



CHILD PROTECTION POLICY

**Adopted by the Trustees of
Leodis Academies Trust
on 18 April 2016**

Leodis Academies Trust fully recognises its responsibilities for safeguarding children.

This is Leodis Academies Trust's Child Protection Policy which must be implemented and adhered to in each Academy within the Trust.

The Trustees are responsible for the overall Child Protection Policy.

The Local Governing Board and Principal/Headteacher of each Academy are responsible for the implementation of the Child Protection Policy. This will be overseen by the Trustee nominated as the Safeguarding lead. In each Academy there will be a Designated Safeguarding Lead who will be responsible for the arrangements and procedures which will ensure the safeguarding of its students.

Distribution

East Ardsley Primary Academy
Hill Top Primary Academy
Westerton Primary Academy
Woodkirk Academy

Signed:

Print:

Chair of Trustees

Date: April 2016

Signed:

Print:

Principal – East Ardsley Primary Academy

Date: April 2016

Signed:

Print:

Principal – Hill Top Primary Academy

Date: April 2016

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Print:

Principal – Westerton Primary Academy

Date: April 2016

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Principal – Woodkirk Academy

Date: April 2016

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1. INTRODUCTION

- 1.1. Leodis Academies Trust recognises that safeguarding encompasses the duties of child protection and promoting the rights and welfare of children. Therefore:

- 1.1.1. It is everyone's responsibility to safeguard children.
- 1.1.2. Everyone who comes into contact with children and families has a role to play.
- 1.1.3. Everyone working with children will maintain an attitude of 'it could happen here' (Keeping Children Safe in Education, March 2015).

- 1.2. The Trust believes:

- 1.2.1. Academies and schools can contribute to the prevention of abuse.
- 1.2.2. All children have the right to be protected from harm.
- 1.2.3. Children need support which matches their individual needs, including those who may have experienced abuse.
- 1.2.4. Children need to be safe and feel safe in the Academy.

Specifically, these responsibilities apply to all staff, governors and volunteers working for the Trust, to contractors, supply staff and visitors during any interactions they may have with children.

- 1.3. The Trust will fulfil local and national responsibilities as laid out in the following documents:

- 1.3.1. Keeping Children Safe in Education – Statutory guidance for schools and colleges, July 2015;
- 1.3.2. Working Together to Safeguard Children, March 2015 (Statutory guidance);
- 1.3.3. Statutory guidance on children who run away or go missing from home or care – January 2014;
- 1.3.4. What to do if you're worried a child is being abused – March 2015;
- 1.3.5. Information sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers, March 2015;
- 1.3.6. Leeds Safeguarding Children Board Procedures;
- 1.3.7. Children Act 1989 (as amended 2004 Section 52);
- 1.3.8. Education Act 2002 s175/s157;
- 1.3.9. The Teachers Standards' 2012;
- 1.3.10. The Counter-Terrorism and Security Act 2015 (section 26 The Prevent Duty);
- 1.3.11. FGM Act 2003; and
- 1.3.12. Serious Crime Act 2015.

- 1.4. The Policy conforms to locally agreed inter-agency procedures. It is available to all interested parties on the Leodis Academies Trust website and on request from the main school office. It should be read in conjunction with other relevant policies and procedures.

2. OVERALL AIMS

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

- 2.1.1. clarifying standards of behaviour for staff and students;
- 2.1.2. introducing appropriate work in the curriculum;
- 2.1.3. developing staff awareness of the causes of abuse;
- 2.1.4. encouraging students and parental participation in practice; and
- 2.1.5. addressing concerns at the earliest possible stage.

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

- 2.2.1. including appropriate work within the curriculum;
- 2.2.2. implementing child protection policies and procedures; and
- 2.2.3. working in partnership with students, parents and agencies.

2.3. To contribute to supporting students in the following ways:

- 2.3.1. identifying individual needs where possible; and
- 2.3.2. designing support plans and interventions to meet individual needs.

3. ACADEMY PROCEDURES FOR PROTECTING CHILDREN

3.1. All staff will:

- 3.1.1. read and be familiar with Part One of Keeping Children Safe in Education (DfE 2015);
- 3.1.2. be familiar with the Leodis Academies Trust Child Protection Policy, including issues of confidentiality;
- 3.1.3. never promise to keep a secret or confidentiality, where a child discloses abuse;
- 3.1.4. be alert to signs and indicators of possible abuse (see Appendix 1 for current definitions of abuse and examples of harm.);
- 3.1.5. record concerns on a 'Cause for Concern' form (see Appendix2). Forms are available from the School Office and the Designated Safeguarding Lead. Completed forms should be handed to a Designated Member of Staff;
- 3.1.6. deal with a disclosure of abuse from a child in line with the recommendations in Appendix3. Details must then be passed to a Designated Member of Staff immediately, followed by a written account. Staff should not take it upon themselves to investigate concerns or make judgements;
- 3.1.7. be involved in ongoing monitoring and recording to support the implementation of individual education programmes and inter-agency child protection and child support plans; and
- 3.1.8. be expected to behave in accordance with the Guidance for Safer Working Practice for People who Work with all Children and Adults at Risk (Leeds City Council 2014).

3.2. All staff and visitors will be subject to Safer Recruitment processes and checks, whether new staff, supply staff, contractors or volunteers.

3.3. All visitors will be given a leaflet with details of who to contact regarding the safeguarding of students and/or be expected to read and be familiar with Part One of Keeping Children Safe in Education (DfE 2015).

4. RESPONSIBILITIES OF THE DESIGNATED SAFEGUARDING LEAD

4.1. The Academy has a named Designated Safeguarding Lead on the senior leadership team with lead responsibility and management oversight/accountability for child protection.

