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LIGHTHOUSE FUTURES TRUST SAFEGUARDING CHILD & ADULT PROTECTION POLICY FOR SCHOOLS & COLLEGES

Academic Year **2025-2026**

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Contents

1.	AIMS	8
2.	LEGISLATION AND GUIDANCE	8
3.	DEFINITIONS	10
4.	EQUALITY STATEMENT	11
5.	ROLES AND RESPONSIBILITIES	12
6.	CONFIDENTIALITY AND INFORMATION SHARING	19
7.	OPPORTUNITIES TO TEACH SAFEGUARDING – PREVENTATIVE CURRICULUM	20
8.	OUR ROLE IN SUPPORTING CHILDREN	21
9.	CHILDREN WITH SPECIAL EDUCATIONAL NEEDS, DISABILITIES, OR HEALTH ISSUES	22
10.	CHILDREN AT RISK OF SPECIFIC FORMS OF ABUSE.....	23
11	REMOTE LEARNING AND REMOTE WELFARE.....	24
12	FEMALE GENITAL MUTILATION: THE MANDATORY REPORTING DUTY	24
13	RADICALISATION AND TERRORISM	25
14	CHANNEL.....	26
15	CHILD ON CHILD ABUSE.....	26
16	CHILD EXPLOITATION.....	27
17	SHARING NUDES AND SEMI NUDES.....	28
18	CHILDREN ABSENT FROM EDUCATION	29
19	A SAFER SCHOOL CULTURE.....	30
20	SAFER RECRUITMENT, SELECTION AND PRE-EMPLOYMENT VETTING.....	30
21	MANAGING ALLEGATIONS OR SAFEGUARDING CONCERNS AGAINST A MEMBER OF STAFF OR PERSON IN SCHOOL PROCEDURES.....	31
22	TRAINING AND SUPPORT	34
23	CHILD PROTECTION RECORDS	36
24	CHILDREN’S AND PARENTS’ ACCESS TO CHILD PROTECTION FILES	38
25	ARCHIVING.....	39
26	SAFE DESTRUCTION OF THE PUPIL RECORD.....	39
27	SAFEGUARDING RESPONSIBILITIES FOR PUPILS IN TRANSITION	40
APPENDIX 1:	DEFINITIONS AND INDICATORS OF ABUSE	40
APPENDIX 2	RESPONDING TO CHILDREN WHO REPORT ABUSE.	45
APPENDIX 3	CHRONOLOGY OF KEY EVENTS	48
APPENDIX 4	CAUSE FOR CONCERN FORM	49
APPENDIX 5	SMART PLAN	51
APPENDIX 6	RECRUITMENT AND SELECTION CHECKLIST	53
APPENDIX 7	MACE PANEL REFERRAL FORM	56
APPENDIX 8	RADICALISATION RESPONSE CHECKLIST	58
APPENDIX 9	MISSING FROM SCHOOL RESPONSE CHECKLIST.....	60
APPENDIX 10	FE SAFEGUARDING INFORMATION SHARING FORM.....	61
APPENDIX 11	LADO NOTIFICATION FORM.....	63

This Safeguarding & Child Protection Policy is available on the school website and is reviewed and ratified annually by the governing body/board of trustees 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 and trustees.

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

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead/s	Nominated Trustee	Chair of Trustees
2025-26	Petar Grkinic	Adele Darlington Danielle Cunningham Eva Basar Craig Darlington Eleanor Richmond Karen Buchanan	Diane Reynard	David Lewis

Policy Review date	Date Ratified by trustees	Date Shared with staff
September 2025	October 2025	October 2025

Lighthouse Futures Trust
Child Protection and Safeguarding Advice
Contact List – September 2025

Role / Agency	Name and role	Contact Details
College Designated Safeguarding Lead (DSL)	Adele Darlington- Principal	0113 340 0006/07849 398 632 adele@lighthousefuturestrust.org.uk petar@lighthousefuturestrust.org.uk
	Petar Grkinic- Safeguarding & Welfare Lead	07519326975
Deputy DSL	Danielle Cunningham- Deputy Principal	danielle@lighthousefuturestrust.org.uk 07923456708
	Eva Basar- Supported Internship Lead	eva@lighthousefuturestrust.org.uk 07519326973
Other trained designated staff	Karen Buchanan- Supported Internship Lead	karen@lighthousefuturestrust.org.uk 07564051164
	Eleanor Richmond- Pre Internship Lead	eleanor@lighthousefuturestrust.org.uk 07749715557
	Craig Darlington- Supported Internship Lead	craig@lighthousefuturestrust.org.uk 07849398633
Trustee with responsibility for Child Protection and Safeguarding	Diane Reynard- Trustee	07702046326
Chair Of Trustees	David Lewis- Chair of Trustees	03450701768
Designated Teacher for Looked After and previously Looked After Children and vulnerable adults	Petar Grkinic-Safeguarding Lead	0113 340 0006 07519 326 975 petar@lighthousefuturestrust.org.uk
SENDCo	Shelley Daniels- SENDco	0113 340 0006 07519 326 977 shelley@lighthousefuturestrust.org.uk
Mental Health Lead	Vacant due to staff change.	
Online Safety Coordinator	Petar Grkinic- Safeguarding Lead	07519326975 petar@lighthousefuturestrust.org.uk
CSWS Duty and Advice	Urgent Child Protection concerns / initial referral	Professionals – 0113 3760336
CSWS Emergency Duty Team (out of hours)	Urgent Child Protection concerns	0113 535 0600 children and vulnerable adults SEDT@leeds.gov.uk

Education Safeguarding Team (Professionals only)	Advice / Training / Safeguarding Audit	0113 3789685 estconsultation@leeds.gov.uk
Local Authority Designated Officer	Allegations against adults in school	0113 3789687 lado@leeds.gov.uk
NSPCC Whistleblowing Helpline	Allegations against adults in school	0800 028 0285
Cluster Targeted Services Lead	Family Support / Attendance / Early Help / Learner Counsellor	N/A
PREVENT Team	Prevent training/advice	0113 535 0810 prevent@leeds.gov.uk Bradford:01274 376 215 North Yorkshire: https://cyps.northyorks.gov.uk/prevent
Family Hub	Family hub support	0113 5350185 Family.hubs@leeds.gov.uk
Data Protection Officer	Vertiau	01904 552943

The college is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all staff, volunteers, contractors, and visitors to share this commitment.

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

Child Protection refers to the multi-agency arrangements to identify and protect children and vulnerable adults 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 learners including when in off-site provision or activities and using ICT. This includes the building of resilience and awareness of risk through the formal and informal curriculum.

Child is any learner under the age of 18.

Glossary:

- DSL Designated Safeguarding Lead
- DDSL Deputy Designated Safeguarding Lead
- SENDCo Special Education 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 Social Work Services
- KCSIE Keeping Children Safe in Education (DfE, September 2025)

Visitors to college

All visitors must sign in on arrival and collect a visitor's photographic ID sticker and read the college information notice which outlines Child Protection and Safeguarding procedures in college and how to report any concerns regarding a child/young person or another adult in college. Visitor stickers must be worn at all times when in college. All visitors must sign in. Staff must ensure that visitors to college are supervised as appropriate and the requisite pre-employment checks have been completed as referenced in Part 3 of KCSIE. All contractors must follow the college signing in arrangements as set out in contractual commissioning agreements.

1. Aims

- 1.1 The college aims to ensure that:
- Appropriate action is taken in a timely manner to safeguard and promote children and vulnerable adults and vulnerable adults 's welfare
 - All staff are aware of their statutory responsibilities with respect to safeguarding, identifying children and vulnerable adults in need of early help, at risk of harm or those that have been harmed
 - Staff are properly trained in recognising and reporting safeguarding issues
 - A culture of vigilance is created and maintained to ensure that we will also act in the best interests of children and vulnerable adults to protect them online and offline
 - Systems for reporting abuse are well promoted, easily understood and easily accessible for children and vulnerable adults and vulnerable adults
- 1.2 The Trustees and staff of Lighthouse Futures Trust (hereinafter referred to as “the college”), take as our first priority the responsibility to safeguard and promote the welfare of our students, 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 children and vulnerable adults and vulnerable adults who are suffering harm and to keep them safe and secure whilst in our care.
- 1.3 The responsibilities set out in this policy apply (as appropriate) to all members of the college community including students, staff, trustees, visitors/contractors, volunteers, supply staff, students on placement and trainees working within the college. It is fully incorporated into the whole college ethos and is underpinned throughout the teaching of the curriculum, within PSHE and within the safety of the physical environment provided for the students.

