



SAFEGUARDING CHILDREN and ADULTS POLICY

2020 -2021

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Governor	Chair of Governors
2020/21	Andrew Ottey	Rebecca Riley	Shaid Mahmood	Shaid Mahmood

Child Protection and Safeguarding Advice Contact List – September 2020

Role / Agency	Name and role	Contact Details
College Designated Safeguarding Lead (DSL) / Child Protection Coordinator	Andrew Ottey Head of Safeguarding and Wellbeing	Tel:0113216 2055 Mob: 07710 138 460
Deputy DSL	Rebecca Riley Stay Safe Team Leader	Mob 07554 222 339
Governor with responsibility for Child Protection and Safeguarding	Shaid Mahmood	shaid.mahmood@luminare.ac.uk
Chair Of Governors	Shaid Mahmood	shaid.mahmood@luminare.ac.uk
Designated Lead for Children who are looked after	See https://intranet.leedscitycollege.ac.uk/intranet/coursezone/front.jsp?deptcode=67&linkid=1634#7305 For full list of designated leads for care experienced students	
CSWS Duty and Advice / Front Door Safeguarding Hub	Urgent Child Protection concerns / initial referral	Leeds: Professionals – 0113 3760336, Members of the public – 0113 2223301 Bradford: 01274437500 North Yorkshire: 01609780780
CSWS Emergency Duty Team (out of hours)	Urgent Child Protection concerns	Leeds: 0113 535 0600, childrensEDT@leeds.gov.uk Bradford: 01274431010 North Yorkshire: 01609780780
Education Safeguarding Team	Advice / Training / Safeguarding Audit	Leeds: 0113 3789685, estconsultation@leeds.gov.uk Bradford: 01274437043 North Yorkshire: 01609780780
Local Authority Designated Officer	Allegations against adults in school	Leeds: 0113 3789687 Bradford: 01274437915 North Yorkshire:01609798554
NSPCC Whistleblowing Helpline	Allegations against adults in school	0800 028 0285
PREVENT Team	Prevent training/advice	Leeds: 0113 535 0810 prevent@leeds.gov.uk Bradford: 01274376215 North Yorkshire: 01609798554

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Version: 5

Aim/Scope

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

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

Policy Owner: Head of Safeguarding and Wellbeing

Author / Lead	Andrew Ottey
Equality Impact Assessment:	Completed
Groups consulted with (e.g. staff, students)	Staff, Student Union, Local Authority and Independent Consultant
Approved by DELT	25 Feb 2020
Ratified by Governors on	March 2020
Implementation date	September 2020
Target audience (e.g. Staff or Students)	All staff
How communicated to users / location	Staff intranet, all staff email, college website
Review interval (years)	Annually
Date of Next Review (month and year)	Sept 2021

COVID-19

This policy will run concurrently with the following addendums issued in April 2020 during the COVID-19 period:

- Safeguarding & Child Protection Policy for Schools and Colleges Addendum COVID-19 school closure arrangements for Safeguarding and Child Protection
- Guidance for safer working practice for those working with children and young people in education settings Addendum April 2020

Link with other policies

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

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

1. Introduction

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

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

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

- Keeping Children Safe in Education – Statutory guidance for schools and colleges, (September 2020)
- Working Together to Safeguard Children, 2018 (Statutory guidance)
- Statutory guidance on children who run away or go missing from home or care – January 2014
- What to do if you're worried a child is being abused – March 2015
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers –July 2018
- Guidance for safer working practice for those working with children and young people in education settings (Safer Recruitment Consortium May 2019)
- Leeds Safeguarding Children Partnership Procedures
- The Bradford Partnership Working Together to Safeguard Children Partnership Procedures
- North Yorkshire Safeguarding Children Partnership Procedures
- Children Act 1989 (as amended 2004 Section 52)
- Education Act 2002 s175/s157
- The Teachers Standards' 2012
- The Counter-Terrorism and Security Act 2015 (section 26 The Prevent Duty)
- Female Genital Mutilation Act 2003
- Serious Crime Act 2015
- Children Missing Education – Statutory guidance for local authorities (DfE September 2016)
- The Rehabilitation of Offenders Act 1974
- Safeguarding Vulnerable Groups Act 2006

2. Aims

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

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

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

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

To contribute to supporting our students in the following ways:

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

3. Definitions

3.1 Safeguarding and promoting the welfare of children means:

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

3.2 Child

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

3.3 What is a Vulnerable Adult?

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

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

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

3.4 Mental Capacity

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

3.5 Safeguarding Other Adult Learners

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

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

4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances.

We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, disability, religion, gender reassignment, sex or sexual orientation.
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers

5. Roles and Responsibilities

5.1 All staff:

- Must attend/complete the college updates and training and stay informed of government and legislator changes and strategies
- Read and be able to confidently articulate the content of both Part One and Annex A of Keeping Children Safe in Education (DfE 2019)
- Be familiar with this safeguarding policy including issues of confidentiality.
- Remember that the students' welfare and best interests must be the paramount consideration at all times.
- Will be aware of our systems which support safeguarding, including reading and understanding their professional responsibilities as outlined in Guidance for Safer Working Practice (2019/2020), understanding the role of the designated safeguarding lead (DSL), reading and understanding the behavior policy, and their safeguarding responses to children who go missing from education during the college day or otherwise.
- Be aware that children's behaviors can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviors that may communicate that poor wellbeing can be an indicator of factors such as abuse, neglect or exploitation. Staff should understand the children's experiences such of abuse, neglect and adverse childhood experiences can impact on children's mental health, behavior & education.
- Never promise to keep a secret or confidentiality where a child discloses abuse.
- Be alert to signs and indicators of possible abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE) FGM, radicalisation and serious and violent crime. All staff to be aware safeguarding incidents/ behaviors can occur outside 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. See **Appendix 1** for current definitions of abuse and examples of harm.
- Children missing education/absconding during the college day can also be a sign of CCE, including involvement in County Lines.
- Record concerns on a "Cause for Concern" form (**Appendix 4**) which, once completed, must be handed to a member of Designated Staff (**Appendix 3**).
- Deal with a disclosure of abuse from a student in line with the recommendations in (**Ref: Appendix 2**). These must be passed to one of the Designated Staff immediately, followed by a written account. Staff should not take it upon themselves to investigate concerns or make judgements.
- Be involved in on-going monitoring and recording to support the implementation of individual education programmes and interagency child protection and child support plans.
- Be prepared to identify children who may benefit from Early Help.
- Be subject to Safer Recruitment processes and checks whether they are new staff, supply staff, contractors, governors, volunteers etc.
- Will be expected to behave in accordance with Guidance for Safer Working Practice for those working with Children and Young People in Education settings (Safer Recruitment Consortium May 2019).

5.2 Designated Safeguarding Lead (DSL)

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

safeguarding activity. The DSL is responsible to:

- Ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues have access to regular safeguarding supervision.
- Where the college has concerns about a child, the DSL will act as a source of support, advice and expertise to staff on matters of safety and safeguarding, and when deciding whether to make a referral by liaising with relevant agencies.
- Ensure all cases of suspected abuse are referred to Children's Social Work Service (CSWS) Duty and Advice Team (students below 18) or Adult Social Care (students 18 and above).
- Ensure detailed, accurate, secure written records of concerns and referrals, which clearly reflect the wishes and feelings of the student are recorded on the college CPOMs system.
- Ensure the college's policies are known and used appropriately
- Ensure the college's safeguarding policy is reviewed annually and the procedures and their implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the safeguarding policy is on the college's website, available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the college in this.
- The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2018). NPCC (2020). 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 with a social worker and other pupils deemed vulnerable.
- Link with the local authority and LSCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Ensure all adults (as appropriate) including each member of staff, trainee and volunteer has access to and understands the college's child protection policy and procedures, including new and part time staff.
- The DSL can be reached on 07710 138460 during college hours