- 4.2. The Designated Safeguarding Lead is supported by appropriately trained Designated Staff.
- Along with the Principal/Headteacher, they are responsible for co-ordinating all child protection activity.
- 4.3. The Designated Safeguarding Lead leads regular case monitoring reviews of vulnerable children with designated staff responsible for child protection. Designated staff meet every week to discuss the current caseload and update files as required. These reviews are evidenced by minutes and recorded in case files.
- 4.4. The Designated Safeguarding Lead will ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues, have access to regular safeguarding supervision. (Refer: LCC Safeguarding Supervision: Policy and Guidance – Revised 2013).
- 4.5. Where the Academy has concerns about a child, the Designated Safeguarding Lead 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.
- 4.6. The Designated Safeguarding Lead Officer is responsible for referring all cases of suspected abuse to Children's Social Work Service Duty and Advice Team. Keeping Children Safe in Education (DfE2015) dictates that anyone in a school setting can make a referral, however wherever possible this should be done by appropriately trained designated safeguarding staff.
- 4.7. The Designated Safeguarding Lead will liaise with the Principal/Headteacher to inform her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- 4.8. Child Protection information will be dealt with in a confidential manner. A written record will be made of what information has been shared with who, and when. Staff will be informed of relevant details only when the Designated Safeguarding Lead Officer feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family.
- 4.9. Once a child protection Cause for Concern form has been passed to the designated safeguarding officer, they will start a separate child protection file for the child where the form is stored and any responses and outcomes will be recorded.
- 4.10. A separate child protection file will be created regardless of whether formal child protection procedures have been initiated. For some children, this single record will be the only concern held for them over their time in the Academy. For others, further information may well be accumulated, often from a variety of sources, over time.
- 4.11. Designated staff will keep detailed, accurate, secure written records of concerns and referrals, which clearly reflect the wishes and feelings of the child.
- 4.12. If concerns relate to more than one child from the same family at the establishment, a separate file for each child will be created and cross-referenced to the files of other family members. Common records, for example child protection conference notes, will be duplicated for each file.
- 4.13. Child Protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child; the Academy will not keep family files. Original files will be kept for at least the period during which the child is attending the Academy, and beyond that in line with current data legislation.

- 4.14. Access to these records by staff other than the Designated Staff will be restricted, and a written record will be kept of who has had access to them and when.
- 4.15. The Designated Safeguarding Lead will undertake appropriate refresher training every two years.
- 4.16. Designated staff will understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- 4.17. Designated staff will 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.
- 4.18. Designated staff will ensure each member of staff and volunteer has access to and understands the Leodis Academies Trust Child Protection Policy and procedures, including new and part-time staff.
- 4.19. Designated staff will be alert to the specific needs of children in need, those with special educational needs and young carers.
- 4.20. Designated staff will obtain access to resources and attend any relevant or refresher training courses.
- 4.21. Designated staff will encourage a culture of listening to children and taking account of their wishes and feelings, among all staff.
- 4.22. The Designated Safeguarding Lead will:
 - 4.22.1. ensure Academy policies are known and used appropriately;
 - 4.22.2. ensure the Academy's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Governing Board regarding this;
 - 4.22.3. ensure the Child Protection Policy is on the Academy'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 Academy in this; and
 - 4.22.4. link with the local authority and LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

5. CHILD PROTECTION RECORDS

- 5.1. Child protection files are held in a locked cabinet with only the Designated Staff or Principal having access. To help other staff to identify that there is a cause for concern with a child.
- 5.2. The files, whether paper or electronic, will contain the following:
 - 5.2.1. Chronology sheet at the front of the file;
 - 5.2.2. all completed child protection Cause for Concern forms;
 - 5.2.3. any child protection information received from the child's previous educational establishment;
 - 5.2.4. records of discussions, telephone calls and meetings with colleagues and other agencies or services;
 - 5.2.5. professional consultations;
 - 5.2.6. letters sent and received relating to child protection matters;

- 5.2.7. referral forms (sent to Children's Social Care, other external agencies or education-based services);
 - 5.2.8. Minutes or notes of meetings, for example child protection conferences, core group meetings etc copied to the file of each child in the family, as appropriate;
 - 5.2.9. formal plans for or linked to the child, for example child protection plans, early help (previously known as CAF's), risk assessments etc; and
 - 5.2.10. a copy of the support plan for the young person.
- 5.3. Each child protection file will contain a chronological summary of significant events and the actions and involvement of the school (see Appendix 4).
- 5.4. If a student leaves the Academy, the child protection file will be transferred securely and separately from the main student file to the receiving school/educational establishment (where this is known), within 15 school days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information – England) Regulations 2005. A copy of the chronology will be retained for audit purposes.
- 5.5. There is no need to keep copies of the child protection file, apart from the chronology summary, and in any of the following instances:
- 5.5.1. Where a child transfers out of area: the original file will be retained by the Academy and a copy sent.
 - 5.5.2. Where a vulnerable young person is moving to a Further Education establishment, consideration will be given to the student's wishes and feelings on their child protection information being passed on, in order that the FE establishment can provide appropriate support. In cases where it is deemed appropriate to transfer child protection records to a FE establishment: the original file will be retained by the Academy and a copy sent.
 - 5.5.3. Where the destination school is not known: the original file will be retained by the Academy.
 - 5.5.4. Where the child has not attended the nominated school: the original file will be retained by the Academy.
 - 5.5.5. There is any on-going legal action: the original file will be retained by the school and a copy sent.
- 5.6. Student records will be transferred in a secure manner, for example by hand. When hand-delivering records, a list of the name of those students whose records are being transferred and the name of the school they are being transferred to will be made and a signature obtained from the receiving organisation as proof of receipt.
- 5.7. If a student moves from the Academy, child protection records will be forwarded on to the name designated child protection person at the new school, with due regard to their confidential nature. Good practice dictates that this will always be done with a face to face handover.
- 5.8. If sending by post, student records will be sent 'Special Delivery', a note of the special delivery number will also be noted to enable the records to be tracked and traced via Royal Mail.
- 5.9. For audit purposes, a note of all student records transferred or received will be kept in either paper or electronic format. This will include the student'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.