2. Legislation and guidance

- 2.1 This policy is based on the Department for Education’s statutory guidance, [Keeping Children and vulnerable adults Safe in Education \(KCSIE\) 2025](#) and [Working Together to Safeguard Children and vulnerable adults \(2023\)](#) and the [Academy trust governance guide \(DfE 2024\)](#). We comply with the guidance and the procedures set out by the Leeds Safeguarding Children and vulnerable adults partnership (LSCP).
- 2.2 This policy is also based on the following legislation and guidance:

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

[The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person on a college interview/appointment panel to be trained in safer recruitment techniques.

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 learners at the school.

Part 1 of the schedule to the [Non-Maintained Special Schools \(England\) Regulations 2015](#), which places a duty on non-maintained special schools to safeguard and promote the welfare of learners at the school.

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

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

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

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

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

Statutory [Guidance on the Prevent duty](#), which explains schools' duties under the Counterterrorism 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 vulnerable adults in education settings (GSPW) (Safer Recruitment Consortium Feb 2022)

[Sharing nudes and semi-nudes: how to respond to an incident \(overview\) \(updated March 2024\) - GOV.UK \(www.gov.uk\)](#)

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

[Children and vulnerable adults 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 \(Welfare of Children and vulnerable adults \) Act 2021](#)

Schools and colleges are under a statutory duty to cooperate with the published LSCP arrangements. This policy conforms to locally agreed inter-agency procedures [LSCP - Local protocols for Leeds practitioners \(leedsscp.org.uk\)](#) and has been ratified by the LSCP Education Safeguarding Group. It is available to all interested parties on our website and on request from the main school office. It must be read in conjunction with other relevant policies and procedures and KCSIE (DfE 2025).

This policy also complies with our funding agreement and articles of association.

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

3. Definitions

3.1 Safeguarding and promoting the welfare of children and vulnerable adults means:

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

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

3.3 Appendix 1: [\[redacted\]](#) explains the different types and indicators of abuse.

3.4 Children and vulnerable adults include everyone under the age of 18.

3.5 An adult at risk

- Has needs for care and support (whether or not the local authority is meeting any of those needs)
- Is experiencing, or is at risk of, abuse or neglect
- As a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of, abuse or neglect

Other adults

As a college we recognise that we have adult learners who do not meet the definition of an adult at risk but still need support and advice to keep themselves safe from harm. In such instances staff must still follow the College Safeguarding policy. Here are some scenarios where we may be involved in safeguarding adult learners:

- Students 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
- Students who are victims of domestic abuse
- Students 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
- Students 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.

4. Equality statement

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

4.2 We give special consideration to children and vulnerable adults 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 in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- are frequently missing/goes missing from education, home, or care.
- have experienced multiple suspensions, are at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Learner 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 is affected by parental offending.

- are in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues, and domestic abuse.
- are misusing alcohol and 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

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

5.2 All staff

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

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

5.2.3 All staff will be aware of:

- Our systems which support safeguarding, including reading and understanding their professional responsibilities as outlined in Guidance for Safer Working Practice (2022) and/or college code of conduct, understanding the role of the designated safeguarding lead (DSL/DDSL), reading and understanding the college behaviour policy and their safeguarding responses to children and vulnerable adults and vulnerable adults who go missing from education during the college day or otherwise and reading and understanding the college'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 should be reporting emerging problems that may warrant early help intervention to the Designated Safeguarding Leads.
- That children and vulnerable adults 's behaviours can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviours that may communicate that poor wellbeing can be an indicator of factors such as abuse, neglect, or exploitation. Staff should understand the children and vulnerable adults 's experiences such of abuse, neglect, trauma, and adverse childhood experiences can impact on their mental health, behaviour & education.

- The process for making referrals to local authority children and vulnerable adults' social work service (CSWS) and for statutory assessments that may follow a referral, including the role they might be expected to play. (Page 18) illustrates the procedure to follow if you have concerns about a child's welfare. Wherever possible, speak to the DSL, DDSL or principal (in the absence of a DSL) first to agree a course of action. In the absence of a DSL or principal being available, staff must not delay in directly contacting children and vulnerable adults' social work Duty and Advice team or the police if they believe a child is at immediate risk of significant harm.
- Our work in partnership with other agencies in the best interests of the children and vulnerable adults. Requests for service to CSWS will (wherever possible) be made by the designated safeguarding staff, to the CSWS Duty and Advice team (**0113 3760336**). 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.
- What to do if they identify a safeguarding issue or a child tells them they are being abused, neglected, or exploited, including specific issues such as Female Genital Mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- In college procedures for recording any cause for concerns and passing information on to DSLs in accordance with college's recording systems.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE) FGM, radicalisation, child-on-child sexual abuse, and serious and violent crime. All staff to be aware safeguarding incidents/ behaviours can occur outside school or college or be associated with outside factors. CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.
- Children and vulnerable adults absent from education or missing/absconding during the college day can also be a sign of a range of safeguarding concerns including sexual abuse, sexual exploitation, or child criminal exploitation.
- Children and vulnerable adults may not feel ready or know how to tell someone that they are being abused, exploited, neglected, and/or they may not recognise their experiences as harmful.

[Appendix 1](#): [OBJ] details different kinds of abuse.

[Appendix 2](#) provides guidance to staff on how to respond to children and vulnerable adults who report abuse.

5.3 The designated safeguarding lead (DSL) and deputy designated staff.

- 5.3.1 Our DSL is Adele Darlington (Principal). The DSL takes lead responsibility for child protection and wider safeguarding (including online safety, understanding the filtering, and monitoring systems which are in place). Refer to D f E Guidance [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges-filtering-and-monitoring-standards-for-schools-and-colleges)
- 5.3.2 The optimal scenario is to have a trained DSL or DDSL available on site. Where this is not possible a trained DSL or DDSL will be available to be contacted via phone or online video – for example when working from home.

5.3.3 During term time, the DSL will be available during college hours for staff to discuss any safeguarding concerns. Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

Adele Darlington (DSL)- available on 07849 398 632 adele@lighthousefuturestrust.org.uk for out of hours.

Petar Grkinic (DDSL)- available on 07519 326 975 petar@lighthousefuturestrust.org.uk for out of hours.

5.3.4 When the DSL is absent, the Designated Safeguarding Lead-Petar Grkinic will act as cover.

5.3.5 If the DSL and deputy are not available, Eva Basar (DDSL) and/or Danielle Cunningham (DDSL) will act as cover (for example, during out-of-hours/out-of-term activities).

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

- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of children and vulnerable adults by providing as much information as possible as part of the referral process to help social care assessments consider contexts outside the home and enable a contextual approach to harm.
- Refer suspected cases, as appropriate, to the relevant body (children and vulnerable adults' social care Duty and Advice team, Channel programme, Disclosure and Barring Service, Teaching Regulation Agency, and/or police), and support staff who make such referrals directly. Provide support for staff to comply with their mandatory reporting duties in cases where FGM has been identified.
- Adele Darlington- principal, will ensure that all staff involved in direct case work of vulnerable children and vulnerable adults, where there are child protection concerns/issues, have access to regular safeguarding supervision. (Ref: LCC Framework for Supervision (2020/21)).
- The DSL will also keep the Head teacher/ Principal informed of any issues and liaise with local authority officers and relevant professionals for child protection concerns as appropriate.
- The DSL is responsible for responding to domestic abuse notifications from the local authority and providing support to children and vulnerable adults and their families as appropriate.
- 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.
- Provide reports as required for meetings. Reports 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, the DSL will contribute to the preparation, implementation, and review of the plan as appropriate.

- The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with [Working Together to Safeguard Children and vulnerable adults \(2023\)](#). [When to call the Police \(NPCC 2020\)](#) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- Promote the educational outcomes of children and vulnerable adults with a social worker and other learners deemed vulnerable. It is essential therefore that the DSL works in close collaboration with the DT and SENDCO as children and vulnerable adults who are in need of help and protection must also have their learning needs prioritised in planning to ensure education is a protective factor and not only by way of regular attendance at college.
- 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 – Role of the designated safeguarding lead. All designated safeguarding leads and deputy safeguarding leads must read and comply with this.