5.3 Designated Safeguarding Officers (DSOs)

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

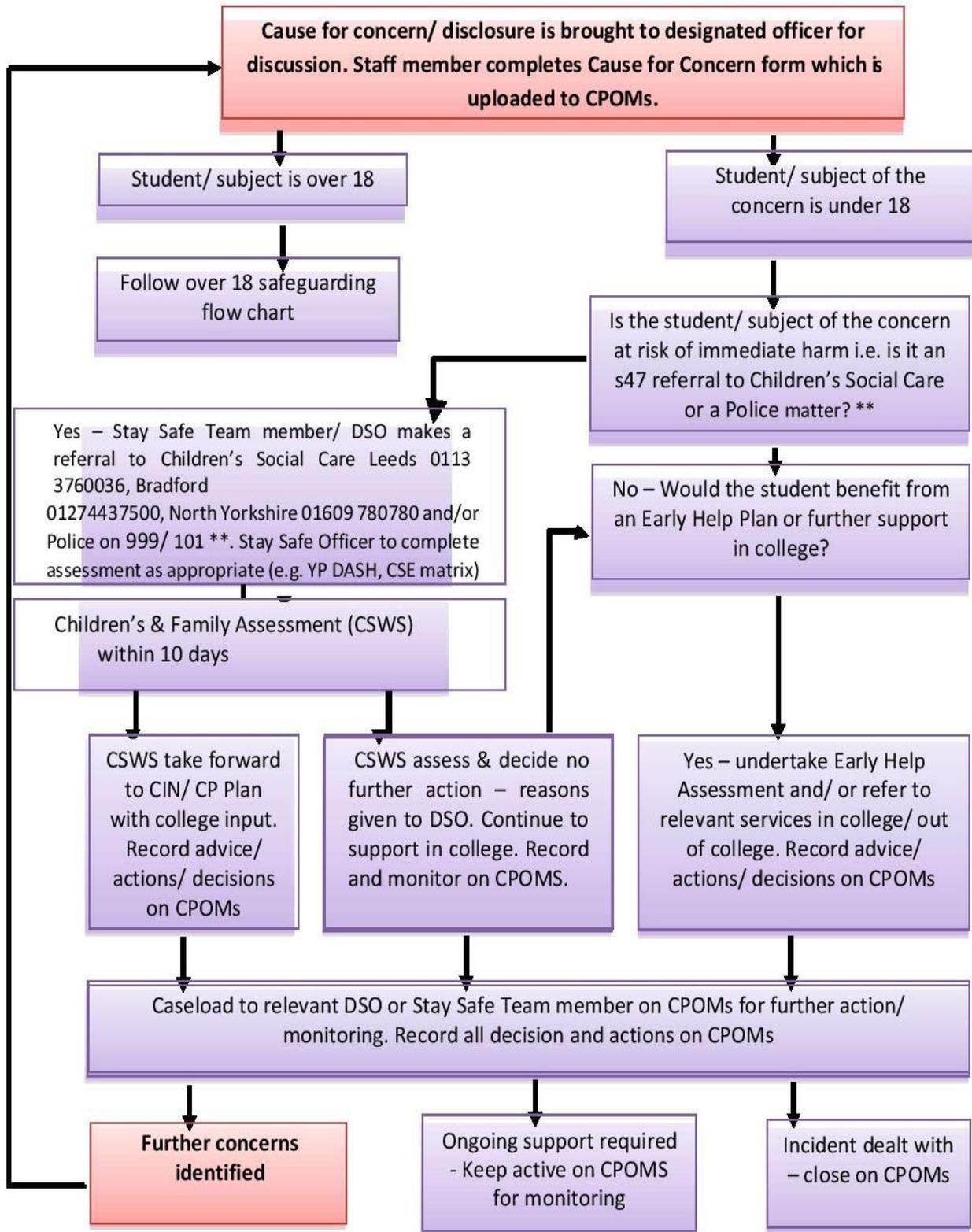
5.4 The Governing Body

- The nominated Safeguarding Governor for child protection at Luminate FE Colleges is Shaid Mahmood.
- They are responsible for liaising with the Principal / Designated Staff over all matters regarding safeguarding protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual students. Staff governors cannot be the lead governor with responsibility for safeguarding and child protection.
- The nominated Safeguarding Governor will support the designated safeguarding lead in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity.
- The DSL and named safeguarding governor are responsible for providing an annual report to the governing body of safeguarding activity. **The local authority annual review monitoring return for safeguarding should be sufficient as an annual report for governors.**
- The DSL must ensure that the annual review child protection monitoring submission is completed and returned in a timely manner to the local authority/LSCP. The return must be signed by the Chair of Governor's to confirm that it is an accurate reflection of the safeguarding arrangements of the college.
- The governing body are responsible for ensuring any gaps in safeguarding arrangements/improvement actions identified in the local authority annual review monitoring return, are addressed appropriately and in a timely manner.
- The governing body should have child protection training every three years, on their strategic responsibilities in order to provide appropriate challenge and support for any action to progress areas of weakness or development in the college's safeguarding arrangements.
- In the event that safeguarding concerns or an allegation of abuse is made against the Principal, the chair of governors will act as the 'case manager'.
- In the event of allegations of abuse being made against the Principal allegations should be reported directly to the local authority designated officer (LADO) within one working day. **(Appendix 11)**
- Under no circumstances should the establishment's governors or trustees be given details of individual cases. Governors or trustees may, however, be provided with a report at the end of the academic year, outlining the number of cases dealt with and other statistics which do not identify individual pupils.
- Governors will ensure that appropriate internet filters and appropriate web- use monitoring systems are in place in accordance with Annex C of KCSiE (DfE 2016). Children should not be able to access harmful or inappropriate material from the colleges IT system.

6. Summary of college procedure to follow where there are safeguarding concerns.

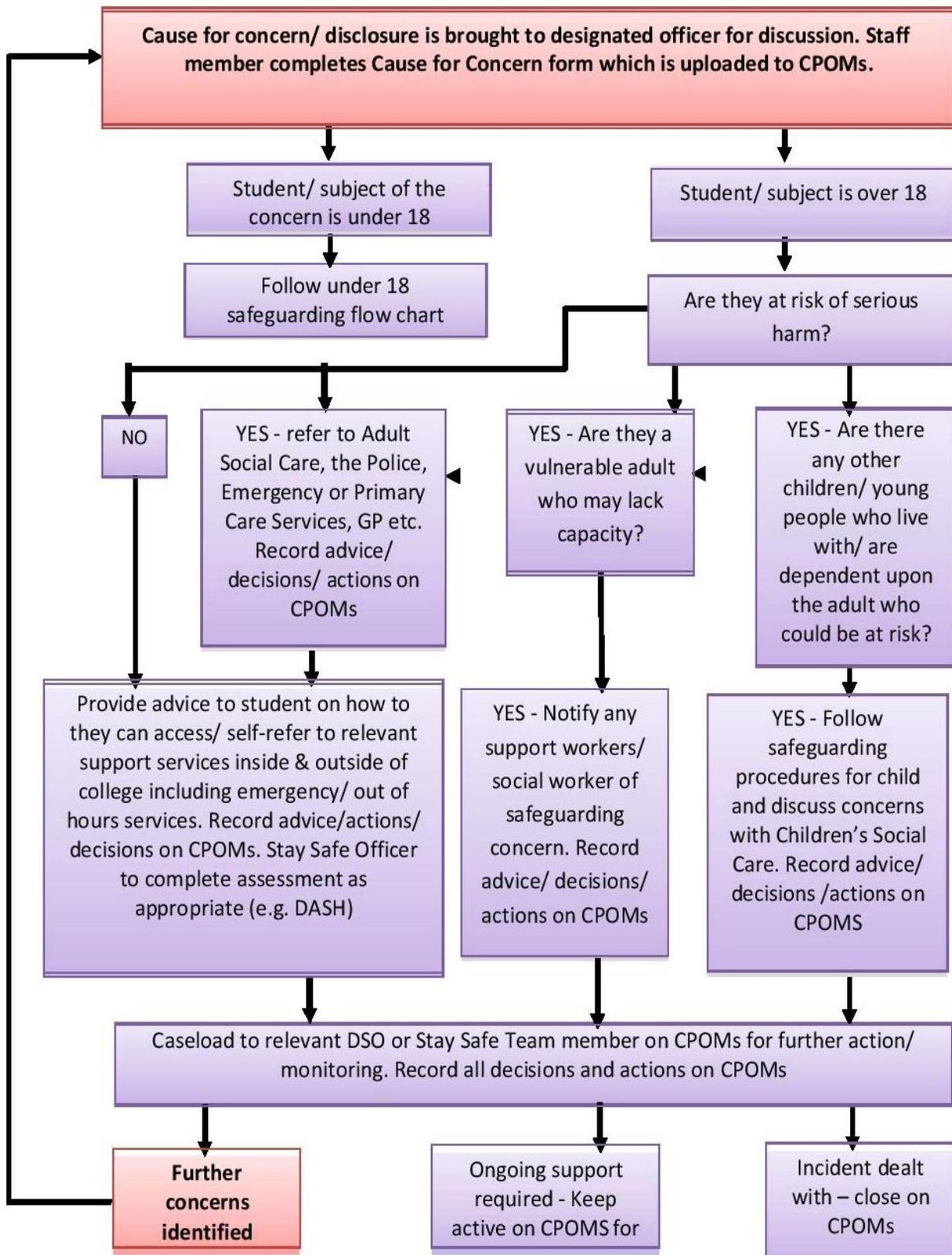
The 2 flow charts below cover the procedure in college for responding to and recording child protection concerns and responding to adult safeguarding concerns.