- 5.10. If a student is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation in accordance with the 'The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records.
- 5.11. If a parent chooses to electively home educate (EHE) their child, the child protection record must be forwarded to the local authority children's services EHE team, following the above procedure for delivery of the records.
- 5.12. If the Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there will be a full face to face handover/exchange of information with the new post holder. In exceptional circumstances when a face to face handover is unfeasible, the Principal will ensure that the new post holder is fully conversant with all procedures and case files.
- 5.13. All Designated Staff receiving current (live) files or closed files will keep all contents enclosed and not remove any of the material.
- 5.14. All receipts confirming file transfer will be kept in accordance with the recommended retention periods. See section 5.14.
- 5.15. The school which the student attended until statutory leaving age (or the school where the student 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 Children's Social Work Social Services. If no referral has been made to Children's Social Work Service the child protection record should be retained until the 25th birthday. The decision of how and where to store these files will be made by the Academy via the Governing Board. Due to the sensitive nature of the information, the files will continue to be held in a secure area with limited access – ie Designated Staff or Principal.
- 5.16. A student or their nominated representative has the legal right to see their file at any point. This is their right of subject to Access under the Data Protection Act 1998. All information will be accurately recorded, objective in nature and expressed in a professional manner.
- 5.17. 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 all information will be accurately recorded, be objective in nature and expressed in a professional manner.
- 5.18. 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 to see their child's school 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:
 - 5.18.1. could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person; or
 - 5.18.2. could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or
 - 5.18.3. is likely to prejudice an on-going criminal investigation; or
 - 5.18.4. the information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.

It is best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice should be sought from the Leeds Children's Services Information Governance Team.

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

- 5.19. Where records have been identified for destruction, they will be disposed of securely and confidentially at the end of the academic year (or as soon as practical before that time). 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 school or the Local Education Authority. Information will be shredded prior to disposal, or confidentially via a private contractor. For audit purposes the Academy will maintain a list of records which have been destroyed and who authorised their destruction. This will be kept in either paper or electronic format.
- 5.20. When there is a concern that a child is at risk of significant harm, all information held by the Academy will 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 the Designated Safeguarding Lead is in doubt, he will consult the Education and Early Years Safeguarding Team on 0113 3951211 or Leeds Children's Services Information Governance Team.
- 5.21. On occasions when safeguarding concerns exist for a child in the context of a family situation and siblings attend other educational establishment or the children are known to other agencies, it may be appropriate for the Designated 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 the Leeds Children's Services Information Governance Team on 0113 3950780.
- 5.22. 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 will be involved in decision-making about information sharing, unless they do not have the capacity to give consent.
- 5.23. 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:
 - 5.23.1. Place a person (the child, family or another person) at risk of significant harm, if a child, or serious harm, if an adult; or
 - 5.23.2. Prejudice the prevention, detection or prosecution of a crime; or
 - 5.23.3. Lead to unjustified delay in making enquiries about allegations of significant harm to a child or serious harm to an adult.
- 5.24. Consent will not be sought if the Academy is required to share information through a statutory duty, for example section 47 of the Children Act 1989 as discussed above, or Court Order.

6. LOCAL GOVERNING BOARD

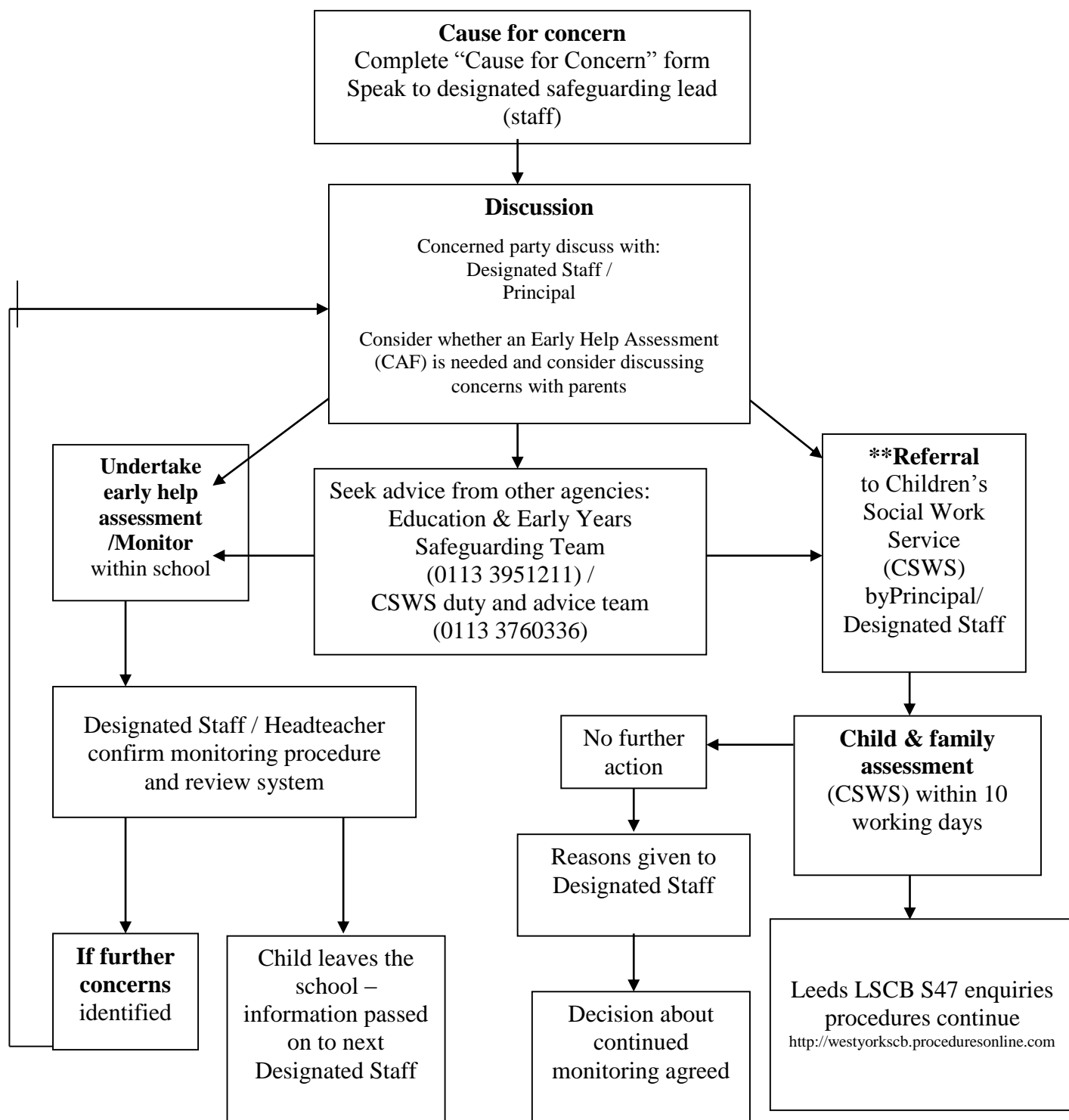
- 6.1. The Nominated Safeguarding Governors for Child Protection are

