**) in order to assess the level of concern. As part of this initial consideration, the case manager should consult with their college's HR Advisor/provider/contact. The completed LADO notification form must be sent to [lado@leeds.gcsx.gov.uk](mailto:lado@leeds.gcsx.gov.uk) **within one working day of the allegation being made**. This will assist the case manager and HR in consultation with the LADO to decide on the most appropriate course of action.

The case manager **should not** carry out any investigation or **directly interview** an individual about whom there is a concern, until the above process has been duly completed and relevant partners have been consulted.

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

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

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

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

**LADO Contacts Leeds: Ted O'Sullivan or Carolyn Hargreaves Tel: 0113 3789687. Bradford: Frank Hand, [Bradford LADO information](#)**

**Advice can also be sought Raminder Aujla – Team Manager Education and Year Early Years Safeguarding Team 0113 3789637.**

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

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

Whistleblowing hotline (0113) 247 4645 (dedicated hotline answered by a member of the Internal Audit team or an answerphone).

E-mail concerns@leeds.gov.uk

In writing Internal Audit, 3rd Floor West, Civic Hall, Leeds, LS1 1JF

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

## **21. Training and Support**

All staff members should be aware of systems within our college that support safeguarding and these will be explained to them as part of our staff induction. This includes: the college's safeguarding policy; the college's safer working practice document, the college whistleblowing procedures and the DSL and their cover or nominated deputy.

We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from (names of designated safeguarding staff). Children's Services Education and Early Years Safeguarding team are also available for advice and support (Tel: 0113 3789685).

- Designated Safeguarding staff must have attended the 3-day Children's Services Education child protection training course, and the Leeds LSCB multi-agency Working Together to Safeguard Children and Young People training. They will attend refresher training at least every two years. The DSL will undertake Prevent Awareness Training (e.g. Workshop to Raise Awareness of Prevent [WRAP]) to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- The College will ensure all staff including temporary and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the college. All staff will access refresher training at least every three years and regular safeguarding and child protection updates (for example, via email, e-bulletins, staff

meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Access to training can be via the Children's Services Education and Early Years Safeguarding Team and the LSCB.

- The Principal will attend appropriate safeguarding training at least every three years.
- Governors, including the nominated Governor will attend specific training for their role, updated at least every three years.
- A print out of the College's training history can be obtained from the Children's Services Education and Early Years Safeguarding team. This will record all training accessed through the local authority Education and Early Years Safeguarding Team and the LSCB.
- Any training accessed through third party/independent providers must reflect the LSCB protocols and the LSCB minimum standards checklist. This training should be recorded by the college on a separate database.

## **22. Professional Confidentiality**

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

Leeds City College recognises that the only purpose of confidentiality in this respect is to benefit the child.

## Appendix 1:

## Definitions and indicators of abuse

Reference: Working Together to Safeguard Children (DfE 2015)

**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 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 college attendance or often late for college

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 (it is not designed to be used as a checklist):

Patterns of bruising; inconsistent account of how bruising or injuries occurred

Finger, hand or nail marks, black eyes

Bite marks

Round burn marks, burns and scalds

Lacerations, wealds

Fractures

Bald patches

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

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

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.

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

**Child 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.

### **Responses from parents**

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

An unexpected delay in seeking treatment that is obviously needed

An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)

Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development

Reluctance to give information or failure to mention other known relevant injuries

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

### **Children with Disabilities**

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

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

### **Adult Safeguarding**

In terms of an adult qualifying for support from Adult Social Care; Leeds Adult Social Care would classify an 'adult at risk' as being someone who is aged 18+ who:

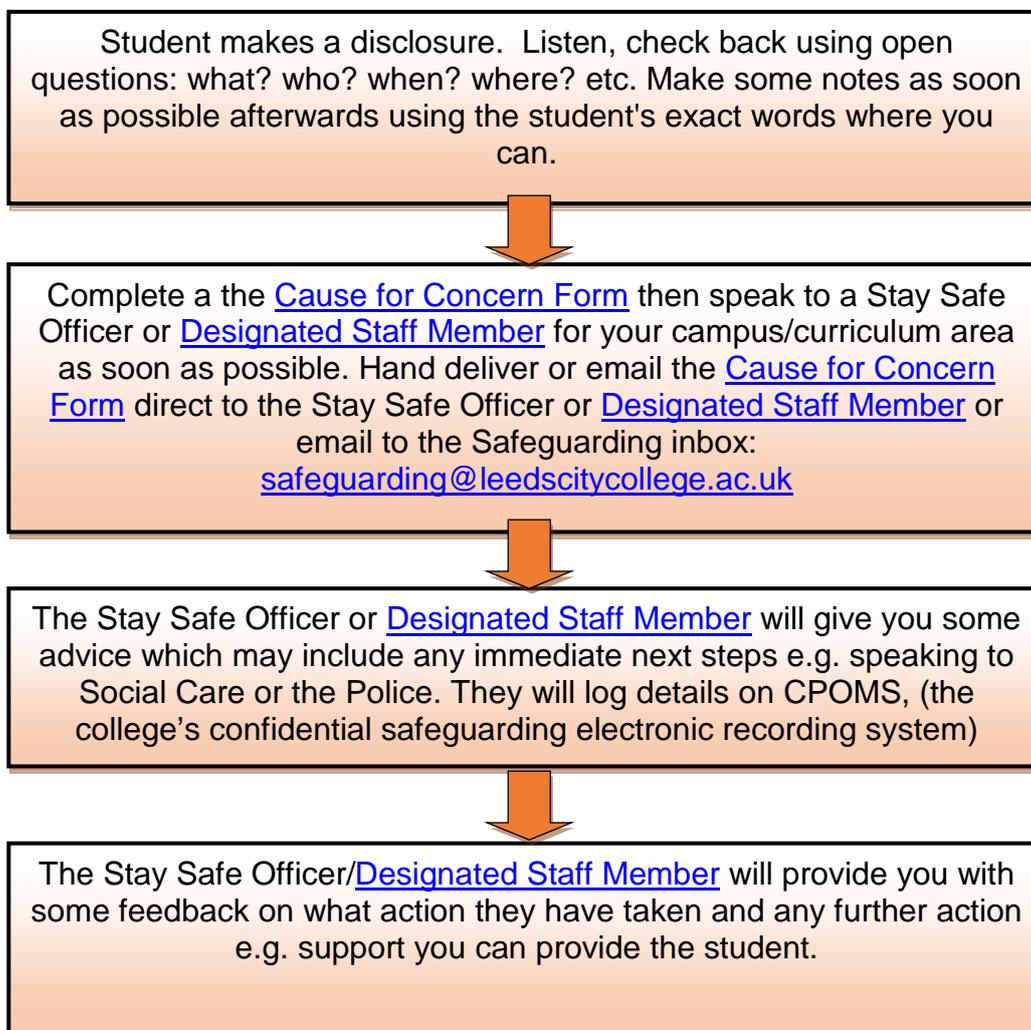
- Has need for care and support,
- Is experiencing, or is at risk of abuse or neglect, and
- As a result of their need for care and support is unable to protect him or herself against the abuse, or neglect or risk of it.

The abuse could: happen once, be repeated, be a deliberate act, be unintentional (perhaps due to a lack of understanding) or the abuse could be a crime. Abuse can be caused by anyone: a partner, relative, friend, neighbour, a paid or volunteer carer, other service users, someone in a position of trust (e.g. college staff) or a stranger.

### **Different Kinds of Abuse which an at risk adult may experience**

- **Physical abuse** – being hit, kicked, locked in a room or inappropriate restraint
- **Sexual abuse** – such as being made to take part in a sexual activity when the adult has not given or is not able to give consent.