5.4 The governing body: Trustees

- 5.4.1 The governing body will approve this policy at each review and hold the head teacher to account for its implementation and any actions/recommendations made by the Local Authority in respect to strengthening the college's safeguarding arrangements.
- 5.4.2 The governing body will complete the LA safeguarding and child protection briefing on their strategic roles and responsibilities every three years including online safety training at induction. The governing board will ensure that all policies, procedures, and training are effective and comply with the law. The governing body 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.
- 5.4.3 The governing body will appoint a lead trustee to monitor the effectiveness of this and other related safeguarding policies (i.e. Online safety, whistleblowing, behaviour etc.) in conjunction with the full governing body. Staff trustees cannot be the lead trustee with responsibility for safeguarding and child protection. Lead trustees should access the LA designated safeguarding trustee training every three years including online safety training at induction.
- 5.4.4 In the event that safeguarding concerns, or an allegation of abuse is made against the principal, the chair of trustees will act as the 'case manager.' Refer also to Section 16.2.
- 5.4.5 The governing body will ensure that the college has robust IT filtering and monitoring systems in place and should be informed in part, by the risk assessment required by the Prevent Duty in order to limit children and vulnerable adults 's exposure to online risks. The governing body should consider the number and age

range of children and vulnerable adults, those who are potentially at greater risk of harm and how often they access the IT system.

- 5.4.6 The governing body, along with the college's senior leadership team, are responsible for satisfying themselves and obtaining written assurances from any relevant college lettings and alternative/off site providers and provisions that their safeguarding arrangements are secure, in keeping with the requirements set out in KCSIE. This includes ensuring that the provision has effective safeguarding policy/procedures/training in place for all staff.
- 5.4.7 Students who attend alternative provisions can often have complex needs and it is important that these settings are aware of the additional risk of harm that their students may be vulnerable to, and appropriate risk assessments/support plans are in place where students access provision offsite. Lighthouse futures trust uses the following alternative or off-site providers and have written evidence of safeguarding arrangements:
The Training Cave LTD
- 5.4.8 Where a college places a student with [in](#) an alternative provision provider, it continues to be responsible for the safeguarding of that student and should be satisfied that the placement meets the learner's needs. The guidance set out in [Arranging Alternative Provision February 2025](#) will be followed.
- 5.4.9 The governing body will supply information as requested by the LSCP (including ensuring completion of the section 175 Annual Review Monitoring) and the Local Authority Education Safeguarding Team.
- 5.4.10 The Board of Trustees will understand how to comply with data protection law, develop their data policies and processes, know what staff and student data to keep, and follow good practices for preventing personal data breaches. [Data protection in schools - Guidance - GOV.UK \(www.gov.uk\) \(2024\)](#)
- 5.4.11 The Board of Trustees will understand their role within local safeguarding arrangements as set out in part 2 of Keeping Children Safe in Education. They will make themselves aware of and follow their local arrangements including the [LSCP best practice CPD guidance for Leeds education providers](#).

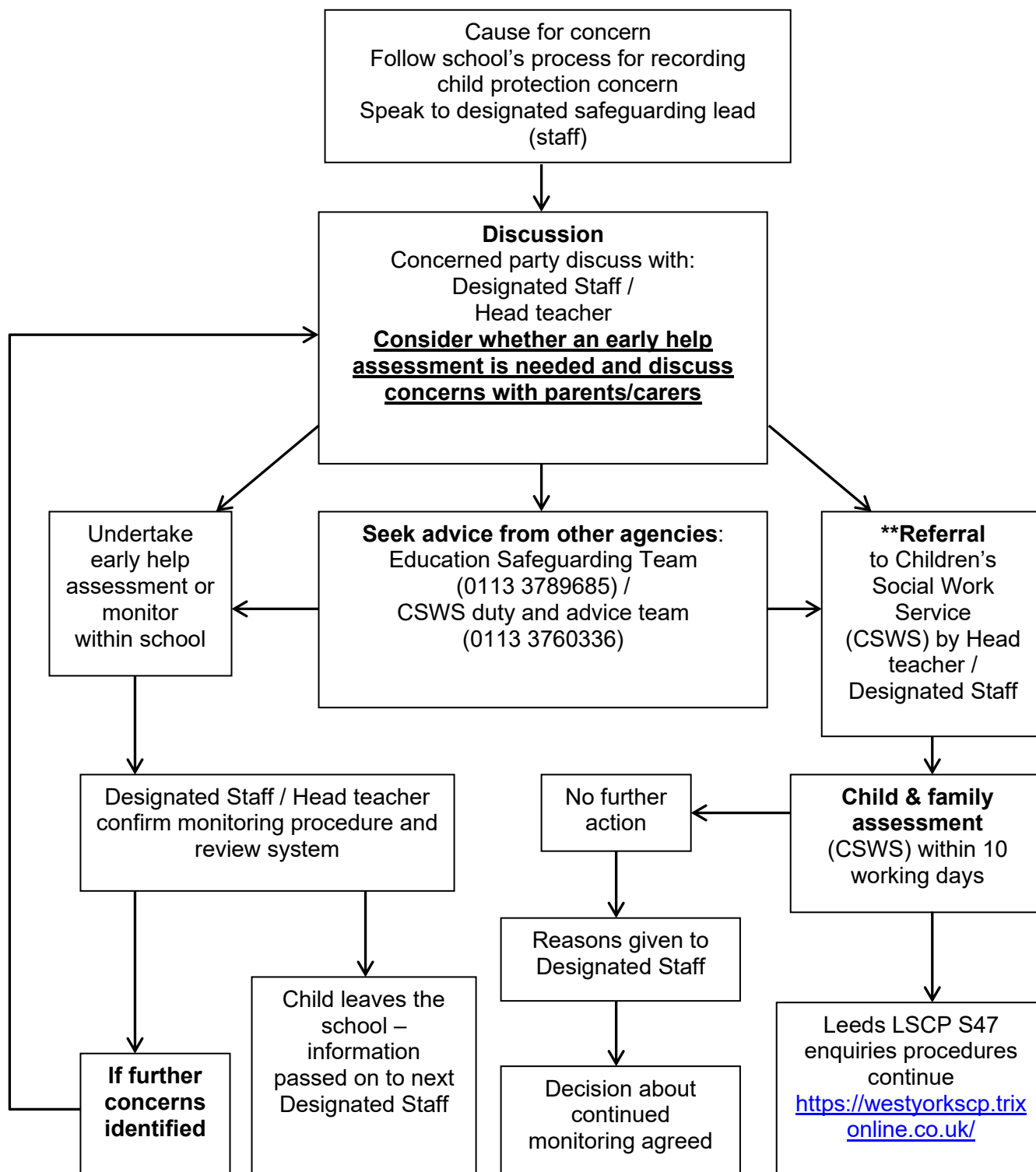
The full responsibilities of the governing body are set out in Part Two of KCSIE - The management of safeguarding. The governing body will ensure that the college is fully compliant with their statutory safeguarding responsibilities.

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

- Ensuring that staff (including temporary and supply staff), and volunteers are informed of this policy as part of their induction.

- Communicating this policy to parents when their child joins the college and via the college website.
- Ensuring that the roles and responsibilities of the DSL/DDSL 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.
- Ensuring that they complete the one day LA course for head teachers/principals on safeguarding and child protection and that all staff undertake appropriate safeguarding and child protection training and update 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 the college's safeguarding arrangements are actioned in a timely fashion.

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



** If unhappy about the outcome of the referral to Children and vulnerable adults' Services Social Care, please refer to: Leeds LSCP Local Protocol: [http://www.leedslscb.org.uk/Practitioners/Local-protocols Concerns Resolution](http://www.leedslscb.org.uk/Practitioners/Local-protocols%20Concerns%20Resolution).

- Ensuring the relevant staffing ratios are met where applicable.

6. Confidentiality and Information Sharing

- 6.1.1 Confidentiality is an issue that needs to be understood by all those working with children and vulnerable adults, particularly in the context of safeguarding.
- 6.1.2 College recognises that the only purpose of confidentiality in this respect is to benefit the child. Staff/volunteers and visitors to college should never promise a child or young person that they will not tell anyone about an allegation/report of abuse and must pass any cause for concerns immediately to a designated safeguarding lead.
- 6.1.3 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 (see section 6.2).
- 6.1.4 Timely information sharing is essential for effective safeguarding. This college will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance [Information sharing advice for practitioners providing safeguarding services for children and vulnerable adults , vulnerable adults , parents and carers DfE 2024](#) . This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and vulnerable adults and promotes their well-being.
- 6.1.5 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 and vulnerable adults.
- 6.1.6 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 GDPR.
- 6.1.7 In order to promote positive educational outcomes for vulnerable children and vulnerable adults, including those with social workers, information that can help to support positive outcomes being achieved will be shared with colleagues in college that are not DSLs or DDSLs as appropriate.
- 6.1.8 If staff are in any doubt about sharing information, they must speak to the designated staff, or the head teacher/principal.