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



** If unhappy with the outcome of the referral to Children's Social Work Services; please refer to: Leeds LSCBP Local Protocol: Concerns Resolution 0113 3760336. The Bradford Partnership 01274 434361. NYSCP Resolution Centre 01609 780780

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



7. Confidentiality and Information Sharing

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

Luminate FE Colleges recognises that the only purpose of confidentiality in this respect, is to benefit the children

7.1 Information sharing

- When there is a concern that a child is at risk of significant harm, all information held by the establishment must be shared with Children's Social Care, police and health professionals. Section 47 of the Children Act 1989 and sections 10 and 11 of the Children Act 2004 empower all agencies to share information in these circumstances. If DSL's are in doubt, they should consult the Education and Early Years Safeguarding Team on 0113 3789685 or Leeds Children's Services Information Governance Team on 0113 3784251. For Bradford contact City of Bradford MDC, Department of Children's Services, Education Safeguarding team on 01274 439631. For North Yorkshire contact the customer contact centre 01609 780780
- On occasions when safeguarding concerns exist for a child in the context of a family situation and siblings attend other educational establishments or the children are known to other agencies, it may be appropriate for the designated safeguarding staff to consult with, on a confidential basis, their counterpart from other establishments or other agencies to share and jointly consider concerns. If in any doubt about the appropriateness of this process, advice can be sought from Leeds Children's Services Information Governance Team on 0113 3784251. For Bradford contact the City of Bradford MDC, Department of Children's Services, Education Safeguarding team on 01274 439631. For North Yorkshire contact the Information Governance Team telephone 01609 532526.
- In accordance with section 29 of the Data Protection Act, the police are allowed access to college records in certain circumstances such as criminal investigations. If you have any queries regarding police access to any college records please contact the information governance team on 0113 3784251 (Leeds), 01274439631 (Bradford) or 01609532526 (North Yorkshire) for advice.
- It is good practice to seek consent from the child or their parent before sharing information. Children over the age of 12 years are considered to have the capacity to give or withhold consent to share their information, unless there is evidence to the contrary; therefore it is good practice to seek their views. If the young person is over 16, they should be involved in decision-making about information sharing, unless they do not have the capacity to give consent.
- However, consent is not always a condition for sharing and sometimes we do not inform the child or family that their information will be shared, if doing so would:
 - place a person (the child, family or another person) at risk of significant harm, if a child, or serious harm, if an adult; or
 - prejudice the prevention, detection or prosecution of a crime; or
 - lead to unjustified delay in making enquiries about allegations of significant harm to a child or serious harm to an adult.
- Consent should not be sought if the establishment is required to share information through a statutory duty, e.g. section 47 of the Children Act 1989 as discussed above, or court order

- 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.

7.2 Working with parents, carers and other agencies to protect children

- 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 or neglect or other forms of harm, staff will follow the procedures for responding to suspected cases of child abuse, outlined in this policy document and contact CSWS Duty and Advice team to discuss their concerns
- In general, we will discuss concerns with parents/carers before approaching other agencies and will seek consent/to inform parents/carers when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the student.
- Parents/carers are informed about our safeguarding children and vulnerable adults policy through the college website

7.3 Multi-agency work

- We work in partnership with other agencies in the best interests of the student. Therefore, college will, where necessary, liaise with schools, CSWS, MARAC (Multi-Agency Risk Assessment Conference) and other external agencies. Requests for service to CSWS should (wherever possible) be made, by the Safeguarding Designated Staff, to the CSWS advice and duty team: Leeds 0113 3760336, Bradford 01274 437500 and North Yorkshire 01609 780780. Where a child already has a child protection social worker, the college will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker.
- We will co-operate with CSWS in accordance with the requirements of the Children Act and allow access to child and child protection records for them to conduct section 17 or section 47 assessments.
- The college will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- We will provide reports as required for these meetings. If college is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.
- Where a child in college is subject to an inter-agency child protection plan or any multi-agency risk management plan college will contribute to the preparation, implementation and review of the plan as appropriate.
- Where a student is discussed at MARAC, the Safeguarding Team Leader will liaise with the MARAC coordinator to give updates and receive feedback of any actions that need to be completed by the college to safeguard that student.

8. Our role in the prevention of abuse

- We will identify and provide opportunities for students to develop skills, concepts, attitudes and knowledge to promote their safety and well-being
- As part of providing a broad and balanced curriculum relevant issues will be addressed through the PSHE curriculum, including self-esteem, emotional literacy, assertiveness, power, relationship and sex education, online safety, online bullying, sexting, child exploitation (CSE/CCE), youth generated images, female genital mutilation (FGM), preventing radicalisation, peer on peer abuse, consent, online safety, anti-bullying, unhealthy and abusive family relationships. The curriculum will reflect the statutory Relationship Education, Relationship and Sex Education and Health Education (DfE 2020). Further support can be obtained from the Health & Wellbeing Service (schoolwellbeing@leeds.gov.uk).
- All our policies that address issues of power and potential harm, e.g. Anti-Bullying, Equalities, Positive Handling, Behaviour, Online Safety will be linked, to ensure a whole college approach.
- Our safeguarding policy cannot be separated from the general ethos of the college, which is to ensure that students are treated with respect and dignity, feel safe, and are listened to.
- The college's online safety policy is reflective of the requirements set out in Keeping Children Safe in Education and reflects our approach to issues of online safety 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.

9. Our role in supporting children and vulnerable adults

- We will offer appropriate support to individual students and staff who have experienced abuse or who have abused others.
- An individual support plan (where appropriate) will be devised, implemented and reviewed regularly for these students. This plan will detail areas of support, who will be involved, and the student's wishes and feelings. A written outline of the individual support plan will be kept in the safeguarding file on CPOMS.

9.1 Children and adults with additional needs

- Luminate FE Colleges recognises that while all students have a right to be safe, some students *may* be more vulnerable to abuse e.g. those with a disability or special educational need, mental health issues or those living with domestic violence or drug/alcohol abusing parents, parents mental health issues, learning disabilities etc.
- When the College is considering excluding, either for a fixed term period or permanently, a vulnerable student and/or a student who is either subject to a S47 Child Protection plan/child in need plan or there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude.
- Colleges would be advised to speak to the named social worker for the student 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. Colleges should note advice in the DfE Exclusions Guidance September 2017 Section 3. In the event of a one-off serious incident

resulting in an immediate decision to permanently exclude, the risk assessment must be completed prior to convening a meeting of the governing board.

9.2 Children in Specific Circumstances

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

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

For further information see: Safeguarding Children and Young People (February 2015)

9.3 Female Genital Mutilation: The Mandatory Reporting Duty

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

Under the mandatory reporting requirements teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out (either through disclosure by the victim or visual evidence) on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the college’s designated safeguarding lead and involve children’s social care as appropriate (KCSiE, September 2019).

9.4 Radicalisation & Prevent

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

- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
- Children and young people may be vulnerable to exposure or involvement with groups or individuals who advocate violence as a means to a political or ideological end.
- Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include family members or friends, direct contact with members, groups and organisations or, increasingly, through the internet, including through social media sites. This can put children and young people at risk of being drawn into criminal activity and has the potential to cause significant harm.
- Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right (UK) and international terrorist organisations such as Al Qaeda and Daesh.
- Potential indicators identified include:
 - Use of inappropriate language
 - Possession of violent extremist literature
 - Changes in behaviour, language, clothing or appearance
 - The expression of extremist views
 - Advocating violent actions and means
 - Association with known extremists
 - Seeking to recruit others to an extremist ideology

9.5 PREVENT

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

Responding to concerns

If staff are concerned about a change in the behaviour of an individual or see something that concerns them (**this could be a colleague too**) they must seek advice appropriately with the DSL who must contact the Education & Early Years Child Protection Team or the Prevent Education Officer– Julia Holden, 07891 273720 (Leeds), Danielle King 07870991647 (Bradford), Rebecca Swift 01609798554 (North Yorkshire) for further advice (**Ref: Appendix 8**).

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

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

Channel

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 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.

9.6 Peer on peer abuse/ child on child

- We recognise that children are capable of abusing their peers and that peer on peer abuse can manifest in many different ways, including bullying, cyber bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, inappropriate/harmful sexualised behaviours, upskirting and youth produced imagery (sexting) 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 or part of growing up. Any concerns around peer on peer /child on child abuse must be reported and recorded in line with the child protection procedures outlined in this policy. The DSL is responsible on responding to such concerns in keeping with LSCP protocols referenced below. The DSL is responsible for providing support to any victims, and the perpetrators.
- Where children and young people have exhibited inappropriate/harmful sexualised behaviour and/or exhibited inappropriate/harmful sexualised behaviours towards others an AIM (Assessment, Intervention, Moving On) checklist must be completed and contact made with Children's Social Work Service if appropriate (**Ref: Appendix 6**). Good practice dictates that there must be a co-ordinated multi- agency approach through a risk assessment management plan (RAMP) to respond to their needs, which will include, parent/carers, youth justice (where appropriate), children's social work service and health. Further support and advice on undertaking a RAMP can be obtained from the Education & Early Years Safeguarding Team on 0113 3789685 and/or Nathalie Fontenay (Coordinator- Harmful Sexual Behaviour) on 0113 3789644 for Leeds. For Bradford contact the education safeguarding team on 01274 437043 and for North Yorkshire contact the customer contact centre 01609 780780.
- We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the college community through a multi-agency risk assessment.

9.7 Domestic abuse

- The cross-government definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: • psychological; • physical; • sexual; • financial; emotional. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

The new local protocol: This protocol sets out a joint-agency approach to provide, by early intervention, appropriate support for children and young people who have experienced domestic abuse in their household. The protocol identifies how information shared by Police in relation to Domestic Violence incidents where a child is present in the last 24 hours, is shared with a safeguarding lead in the college. This sharing of information (by means of a telephone call) allows the college to take appropriate steps to support their pupil during what could be an emotionally difficult day.

- Where an adult student reports domestic abuse, further information should be gathered to

establish if there are any younger siblings / children in the household. A discussion with the safeguarding team should then be had and referral made to Children's Social Care where appropriate.

- For adult learners who report domestic abuse, a Stay Safe Officer will complete a DASH (Domestic Abuse, Stalking and Honour based violence) risk assessment and refer to MARAC (Multi-agency Risk Assessment Conference) if the victim is considered to be high risk of serious harm or domestic homicide.
- A young person's DASH risk assessment can be completed on students under 18 and a referral made to Children's Social Care where appropriate.