- **Psychological abuse** – such as being shouted at, ridiculed, bullied or being made to feel frightened.
- **Financial or material abuse** – such as theft, fraud, exploitation, pressure in connection with financial matters or misuse of someone else's finances.
- **Neglect** – involves the failure to provide care or support that results in someone being harmed.
- **Discriminatory abuse** – involves treatment or harassment based on age, gender, sexuality, disability, race or religious belief.
- **Modern slavery** – includes human trafficking and forced labour.
- **Organisational abuse** – if these forms of abuse are caused by an organisation then this may be called organisational abuse.
- **Domestic violence and abuse** - when the abuse occurs between partners or a family member.
- **Self-neglect** – is when an adult declines essential support with their care and support needs, and this is having a substantial impact on their overall wellbeing.



### Advice when dealing with a disclosure

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

- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the student. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the student. 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 student to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the student is trying to tell you.
- Praise the student for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the student that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the student 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 student 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 seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to Children's Social Work Service or Adult Social Care without delay, by a member of designated staff, following the correct procedures as stated in the guidelines.

Appendix 3. List of Designated Safeguarding Staff at Leeds City College – Leeds Campuses. [Designated Staff List](#)



**LEEDS CITY COLLEGE**

**SAFEGUARDING**

*Stay Safe*

What to do and who to contact if you have concerns about a student's welfare...

Record concerns immediately on a safeguarding concern form (available on staff intranet)  
Contact a designated member of staff to discuss your concerns.

<p><b>ANDREW OTTEY</b></p> <p><i>Head of Safeguarding and Wellbeing</i></p> <p>0113 216 2055 0771 013 8460</p>	<p><b>PARK LANE</b></p>	<p><b>PRINTWORKS</b></p>	<p><b>TECHNOLOGY</b></p>
	<p>Laura Conner <i>Stay Safe Officer</i> 0750 079 8379</p>	<p>Janet Gee <i>Stay Safe Officer</i> 0113 284 6458 0782 430 6810</p>	<p>Frances Firmin 0113 216 2269</p>
	<p>Brenda Farara <i>Stay Safe Officer</i> 0750 006 7658</p>	<p>Lauren Whyte <i>Stay Safe Coordinator</i> 0755 422 2339</p>	<p>Emma Langford 0113 386 1924</p>
	<p>Lewis Freer 0113 216 2508</p>	<p>Chris Abbott 0113 284 6260</p>	<p>Sarah Piper 0113 216 2206</p>
<p><b>DEACON HOUSE</b></p>	<p>Anthony Gallagher 0113 216 2479</p>	<p>Paul Johnson 0113 216 2304 0774 755 9622</p>	<p>Kaye Rogers 0113 306 7982</p>
	<p>Wayne Goldson 0750 060 9293</p>	<p>Amanda Roberts 0771 863 2486</p>	<p>Yan Szczesnowicz 0113 216 2565 0790 022 7747</p>
<p><b>ENFIELD</b></p>	<p>Wendy Lane 0113 216 2282 0791 747 4864</p>	<p>Amanda Saynor 0113 284 6613</p>	<p>Stephanie Walwyn 0113 284 6310</p>
	<p>Joe Mills 0113 216 2079</p>	<p>Sarah Scowcroft 0113 386 1890</p>	<p>Frances McClean 0113 386 1793</p>
	<p>Kevin Traynor 0755 756 7072</p>	<p>Katherine Ireland 0113 284 6657</p>	<p><b>UNIVERSITY CENTRE</b></p>
	<p>Samantha Rutter 0113 216 2156</p>	<p><b>TECHNOLOGY</b></p>	<p>Lucy Walker <i>Stay Safe Officer</i> 0792 020 1913</p>
	<p>Niki McKenna 0113 216 2129</p>	<p>Lucy Walker <i>Stay Safe Officer</i> 0792 020 1913</p>	<p>Caroline Burrows-Burke 0113 308 7916</p>
<p><b>JOSEPH PRIESTLEY BEESTON</b></p>	<p>Abby Steadman 0113 216 2468</p>	<p>Joanna Barrett 0113 284 6450</p>	<p>Karen Odgers 0113 216 2279</p>
	<p>Adele Williams 0113 386 1786</p>	<p>Doreen Coldwell 0113 386 1784</p>	<p>Joe Wearing 0113 216 2026</p>
	<p>Laura Conner <i>Stay Safe Officer</i> 0750 079 8379</p>	<p><b>If a designated staff member is not available phone the relevant service:</b></p>	
	<p>Nirdesh Jandu 0113 284 6677</p>	<p>Leeds Children's Social Care Leeds Out Of Office Hours Leeds Adult Social Care</p>	<p>0113 376 0336 0113 376 0469 0113 222 4401</p>
	<p>Margaret Shutt 0113 284 6674</p>	<p>Police Non-Emergency Police Emergency</p>	<p>101 999</p>
			<p>Jan 2018</p>