East Ardsley	Barbara Whittleston
Hill Top	Karen Hyams
Westerton	Nicola Kinder
Woodkirk	Judith Elliott and Bill Bartholomew

They are responsible for liaising with the Principal/Headteacher and Designated Safeguarding Lead Officer over all matters regarding child protection issues. The role is strategic rather than operational and she will not, therefore, be involved in concerns about individual students.

- 6.2. 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.
- 6.3. The Designated Safeguarding Lead and the Nominated Safeguarding Governor are responsible for providing an annual report to the Governing Board of child protection activity. The local authority annual review monitoring return for safeguarding should be sufficient as an annual report for governors.
- 6.4. The Designated Safeguarding Lead must ensure that the annual review child protection monitoring submission is completed and returned in a timely manner to the local authority/LSCB. The return must be signed by the Chair of Governors to confirm that it is an accurate reflection of the safeguarding arrangements of the school/college.
- 6.5. The Local Governing Board 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 Academy's safeguarding arrangements.
- 6.6. The Chair is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Principal/Headteacher.
- 6.7. In the event of allegations of abuse being made against the Principal, allegations will be reported directly to the Designated Officer (LADO) within one working day – see Section 9.5.5.
- 6.8. Under no circumstances will the Academy's governors be given details of individual cases. Governors will 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 children.

7. SUMMARY OF IN-SCHOOL PROCEDURES TO FOLLOW WHERE THERE ARE CONCERNS ABOUT A CHILD



** If unhappy about the outcome of the referral to Children’s Services Social Care, please refer to: Leeds LSCB Local Protocol: Procedure for Resolving Professional Disagreements.

<http://www.leedslscb.org.uk/LSCB/media/Images/Concern-Resolution.pdf>

8. WORKING WITH OTHER AGENCIES TO PROTECT CHILDREN

8.1. Involving parents

8.1.1. Parents should be aware that the Academy will take any reasonable action to safeguard the welfare of its students. In cases where the school has reason to be concerned that a child maybe suffering significant harm. ill treatment or neglect or other forms of harm staff have no alternative but to follow the LSCB procedures and contact Children's Social Work Service Duty and Advice team to discuss their concern.

8.1.2. In general, the Academy will discuss concerns with parents before approaching other agencies, and will seek their consent to make a referral to another agency. The Designated Staff, will approach parents after consultation with the Designated Safeguarding Lead. However, there may be occasions when the Academy will contact another agency before informing parents, if it is decided that contacting them may increase the risk of significant harm to the child or if unable to make contact with the family.

8.1.3. Vehicles for informing parents about our child protection policy are the Academy website, prospectus, e-newsletter and email.

8.2. Multi-agency work

8.2.1. The Academy works in partnership with other agencies in the best interests of its students and will, therefore, where necessary, liaise with the school nurse and doctor, and make referrals to Children's Social Work Service. Referrals will be made, by the Designated Staff, to the Children's Social Work Service advice and duty team (0113 3760336). Where a child already has a child protection social worker, the Academy will immediately contact the social worker involved, or in their absence the team manager of the child protection social worker.

8.2.2. The Academy will co-operate with Children's Social Work Service where they are conducting child protection enquiries, and 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.

8.2.3. The Academy will provide written reports as required for these meetings. If the Academy is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents at least 24 hours prior to the meeting.

8.2.4. Where a child at the Academy is subject to an inter-agency child protection plan or a Multi-agency Risk Assessment Conference (MARAC) meeting, the Academy will contribute to the preparation, implementation and review of the plan as appropriate.

9. THE ACADEMY'S ROLE IN THE PREVENTION OF ABUSE

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

9.1. The Curriculum

9.1.1. Relevant issues will be addressed through the curriculum, including Personal Development Studies. For example, self-esteem, emotional literacy, assertiveness,

power, sex and relationship education, e-safety, Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), preventing radicalisation and anti-bullying.

- 9.1.2. Relevant issues will also be addressed through other areas of the curriculum. For example English, History, Drama, SRE, Art.

9.2. Other areas of work

- 9.2.1. All Academy policies which address issues of power and potential harm, for example Anti-Bullying, Equal Opportunities, Care and Control, Behaviour and Discipline, are linked, to ensure a whole school approach.
- 9.2.2. This policy cannot be separated from the general ethos of the Academy, which is to ensure that children are treated with respect and dignity, feel safe, and are listened to.