10 Children missing from education

A child going missing from education is a potential indicator of abuse or neglect. College staff members must follow the LA children services procedure:

- Leeds Children's Services LA procedure "*Identifying, engaging and locating children missing education - Handbook of procedures*" Contact: cme@leeds.gov.uk. Tel: 0113 3789686.
 - Bradford Children's Services Guidance for Referrers CME V2 Contact: cme@bradford.gov.uk Tel: 01274439651
 - North Yorkshire Children Missing Education Protocol Contact: cme.coordinator@northyorks.gov.uk Tel: 01609 532477
- Children who are absent, abscond or go missing during the college day are vulnerable and at potential risk of abuse or neglect, CSE or CCE including involvement in county lines. College staff members must follow the college's procedures for dealing with children who are absent/ go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future **(Ref: Appendix 9)**.
 - We will comply with our statutory duty to inform the local authority of any student who falls within the reporting notification requirements outlined in Children Missing Education – Statutory guidance for local authorities (DfE September 2016).
 - This especially applies to our statutory school age students; 14-16 year olds, who are either attending the Leeds City College Academy full time or who are attending college on a day release basis.
 - Where child sexual exploitation (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.
 - The DSL must complete the child exploitation risk identification tool for partners **(Ref:Appendix 5)** and refer to the table at the end of the tool to help decide how to proceed. A copy of the completed tool must be kept in the child's child protection records for future reference. The DSL can also refer a pupil to the monthly Multi-agency Child Exploitation (MACE) meeting if it is felt that the criteria for referral is met and a discussion is warranted, information should be emailed to chs.mace@leeds.gov.uk (Leeds), childrens.enquiries@bradford.gov.uk (Bradford) or children&families@northyorks.gov.uk (North Yorkshire). Information provided should include: name, date of birth; what the risks are; what has been put in place to lessen the risk; and the plan that the child is subject to. Referrals will be triaged and if selected, the social worker, team manager or other relevant practitioner involved will be invited to attend the MACE meeting for a short discussion.

- If the child /young person already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about child exploitation.
- A copy of the CSE checklist tool for partners can be obtained from the LSCB Website: CSE Checklist Tool for Partner Agencies
- We will ensure the college works in partnership with parents / carers and other agencies as appropriate. This includes facilitating return to home interviews as requested.

11 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, in order for appropriate action to be taken in a timely manner to safeguard and promote student's welfare:

- Whistleblowing/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 who are missing education
- Guidance on Safer Working Practices
- Safeguarding and child protection policy (including online safety)
- College behaviour policy
- The names, roles and responsibilities of the designated safeguarding lead and any deputies.

11.1 Safer Recruitment, selection and pre-employment vetting

- The college pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSiE (2020).
- The college maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK.
- All recruitment materials will include reference to the colleges' commitment to safeguarding and promoting the wellbeing of students.
- The college will ensure that all recruitment panels include at least one person that has undertaken safer recruitment training as recommended by the Local Authority/LSCB/The Bradford Partnership/ NYSCP.
- The college will ensure that a person who is prohibited from teaching will not be appointed to undertake teaching work in the college.
- The college will ensure that where relevant employed individuals are not disqualified under the Childcare (Disqualification) Regulations 2009.
- The college will ensure that appropriate DBS risk assessments will be undertaken as required. Advice and support for carrying out risk assessments can be accessed through the college HR department

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

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

- a) behaved in a way that has harmed a child or may have harmed a child or vulnerable adult.
- b) possibly committed a criminal offence against or related to a child or vulnerable adult.
- c) behaved towards a child, children or vulnerable adult in a way that indicates s/he may pose a risk of harm to children or vulnerable adults.
- d) behaved or may have behaved in a way that indicates they may not be suitable to work with children or vulnerable adults.

Inappropriate behaviour by staff/volunteers or person in college could take the following forms:

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

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

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

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

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

The case manager should gather as much information about the alleged incident as possible in order to establish whether there is substance to the allegation. The case manager must use the local authority designated officer (LADO) notification form (**Ref: Appendix 11**) in order to assess the level of concern. As part of this initial consideration, the case manager should consult with their college's HR Advisor/provider/contact 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 the appropriate local authority team within one working day of the allegation being made.

- Leeds- lado@leeds.gcsx.gov.uk
- Bradford- CPinformation@bradford.gov.uk

- North Yorkshire - safeguardingunit@northyorks.gov.uk.

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 involved should be told about the allegation as soon as possible if they do not already know of it. The case manager **must not** carry out any investigation or **directly interview** an individual about whom there is a concern, until the above process has been duly completed and relevant partners have been consulted.

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

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

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

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

LADO Contacts Leeds: Claire Ford, Carolyn Hargreaves or Jo Peake 0113 3789687. Bradford: Frank Hand 01274437915. North Yorkshire: Susan Crawford 01609532152 or Rosemary Cannell 01609535974

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

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

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

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

E-mail concerns@leeds.gov.uk

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

The City of Bradford Metropolitan District Council whistleblowing policy which states that concerns can be raised by contacting Michael James 01274 431266

The North Yorkshire County Council whistleblowing policy which states that concerns can be raised by the following methods:

Whistleblowing hotline (01609) 760 067 (direct and confidential, available 24 hours a day)

Contacting the Head of Internal Audit (01609) 780 780, extension 2143

In writing Head of Internal Audit, Veritau Ltd, County Hall, Racecourse Lane, Northallerton,

North Yorkshire, DL7 8AL

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.

11.3 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 college's safeguarding policy; the college's safer working practice document, the college whistleblowing procedures and the DSL and their cover or nominated deputy.

Designated Safeguarding staff must have attended the 3-day Children's Services Education child protection training course, and the Leeds LSCP multi-agency Working Together to Safeguard Children and Young People training. They will attend refresher training at least every two years. The DSL will undertake Prevent Awareness Training (e.g. Workshop to Raise Awareness of Prevent [WRAP]) to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

The College will ensure all staff including temporary and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the college. All staff will access basic child protection training (including online safety) and refresher training at least every three years and regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Access to training can be via the Children's Services Education and Early Years Safeguarding Team and the LSCB.

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

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

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

A print out of the College's training history can be obtained from the Children's Services Education and Early Years Safeguarding team. This will record all training accessed through the local authority Education and Early Years Safeguarding Team and the LSCB.

Any training accessed through third party/independent providers must reflect the LSCB protocols and the LSCB minimum standards checklist. This training should be recorded by the college on a separate database.

12. Safeguarding Records

- The responsibility to maintain, process, share, transfer and store child protection and safeguarding records in accordance with the Data Protection Act 2018 and the GDPR principles is the responsibility of the designated safeguarding lead and any safeguarding deputies.
- Safeguarding and Early Help records are held securely on the CPOMS system, with access being restricted to the DSL and DSOs. For further information please see [Early Help Assessments](#)
- Each student's safeguarding record contains a chronological summary of significant events and the actions and involvement of the college. This is recorded automatically as CPOMS

orders incidents and actions chronologically.

- Where a student leaves their existing provision, the college will ensure that safeguarding information is transferred securely and separately from any academic files to the receiving school/educational establishment (where this is known, within 15 days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information – England) Regulations 2005.
- Where a vulnerable young person is moving to a Further Education establishment, consideration will be given to the student's wishes and feelings about their child protection information being passed on, in order that the FE establishment can provide appropriate support. In cases where it is deemed appropriate, child protection information must be shared via the *FE Safeguarding Information Sharing Form* (**Ref: Appendix 10**). The college will retain the student's safeguarding record in electronic format on CPOMs as an archived record. Due consideration must be given to the sharing of any additional information requested by the receiving establishment.
- If there is an existing risk management plan/assessment in place for behaviours that are deemed potential harmful to the student or others (i.e. self-harming or harmful sexualised behaviour). The risk management plan/assessment must be shared with the destination provision prior to the student starting, so that appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring.
- Where a child transfers out of area, the college retains the original records on CPOMS as an archived file. The *FE Safeguarding Information Sharing Form* (**Appendix 10**) can be used to summarise key safeguarding information which needs to be shared with the new education establishment.
- Where the destination school/college is not known, the electronic CPOMS records will be archived and retained by the college.
- Where the child has not attended the nominated school/college the original records should be retained by the school/college.
- Where there is any on-going legal action the original file should be retained by the school and a copy sent to the new educational establishment.
- Where a 14-16 year old student is on roll with us full time as an Academy Student, the college will take lead responsibility for safeguarding and hold the record on CPOMS.
- Where a 14 -16 year old student attends the college on a day release basis from their school; and where that students remains on roll at that school then the school takes lead responsibility for safeguarding and record keeping. College staff will record safeguarding concerns on the college CPOMS system but these must be shared and recorded by the safeguarding lead at their parent school.
- Student records should be transferred in a secure manner, for example, by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school/college they are being transferred to must be made and a signature obtained from the receiving school/college as proof of receipt.
- If a student moves from our college, child protection records will be forwarded onto the named DSL at the new college/ school, with due regard to their confidential nature. Good practice suggests that this should always be done with a face to face handover and a signed receipt of file transfer obtained for audit purposes by the delivering school/college.
- If sending by post, children's records should be sent, "Special Delivery". A note of the special delivery number should also be made to enable the records to be tracked and traced via Royal Mail.
- For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology sheet will also be retained for audit purposes. At college we will retain the child protection file as an archived case on CPOMS.
- If a student is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded onto the relevant organisation in accordance with

the 'The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records. Where offsite provision is used, written records of their safeguarding arrangements will be maintained by the college.