## List of Designated Safeguarding Staff at Keighley Campus



Stay  
Safe

# SAFEGUARDING

What to do and who to contact if you  
have concerns about a student's welfare...

Record concerns immediately on a safeguarding concern form  
(available on staff intranet)

Contact a designated member of staff to discuss your concerns.

**ANDREW OTTEY**

*Head of Safeguarding  
and Wellbeing*

**01132 162 055  
07710 138 460**

Kellie Dunn  
**01535 685 097  
07766 924 956**

Andrea Dean  
**01535 685 153  
07827 977 925**

Liam Oldfield  
**01535 685 043**

Simon Thomas  
**01535 685 094**

Kate Ferguson  
**01535 68 5153**

Alison Robinson  
**01535 685 044**

Heather Whitehead  
**01535 685 050  
07500 067 663**

If a designated member of staff is not  
available phone the relevant service:

Bradford Children's Social Care **01274 437 500**  
Bradford Out Of Office Hours **01274 431 010**  
Bradford Adult Social Care **01274 435 400**

Police Non-Emergency **101**  
Police Emergency **999**

Jan 2018

## Appendix 4: Leeds City College Safeguarding Cause for Concern Form

### Confidential

Safeguarding Concern Form  
(Child Protection/Vulnerable Adults Concern Form)

Is this referral concerning a student under 16

YES	
YES	
YES	

NO	
NO	
NO	

Is this referral concerning a 16-18 year old student

Is this referral concerning a Vulnerable Adults (18 years or over)

### 1. Student Details

Name of Student		Female		Male		DOB	
Student Number		Ethnicity					
Course							
Address							
Doctor (if known)		Which campus does the student attend?					
Tutor/Personal Tutor				Contact number of tutor			
Any siblings in the college Y/N (if yes please give name and course)							
Any younger siblings at risk (if yes, please give name and age)	Use only if making a referral to SS						

### 2. Disclosure details

Name of staff completing the form		Name of any other staff involved					
Day of disclosure	Date of disclosure	Time of disclosure	Place of disclosure				

**3. Please describe the nature of the incident/concern including relevant background in as much detail as possible. (Please try to record student's words as accurately as possible).**



*Please continue if necessary on a separate sheet and attach.*

Signature Staff completing the form		Name <b>and</b> Signature of Designated Staff member	
-------------------------------------	--	--	--