9.3. Supporting children

The Academy will offer appropriate support to individual students who have experienced abuse or who have abused others, ie:

- 9.3.1. Produce, implement and regularly review individual support plans 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 student's child protection record.
- 9.3.2. Where children and young people have exhibited sexually inappropriate/harmful behaviour and/or exhibited sexually inappropriate/harmful behaviour towards others, an AIM checklist will be completed and contact made with Children's Social Work Service if appropriate. Good practice dictates that there should be a co-ordinated multi-agency approach, in the way of an AIM risk assessment, to respond to their needs, which will include parents, youth justice (where appropriate), Children's Social Work Service and health (see Appendix 7)
- 9.3.3. A child going missing from education is a potential indicator of abuse or neglect. Academy staff members must follow the Leeds Children's Services LA procedure 'Identifying, engaging and locating children missing education – Handbook of procedures'. Contact cme@leeds.gov.uk. Telephone 0113 2475276.
- 9.3.4. Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. Academy staff members must follow the Academy's procedures for dealing with children who are absent or go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in the future.
- 9.3.5. Where child sexual exploitation, or the risk of it, is suspected, frontline practitioners must complete a cause for concern form and pass onto the designated member of staff for child protection. The Designated Safeguarding Lead will ensure a CSE Checklist is completed – (<http://www.leedslscb.org.uk/LSCB/media/Images/CSE-Checklist-ToolforPartner-Agencies.docx>) and refer to local authority children's social care and the police, if appropriate, regardless of whether the child is engaging with services or not (see Appendix 8).

- 9.3.6. Ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- 9.3.7. Respond to children and young people that abuse others in a way that meets their needs, as well as protecting others within the Academy community through a multi-agency risk assessment.
- 9.3.8. Ensure the school works in partnership with parents and other agencies as appropriate.

9.4. Children with additional needs

- 9.4.1. The Academy recognises that while all children have a right to be safe, some children *may* be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.
- 9.4.2. When the Academy is considering excluding, either fixed term or permanently, a vulnerable student and/or a student who is either subject to a S47 Child Protection plan or there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment must be completed prior to convening a meeting of the Governing Board.

9.5. Children in specific circumstances

The Academy follows the Leeds LSCB, online multi-agency procedures and will, where necessary, have due regard to the government guidance on the issues listed below via the GOV.UK website: for children in specific circumstances as outlined below.

- 9.5.1. Child sexual exploitation (CSE).
- 9.5.2. Bullying, including cyberbullying.
- 9.5.3. Domestic violence.
- 9.5.4. Drugs.
- 9.5.5. Fabricated or induced illness.
- 9.5.6. Faith Abuse.
- 9.5.7. Female genital mutilation (FGM).
- 9.5.8. Forced marriage.
- 9.5.9. Gangs and youth violence.
- 9.5.10. Gender-based violence/violence against women and girls (VAWG).
- 9.5.11. Mental health.
- 9.5.12. Private fostering.
- 9.5.13. Preventing radicalisation.
- 9.5.14. Sexting.
- 9.5.15. Teenage relationship abuse.
- 9.5.16. Trafficking.

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) will place a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be

rare for teachers to see visual evidence, and they should not be examining students, 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.

The mandatory reporting duty will commence in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the Academy’s Designated Safeguarding Lead and involve children’s social care as appropriate (Keeping Children Safe in Education, July 2015)

10. RADICALISATION

- 10.1. 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.
- 10.2. 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. From more than 4,000 referrals to the Channel process (a multi-agency safeguarding programme to identify and support people at risk of radicalisation) more than half of the concerns raised are about children.
- 10.3. 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.
- 10.4. 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 the Islamic State.
- 10.5. Potential indicators identified include:
 - 10.5.1. Use of inappropriate language.
 - 10.5.2. Possession of violent extremist literature.
 - 10.5.3. Changes in behaviour, language, clothing or appearance.
 - 10.5.4. The expression of extremist views.
 - 10.5.5. Advocating violent actions and means.
 - 10.5.6. Association with known extremists.
 - 10.5.7. Seeking to recruit others to an extremist ideology.
- 10.6. **PREVENT** is part of the UK’s counter terrorism strategy. It focuses 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.

10.7. Responding to concerns

- 10.7.1. 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 Designated Safeguarding Lead who will contact the

Education & Early Years Child Protection Team or the Local Authority PREVENT Lead – Nadeem Siddique, 078 9127 5424, for further advice (see Appendix 9).

- 10.7.2. PREVENT does not require staff to do anything in addition to their normal duties, what is important is that if staff are concerned that someone is being exploited in this way they have the confidence to raise these concerns. The Education & Early Years Child Protection Team and the PREVENT Lead can advise and identify local referral pathways.
- 10.7.3. 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.
- 10.7.4. Woodkirk Academy's E-Safety policy contains information as to how all stakeholders are protected against inappropriate online and offline material in school via our ESAFE system.

11. A SAFER SCHOOL CULTURE

- 11.1. Governors have agreed and ratified the Academy's Whistleblowing Policy which should be read in conjunction with this policy. The Whistleblowing Policy provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when they have concerns about any adult's behaviour.

11.2. Safer recruitment and selection

- 11.2.1. The Academy pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of Keeping Children Safe in Education (2015).
- 11.2.2. The Academy will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK – see Appendix 5.
- 11.2.3. All recruitment materials will include reference to the school's commitment to safeguarding and promoting the welfare of students.
- 11.2.4. The Academy will ensure that all recruitment panels include at least one person that has undertaken safer recruitment training as recommended by the Local Authority/Leeds LSCB.
- 11.2.5. The Academy will ensure that where relevant, individuals are not disqualified under the Childcare (Disqualification) Regulations 2009.
- 11.2.6. The Academy 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 Academy's HR Manager.

11.3. Staff training and support

- 11.3.1. All staff members should be aware of systems within the Academy which support safeguarding and these will be explained to them as part of our staff induction. This includes: the Academy's child protection policy; safer working practice document and the Designated Safeguarding Lead and their deputy.

- 11.3.2. The Academy recognises the stressful and traumatic nature of child protection work. Support is available for any member of staff from any of the Designated Staff. The Children's Services Education and Early Years Safeguarding team are also available for advice and support – telephone 0113 3951211.
- 11.3.3. Designated Staff will attend the 3-day Children's Services Education child protection training course, attending refresher training at least every two years. They will aim to attend the Leeds LSCB multi-agency 1-day course *Level 2 Working Together*.
- 11.3.4. The Academy will ensure all staff, including temporary and volunteers, receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the school. All staff will access refresher training at least every three years. Access to training may be via the Children's Services Education and Early Years Safeguarding Team or the Designated Safeguarding Lead in each school.
- 11.3.5. The Principal will attend appropriate safeguarding training at least every three years.
- 11.3.6. Governors, including the Nominated Governor, will attend specific training on their role, updated at least every three years.
- 11.3.7. Training completed will be recorded by the Academy; a record of the Academy's training history is held by the Personnel Administrator.
- 11.3.8. Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of Safeguarding. The Academy recognises that the only purpose of confidentiality in this respect is to benefit the child.

11.4. Procedures in the event of an allegation against a member of staff or person known in the school

- 11.4.1. These procedures will be used in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:
 - a) behaved in a way that has harmed a child or may have harmed a child;
 - b) possibly committed a criminal offence against or related to a child; or
 - c) behaved in a way that indicates they are unsuitable to work with children.
- 11.4.2. Inappropriate behaviour could take the following forms:
 - 11.4.2.1. Physical includes, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
 - 11.4.2.2. Emotional includes, for example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, disability or sexuality.
 - 11.4.2.3. Sexual includes, for example, sexualised behaviour towards students, sexual harassment, sexual assault and rape.
 - 11.4.2.4. 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.
- 11.4.3. A safeguarding complaint that meets the above criteria must be reported to the Principal immediately. If the complaint involves the Headteacher then the next most

senior member of staff and the Chair of Governors must be informed. The Principal should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Principal should not carry out the investigation itself or interview students. As part of this initial consideration, the Principal should consult with their schools HR Advisor/provider/contact who will then contact the Designated Officer (Local Authority) within one working day.

- 11.4.4. A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Principal /a senior member of school staff / Chair of Governors (where appropriate) must attend this meeting, which will be arranged by the Designated Officer (Local Authority). All issues must be recorded and the outcome reached must be noted to ensure closure.
- 11.4.5. Local Authority Contacts: Ted O’Sullivan or Carolyn Hargreaves – telephone 0113 2478457. Advice can also be sought from either of the two named senior allegations managers for education – Raminder Aujla, Team Manager, Education and Early Years Safeguarding Team – telephone 0113 3951211, or Sophie Thompson, Team Manager HR Schools Team – telephone 0113 2474155.

DEFINITIONS AND INDICATORS OF ABUSE

Reference: Working Together to Safeguard Children (DfE 2015)

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment), failing to protect a child from physical or emotional harm or danger, failure to ensure adequate supervision (including the use of inadequate care-takers), or the failure to 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 (this is not designed to be used as a checklist):

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

Physical abuse

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

Examples which may indicate physical abuse (this 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 penetrative (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may 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 (this 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 over-protection and limitation of exploration and learning, or preventing the child 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 (this 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
- Compulsive stealing
- Masturbation, Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

Please note: some situations where children stop communication suddenly (known as ‘traumatic mutism’) may indicate maltreatment.

Child Sexual Exploitation

Reference: What to do if you are worried a child is being abused (DfE 2015)

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power, sexual gratification or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn’t always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

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

Disabled children

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

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

(EXAMPLE FORM)

- Confidential

- Cause for Concern Form

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

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

- Name of staff member completing form.....

- Day..... Date..... Time..... Place.....
- (of observed behavior / discussion / disclosure)

Nature of incident / concern including relevant background (Record child's word verbatim)

- **For Designated Teacher use**(please tick relevant items)

Action Taken	By whom	Outcome
Discuss with child		
Monitoring sheet		
Check behaviour database		
Contact parents		
Check SEN Register		
Refer to Social Care		
Other (Please specify)		

DEALING WITH A DISCLOSURE OF ABUSE

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

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

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

Immediately afterwards:

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to Children’s Social Work Service without delay, by the Headteacher / Designated Safeguarding Lead/Staff using the correct procedures as stated in the guidelines.

Confidential**Chronology of key events**

Guidance Notes: What was our involvement with this child and family?
Construct a comprehensive chronology of involvement by the agency and/or professional(s) in contact with the child and family over the period of time set out in the review's terms of reference. Briefly summarise decisions reached, the services offered and/or provided to the child(ren) and family, and other action taken.

Name of child **Class/Tutor group**

Date	Incident	Action Taken	Child's wishes & feelings	Member of staff dealing Name & signature
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Confidential

Recruitment and Selection Checklist

PRE-INTERVIEW:	Initials	Date
PLANNING Timetable decided: job specification and description and other documents to be provided to application reviewed and updated as necessary. Application form seeks all relevant information and includes relevant statements about references etc.		
VACANCY ADVERTISED (where appropriate) Advertisement includes reference to safeguarding policy, i.e. statement of commitment to safeguarding and promoting welfare of children, and need for successful applicant to be DBS checked, including barred list check.		
APPLICATIONS on receipt Scrutinised by a member of staff with safer recruitment training – any discrepancies/ anomalies/ gaps in employment noted to explore if candidate considered for shortlisting.		
SHORTLIST PREPARED		
REFERENCES – seeking Sought directly from referee on short listed candidates: ask recommended specific questions: include statement about liability for accuracy.		
REFERENCES – on receipt Checked against information on application; scrutinised; any discrepancy/ issues of concern noted to take up with applicant (at interview if possible).		
INVITATION TO INTERVIEW Includes all relevant information and instructions.		
INTERVIEW ARRANGEMENTS At least 2 interviewers (including member of staff with Safer Recruitment): panel members have authority to appoint: have met and agreed issues and questions/ assessment criteria/ standards.		
INTERVIEW Explores applicants' suitability for work with children as well as for the post. Includes safeguarding question: <i>What would you do if a child made a disclosure to you and if they asked you not to tell anyone?</i>		
NB Identity, qualifications and the right to work in the UK 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 check. Teachers – check no prohibition from teaching check and professional qualifications		
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.		