- If a parent chooses to electively home educate (EHE) their child, the child protection record must be forwarded to Julia Green, Admin Coordinator, EHE Team, Adams Court, Kildare Terrace, Leeds LS12 1DB, following the above procedure for delivery of the records. For Bradford contact ElectiveHEducation@bradford.gov.uk and for North Yorkshire contact Julie Hodges cme.coordinator@northyorks.gov.uk.
- When a DSL member of staff resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder. Before leaving they must also ensure the CPOMS record keeping is up to date.
- In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the head teacher to ensure that the new post holder is fully conversant with all procedures and case files.
- All DSL's receiving current (live) files or closed files must keep all contents enclosed and not remove any material.
- All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

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

- Under the Data Protection Act 1998, a student or their nominated representative has the legal right to request access to information relating to them. This is known as a subject access request. Therefore it is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.
- Any child who has a child protection file has a right to request access to it. In addition, the Education (Pupil Information) (England) Regulations 2005 give parents the right see their child's college records. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:
 - could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person
 - 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
 - is likely to prejudice an on-going criminal investigation
 - information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority
 - It is best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice should be sought from the relevant team
 - Leeds Children's Services Information Governance Team
childrens.information.policy@leeds.gov.uk tel:01133950780
 - Bradford Information Governance Team dpo@bradford.gov.uk
<tel:01274434506>
 - North Yorkshire Information Governance Team tel:01609532526
- 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.

12.2 Archiving

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

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

12.3 Safe Destruction of the pupil record

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

Appendices

Appendix 1: Definitions and indicators of abuse

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

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

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

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

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

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

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

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

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

- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

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

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

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

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

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

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

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

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

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

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

Responses from parents

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

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

Children with special educational needs and disabilities

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

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

Adult Safeguarding

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

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

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

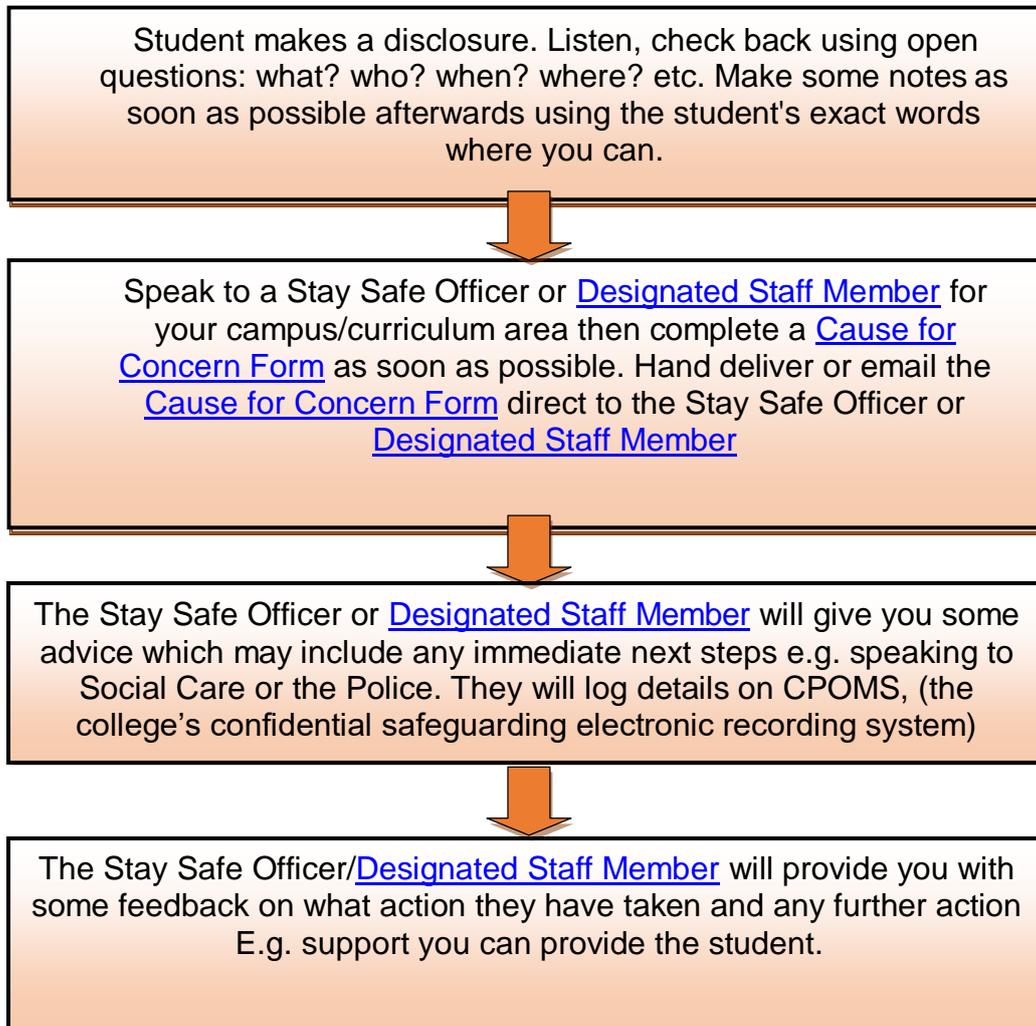
Different Kinds of Abuse which an at risk adult may experience

- **Physical abuse** – being hit, kicked, locked in a room or inappropriate restraint
- **Sexual abuse** – such as being made to take part in a sexual activity when the adult has not given or is not able to give consent
- **Psychological abuse** – such as being shouted at, ridiculed, bullied or being made to feel frightened.
- **Financial or material abuse** – such as theft, fraud, exploitation, pressure in connection with financial matters or misuse of someone else's finances.
- **Neglect** – involves the failure to provide care or support that results in someone being harmed.
- **Discriminatory abuse** – involves treatment or harassment based on age, gender, sexuality, disability, race or religious belief.
- **Modern slavery** – includes human trafficking and forced labour.
- **Organisational abuse** – if these forms of abuse are caused by an

organisation then this may be called organisational abuse.

- **Domestic violence and abuse** - when the abuse occurs between partners or a family member.
- **Self-neglect** – is when an adult declines essential support with their care and support needs, and this is having a substantial impact on their overall wellbeing

Appendix 2: Responding to students who report abuse



Advice when dealing with a disclosure

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

- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the student. Tell them you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the student. Assure them that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.

- Tell them that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the student to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the student is trying to tell you.
- Praise the student for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the student that what s/he experienced is dirty, naughty or bad.
- 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 student may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the student again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to 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 reported to Children's Social Work Service or Adult Social Care without delay, by a member of designated staff, following the correct procedures as stated in the guidelines.

Appendix 3. List of Designated Safeguarding Staff at Leeds City College



LEEDS CITY
COLLEGE

SAFEGUARDING

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

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

STUDENT LIFE

Andrew Ottey

Head of Safeguarding
and Wellbeing & staff allegators
0113 235 4637
07710 138 460

Rebecca Riley

Safeguarding
Team Leader
07554 222 339

Park Lane

Brenda Farara
Stay Safe Officer
0113 235 4476
07500 067 658

Bhavna Gupta
Stay Safe Officer
0113 386 1728
07827 829 389

Chris Flint
0113 284 6319
07557 587 060

David Kilham
0113 284 6334

Lou Nutton
0113 235 4629
07814818812

Ruth Gardner
07487 394488

Alexandra Wilkinson
0113 235 4867

Ellena Barker
0113 235 4730

Niki McKenna
0113 235 4694
07810 753 392

Corey Roebuck
0113 235 4662

Evelyn Boakye
0113 235 4861
07557587072.

Jamie Mensah
0113 235 4638
07791 273 701

Aliya Rashid
0113 235 4668

Anthony Gallagher
0113 386 1995
07718 632 478

Jonathan Hobson
07814 818 792

Kirsty McLellend
07795 222 097

Natasha Hanley
07500 609 295

Quarry Hill

Lauren Turnbull
Stay Safe Officer
07943 929 164

Richard Leak
0113 386 1915
07557 587 064

Liam Oldfield
07976 219 901

Fran McClean
0113 386 1816
07557 587 067

Taylor Harrison
07814 818 750

Daisy Russell
07810 180 901

Jordan Wright
07920 028 083

Josephine Ingram
0113 386 1740
(Annexe)

Sarah Keane
07825 402954

Sandy Clough
07791 275 217

Icylma Richards
07983 409 574

Samantha Mann
07976 224 168

Enfield Centre

Brenda Farara
Stay Safe Officer
0113 235 4476
07500 067 658

Elzbieta Lobočka
0113 235 4494
07814818909

Andreea Tanase
07814 818 908

Sukhvinder Panesar
0113 284 6427

Printworks

Janet Gee
Stay Safe Officer
0113 284 6458
07824 306 810

Laura Conner
Stay Safe Officer
0113 386 1728
07500 798 379

Chris Abbott
0113 284 6377
07976 219 843

Katherine Ireland
0113 284 6657
07947 459 569

Brodie Bannister
07976 220 433

Amanda Saynor
0113 284 6558
07947 460 259

Rhian Walsh
07557 587 855

Steven Jarvill
07947 460 744

Michael Bentley
07947 459 716

Susannah Button
07920 201 901

Rachel Tinworth
07961 949292.

University Centre

Rebecca Riley
Safeguarding Team Leader
07554 222 339

David Tipple
0113 235 4669

Tamas Kovacs
07539 026004

The Foundry

Laura Connor
Stay Safe Officer
07500 798 379

Caitlin Murray
07584204834

Lindsey Wood
07984 332 954

Mabgate

Danielle Cunningham
07767 230 088

Zehrab Ahmed
07825 823 433

Shaquille Butler
0113 235 4777

Siobhan Lloyd
07795222093
07985139476

Rothwell

Janet Gee
Stay Safe Officer
0113 284 6458
07824 306 810

Wendy Lane
0113 235 4805
07917 474 864

Beeston & Vine

Bhavna Gupta
Stay Safe Officer
0113 386 1728
07827 829 389

David Gemlo-Dunstan
0113 284 6698
07900 160 371

Andrew Page
07557 587 888

Margaret Shutt
0113 284 6674
07814 818 892
(Adult and Community)

Annette Thompson
0113 284 6566
07976 225047
Vine only

Deacon House

Rebecca Riley
07554 222339

Nigel Wilkes
0113 284 6322
07814 818 651

Alison Suckley
07920 201894
(Adult and community -
ESOL)

Temple Newsam

Lauren Turnbull
Stay Safe Officer
07943 929164

Chloe Brookes
07496550203

Kate Ferguson
01132846307

If there is a safeguarding concern after hours and a Designated Staff Member is not available, please contact:

Children's Emergency Duty Team: 0113 535 0600 | Adult Social Care (out of hours): 0113 378 0644
Police Non-Emergency: 101 | Police Emergency: 999
A member of Luminate Education Group

List of Designated Safeguarding Staff at Keighley College



SAFEGUARDING

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

Contact a designated staff member to discuss your concerns.

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

KELLIE DUNN

01535 685 097
07377 057 082

ELIZABETH SAGAR

01535 685 120

NATALIE JOHNSTONE

01535 685 076

ANDREA DEAN

07827 977 925

SANA BEGUM

01535 685 212

ALISON ROBINSON

07944 780 216

ALI DOBSON

07827 977 925

ANDREW OTTEY

Head of Safeguarding
and Wellbeing

0113 216 2055

07710 138 460

STEPHANIE WALWYN

Staff allegations

0113 284 6310

07766 388 613

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

Bradford Children's Social Care **01274 435 600** | Bradford Out Of Office Hours **01274 431 010**

Bradford Adult Social Care **01274 435 400** | Police Non-Emergency **101** | Police Emergency **999**

A member of Luminate Education Group



SAFEGUARDING

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

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

DESIGNATED SAFEGUARDING OFFICERS

Sandra Thomas: **01423 878 396** | **07340 300 614**

Stephanie King: **01423 878 216** | **07796 582 416**

HEAD OF SAFEGUARDING AND WELLBEING

Andrew Ottey: **0113 235 4637** | **07710 138 460**

STAFF ALLEGATIONS

Stephanie Walwyn: **0113 284 6310** | **07766 388 613**

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

North Yorkshire Children Social Care: **01609 780 780**

North Yorkshire Out of Office Hours: **01609 779 838**

North Yorkshire Adult Social Care: **01609 780 780**

Police Non-Emergency: **101**

Police Emergency: **999**

Appendix 4: Luminare FE Colleges Safeguarding Cause for Concern Form

Confidential

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

Is this referral concerning a student under 16

YES	<input type="checkbox"/>
YES	<input type="checkbox"/>
YES	<input type="checkbox"/>

NO	<input type="checkbox"/>
NO	<input type="checkbox"/>
NO	<input type="checkbox"/>

Is this referral concerning a 16-18 year old student

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

1. Student Details

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

2. Disclosure details

Name of staff completing the form	<input type="text"/>	Name of any other staff involved	<input type="text"/>				
Day of disclosure	Date of disclosure	Time of disclosure	Place of disclosure				

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

<p><i>Please continue if necessary on a separate sheet and attach.</i></p>			
Signature Staff completing the form		Name <u>and</u> Signature of Designated Staff member	

--	--	--	--

4. Please describe the action you have taken:

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

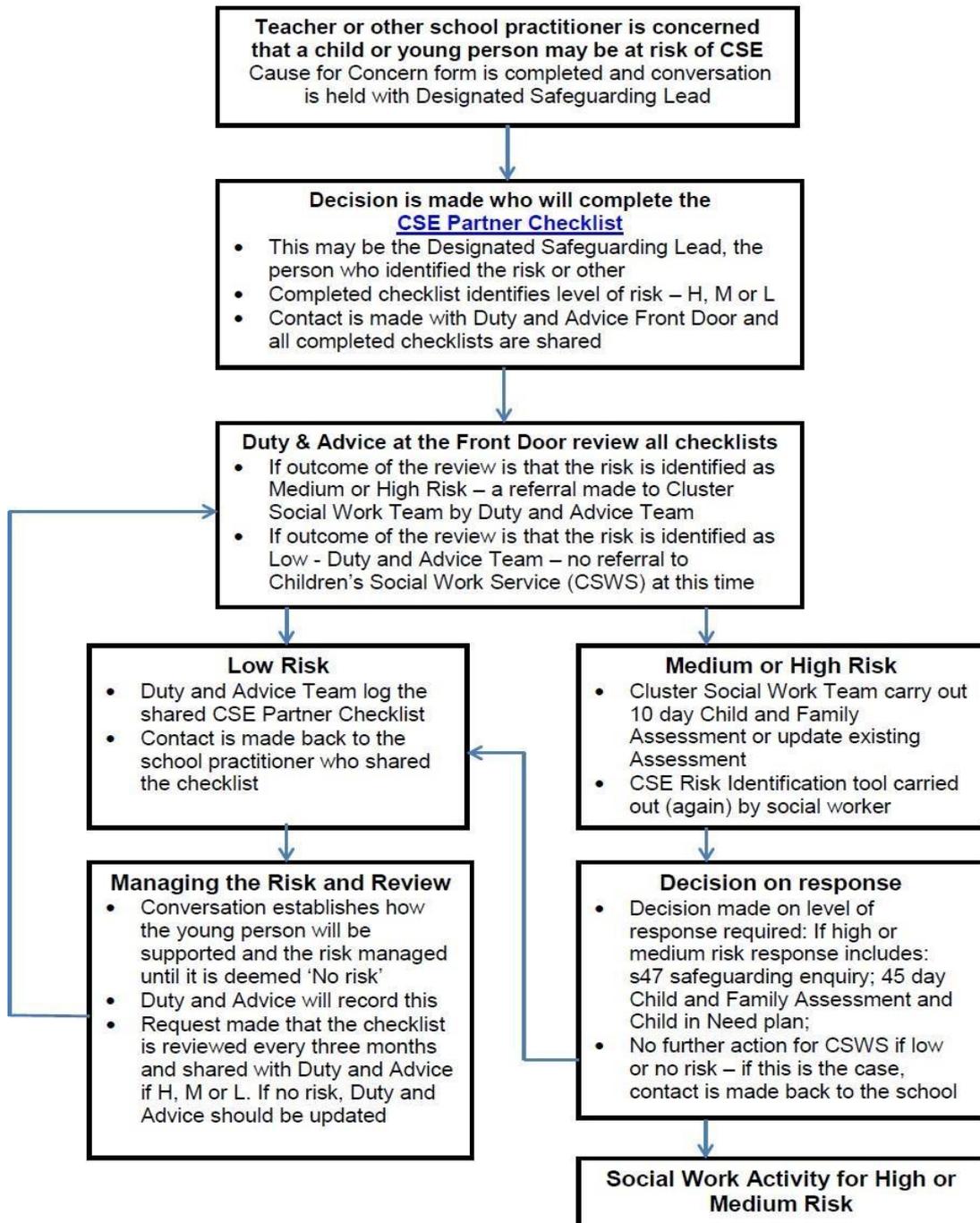
5. For Admin use only

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

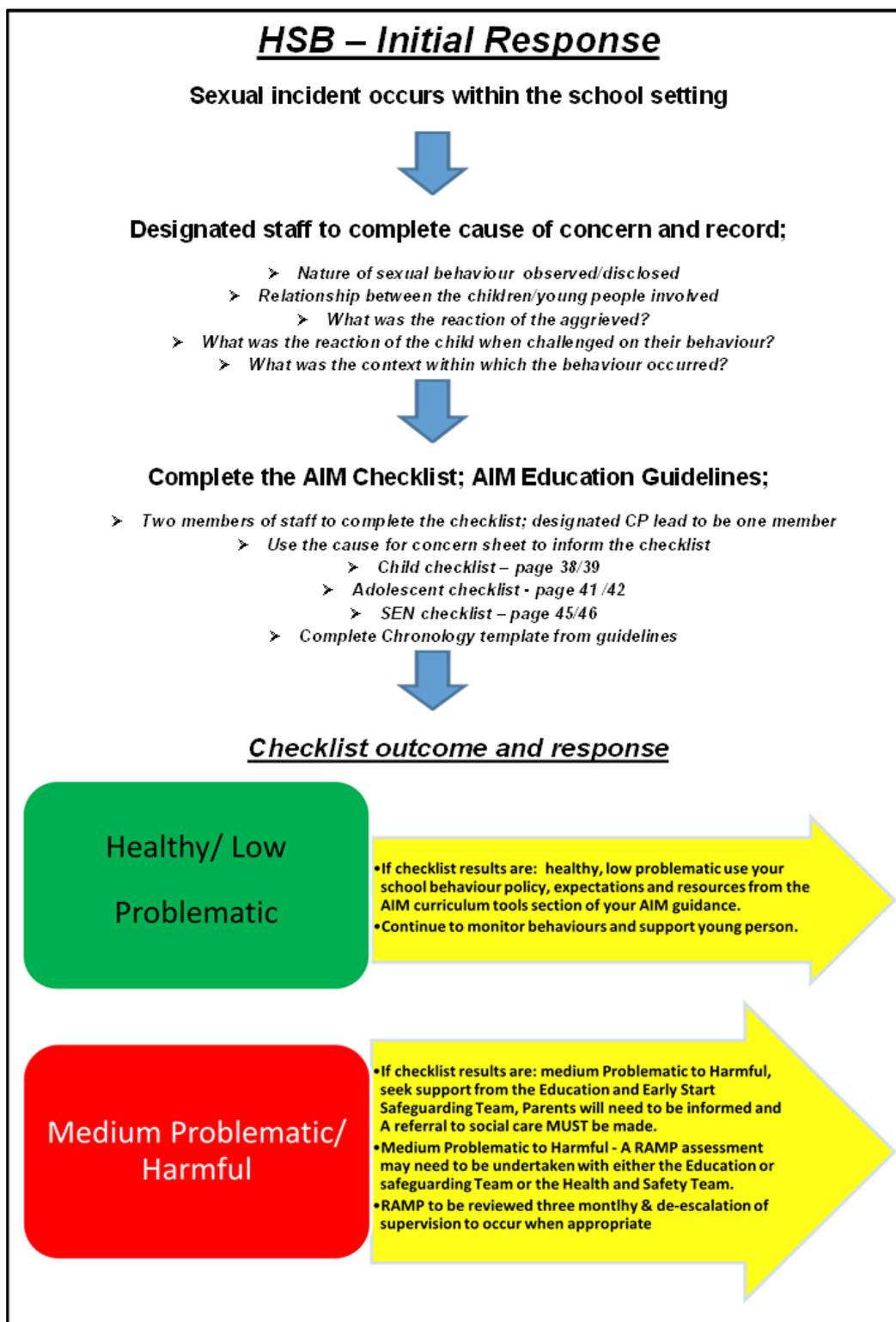
Appendix 5: CSE Response Checklist

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

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



Appendix 6: Harmful Sexual Behaviour Response Checklist



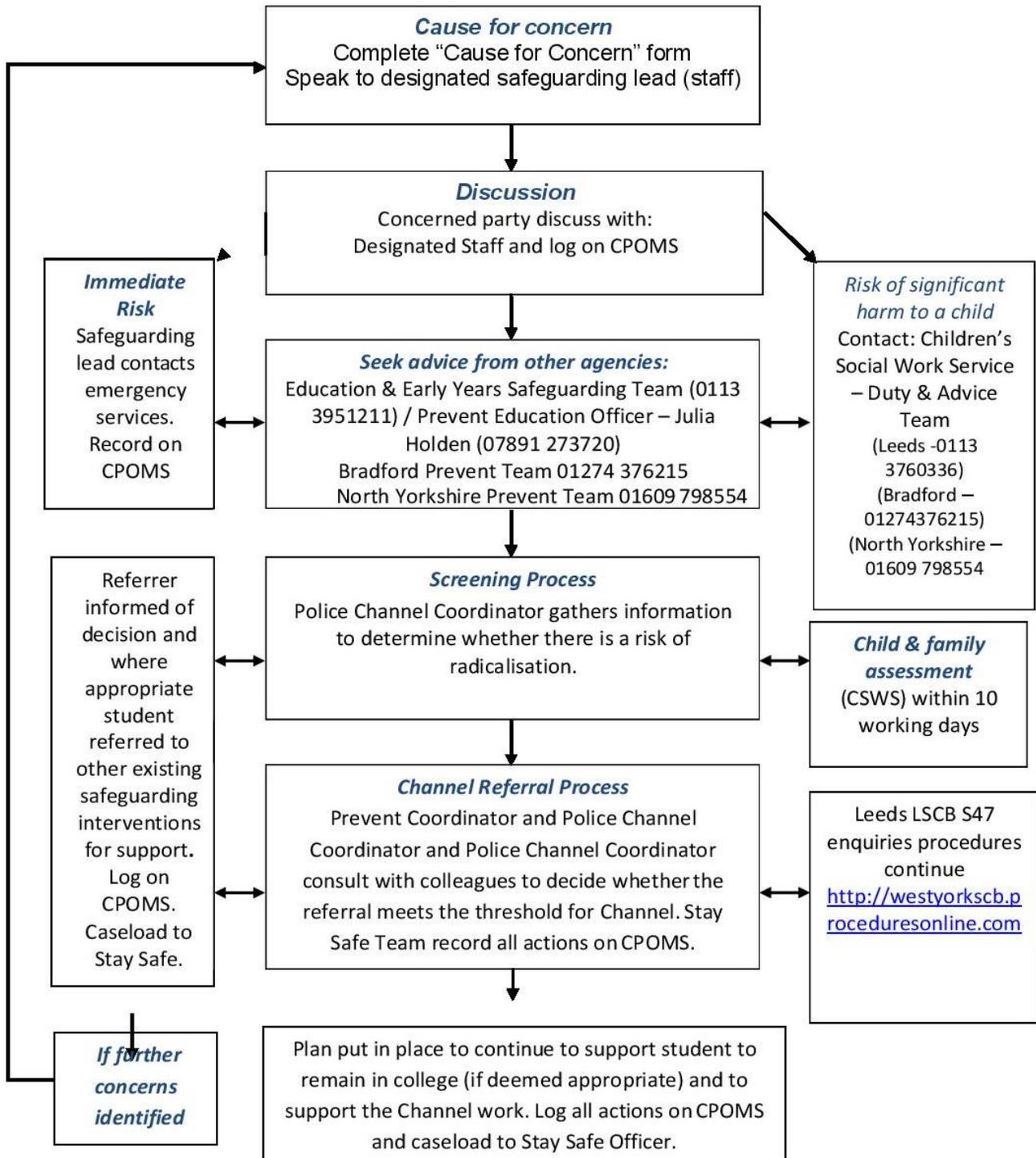
Further information and relevant guidance documents referred to, are available electronically from Leeds Education Hub – Safeguarding Page and directly upon request from education.training@leeds.gov.uk.

Appendix 7: Recruitment and Selection Checklist

	Initials	Date
Vacancy advertised. Advertisement includes reference to safeguarding policy, that is, statement of commitment to safeguarding and promoting welfare of children and need for successful applicant to be DBS checked		
Application form on receipt - Scrutinised – any discrepancies/anomalies/gaps in employment and signed to confirm that the applicant accepts the content is true.		
Two References. Sought directly from referee on short-listed candidates. This should be the head teacher (or most senior manager) within the organisation; ask recommended specific questions around suitability to work with children.		
Interview arrangements - Supporting evidence to verify that at least one member of the interview panel for recruitment has completed safer recruitment training.		
Copy of Interview notes - Explores applicants' suitability for work with children as well as for the post		
Note: identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents; copies of documents taken and placed on file; where appropriate applicant completed application for DBS disclosure		
Conditional offer of appointment: pre appointment checks. Offer of appointment is made conditional on satisfactory completion of the following pre- appointment checks and, for non-teaching posts, a probationary period		
Identity - copies of relevant documents kept in file		
Qualifications - copied of relevant documents kept in file		
Evidence of permission to work in UK, if required		
DBS certificate - satisfactory DBS certificate checked		
DBS Barred list – person is not prohibited from taking up the post		
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		
Prohibition – (for anybody undertaking teaching work in any type of school) the member of staff has not been included in the prohibition list or interim prohibition list		
Qualified Teacher Status (QTS) – (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		
Statutory induction (for teachers who obtained QTS after 7 May 1999)		
Each member of staff must have been given a copy of the following documents, with signed verification of receipt and that they have read and understood them		
Copy of organisation's safeguarding and child protection policy		
Copy of the school's behaviour policy		
Copy of Guidance for safer working practice		
Copy of organisation's whistleblowing procedures		
Copy of Keeping Children Safe in Education (most updated version) including a copy of Annex A		
Copy of the school's ICT Acceptable use policy		
Copy of the organisations online safety policy		
Child Protection training and induction		
Information of the school's CME processes		

Appendix 8: Radicalisation Response Checklist

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



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

Appendix 9: Missing from School Response Checklist

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



Appendix 10: FE Safeguarding Information Sharing Form

Name			
Date of Birth			
Gender Identity	Male	Female	Transgender
	Non-Binary	Genderqueer	Gender-fluid

Please indicate the nature of the incident or safeguarding issue that you have been concerned about either in the past or currently?					
Physical Abuse	<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"/>				
Other(Please State):					

Are there any current or relevant historical safeguarding concerns?		
<i>Please can you provide details of the concerns that you have noted. Please also indicate if the concern was referred to any agencies (i.e. children's social work services, adult social care, police) and the outcome of the referral? Feel free to use additional sheets if required.</i>		
Safeguarding Issue	Date	What action was taken / Referred to agency?

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

Has the student been subject to a Child in Need Plan, a Child Protection Plan, Early Help Plan, Education Health Care Plan or Personal Education Plan <i>Please give further details about the support they are currently receiving.</i>

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

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

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

CONSENT TO SHARE INFORMATION PRIOR TO ENROLMENT

To be completed by student

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

Date	
Signature of student	

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

Name of contact	
Telephone number	

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

Please return this form to the relevant contact listed below:

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	Lindsay Brook
Job Title	Assistant Principal
Name of organisation / service	Notre Dame College– St Mark’s Ave, Leeds LS2 9BL
Email address	l.brook@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

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

Leeds College of Art	
Name	Katrina Welsh
Job Title	Head of Student Support
Name of organisation / service	Leeds College of Art
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

Bradford College	
Name of contact	David Harwood
Job Title	College Principal – Lead Nominated Safeguarding Person for College
Name of organisation / service	Bradford College
Email address	D.Haywood@bradfordcollege.ac.uk
Contact telephone number	07872052703

Shipley College	
Name of contact	Shoeb Desai
Job Title	Head of Student Services
Name of organisation / service	Shipley College, Salt Building, Victoria Road, Saltaire, BD18 3LQ
Email address	sdesai@shipley.ac.uk
Contact telephone number	01274 327290

Askham Bryan College	
Name of contact	Clare Williams
Job Title	Director of Student Services
Name of organisation / service	Askham Bryan College
Email address	Clare.williams@askham-bryan.ac.uk
Contact telephone number	07773312617

New College Bradford	
Name of contact	Jaz Qadri
Job Title	Designated Safeguarding Lead
Name of organisation / service	New College Bradford
Email address	Jaz.qadri@nclt.ac.uk
Contact telephone number	01977802743

Craven College	
Name of contact	Stephanie Tinsley
Job Title	Vice Principal – Curriculum and Quality
Name of organisation / service	Craven College
Email address	stinsley@craven-college.ac.uk
Contact telephone number	07725187220

	Calderdale College
Name of contact	Julie Gray
Job Title	Assistant Principal Quality and Learner Services (DSL)
Name of organisation / service	Calderdale College
Email address	juliag@calderdale.ac.uk
Contact telephone number	01422 357357 Ext. 9117

	Selby College
Name of contact	Dawn Hardy
Job Title	Director of Curriculum & Support
Name of organisation / service	Selby College
Email address	hardyd@selby.ac.uk
Contact telephone number	01757211072

	Scarborough Sixth Form College
Name of contact	Rowan Johnson
Job Title	Lead Safeguarding Officer
Name of organisation / service	Scarborough Sixth Form College
Email address	r.johnson@s6f.org.uk
Contact telephone number	01723380772

	Scarborough UTC
Name of contact	John Connell
Job Title	Vice Principal, Behaviour, Safeguarding Lead
Name of organisation / service	Scarborough UTC
Email address	John.connell@scarboroughutc.co.uk
Contact telephone number	01723821621

Appendix 11: LADO Notification Form



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

ALLEGATIONS OR CONCERN ABOUT A PERSON WORKING WITH CHILDREN

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

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

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

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

Professional's Details :

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

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

Child/ren's Details (if applicable):

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

Address:

Detail of Allegation

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

Child or young person's view

Has the young person's views been sought: Yes/No (to include: when, by whom and detail of interview) If not please specify reason and date when young person will be seen)

Parent or carer's view

Has the parent/carer been notified and their views sought: Yes/No (to include: when, by whom and detail of interview) If not please specify reason)

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

What is their view

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

Previous concerns of a safeguarding nature:

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

Does the professional work with children in any other capacity?

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

What is their view

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

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

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

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

What is their view

Name of employer:

Contact details:

LADO Discussion

Please provide relevant details

Form Completed by:

Contact details:

Information entered on MOSAIC: YES

NO



ALLEGATIONS MANAGEMENT

REFERRAL TO LOCAL AUTHORITY DESIGNATED OFFICER

(To be completed and sent to The Safeguarding & Reviewing Unit within one day of notification of the allegation)

**DATE OF
REFERRAL**

PERSON BEING REFERRED

Name		Date of Birth	
Ethnic Origin			
Home Address			
Workplace Address			
Position of person being referred:		Name of workplace contact person and position (i.e. manager)	
		Contact details	

REFERRED BY

Name		Position	
Organisation Name		Contact Number	
Organisation Address			

OFFICE USE ONLY (to be completed by CPU):

Agency Type: Armed Forces, Cafcass, Connections, Education, Faith Group, Foster Carers, Health, Immigration/Asylum Support Services, NSPCC, Ofsted, Other, Probation, Secure Estate, Voluntary Youth Organisation, YOT

DETAILS OF YOUR ORGANISATION'S DESIGNATED MANAGER FOR ALLEGATIONS MANAGEMENT

Name		Contact Number	
Has the Employee's Designated Manager been informed?			YES / NO (delete as appropriate)

<u>DETAILS OF CHILD OR CHILDREN INVOLVED</u>			
Name		DOB	
Has the child's parents/ carers been informed?		YES / NO (delete as appropriate)	

<u>DOES THE PERSON BEING REFERRED HAVE CHILDREN OF THEIR OWN?</u>			
If yes, please provide the details below			
Name		DOB	
IF THERE WERE OTHER CHILDREN INVOLVED IN THE INCIDENT OR THE PERSON BEING REFERRED HAS OTHER CHILDREN OF THEIR OWN/OTHER CHILDREN LIVING WITH THEM, PLEASE PROVIDE THEIR DETAILS ON ADDITIONAL SHEETS			

<u>DETAILS OF CONCERN BEING REFERRED</u>	
Date concern arose	
<u>DETAILS OF THE CONCERN: (please provide as much factual detail as possible and continue on additional sheets if necessary):</u>	

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OFFICE USE ONLY (to be completed by CPU)
Category: Physical / Physical (Own Child) Emotional / Emotional (Own Child)
 Neglect / Neglect (Own Child) Sexual / Sexual (Own Child)
 Restraint / Other / Not specified

<u>HAVE YOU NOTIFIED ANY OTHER AGENCIES?</u>			
If yes, please provide the details below			
Name		Position	
Organisation Name		Contract Number	
Name		Position	
Organisation Name		Contract Number	
Name		Position	
Organisation Name		Contract Number	
Name		Position	
Organisation Name		Contract Number	
Name		Position	
Organisation Name		Contract Number	

Once completed, please return to CPIinformation@bradford.gov.uk from a secure e-mail account.

If you have not got a secure e-mail account, please send to the same address or CPUDuty@bradford.gov.uk using a form of secure software such as Galaxkey.

NYCC Safeguarding Unit
LADO REFERRAL FORM

To be completed electronically and emailed to safeguardingunit@northyorks.gov.uk Egress users please forward to safeguardingunit@northyorks.gov.uk

Please note: a separate form must be completed for each incident.
If the incident concerns more than one child each child must be named on the same form. If the allegation is made against more than one person then each person should be named.

Information about the person against whom the allegation has been made

Family Name:		Given Name:		Date of Birth:	
			Sex:	Male Female	
Ethnicity:					

Home address of person:	
Are there any children resident at the person's home address If yes give name(s) and date(s) of birth:	
Does the person have any other contact (through work/volunteering) with vulnerable individuals (child/adult), please name and give location	

Name of person's employer/ Business Name and Address (include school name if applicable):	
Name of Senior Manager/ person dealing with allegation:	
Email address:	
Telephone Number	

Have any allegations or concerns been made against this person previously. If so, please give details:	
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Information about any child(ren) identified

Family Name:		Given Name:		Date of Birth:	
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Home Address:		Sex:	Male Female
Name of Parent/Carer:		Tel No:	<input type="checkbox"/>
Any special circs: e.g. CP, LAC, disability;			

Information about the allegation or concern

Date, time and location of incident:			
Have you discussed this allegation with a LADO?		If Yes – Which LADO?	

Description of allegation or concern (please give as much information as possible including details of any inquiries/harm and any witnesses to the incident and any action taken)

Details of person completing this form

Name:		Date:	
Job Title:		Direct telephone number:	

Appendix 12: Prevent Referral Form

REFERRAL PROCESS

Once you have completed this form, please email via secure email arrangements to: prevent@leeds.gov.uk and nectu.fimu@westyorkshire.pnn.police.uk

All public sector organisations (including schools) have appropriate email security in place. Please contact prevent@leeds.gov.uk if you wish to refer from outside this sector.

If you have any questions whilst filling in the form, please call: 0113 535 0810 (Leeds City Council Prevent Team) or 0113 395 4141 (Police Prevent Team).

INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS

Forename(s):	First Name(s)
Surname:	Last Name
Date of Birth (DD/MM/YYYY):	D.O.B.
Approx. Age (if DoB unknown):	Please Enter
Gender:	Please Describe
Known Address(es):	Identify which address is the Individual's current residence
Nationality / Citizenship:	Stated nationality / citizenship documentation (if any)
Immigration / Asylum Status:	Immigration status? Refugee status? Asylum claimant? Please describe.
Primary Language:	Does the Individual speak / understand English? What is the Individual's first language?
Contact Number(s):	Telephone Number(s)
Email Address(es):	Email Address(es)
Any Other Family Details:	Family makeup? Who lives with the Individual? Anything relevant.

DESCRIBE CONCERNS	In as much detail as possible, please describe the specific concern(s) relevant to Prevent.
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Please Describe

FOR EXAMPLE:

- How / why did the Individual come to your organisation's notice in this instance?
- Does it involve a specific event? What happened? Is it a combination of factors? Describe them.
- Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How?
- Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?
- Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information?
- Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly?
- Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider *any* extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures.
- Please describe any other concerns you may have that are not mentioned here.

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