**4. Please describe the action you have taken:**

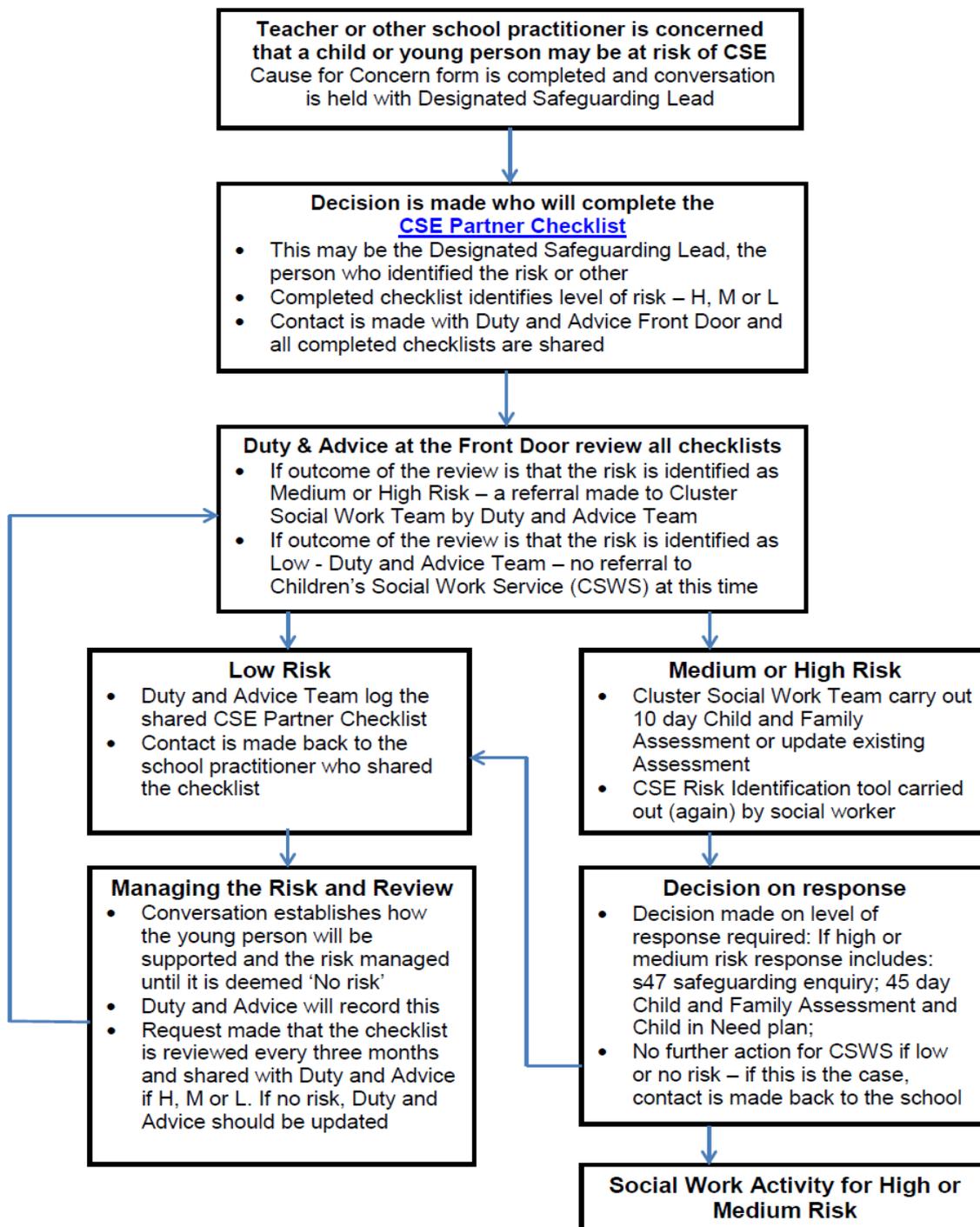
<input type="checkbox"/>	Referred to one of the designated team members or Campus Safeguarding Manager (this must happen within 24hrs or 6 hours if you believe there to be a serious risk)
<b>Designated Team member action</b>	
<input type="checkbox"/>	Referred to Police
<input type="checkbox"/>	Referred to Prevent
<input type="checkbox"/>	Referred to Social Care (if referral to SS – please complete the Q whether there are any younger siblings at risk)
<input type="checkbox"/>	Referred to Counselling
<input type="checkbox"/>	Other (please state)

**5. For Admin use only**

Record on DB by		Reference		Date	
Signed by Nominated Senior Manager or Campus Safeguarding Manager				Date	
Review Date and update on concern					

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

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



## Appendix 6 Harmful Sexual Behaviour Response Checklist

### HSB – Initial Response

Sexual incident occurs within the school setting



Designated staff to complete cause of concern and record;

- > Nature of sexual behaviour observed/disclosed
- > Relationship between the children/young people involved
  - > What was the reaction of the aggrieved?
- > What was the reaction of the child when challenged on their behaviour?
- > What was the context within which the behaviour occurred?