6.2 Working with parents and other agencies to protect children and vulnerable adults

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

6.3 Multi-agency work

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

7. Opportunities to teach safeguarding – Preventative Curriculum

7.1 Our role in the prevention of abuse

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

- 7.1.1 We will ensure that children and vulnerable adults are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all students, a more personalised or contextualised approach for more vulnerable students, victims of abuse and some SEND students may be needed.
- 7.1.2 As part of providing a broad and balanced curriculum, the Wellbeing curriculum will reflect the statutory [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(DfE 2025\)](#). Relevant issues identified through the online My Health My School learner perception survey will be addressed through the PSHE curriculum to ensure it is needs led. Some of these include self-esteem, emotional literacy, assertiveness, power, relationships and sex education, online safety, online bullying, sexting, child exploitation (CSE/CCE), sharing nudes and semi-nudes, female genital mutilation (FGM), preventing radicalisation, child on child abuse, consent, anti-bullying, unhealthy and abusive family relationships. Further support on both the My Health My School Survey and PSHE/RSE curriculum can be obtained from the Health and Wellbeing Service (schoolwellbeing@leeds.gov.uk)
- 7.1.3 Relevant issues will be addressed through other areas of the curriculum. For example, English, Work Related Learning, Votes for Colleges, Wellbeing and Employability.

7.2 Other areas of work

- 7.2.1 All our policies that address issues of power and potential harm, e.g., Anti-Bullying, Equalities, Positive Handling, Behaviour, On-line Safety and PSHE/RSHE will be linked to ensure a whole college approach.
- 7.2.2 Our Safeguarding and Child Protection policy cannot be separated from the general ethos of the college which is to ensure that children and vulnerable adults are treated with respect and dignity, feel safe, and are listened to.
- 7.2.3 The college's online safety policy is reflective of the requirements set out in KCSIE (2025) in regard to content, contact, conduct and commerce. The college's online safety policy is aligned to the college behaviour policy and reflects our approach to issues of online safety (including the sharing of nudes and semi-nudes) that empowers us to protect and educate the whole college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

8. Our role in supporting children & vulnerable adults

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

- 8.1 In cases where children and vulnerable adults have experienced abuse/abused others, the DSL will ensure that appropriate support is offered. An individual support plan will be devised, implemented, and reviewed regularly should the

student or others affected require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e., learning mentor, key worker) and the child's wishes and feelings. A copy of the individual support plan will be kept in the student's child protection record (see [Appendix 5](#)).

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

9. Children and vulnerable adults with special educational needs, disabilities, or health issues

- 9.1 We recognise that while all children and vulnerable adults and vulnerable adults have a right to be safe, some children and vulnerable adults /vulnerable adults *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 drug/alcohol abusing parents, parents' mental health issues, learning disabilities, children and vulnerable adults who are in care or previously looked after, children and vulnerable adults having adverse childhood experiences etc. Additional barriers can exist when recognising abuse, neglect, and exploitation in this group, including:
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
 - Students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students.
 - The potential for students with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
 - Communication barriers and difficulties in managing or reporting these challenges.
 - Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.
- 9.2 When the college is considering excluding, either for a fixed term period or permanently, a vulnerable student/a child with additional needs and/or a student who has social care involvement is either subject to a S47 Child Protection plan/child in need plan or there are/have previously been child protection concerns, we will undertake an informed (multi-agency where other professionals are involved) risk-assessment prior to making the decision to exclude. Schools/colleges would be advised to speak to the named social worker for the child where the exclusion will be to the home to ensure that any risk is assessed and speak to Area Inclusion Partnership for support if required. Schools/colleges should note advice in the [Suspension and permanent exclusion guidance](#)

[September 2023](#) (DfE) Section 3. In situations that a looked after child is at risk of exclusion the school will notify the Virtual School. In the event of a one-off serious incident resulting in an immediate decision to permanently exclude, the risk assessment must be completed prior to convening a meeting of the governing board.

- 9.3 All staff have a role in preventing impairment of children and vulnerable adults 's mental health/emotional wellbeing, including promoting positive mental health and identifying where students are struggling with their Mental Health. We regularly communicate messages to students regarding wellbeing and the promotion of positive mental health strategies through the curriculum, PSHCE and form/class time. Support on programmes, resources and guidance is available from the Health and Wellbeing Service (schoolwellbeing@leeds.gov.uk).
- 9.4 Concerns regarding a student's mental health/emotional wellbeing should be reported to a member of the college the safeguarding team in keeping with the college's safeguarding reporting arrangements so that students can be offered appropriate support, this may include local or national online services where appropriate. In addition, the college can make referrals to a wide range of external services to secure additional appropriate support for students. In addition, the college works in partnership with Restore Counselling where an onsite counsellor works with students who have referred on Tuesdays and Thursdays.

10. Children and vulnerable adults at risk of specific forms of abuse

- 10.1 This college follows the Leeds LSCP (www.leedsLSCP.org.uk) online locally agreed multi-agency procedures, in circumstances where children and vulnerable adults are at risk of or specific forms of abuse as outlined in Part 1 and Annex of B KCSIE.

11. Adult Safeguarding

- 11.1 In terms of an adult qualifying for support from Adult Social Care; 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 (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

11. Remote Learning and Remote Welfare

- 11.1 If children and vulnerable adults are being asked to learn online at home, schools and colleges should follow advice from the DfE on [safeguarding and remote education \(DfE, 2021b\)](#), in addition to following the Guidance for Safer Working Practice (Safer Recruitment Consortium, 2022)
- 11.2 Where children and vulnerable adults are remote learning and the DSL has identified a child to be vulnerable, on the edge of social care support, or who would normally receive pastoral-type support in college, they should ensure that a robust communication plan is in place for that child or young person. The communication plans can include remote contact, phone contact, home visits. Other individualised contact methods should be considered and recorded. Details of this plan must be recorded, as should a record of contact made.
- 11.3 We recognise that college is a protective factor for children and vulnerable adults, and extended periods of closure can affect the mental health of students and their parents/carers. Staff will be aware of these issues and have due regard for them in setting expectations of student's work where they are at home.

12. Female Genital Mutilation: The Mandatory Reporting Duty

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

- 12.2 FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting,' 'circumcision' or 'initiation.'
- 12.3 **Any teacher** who discovers that an act of FGM appears to have been carried out on a **learner 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 learner is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff must not examine learners.
- 12.5 **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **learner under 18**, must speak to the DSL and follow our local safeguarding procedures.
- 12.6 **Any member of staff** who suspects a learner is *at risk* of FGM, must speak to the DSL and follow us [local safeguarding children and vulnerable adults 's partnership procedures](#)

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 considerable damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.
- 13.2 If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) 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 [Prevent referral form](#) If you require further support or information, contact the Education Safeguarding Team or the Leeds Prevent Team on 0113 5350810.
- 13.3 Schools and colleges are expected to assess the risk of children and vulnerable adults being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and vulnerable adults and vulnerable adults in the area and a specific understanding of how to identify individual children and vulnerable adults who may be at risk of radicalisation and what to do to support them. For further guidance please see [Managing risk of radicalisation in your education setting - GOV.UK \(www.gov.uk\)](#)
- 13.4 Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and vulnerable adults and what support may be available. Our school will ensure that all front-line staff will undertake Prevent awareness training.

DSLs and those with a responsibility for Prevent will ensure they attend Prevent training every two years, in particular focussing on local threat and risk and ideology training as outlined in the [Prevent Duty Guidance](#).

14. Channel

- 14.1 Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

15. Child on child abuse

- 15.1 We recognise that children and vulnerable adults are capable of abusing their peers and that child on child abuse can manifest in many different ways, including bullying, cyber bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, sharing of nudes and semi-nudes, up skirting (taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm) and abuse within intimate partner relationships. It is very clear that this type of abuse should always be treated seriously, and never just as banter, part of growing up or boys being boys. Our college has a zero-tolerance approach to such attitudes and behaviours.

We will take steps to minimise the risk of child-on-child abuse by ensuring students can learn about this through the PSHE/RSHE curriculum. The PSHE curriculum will support students to recognise behaviour that is not appropriate and understand how to stay safe and challenge and report unwanted behaviours. Support for this is available through the Health and Wellbeing Service (schoolwellbeing@leeds.gov.uk). We will also regularly review the college site and college activities to further minimise the risk of child-on-child abuse occurring.