PRE-INTERVIEW:	Initials	Date
REFERENCES (if not obtained and scrutinised previously).		
IDENTITY (if that could not be verified straight after the interview).		
QUALIFICATIONS (if not verified on the day of interview).		
Permissions to work in UK if required.		
DBS – Where appropriate satisfactory DBS disclosure received.		
BARRED LIST CHECK before employment commences – person is not prohibited from taking up post.		
HEALTH – the candidate is medically fit.		
TEACHING AGENCY CHECK – person is registered.		
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 Institute (HEI), or the FE Teaching Certificate conferred by an awarding Body.		
STATUTORY INDUCTION (for teachers who obtained QTS after 7 May 1999).		

PREVENTING EXTREMISM AND RADICALISATION

INTRODUCTION

The Counter Terrorism and Security Act 2015 now places a statutory duty on the Academy to have due regard to the need to prevent people from being drawn into terrorism.

ACADEMY ETHOS AND PRACTICE

When operating this Policy, the Academy uses the following accepted Governmental definition of extremism which is:

‘Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas’.

There is no place for extremist views of any kind in our Academy, whether from internal sources –students, staff or governors – or external sources – school community, external agencies or individuals. Our students see the Academy as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this Policy. We also recognise that if we fail to challenge extremist views we are failing to protect our students.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, the Academy will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Furthermore we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Student Behaviour and Discipline Policy for students and the Code of Conduct for staff. As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Students accessing extremist material online, including through social networking sites.
- Close monitoring of students’ offline and online activity using our ESAFE software.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Partner schools, local authority services, and police reports of issues affecting students in other schools or settings.
- Students voicing opinions drawn from extremist ideologies and narratives.

- Use of extremist or ‘hate’ terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others.
- Anti-Western or Anti-British views.

All concerns should be reported immediately to the Academy’s Child Protection Lead (Mr D Currie) or the Principal.

Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. At Woodkirk Academy, this will be achieved by good teaching, primarily via PDS – a new teaching resource has been designed in partnership with PREVENT to educate our students of the key issues; but also by adopting the methods outlined in the Government’s guidance ‘Teaching approaches that help build resilience to extremism among young people’ DfE 2011.

We will ensure that all of our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.

USE OF EXTERNAL AGENCIES AND SPEAKERS

The Academy encourages the use of external agencies or speakers to enrich the experiences of our students, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students. This includes checking the DBS of all external providers. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school’s values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to students. Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to students are consistent with the ethos of the Academy and do not marginalise any communities, groups or individuals.
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies.
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of students.
- Activities are carefully evaluated by to ensure they are effective.

We recognise, however, that the our ethos is to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

Therefore by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

HSB – Initial Response

Sexual incident occurs within the school setting



Designated staff to complete cause of concern and record;

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



Complete the AIM Checklist; AIM Education Guidelines;

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



Checklist outcome and response

**Healthy/ Low
Problematic**

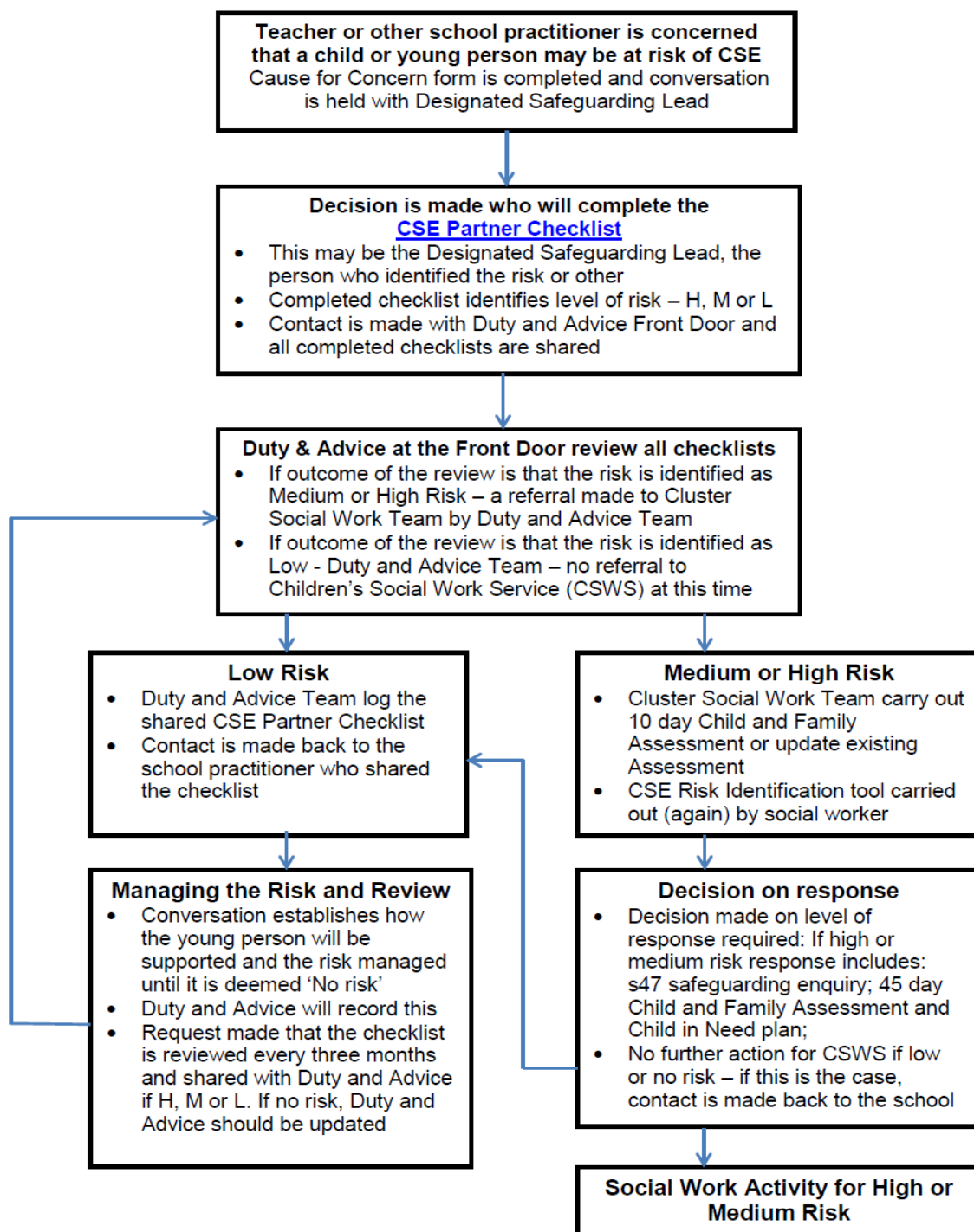
- If checklist results are: healthy, low problematic use your school behaviour policy, expectations and resources from the AIM curriculum tools section of your AIM guidance.
- Continue to monitor behaviours and support young person.

**Medium
Problematic/
Harmful**

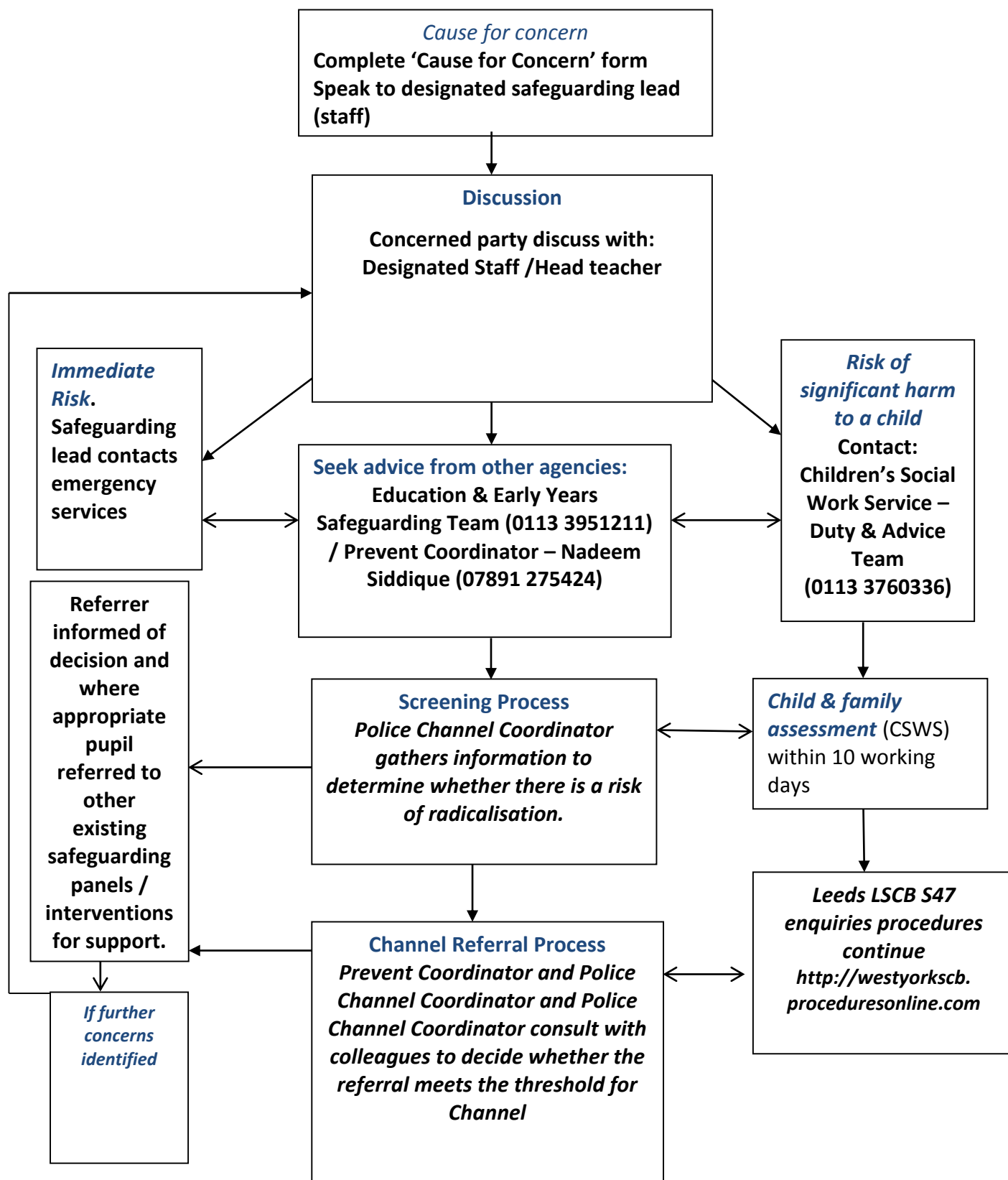
- If checklist results are: medium Problematic to Harmful, seek support from the Education and Early Start Safeguarding Team, Parents will need to be informed and A referral to social care **MUST** be made.
- Medium Problematic to Harmful - A RAMP assessment may need to be undertaken with either the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

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.



**SUMMARY OF IN-SCHOOL PROCEDURES TO FOLLOW WHERE THERE ARE
POTENTIAL RADICALISATION CONCERNS ABOUT A CHILD/MEMBER OF STAFF**



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