Complete the AIM Checklist; AIM Education Guidelines;

- > Two members of staff to complete the checklist; designated CP lead to be one member
  - > Use the cause for concern sheet to inform the checklist
    - > Child checklist – page 38/39
    - > Adolescent checklist - page 41 /42
    - > SEN checklist – page 45/46
  - > Complete Chronology template from guidelines



### Checklist outcome and response

Healthy/ Low  
Problematic

- If checklist results are: healthy, low problematic use your school behaviour policy, expectations and resources from the AIM curriculum tools section of your AIM guidance.
- Continue to monitor behaviours and support young person.

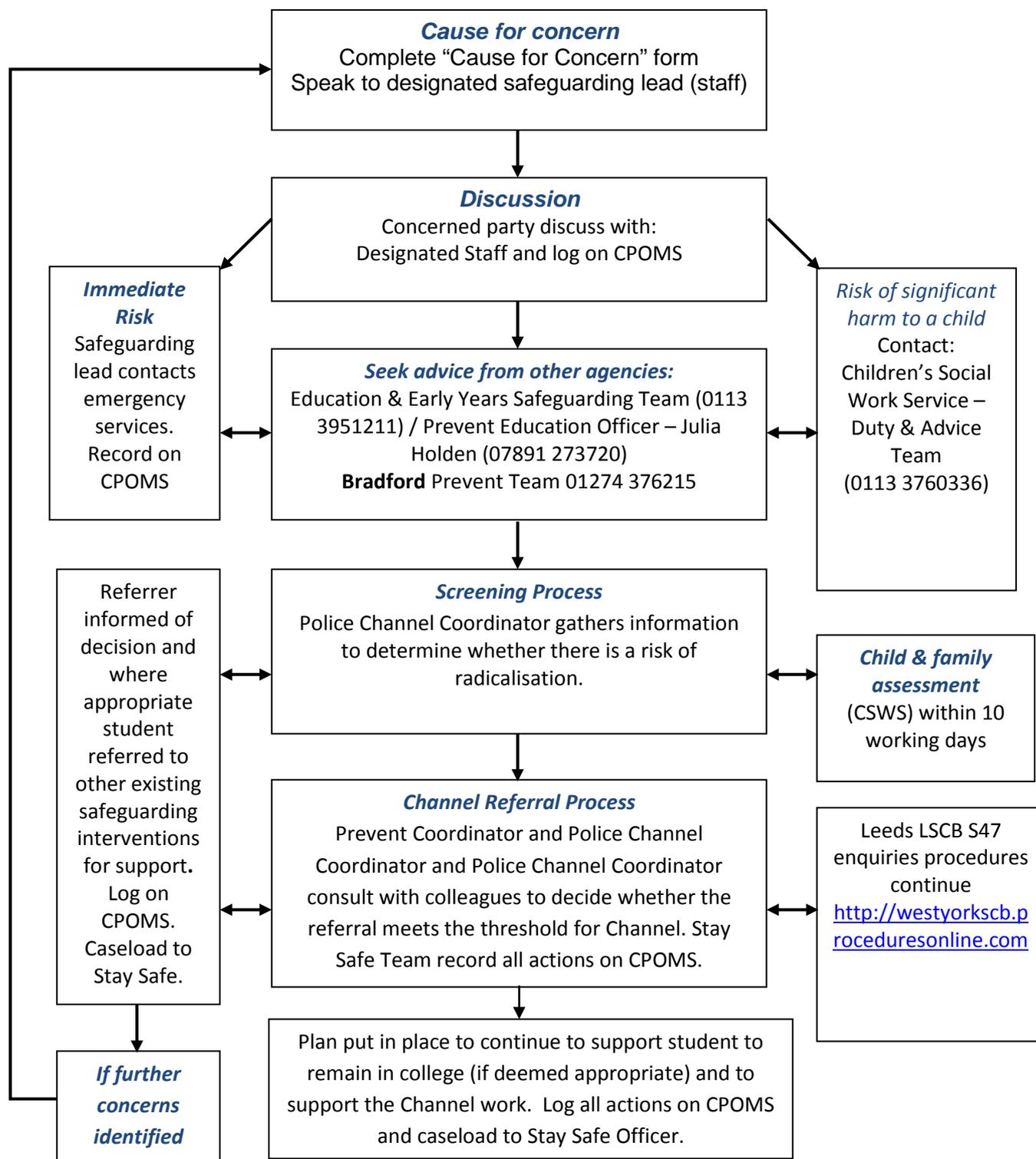