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

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

All concerns around child-on-child abuse will be taken seriously, reported, investigated, recorded, and managed in line with the child protection procedures outlined in this policy. Our school will ensure that at least one member of the college's safeguarding team has completed the 1 day AIM Project training on understanding and managing harmful sexual behaviour in education settings [AIM Project Understanding & Managing HSB in Education settings](#). The DSL is

responsible for providing support to all children and vulnerable adults involved in incidents of child-on-child sexual abuse. Where incidents of child-on-child abuse involve children and vulnerable adults attending another setting we will liaise with the relevant DSL at the setting to ensure appropriate information is shared.

- 15.2 We recognise that sexual violence and/or sexual harassment can happen anywhere including educational settings. Where concerns of sexual violence or sexual harassment are witnessed, disclosed, or reported to the college (including those that have happened outside of college or online) the concern will be taken seriously. We recognise that sexual violence and harassment exist on a continuum and may overlap; they can occur online and face to face (both physical and verbal) and are never acceptable. In responding to such concerns DSL must (where appropriate) always complete an AIM (Assessment, Intervention, Moving On) checklist and contact the Duty and Advice team if appropriate and follow the principles set out in Part 5 of KCSIE
- 15.3 Children and vulnerable adults who may have/have sexually harmed others will be considered separately from the needs of those who have/may have been subject to sexual harm. Children and vulnerable adults who have/may have sexually harmed others will be responded to in a way that meets their needs as well as protecting others within the college community through a multi-agency risk assessment management plan (RAMP). Where appropriate there must be a coordinated multi-agency approach to risk assessment which will include involvement of parent/carers, social care, health, police, and youth justice (where appropriate). Further support and advice on AIM Checklists and/or undertaking a RAMP can be obtained from the Education Safeguarding Team.
- 15.4 We will ensure that all children and vulnerable adults who may have/have been sexually harmed will be taken seriously and that they will be supported and kept safe. Where appropriate support plans will be put in place for children and vulnerable adults subjected to sexual harm.
- 15.5 In cases where allegations of sexual violence and/or harassment are found to be unsubstantiated, unfounded, false, or malicious, the DSL will consider whether the child or person who has made the allegation needs support or may have been abused by someone else. In cases where the report is found to be deliberately invented or malicious the college will consider whether it is appropriate to take any disciplinary action in keeping with the college's behaviour management policy.

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 the child protection policy reporting systems.
- 16.2 The DSL must complete the child exploitation response checklist for partners [Child Exploitation Risk Identification Tool](#) and refer to the table at the end of the tool to help decide how to proceed. A copy of the completed tool must be kept in the

child's child protection records for future reference. The DSL can also refer a learner to the fortnightly Multi-agency Child Exploitation (MACE) meeting (see Appendix 7), if it is felt that the criterion for referral is met, and a discussion is warranted. Information should be emailed to chs.mace@leeds.gov.uk. Information provided should include name; date of birth; what the risks are; what has been put in place to lessen the risk; and the plan that the child is subject to. Referrals will be triaged and if selected, the social worker, team manager or other relevant practitioner involved will be invited to attend the MACE meeting for a short discussion.

- 16.3 If the child /young person already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about child exploitation. Where children and vulnerable adults may currently be looked after or previously looked after the DSL should also notify the Designated Teacher for children and vulnerable adults looked after.
- 16.4 The [LSCP child exploitation practice guidance](#) will be followed. This guidance aims to help children and vulnerable adults who are at risk of exploitation receive the right support at the right time. The guidance is an overview of good practice and information
- 16.5 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.

17. Sharing Nudes and Semi Nudes

Staff responsibilities when responding to an incident

- 17.1 If any adult in college 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 \(overview\) \(updated March 2024\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview)

They must **not**:

- › View, copy, print, share, store or save the imagery yourself, or ask a learner to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- › Delete the imagery or ask the learner to delete it
- › Ask the learner(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- › Share information about the incident with other members of staff, the learner(s) it involves or their, or other, parents and/or carers
- › Say or do anything to blame or shame any vulnerable adults involved

DSL Responsibilities

17.2 Following a report of an incident, the DSL will hold an initial review meeting with appropriate college staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- › Whether there is an immediate risk to learner(s)
- › If a referral needs to be made to the police and/or children and vulnerable adults, social care is important.
- › If it is necessary to view the image(s) to safeguard the young person (in most cases, images or videos should not be viewed).
- › What further information is required to decide on the best response?
- › Whether the image(s) has been shared widely, and via what services and/or platforms, (this may be unknown).
- › Whether immediate action should be taken to delete or remove images, or videos, from devices or online services.
- › Any relevant facts about the learners involved would influence risk assessment.
- › If there is a need to contact another school, college, setting, or individual.
- › Whether to contact parents or carers of the learners involved (in most cases parents/carers should be involved)

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

- › The incident involves an adult.
- › There is reason to believe that a young person has been coerced, blackmailed, or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- › What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent.
- › The imagery involves sexual acts, and any learner in the images or videos is under 13.
- › The DSL has reason to believe a learner is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

17.3 If none of the above apply then the DSL, in consultation with the Principal and other members of staff as appropriate, may decide to respond to the incident without involving the police or children and vulnerable adults' social care. The decision will be made and recorded in line with the procedures set out in this policy.

18. Children and vulnerable adults 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 we will comply with our statutory duty to inform the local authority of any learner who falls within the reporting notification requirements outlined in [Children and vulnerable adults Missing Education – Statutory guidance for local authorities \(DfE August 2024\)](#) and follow the Leeds Children and vulnerable adults' Services LA procedure and contact: cme@leeds.gov.uk. Tel: 0113 3789686.
- 18.2 Children and vulnerable adults who are absent, abscond or go missing during the college day are vulnerable and at potential risk of abuse, neglect, CSE or CCE including involvement in county lines. School and college staff members must follow the school's or college's procedures for dealing with children and vulnerable adults who are absent/ go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future (see [Appendix 9](#)).
- 18.3 The DfE statutory guidance on school attendance [Working together to improve school attendance](#) will be followed and school must work with local authority children and vulnerable adults 's services where school absence indicates safeguarding concerns.

19. A Safer College Culture

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

- Whistle Blowing/Confidential reporting policies (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult's behaviour)
- College's procedures for managing children and vulnerable adults who are missing from education.
- Guidance on Safer Working Practices and/or staff code of conduct
- Safeguarding and Child Protection policy (including online safety).
- College 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 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.
- 20.2 The college will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct

level, identity, qualifications, prohibition order and right to work in the UK. (see Part 3 of KCSIE).

- 20.3 All recruitment materials will include reference to the college's commitment to safeguarding and promoting the wellbeing of learners. (see [Appendix 6](#))
- 20.4 The college will ensure that all recruitment panels include at least one person that has undertaken the safer recruitment consortium, safer recruitment training as recommended by the Local Authority/Leeds LSCP.
- 20.5 For individuals who have lived or worked outside the UK, in addition to the same checks as all other staff, the college will complete any additional checks required to satisfy themselves that the individual is suitable to work with children and vulnerable adults. This may include obtaining a letter from the professional regulatory authority in the country (countries) in which the candidate has worked confirming that they have not imposed any sanctions or restrictions, and /or that they are aware of any reason they are unsuitable to teach where possible.
- 20.6 The school/college will ensure that written risk assessments are undertaken in situations where information provided on DBS certificates necessitates so. Written risk assessments should be undertaken for all volunteers to determine the levels of checks required. Advice and support for carrying out risk assessments can be accessed through the school's HR Advisor/Provider/Contact or the Education Safeguarding Team.
- 20.7 The college will inform shortlisted candidates that online searches may be done 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 should be kept in their personnel file.

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

- 21.1 These procedures must be followed in any case in which it is alleged that a member of staff (including supply staff), trustee, 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 and vulnerable adults in a way that indicates s/he may pose a risk of harm to children and vulnerable adults.
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children and vulnerable adults. *(This includes any behaviour that may have happened outside of college that might make the individual unsuitable to work with children and vulnerable adults. This is known as transferable risk.)*

21.2 All adults working in college have duty to disclose to the head teacher/principal (or chair of trustees where appropriate) where their relationships and associations both within and outside of the workplace (including online) may have implications for safeguarding children and vulnerable adults in college.

21.3 Examples of behaviours that would warrant an allegation or safeguarding concern by a member of staff could include:

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

21.3.1 A safeguarding complaint that meets the above criteria must be reported to the Principal ("case manager") immediately. If the complaint involves the Principal, then the next most senior member of staff must be informed and the chair of trustees. In our college the named case manager is (*Adele Darlington*). They will follow the processes outlined in this section.

21.3.2 Where a principal determines that a safeguarding allegation does not meet the harm threshold in line with the criteria above, they will refer the matter to be managed in line with paragraphs 21.8 - 21.9 (inc.) by a designated manager with appropriate safeguarding training. It is important for Principals to carefully consider who in college is best placed to manage concerns that do not meet the harm threshold and ensure appropriate action is taken given the sensitive and confidential nature of the information relating to staff over time. In many cases Principals may decide to retain this role if they have appropriate safeguarding training.

21.4 All staff must fully understand that any adult behaviours that deviate from the Guidance for Safer Working Practice and/or college code of conduct, including inappropriate conduct outside of work are a concern, even if they are low-level. Low-level concerns are concerns that do not meet the harm test/allegations threshold. Examples of such behaviour include:

- Being over familiar with children and vulnerable adults
- Having favourites
- Taking photographs of children and vulnerable adults on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
- Humiliating learners

- 21.5 College's may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children and vulnerable adults (e.g., *Community groups, sports associations or service providers that run extra-curricular activities*). As with any safeguarding allegation, college should follow their safeguarding policies and procedures, including informing the LADO.
- 21.6 The case manager should ensure that the child is not at risk and where appropriate ensure that the child is referred to the local authority Duty and Advice team as referenced in Part 1 of KCSIE.
- 21.7 The case manager should gather as much information about the alleged incident as necessary to establish whether there is substance to the allegation. In situations where the case manager determines that the harm test has not been met the case manager must ensure that there is a clear record of the incident, include any actions (including whether any HR advice had been sought and actioned) taken to address the concern raised. This record must be kept confidential, stored securely, and comply with the Data Protection Act 2018 and the UK GDPR (2018). Records of low-level concerns will be reviewed so that any patterns of recurring low-level concerns can be identified and responded to appropriately, this may include a referral to the LADO where repeated behaviours indicate an individual may not be suitable to work with children and vulnerable adults.
- 21.8 All low-level concerns will be recorded and kept for 3 years following the individual leaving employment.
- 21.9 In situations where the case manager has sufficient information to suggest that the harm test/allegations threshold has been met, the case manager must use the local authority designated officer (LADO) notification form (see Appendix 11) to assess the level of concern, **prior to contacting the LADO**. As part of this initial consideration, the case manager should consult with their college's HR Advisor/provider/contact or in the case of a supply member of staff the supply agency safeguarding lead/senior manager. The completed LADO notification form must be sent to lado@leeds.gov.uk **within one working day of the allegation being made**. This will assist the case manager and HR/supply agency senior manager in consultation with the LADO to decide on the most appropriate course of action. This includes when to inform the member of staff of the concerns raised. Parents or carers of the child or children and vulnerable adults involved should be told about the allegation as soon as possible if they do not already know of it.
- 21.10 The case manager **must** not carry out an investigation or **directly interview** any child/ witness/ or the individual whom the concern relates too, until the above process has been duly completed, and relevant partners have been consulted. However, statements of any alleged incidents of harm should be obtained as appropriate at the earliest opportunity to establish facts from relevant individuals.
- 21.11 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.

21.12 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.

21.13 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 and vulnerable adults /vulnerable adults may be at further risk and/or evidence/witnesses may be compromised and/or the allegations and 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.

21.14 Any staff/volunteers who are dismissed by the college for gross misconduct or cumulative misconduct relating to safeguarding of children and vulnerable adults /vulnerable adults 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, they will be referred to the DBS. The college will keep written records of all the above.

- **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 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.

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

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

22. Training and Support

All staff members will be made 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 school's/college's safeguarding/child protection policy; the college's safer working practice document and the college's whistleblowing

procedures, as well as their responsibilities to read and understand KCSIE Part 1 and Annex B, this must be done as part of their induction and reviewed annually.

- 22.1 We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from Adele Darlington, Danielle Cunningham, Petar Grkinic, Eva Basar, Craig Darlington, Eleanor Richmond, and Karen Buchanan (DSL & DDSL's). Access to regular and timely supervision is an essential form of support for all designated safeguarding staff. Children and vulnerable adults's Services Education Safeguarding team are also potentially available for advice and support (Tel: **0113 3789685**).
- 22.2 Designated Safeguarding staff must have attended the 3-day Children and vulnerable adults's Services Education child protection training course. **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 every two years to enable them to provide advice and support to other members of staff on protecting children and vulnerable adults from the risk of radicalisation).
- 22.3 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 school. All staff will access basic child protection training including online safety as part of the college's induction arrangements and refresher training at least every three years. Training can be accessed via the Education Safeguarding Team – estconsultation@leeds.gov.uk All staff should have regular safeguarding, child protection training and online safety updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children and vulnerable adults effectively. Training will include briefings on how to manage a report of child-on-child sexual violence or harassment to enable staff to identify children and vulnerable adults at risk
- All staff should access PREVENT training every three years. Training can be accessed via the Prevent Team – prevent@leeds.gov.uk
- 22.4 Contractors who are provided through a private finance Initiative (PFI) or similar contract must also access safeguarding training that reflects the LSCP locally agreed protocols and referral pathways.
- 22.5 The Principal will attend the local authority child protection training for head teachers at least every three years.
- 22.6 Trustees, including the nominated trustee will attend specific training for their role, updated at least every three years.
- 22.7 Any training accessed through third party/independent providers must reflect the LSCP protocols and the LSCP minimum standards checklist. This training will be recorded by the College on a separate database.

- 22.8 The Principal and at least one member of the governing body that is not a staff trustee must complete the National Safer Recruitment Consortium Training and refresh this training every three years.

23. Child Protection Records

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

- Chronology (summary of significant events and the actions and involvement of the school/college)
- A clear and comprehensive summary of the concern.
- Details of how the concern was followed up and resolved.
- A note of any action taken, decisions reached and the outcome.
- All completed child protection cause for concern records.
- Any child protection information received from the child's previous educational establishment.
- Records of discussions, telephone calls and meetings with colleagues and other agencies or services.
- Professional consultations.
- Letters and emails sent and received relating to child protection matters.
- Referral forms sent to CSWS, other external agencies or education-based services.
- Record of instances where referrals were or were not made to another agency such as CSWS or Prevent
- Minutes or notes of meetings, e.g., child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate. [OOB]
- Formal plans for, or linked to, the child e.g., child protection plans, Early Help (previously known as CAF's), risk assessments etc.
- A copy of any support plan for the learner concerned (see Appendix 5)

Lighthouse Futures Trust hold all child protection and Safeguarding records on the secure Safeguarding system CPOMS.

23.2 Where a young person leaves their existing provision, we will ensure that the child protection file is transferred securely and separately from the main learner file to the receiving school/educational establishment (where this is known) as soon as possible and within 5 school days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Learner Information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes.

- 23.3 Where there is an existing risk management plan/assessment in place for behaviours that are deemed potentially harmful to the learner or others (i.e., self-harming or harmful sexualised behaviour), this information must be shared with the destination provision prior to the learner starting so that appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring. The DSL will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving, for example prior to a transfer programme.
- 23.4 Where a child leaves a school before statutory school leaving age, the child protection file must be transferred to the new school or college. There is no need to keep written or electronic copies of the child protection records. The exception to this rule will be in any of the following instances:
- Where a vulnerable young person is moving to a Further Education establishment, consideration will be given to the learner's wishes and feelings about their child protection information being passed on, in order that the FE establishment can provide appropriate support. In cases where it is deemed appropriate, relevant child protection information must be shared via the FE Safeguarding Information Sharing Form only. The original records will be retained and archived by the school/college. Due consideration must be given to the sharing of any additional information requested by the receiving establishment.
 - Where the destination school is not known (*the original records will be retained by the school/college*)
 - Where the child has not attended the nominated school (*the original records will be retained by the school/college*)
 - There is any on-going legal action (*the original file will be retained by the school and a copy sent*)
 - Where a child moves to a different school outside of the Leeds authority a copy of the child protection record will be retained for reference.
- 23.5 Learner records will be transferred in a secure manner, for example, through secure electronic file transfer or by hand. When hand-delivering learner records, a list of the names of those learners whose records are being transferred and the name of the school/college they are being transferred to must be made and a signature obtained from the receiving school/college as proof of receipt. When sending records through secure electronic file transfer, a delivery and read receipt of the must be retained for audit purposes.
- 23.6 If a learner moves from our college, child protection records will be forwarded onto the named DSL at the new school, with due regard to their confidential nature. Good practice suggests that this will always be done with a face-to-face handover between designated staff or a verbal conversation is had over the telephone if a face-to-face handover is not possible. A signed receipt of file transfer must be obtained for audit purposes by the delivering school/college.
- 23.7 If sending by post, children and vulnerable adults records will be sent "Special Delivery." A note of the special delivery number will also be made to enable the records to be tracked and traced via Royal Mail.