Medium Problematic/  
Harmful

- If checklist results are: medium Problematic to Harmful, seek support from the Education and Early Start Safeguarding Team, Parents will need to be informed and A referral to social care MUST be made.
- Medium Problematic to Harmful - A RAMP assessment may need to be undertaken with either the Education or safeguarding Team or the Health and Safety Team.
- RAMP to be reviewed three monthly & de-escalation of supervision to occur when appropriate

are  
and

## Appendix 7 Radicalisation Response Checklist

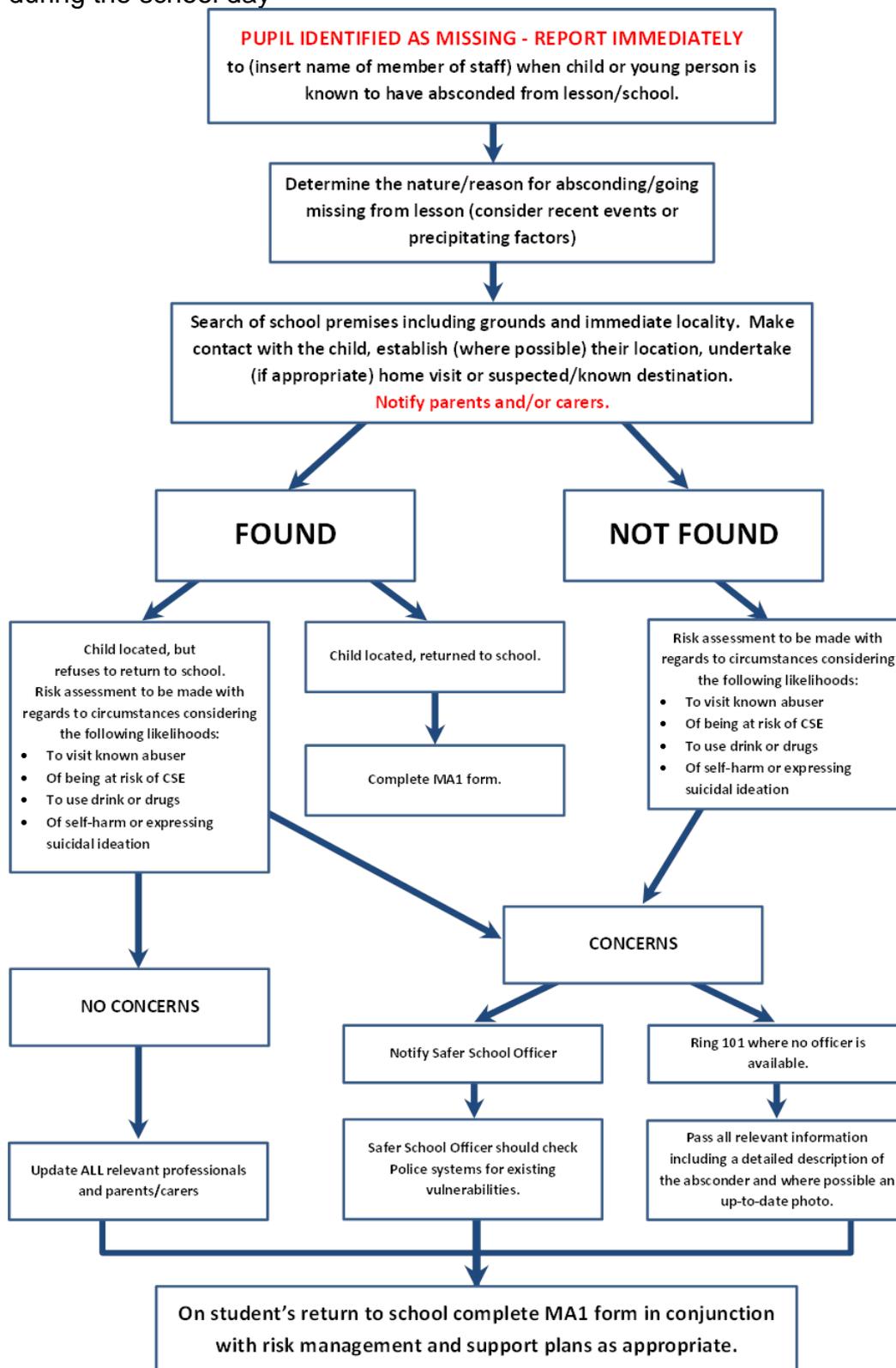
Summary of in-college procedures to follow where there are potential radicalisation concerns about a child/member of staff



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

## Appendix 8 Missing from School Response Checklist

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



## Appendix 9 FE Safeguarding Information Sharing Form

<b>Name</b>			
<b>Date of Birth</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"/>				
<b>Other(Please State):</b>					

<b>Are there any current or relevant historical safeguarding concerns?</b>		
<i>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.</i>		
<b>Safeguarding Issue</b>	<b>Date</b>	<b>What action was taken / Referred to agency?</b>

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 or Personal Education Plan <i>Please give further details about the support they are currently receiving.</i>

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	Lindsay Brook
Job Title	Assistant Principal
Name of organisation / service	Notre Dame College– St Mark’s Ave, Leeds LS2 9BL
Email address	<a href="mailto:l.brook@notredamecoll.ac.uk">l.brook@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

<b>Leeds College of Music</b>	
Name of Contact	Karen Joyce
Job Title	Head of Student Services (Designated Senior Lead for Safeguarding)
Name of organisation / service	Leeds College of Music, 3 Quarry Hill, Leeds LS2 7PD
Email address	<a href="mailto:k.joyce@lcm.ac.uk">k.joyce@lcm.ac.uk</a>
Contact telephone number	T: 0113 222 3453

<b>Leeds College of Art</b>	
Name	Katrina Welsh
Job Title	Head of Student Support
Name of organisation / service	Leeds College of Art
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 10 LADO Notification Form



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

#### ALLEGATIONS OR CONCERN ABOUT A PERSON WORKING WITH CHILDREN

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

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

**PLEASE PROVIDE AS MUCH INFORMATION AS YOU CAN AND SEND TO  
[LADO@leeds.gcsx.gov.uk](mailto:LADO@leeds.gcsx.gov.uk) WITHIN ONE WORKING DAY**

<b>Date of Notification:</b>	
<b>Date of Alleged Incident:</b>	
<b>Name of Referrer:</b>	
<b>Agency:</b>	
<b>Contact Details:</b>	

#### Professional's Details :

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

<b>Home Address :</b>	
-----------------------	--

#### 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:

<b>Address :</b>	
------------------	--

<b>Detail of Allegation</b>	<i>Referral Details (to include name of referrer, date, time, detail of allegation and professional (s) involved)</i>
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<b>Child or young person's view</b>	<b><i>Has the young person's views been sought: Yes/No (to include: when, by whom and detail of interview) If not please specify reason and date when young person will be seen)</i></b>
-------------------------------------	--

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

<b>Have you discussed this concern with the appropriate Line Manager and Human Resources within your organisation?</b>
--

<b><i>What is their view</i></b>
----------------------------------

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

--

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

--	--

**Does the professional work with children in any other capacity?**

--

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

*What is their view*

--

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

*Please explain your rationale for both a Yes or No response.*

--

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

--

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

***the section below, prior to submitting this notification)***

***What is their view***

**Name of employer:**

**Contact details:**

**LADO Discussion**

*Please provide relevant details*

**Form Completed by:**

**Contact details:**

**Information entered on MOSAIC: YES**

**NO**