- 23.8 For audit purposes a note of all learner records transferred or received will be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology will also be retained for audit purposes and kept securely.
- 23.9 If a learner 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 (Learner Information – England) Regulations 2005, following the above procedure for delivery of the records.
- 23.10 If a parent chooses to electively home educate, (EHE) their child, please contact the EHE team on ehe@leeds.gov.uk or 0113 3785028 for information on where the child protection record must be sent.
- 23.11 When a DSL member of staff resigns their post or no longer has child protection responsibility, there will be a full face to face handover/exchange of information with the new post holder.
- 23.12 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.
- 23.13 All DSLs receiving current (live) files or closed files must keep all contents enclosed and not remove any material.
- 23.14 All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

24. Children, vulnerable adults 's and parents' access to child protection files

- 24.1 Under Data Protection legislation (General Data Protection Regulation & Data Protection Act 2018) a learner or their nominated representative has several legal rights in respect of information relating to them. These rights include the right to access and the right to rectification of inaccurate data. Therefore, 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 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.

24.3 If an application is made to see the record, advice must be sought from your data protection lead. Information can also be sought from the Leeds Adults, Health and Children and vulnerable adults 's Information Governance Hub.

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

Telephone: 0113 3784251.

24.4 The establishment's report to the child protection conference will (wherever possible) be shared with the child, if old enough, and parent at least two days before the conference.

25. Archiving

25.1 The school that the learner attended until statutory school leaving age (or the school where the learner completed sixth form studies) is responsible for retaining any child protection records they may hold. The recommended retention periods are 35 years from closure when there has been a referral to CSWS. If no referral has been made to CSWS, the child protection record will be retained until the child's 25th birthday, after which point the file will be destroyed confidentially from our electronic system. The decision of how and where to store child protection files will be made by the college via the governing board. Due to sensitivity of the information, the records will continue to be held in a secure area with limited access e.g., designated officer or principal. The DSL is responsible for ensuring that all CP files are archived in accordance with the timescales referenced above. On CPOMS the DSL is responsible for ensuring that the appropriate timeframes for archiving and destroying child protection records referenced above are set on electronic systems accordingly for each learner.

26. Safe Destruction of the learner record

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

27. Safeguarding responsibilities for learners in transition

- 27.1 In the event that a learner transitions full-time from a primary setting into a high school setting before the end of their academic school Year 6, the high school must place a learner on their admissions register on the first day that the learner attends and submit a new starter form to the local authority admissions team. Once the learner is registered at the new school, the previous school can remove the learner from their register. All safeguarding responsibilities, including attendance management, for the learner will transfer to the head teacher and/or the senior designated safeguarding lead of the secondary setting. All child protection files, and risk assessments will be transferred in keeping with the guidance outlined in section 23 of this policy – Child Protection Records
- 27.2 Where a vulnerable learner transitions from a high school setting 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 keeping with the guidance outlined in section 25 of this policy – Archiving.

Appendix 1: ~~OBJ~~ 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 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 caregivers)
- Ensure access to appropriate medical care or treatment

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

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

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

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

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

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations, wealds
- Fractures
- Bald patches

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children and vulnerable adults in looking at, or in the production of, sexual images, watching sexual activities, encouraging children and vulnerable adults 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 and vulnerable adults.

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 and vulnerable adults 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 and vulnerable adults. 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 and vulnerable adults frequently to feel frightened or in danger, or the exploitation or corruption of children and vulnerable adults. 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 and vulnerable adults 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 vulnerable adults and the court system
- Children and vulnerable adults who are absent from education
- Children and vulnerable adults 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 and vulnerable adults in schools 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.

Non-recent abuse

Non-recent abuse, also known as historical abuse, refers to **incidents of neglect, physical, sexual, or emotional abuse that took place in the past**. This could have happened many years ago, often during childhood.

Children and vulnerable adults with special educational needs and disabilities

When working with children and vulnerable adults 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 and vulnerable adults. <https://www.leedsscp.org.uk/practitioners/local-protocols/bruising>
- 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 and vulnerable adults 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 and vulnerable adults 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-college procedures to follow where there are concerns about a child](#)

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)

Action/passed to _____

For: Designated Safeguarding Lead Officer Use

Name: _____ Date: _____ Time _____

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

Appendix 5: SMART Plan

Example: Overview of Learner Support/SMART Plan

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

appropriate applicant completed application for DBS disclosure		
Conditional offer of appointment: pre appointment checks. Offer of appointment is made conditional on satisfactory completion of the following pre-appointment checks and, for non-teaching posts, a probationary period		
References before confirmation of appointment: (if not obtained and scrutinised previously) (If received by email – accompanying email to verify authenticity. If not from professional email address, follow up to ensure authenticity)		
Identity (if that could not be verified at interview) Evidence to be kept in HR file		
Qualifications (if not verified on the day of interview) Evidence to be kept in HR file		
Permission to work in UK, if required Evidence to be kept in HR file		
School record sight of DBS certificate - where appropriate satisfactory DBS certificate.		
DBS Barred list check – applicant is not barred from working with Children and vulnerable adults (this must be completed before the applicant commences work)		
Childcare (Disqualification) Regulations 2009 Letter – for any staff who work in childcare provision or who are directly concerned with the management of such provision as defined in the statutory guidance.		
Health – the candidate is medically fit Medical Pre Employment Questionnaire		
Prohibition from Teaching Work Check – For those carrying out teaching work (see below) the teacher has not been included in the prohibition list or interim prohibition list or has a GTCE sanction.		
Qualified Teacher Status (QTS) Check – (for teaching posts in maintained schools) the teacher has obtained QTS or is exempt from the requirement to hold QTS (for teaching posts in FE colleges) the teacher has obtained a Post Graduate Certificate of Education (PGCE), or Certificate of Education (Cert. Ed) awarded by a higher education institution, or the FE Teaching Certificate conferred by an awarding body		
Overseas Checks – for individuals who have lived or worked abroad in the last 5 years. (For those carrying out teaching work within the EEA area this will include an EEA prohibition order check through Employer Access until Jan 21, after this date it will include a reference from any		

education employer overseas in the same period)		
Statutory Induction Completed (for teachers who obtained QTS after 7 May 1999 and are not employed as NQTs)		
Risk Assessment – for Volunteers, a written Risk assessment in relation to undertaking an Enhanced DBS		
Child Protection & Online safety training and other induction such as H&S, Safe Working Practice / code of staff behaviour, etc Including: Safeguarding & Child Protection Policy Safer Working Practice Guidance Whistleblowing procedures KCSiE Part 1 or Annex A & Annexe B ICT Acceptable Use Policy Online Safety Policy & Guidance Children and vulnerable adults Missing Education Policy Behaviour Policy		

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

* “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

Referrer's Details

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

Child's Details

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

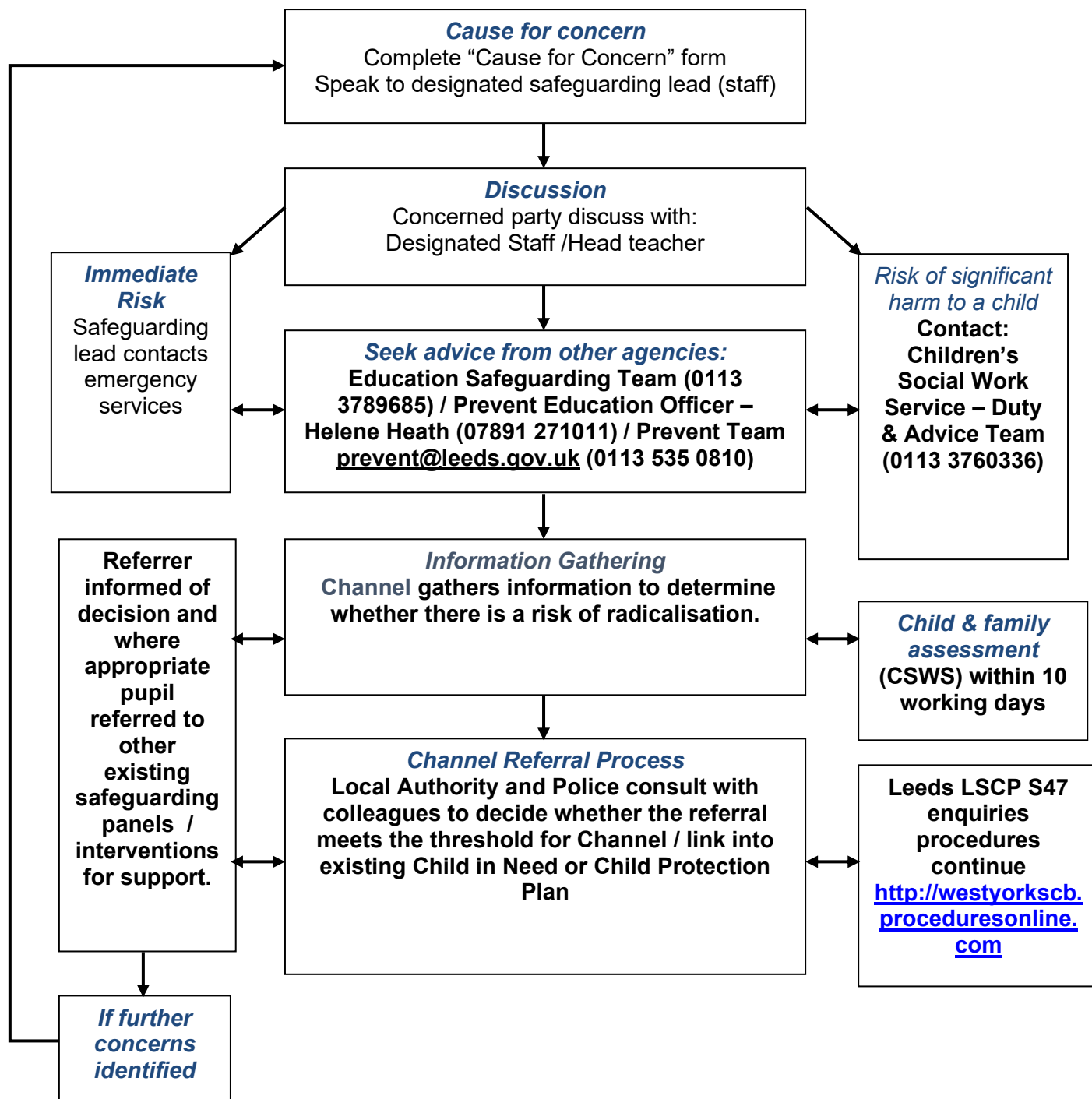
Assessed Level of Risk:	No Risk Risk <input type="checkbox"/>	Low Risk <input type="checkbox"/>	Medium Risk <input type="checkbox"/>	High <input type="checkbox"/>
VRMP in place?	Yes / No	Has there been an FGC?	Yes / No	
Has a Mapping Meeting taken place?	Yes / No	Is the child part of a peer group of children and vulnerable adults 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?) 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

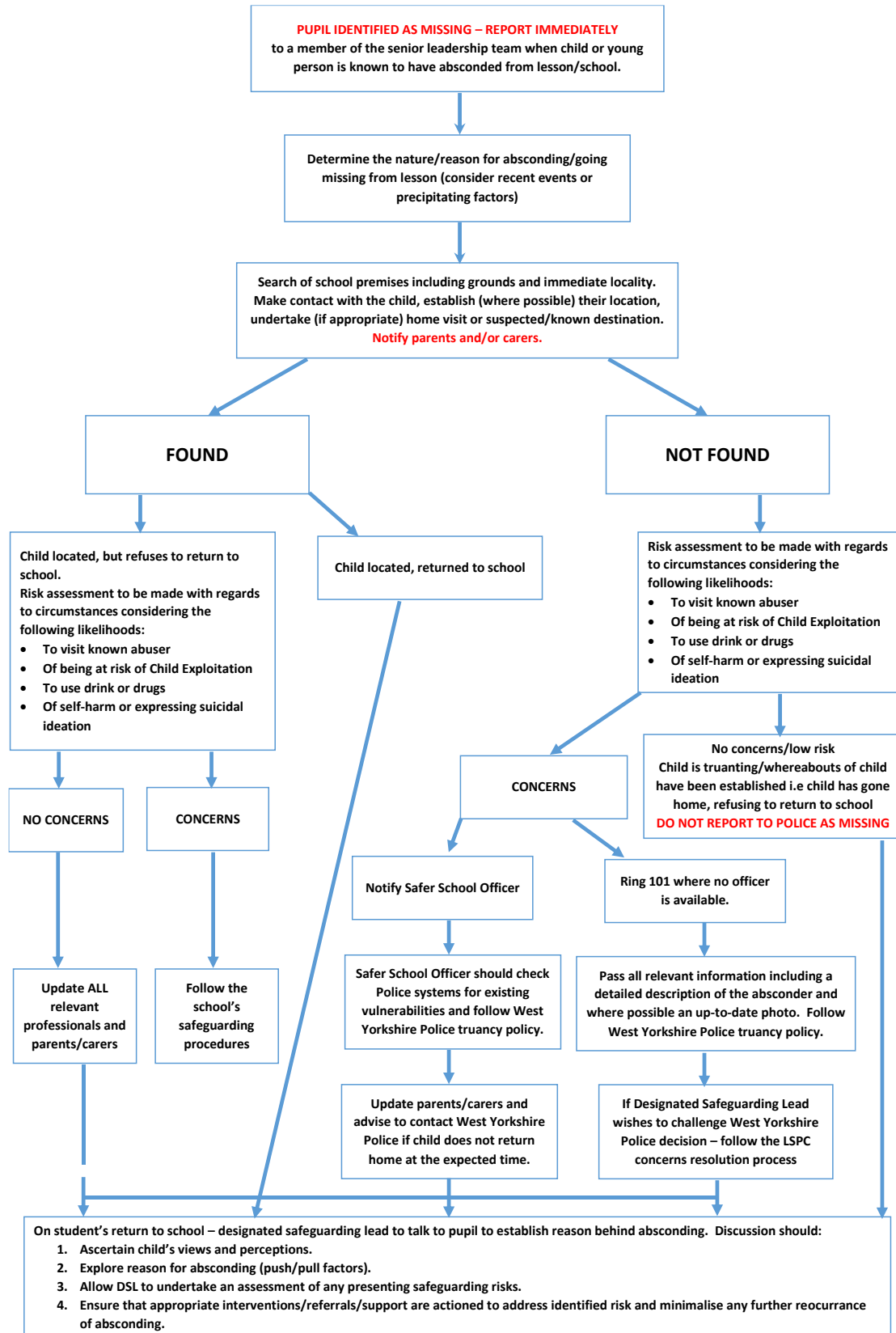
Summary of in-school procedures to follow where there are potential radicalisation concerns about a child/member of staff



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

Appendix 9: Missing from School Response Checklist

Referral pathway for reporting children and vulnerable adults missing /absconded during the school day



Appendix 10: FE Safeguarding Information Sharing Form

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

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

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

Other/Additional information (Please State):

--

Are there any current or relevant historical safeguarding concerns?

*Please can you provide details of the concerns that you have noted. Please also indicate if the concern was referred to any agencies (i.e., children and vulnerable adults' 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 and vulnerable adults' 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 learner, please provide a contact name and number of the relevant designated safeguarding lead.

Name of contact	
Telephone number	

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

Please return this form to the relevant contact listed below:

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

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

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

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

Elliott Hudson College	
Name	Rosie Quashie
Job Title	Assistant Principal
Name of organisation / service	Elliott Hudson College
Email address	rosiequashie@elliotthudsoncollege.ac.uk
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 AND VULNERABLE ADULTS

This form has been designed to help all agencies working with children and vulnerable adults record and refer information when it has been alleged that a person who works with children and vulnerable adults 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 and vulnerable adults in a way that indicates she or he may pose a risk of harm to children and vulnerable adults.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children and vulnerable adults.

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

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

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

Professional/s Named in the Allegation:				
Name:	D.O.B:	Employment Sector:	Occupation:	Employer:
		Select A-H. Select N-R. Select S-Y.		

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

Child/ren's Details (if applicable):				
Name:	D.O.B:	Legal Status i.e. Looked after child (S.31, S.20, LASPO)	Social Worker or Case Worker:	Independent Reviewing Officer:

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Address:	
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Summary of Allegation	Notification Summary: <i>(to include name of referrer, date, time, detail of allegation and professional (s) involved)</i>
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Category of Alleged Abuse	Primary Category of Alleged Abuse: Choose an item.	Secondary Category of Alleged Abuse: Choose an item.
----------------------------------	--	--

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

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

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

What is their view?

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

--

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

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

Does the professional work with children and vulnerable adults 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 vulnerable adults in your organisation?
YES <input type="checkbox"/> NO <input type="checkbox"/> 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:

