



THE ARK SMALLHOLDING LTD SAFEGUARDING & CHILD PROTECTION POLICY

ACADEMIC YEAR 2026-2027

The Ark Smallholding Ltd (hereafter referred to as “the provision” or “The Ark”) is an independent alternative provision offering small-group, therapeutic and practical learning experiences for children and young people, including outdoor learning, animal care and forest-school style activities.

Safeguarding governance is undertaken by the organisation's two directors, who collectively act as the governing board.

Safeguarding leadership structure:

- Helen McGloughlin – Director, Designated Safeguarding Lead (DSL), School Liaison and lead for the daily educational groups of children.
- Kane Wilson – Managing Director, Deputy Designated Safeguarding Lead (DDSL) and Lead Coordinator.

The daily delivery team also includes one employed support worker and one volunteer support worker who assist Helen. They do not hold designated safeguarding roles and must report concerns immediately to the DSL or, if they are unavailable, to DDSL.

Pupils are placed by referring or commissioning schools and, where applicable, local authorities.

Safeguarding responsibilities are coordinated between The Ark and the referring organisation, with The Ark responsible for day-to-day safeguarding while children attend the provision.

This policy is based substantially on the Leeds Children's Services Safeguarding and Child Protection Model Policy and acknowledges the intellectual property of Leeds City Council.

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This Safeguarding & Child Protection Policy is available on the provision website and is reviewed and ratified annually by the directors acting as the governing board, or sooner if events, local procedures or legislation require. Any deficiencies or weaknesses identified will be remedied without delay.

Part 1 of this policy is for all staff, volunteers and directors.

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead/s
2026-27	Helen McGloughlin	Kane Wilson
Policy Review date	Date Ratified by governing board	Date Shared with staff
September 2027 or earlier if required	22/9/26	22/9/26

**THE ARK SMALLHOLDING LTD
CHILD PROTECTION AND SAFEGUARDING ADVICE
CONTACT LIST – SEPTEMBER 2026**

Role / Agency	Name and role	Contact Details
Provision Designated Safeguarding Lead (DSL)	Helen McGloughlin – Director / DSL / School Liaison / Daily Educational Group Lead	07754315387 info@thearksmallholding.co.uk
Deputy DSL	Kane Wilson – Managing Director / Deputy DSL / Lead Coordinator	07754315387 info@thearksmallholding.co.uk
Other trained designated staff		
Director with responsibility for Child Protection and Safeguarding	Helen McGloughlin	07754315387 info@thearksmallholding.co.uk
Designated Teacher for Looked After and previously Looked After Children	Referring / host school	
SENDCo	Referring / host school	
PSHE Coordinator	Referring / host school	
Mental Health Lead	Referring / host school	
Online Safety Coordinator	Referring / host school	
CSWS Duty and Advice	Urgent child protection concerns / initial referral	Professionals – 0113 3760336 Members of public – 0113 222 4403
CSWS Emergency Duty Team (out of hours)	Urgent child protection concerns	0113 535 0600 childrensEDT@leeds.gov.uk
Education Safeguarding Team (Professionals only)	Advice / Training / Safeguarding Audit	0113 3789685 estconsultation@leeds.gov.uk
Local Authority Designated Officer	Allegations against adults working with children	0113 3789687 lado@leeds.gov.uk
NSPCC Whistleblowing Helpline	Allegations / safeguarding failures	0800 028 0285
Cluster / Targeted Services Lead	Family Support / Attendance / Early Help / Pupil Counsellor	Via referring school / local arrangements
PREVENT Team	Prevent training / advice	0113 535 0810 prevent@leeds.gov.uk
Family Hub	Family hub support	0113 5350185 Family.hubs@leeds.gov.uk
Data Protection Officer	Kane Wilson	07754315387 info@thearksmallholding.co.uk

THE PROVISION IS COMMITTED TO SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN AND YOUNG PEOPLE AND EXPECTS ALL STAFF, VOLUNTEERS, CONTRACTORS AND VISITORS TO SHARE THIS COMMITMENT.

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

Child Protection refers to the multi-agency arrangements to identify and protect children who are or may be at risk of or suffering significant harm.

Safeguarding refers to the protection, safety and promotion of the welfare of all pupils including when in off-site provision or activities and using ICT. This includes the building of resilience and awareness of risk through the formal and informal curriculum.

Child is any pupil under the age of 18.

Glossary:

DSL Designated Safeguarding Lead

DDSL Deputy Designated Safeguarding Lead

SENDCo Special Education Needs and Disabilities Coordinator

DT Designated Teacher for Looked After and previously Looked After Children

PSHE Personal, social, health and economic education

RSHE Relationships, Sex and Health Education

CSWS Children's Social Work Services

KCSIE Keeping Children Safe in Education (DfE, September 2026)

Visitors to The Ark

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

PART ONE:

1. AIMS

1.1 The provision aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding, identifying children in need of early help, at risk of harm or those that have been harmed
- Staff are properly trained in recognising and reporting safeguarding issues
- A culture of vigilance is created and maintained to ensure that we will also act in the best interests of children to protect them online and offline
- Systems for reporting abuse are well promoted, easily understood and easily accessible for children
- Safeguarding concerns will be identified, recorded and acted upon at the earliest opportunity, with action that is appropriate, proportionate and timely.
- The Ark will maintain a whole-provision safeguarding culture in which children are listened to, feel safe, know how to report concerns and understand that safeguarding is everyone's responsibility.
- Staff will maintain professional curiosity, use respectful challenge and share information effectively to support early identification of need, including emerging online/offline risks, digital platforms and artificial intelligence.

1.2 The Governing Body and staff of The Ark Smallholding Ltd (hereinafter referred to as "the provision"), take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our provision to identify, assess, respond to and support those children who are suffering harm and to keep them safe and secure whilst in our care.

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

These responsibilities also apply, as appropriate, to third-party providers, commissioned services and alternative-provision partners working with or on behalf of The Ark.

2. LEGISLATION AND GUIDANCE

2.1 This policy is based on the Department for Education's statutory guidance, Keeping Children Safe in Education (KCSIE) 2026 and Working Together to Safeguard Children (2026). We comply with the guidance and the procedures set out by the Leeds Safeguarding Children partnership (LSCP).

2.2 This policy is also based on the following legislation and guidance:

- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children.
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children.
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children.
- Statutory Guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.
- Guidance for safer working practice for those working with children and young people in education settings (GSWP) (Safer Recruitment Consortium Feb 2022) Guidance for safer working practice for those working with children and young people in education settings February 2022
- Sharing nudes and semi-nudes: how to respond to an incident (overview) (updated March 2024) - GOV.UK (www.gov.uk)
- Children Missing Education – Statutory guidance for local authorities (DfE August 2024) which informs how educational settings and partner organisations identify and respond to children missing from education.
- When to call the police – Guidance for schools and colleges (NPCC – 2020)
- Education and Training (Welfare of Children) Act 2021
- Alternative Provision Guidance February 2025
- Working Together To Improve School Attendance 2024 which supports safeguarding practice by identifying persistent absence as a potential safeguarding indicator.
- The provision works in accordance with the procedures of the Leeds Safeguarding Children Partnership (LSCP) and follows locally agreed multi-agency safeguarding arrangements. This policy should be read in conjunction with Keeping Children Safe in Education (DfE 2026) and relevant safeguarding policies within the provision.
- The Childcare (Disqualification) Regulations 2018 and Childcare Act 2006, which set out who is disqualified from working with children.

This policy should also be read in conjunction with the provision's Online Safety Policy, The Acceptable Use policies for staff, students and visitors which set out the acceptable use of ICT, including the use of mobile devices on site and the use of artificial intelligence by staff and children.

This policy must be read alongside the most recent versions of statutory guidance and Leeds Safeguarding Children Partnership procedures, including subsequent updates. Where local procedures complement national statutory requirements, The Ark will follow the current LSCP procedure.

The Ark's Online Safety and Acceptable Use arrangements cover mobile devices and the use of artificial intelligence by staff and children, and will be reviewed as technology and online risks develop.

3. DEFINITIONS

3.1 Safeguarding and promoting the welfare of children means:

- providing help and support to meet the needs of children as soon as problems emerge.
- protecting children from maltreatment, whether that is within or outside the home, including online.

- preventing the impairment of children's mental and physical health or development.
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- taking action to enable all children to have the best outcomes.

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

3.3 Appendix 1 explains the different types and indicators of abuse.

3.4 Children includes everyone under the age of 18.

4. EQUALITY STATEMENT

4.1 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.

Some children may benefit from support before statutory intervention, including universal services, community Early Help and targeted Family Help.

4.2 We give special consideration to children who:

- are disabled or have certain health conditions and have specific additional needs.
- have special educational needs (whether or not they have a statutory Education, Health and Care plan)
- have a mental health need.
- are a young carer.
- are showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- are frequently missing/goes missing from education, home or care.
- have experienced multiple suspensions, are at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- are at risk of modern slavery, trafficking, sexual and/or criminal exploitation.
- are at risk of being radicalised or exploited.
- have a parent or carer in custody or is affected by parental offending.
- are in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- are misusing alcohol and other drugs themselves.
- are at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage.
- are a privately fostered child.
- is pregnant and/or is a parent themselves;
- has exhibited early signs of abusive, violent and/or harmful behaviours;
- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable or is otherwise at risk of exclusion or disengagement from education;

The Ark recognises that vulnerability is not always visible and that any child may be at risk of abuse or neglect. Staff will consider the wider context in which children live, learn and socialise, including risks outside the family home and online.

5. ROLES AND RESPONSIBILITIES

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

5.2 ALL STAFF

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

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

5.2.3 All staff will be aware of:

- Our systems which support safeguarding, including reading and understanding their professional responsibilities as outlined in Guidance for Safer Working Practice (2022) and/or provision code of conduct, understanding the role of the designated safeguarding lead (DSL/DDSL), reading and understanding the provision's behaviour policy and their safeguarding responses to children who go missing from education during the school day or otherwise and reading and understanding the provision's online safety policy.
- The early help process and their role in it, including being alert to emerging problems that may warrant Early Help intervention, particularly those identified in Part 1 of KCSiE. All staff should be reporting emerging problems that may warrant early help intervention to the DSL, Helen Mcgloughlin, who reports to the host school.
- That children's behaviours can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviours that may communicate that poor wellbeing can be an indicator of factors such as abuse, neglect or exploitation. Staff should understand the children's experiences such of abuse, neglect, trauma and adverse childhood experiences can impact on children's mental health, behaviour & education.
- The process for making referrals to local authority children's social work service (CSWS) and for statutory assessments that may follow a referral, including the role they might be expected to play. Fig 1: Summary of in-Provision procedures to follow where there are concerns about a child (Page 18) illustrates the procedure to follow if you have concerns about a child's welfare. Wherever possible, speak to the DSL, DDSL or head teacher of the host school (in the absence of a DSL) first to agree a course of action. In the absence of a DSL or head teacher being available, staff must not delay in directly contacting children's social work Duty and Advice team or the police if they believe a child is at immediate risk of significant harm.
- Our work in partnership with other agencies in the best interests of the children. Requests for service to CSWS will (wherever possible) be made by the designated safeguarding staff, to the CSWS Duty and Advice team (0113 3760336). Where a child already has a child protection social worker, the school will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker.
- What to do if they identify a safeguarding issue or a child tells them they are being abused, neglected or exploited, including specific issues such as Female Genital Mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- Procedures for recording any cause for concerns and passing information on to DSLs in accordance with the provision's recording systems.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE) FGM, radicalization, child-on-child abuse including sexual violence and sexual harassment and serious and violent crime. All staff to be aware safeguarding incidents/behaviours can occur outside school or college or be associated with outside factors. CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.
- Children absent from education or missing/absconding during the school day can also be a sign of a range of safeguarding concerns including sexual abuse, sexual exploitation, or child criminal exploitation.
- Children may not feel ready or know how to tell someone that they are being abused, exploited, neglected, and/or they may not recognise their experiences as harmful.
- Staff will be alert to changes in behaviour, attendance, wellbeing or presentation as possible early indicators that a child may require additional help or safeguarding support.
- Staff will understand The Ark's child-on-child abuse procedures and the need to consider harmful content, online abuse, exploitation, coercion and inappropriate contact when assessing online risk.

Appendix 1 details different kinds of abuse.

Appendix 2 provides guidance to staff on how to respond to children who report abuse.

5.3 THE DESIGNATED SAFEGUARDING LEAD (DSL) AND DEPUTY DESIGNATED STAFF.

5.3.1 Our DSL is Helen McGloughlin – Director, DSL / School Liaison and lead for the daily educational groups. The DSL takes lead responsibility for child protection and wider safeguarding (including online safety and understanding the filtering and monitoring systems which are in place). Refer to DfE Guidance Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)

5.3.2 The optimal scenario is to have a trained DSL or DDSL available on site. Where this is not possible a trained DSL or DDSL will be available to be contacted via phone or online video – for example when working from home.

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

5.3.4 When the DSL is absent, the deputy – Kane Wilson, Managing Director / DDSL / Lead Coordinator – will act as cover.

5.3.5 If the DSL and deputy are not available, host schools DSL will act as cover (for example, during out-of-hours/out-of-term activities).

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

- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of children by providing as much information as possible as part of the referral process to help social care assessments consider contexts outside the home and enable a contextual approach to harm.
- Refer suspected cases, as appropriate, to the relevant body (children's social care Duty and Advice team, Channel programme, Disclosure and Barring Service, Teaching Regulation Agency and/or police), and support staff who make such referrals directly. Provide support for staff to comply with their mandatory reporting duties in cases where FGM has been identified.
- Helen McGloughlin 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. (Ref: LCC Framework for Supervision (2020/21)).
- The DSL will also keep the host schools Head teacher/ Principal informed of any issues and liaise with local authority officers and relevant professionals for child protection concerns as appropriate.
- The DSL is responsible for responding to domestic abuse notifications from the local authority and providing support to children and their families as appropriate.
- The provision will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- Provide reports as required for meetings. Reports will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- Where a child in provision is subject to an inter-agency child protection plan or any multi-agency risk management plan, the DSL will contribute to the preparation, implementation, and review of the plan as appropriate.
- The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2026). 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. It is essential therefore that the DSL works in close collaboration with the host schools DT and SENDCO as children who are in need of help and protection must also have their learning needs prioritised in planning to ensure education is a protective factor and not only by way of regular attendance at the provision.
- Undertake a Prevent risk assessment which is shared with all staff
- Maintain oversight of safeguarding records so that information is secure, decision-making is evidenced and information is shared appropriately.
- Understand the effectiveness of filtering and monitoring arrangements and ensure safeguarding concerns arising from online activity are identified, recorded and responded to.
- Work closely with the referring school's Designated Teacher, SENDCo and attendance lead where applicable so safeguarding concerns and barriers to education are addressed together.

The full responsibilities of the DSL are set out in Annex B of KCSIE – Role of the designated safeguarding lead. All designated safeguarding leads and deputy safeguarding leads must read and comply with this.

5.4 THE GOVERNING BODY

5.4.1 The governing body will approve this policy at each review and hold the DSL to account for its implementation and any actions/recommendations made by the Local Authority in respect to strengthening the provision's safeguarding arrangements.

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

5.4.3 The directors, acting as the governing board, are responsible for monitoring the effectiveness of this and other related safeguarding policies (including online safety, whistleblowing and behaviour). Safeguarding leadership within

the provision is provided by the Designated Safeguarding Lead (DSL). Oversight of safeguarding arrangements is reviewed by the directors to ensure policies and procedures remain effective and compliant with statutory guidance including Keeping Children Safe in Education (DfE 2026). The directors will undertake appropriate safeguarding training to support their governance responsibilities.

5.4.4 In the event that safeguarding concerns, or an allegation of abuse is made against the DSL, the directors will act as the 'case manager'. Refer also to Section 21.

5.4.5 The governing body will ensure that the provision has robust IT filtering and monitoring systems in place and should be informed in part, by the risk assessment required by the Prevent Duty in order to limit children's exposure to online risks. The governing body should consider the number and age range of children, those who are potentially at greater risk of harm and how often they access the IT system. Appropriate action must be taken where concerns are identified.

5.4.6 The governing body will ensure that safeguarding arrangements within the provision are effective and compliant with Keeping Children Safe in Education (2026). Where pupils attend the provision through referral from a host school or commissioning organisation, the provision will provide appropriate safeguarding information and assurances regarding its safeguarding policies, procedures and staff training. The provision will work collaboratively with referring schools and safeguarding partners to ensure that safeguarding responsibilities are clearly understood and that information is shared appropriately.

5.4.7 Pupils attending the provision may have complex needs and may be vulnerable to additional safeguarding risks. The provision ensures that appropriate safeguarding risk assessments and support plans are in place where pupils participate in activities off-site or in alternative learning environments. Staff supervising off-site activities will follow the provision's safeguarding procedures and ensure that appropriate safeguarding arrangements are in place.

5.4.8 Where pupils attend the provision through referral from a host school or commissioning organisation, the referring school retains overall statutory responsibility for the pupil's education and safeguarding oversight. The provision is responsible for implementing day-to-day safeguarding procedures while pupils attend the provision and will work collaboratively with referring schools and relevant agencies to ensure safeguarding concerns are shared appropriately. The provision operates in line with the guidance set out in Arranging Alternative Provision (DfE, February 2025).

5.4.9 The governing body will cooperate with the Leeds Safeguarding Children Partnership (LSCP), the Local Authority Education Safeguarding Team and referring schools where information relating to safeguarding arrangements is requested.

5.4.10 The governing body will understand how to comply with data protection law, develop their data policies and processes, know what staff and pupil data to keep and follow good practices for preventing personal data breaches. Data protection in schools - Guidance - GOV.UK (www.gov.uk) (2024)

5.4.11 The governing body will understand their role within local safeguarding arrangements as set out in part 2 of Keeping Children Safe in Education. They will make themselves aware of and follow their local arrangements including the LSCP best practice CPD guidance for Leeds education providers. The full responsibilities of the governing body are set out in Part Two of KCSIE - The management of safeguarding. The governing body will ensure that the provision is fully compliant with their statutory safeguarding responsibilities.

The directors will ensure that responsibilities for filtering and monitoring are clearly identified and reviewed regularly, and will use safeguarding training and current local information to provide strategic challenge and assurance.

5.5 Leadership Responsibility for Safeguarding

5.5.1 The directors are responsible for the effective implementation of this policy including:

- Ensuring that staff, (including temporary and supply staff), and volunteers are informed of this policy as part of their induction.
- Communicating this policy to parents when their child joins the provision and via the provision's website.
- Ensuring that the roles and responsibilities of the DSL/DDSL as referenced in Annex B of KCSIE (2026), are reflected in their job description.
- Ensuring that the DSL has appropriate authority, time, training, and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that the directors and safeguarding leads undertake appropriate safeguarding and child protection training, including training provided or recommended by the Local Authority or Leeds Safeguarding Children Partnership (LSCP), and that all staff receive safeguarding training as part of induction and at regular intervals thereafter.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff (including supply staff) or volunteer, where appropriate.

- Ensuring that all recommendations made by the Local Authority in relation to strengthening the provision's safeguarding arrangements are actioned in a timely fashion.
- Ensuring the relevant staffing ratios are met where applicable.
- Ensuring safeguarding systems allow concerns relating to online safety, attendance, exploitation and child-on-child abuse to be recorded, reviewed and monitored.

Helen McGloughlin leads the daily educational groups and is supported by one employed support worker and one volunteer support worker. These support workers do not hold designated safeguarding roles; they must report safeguarding concerns immediately to Helen or, if she is unavailable, to Kane and must not investigate concerns themselves.

FIG 1: SUMMARY OF IN-PROVISION PROCEDURES TO FOLLOW WHERE THERE ARE CONCERNS ABOUT A CHILD

See Appendix 12 for additional decision guidance. If at any stage a child is at immediate risk of significant harm, contact CSWS Duty and Advice and/or the police without delay.

Stage	Action
1. Cause for concern	Observe, receive information or identify a change in behaviour, attendance, wellbeing, presentation or circumstances.
2. Record	Follow The Ark's process for recording the safeguarding/child protection concern. Record facts, the child's own words, wishes/feelings and immediate action.
3. Discuss promptly	Tell Helen McGloughlin (DSL) or Kane Wilson (DDSL). If both are unavailable and action cannot wait, contact the referring school DSL and/or relevant statutory agency.
4. Consider parents/carers	Discuss concerns with parents/carers where appropriate and only if safe to do so and this will not increase risk or compromise enquiries.
5. Decide response	Consider monitoring/support in the provision; liaison with referring school; Family Help/Early Help; Education Safeguarding Team; or referral to CSWS/police.
6. Record rationale and review	Record the decision, reasons for sharing/not sharing information, action taken and review arrangements. Escalate if risk increases or the response is inadequate.
7. Transition / leaving	Ensure safeguarding information, risk assessments and support arrangements are shared securely with the referring/receiving setting in accordance with Sections 23 and 27.

If The Ark is dissatisfied with the response to a safeguarding referral, the LSCP concerns resolution / escalation procedure will be followed.

6. CONFIDENTIALITY AND INFORMATION SHARING

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

6.1.2 The provision recognises that the only purpose of confidentiality in this respect is to benefit the child. Staff/volunteers and visitors to the provision should never promise a child that they will not tell anyone about an allegation/report of abuse and must pass any cause for concerns immediately to a designated safeguarding lead.

6.1.3 Confidentiality is addressed throughout this policy with respect to record-keeping (see section 23), dealing with reports of abuse (see Appendix 2), allegations of abuse against staff (see section 21), information sharing and working with parents (see section 6.2).

6.1.4 Timely information sharing is essential for effective safeguarding. This provision will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance Information sharing advice for practitioners providing safeguarding services for children, young people, parents and carers DfE 2024. This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being.

6.1.5 Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

6.1.6 All staff must have due regard for the relevant data protection principles which allow them to share (in the context of their role) and withhold personal information, as provided for in the Data Protection Act 2018 and GDPR.

6.1.7 In order to promote positive educational outcomes for vulnerable children, including children with social workers, information that can help to support positive outcomes being achieved will be shared with colleagues in the provision that are not DSLs or DDSLs as appropriate.

6.1.8 If staff are in any doubt about sharing information, they must speak to the Designated Safeguarding Lead (DSL) or Deputy DSL.

Safeguarding information will be shared appropriately and proportionately where necessary to protect children and promote their welfare. Where appropriate, the rationale for sharing or not sharing information will be recorded. Data protection legislation is not a barrier to lawful safeguarding information sharing, and information will be limited to those who need it. Advice may be sought from the Data Protection Officer, but this must not delay action where a child may be at risk.

6.2 Working with parents and other agencies to protect children

6.2.1 Parents/carers will be made aware of the provision's procedures in respect to taking any reasonable action to safeguard the welfare of its pupils. In cases where the provision has reason to be concerned that a child may be suffering significant harm, ill treatment, neglect or other forms of harm, staff will follow the procedures for responding to suspected cases of child abuse or neglect outlined

in this policy document and contact CSWS Duty and Advice team to discuss their concerns.

6.2.2 In keeping with KCSIE, we will endeavour wherever possible to obtain at least two emergency contacts for every child in the provision in case of emergencies, and in case there are welfare concerns at the home.

6.2.3 In general, we will discuss concerns with parents/carers before approaching other agencies and will seek to inform parents/carers and receive their consent when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the child.

6.2.4 Parents/carers are informed about our Safeguarding & Child Protection policy through our website, newsletters etc. A safeguarding & child protection statement is prominent in the provision's reception area.

6.2.5 Elective home education

Where The Ark becomes aware that a parent/carer intends to remove a child from school to educate at home, the DSL will promptly inform the referring school. The Ark will support consideration of whether the change creates additional safeguarding risk, particularly for a child with SEND, vulnerability or a social worker, and will share relevant safeguarding information with appropriate agencies where required.

6.3 Multi-agency work

6.3.1 The provision will cooperate with Children's Social Work Services (CSWS) in accordance with the Children Act 1989 and will share relevant safeguarding information and records where required to support Section 17 (Child in Need) assessments or Section 47 (Child Protection) enquiries.

6.3.2 In the best interests of our pupils, we will work with all relevant professionals and agencies as required to safeguard children and promote their welfare.

7. OPPORTUNITIES TO TEACH SAFEGUARDING – PREVENTATIVE LEARNING

7.1 Our role in the prevention of abuse We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

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

7.1.2 The provision provides opportunities for pupils to learn about safeguarding, healthy relationships, online safety and personal wellbeing as part of its educational programme. Safeguarding education may include topics such as self-esteem, emotional literacy, healthy relationships, online safety, bullying, child exploitation (CSE/CCE),

sharing nudes and semi-nudes, female genital mutilation (FGM), radicalisation, consent and recognising abusive or unhealthy relationships. Safeguarding learning is delivered in ways that are appropriate to pupils' age, needs and individual circumstances.

7.1.3 Safeguarding themes may also be explored through wider learning activities, discussions, practical experiences and pastoral support sessions within the provision.

Safeguarding learning will also address emerging online risks, including harmful content, online exploitation, artificial intelligence, misinformation and the effect of technology on relationships and wellbeing. The Ark promotes a culture of respect and inclusion and takes a zero-tolerance approach to sexism, misogyny, misandry, racism, prejudice-based behaviour, derogatory language, harassment, violence and abuse. Children will be supported to recognise, challenge and report harmful attitudes and behaviours.

The Ark will have regard to current Department for Education guidance on mobile phones and will set clear expectations for the safe and appropriate use of mobile devices through its Online Safety and Acceptable Use arrangements.

7.2 Other areas of work

7.2.1 All our policies that address issues of power and potential harm, e.g., Anti-Bullying, Equalities, Positive Handling, Behaviour, On-line Safety and PSHE/RSHE will be linked to ensure a whole-provision approach to safeguarding.

7.2.2 Our Safeguarding and Child Protection policy cannot be separated from the general ethos of the provision which is to ensure that children are treated with respect and dignity, feel safe, and are listened to.

Children will be supported to understand how to raise concerns and will be encouraged to seek support from trusted adults within and outside the provision.

7.2.3 The provision's online safety policy is reflective of the requirements set out in KCSIE (2026) in regard to content, contact, conduct and commerce. The provision's online safety policy is aligned to the provision's behaviour policy and reflects our approach to issues of online safety (including the sharing of nudes and semi-nudes) that empowers us to protect and educate the whole provision community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

Online safety education and staff awareness will evolve with current and emerging technologies and risks, including artificial intelligence and changes in the ways children communicate and access information.

8. OUR ROLE IN SUPPORTING CHILDREN

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

8.1 Where a child has experienced abuse or may have harmed others, the Designated Safeguarding Lead (DSL) will ensure that appropriate support is considered and offered. Where appropriate, an individual support plan may be developed, implemented and reviewed regularly where additional support or intervention is required. The support plan will outline the support required, the staff or professionals involved and the child's wishes and feelings where appropriate. Relevant safeguarding information relating to the support plan will be recorded and retained in accordance with the provision's safeguarding record-keeping procedures and shared with referring schools or relevant professionals where appropriate. (see Appendix 5).

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

Support plans will be reviewed regularly and, where appropriate, developed with parents/carers, referring schools and relevant agencies. The Ark recognises that children who display harmful sexual behaviour may themselves have experienced vulnerability, harm or abuse; responses will focus on safeguarding, risk management and education rather than solely punitive measures.

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

When responding to a weapon incident, The Ark will consider the wider safeguarding context, including possible exploitation, peer influence, vulnerability and links to serious violence, and will work with the referring school and relevant agencies.

9. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS, DISABILITIES, OR HEALTH ISSUES

9.1 We recognise that while all children have a right to be safe, some children may be more vulnerable to abuse e.g., those with a disability, special educational needs, mental health issues or those living with domestic violence or drug/alcohol abusing parents, parents' mental health issues, learning disabilities, children who are in care or previously

looked after, children having adverse childhood experiences etc. Additional barriers can exist when recognising abuse, neglect and exploitation in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

9.2 Where concerns arise about a pupil's behaviour or their ability to continue safely accessing the provision, the provision will work with the referring school and relevant professionals to consider appropriate support and risk management arrangements. Where pupils are subject to a Child Protection Plan, Child in Need Plan or have other safeguarding vulnerabilities, decisions regarding changes to provision or placement will be discussed with the referring school and relevant safeguarding professionals to ensure that safeguarding risks are appropriately considered. The referring school retains responsibility for decisions relating to suspension or permanent exclusion in line with statutory guidance.

Additional barriers for some children with SEND or health needs may include dependence on adults for care, a need for intimate care, isolation from peers, communication barriers and not understanding that what is happening to them is abuse. Staff will avoid attributing changes in behaviour, attendance, mood or presentation automatically to a child's condition without further exploration.

9.3 All staff have a role in supporting children's mental health and emotional wellbeing, including promoting positive mental health and recognising where pupils may be struggling. The provision promotes positive wellbeing and resilience through its educational activities, supportive relationships with staff and opportunities for discussion about emotional wellbeing and healthy coping strategies. Staff remain alert to signs that mental health concerns may be linked to safeguarding issues such as abuse, neglect or exploitation and will report concerns in accordance with the provision's safeguarding procedures. Support, guidance and resources relating to children and young people's mental health are available through local services, including the Leeds Health and Wellbeing Service.

9.4 Concerns regarding a student's mental health/emotional wellbeing should be reported to a member of the provision's safeguarding team in keeping with the provision's safeguarding reporting arrangements so that students can be offered appropriate support, this may include local or national online services where appropriate. In addition, the provision can make referrals to a wide range of external services to secure additional appropriate support for students.

9.5 Self-harm, eating disorders, suicidal thoughts, disclosures about ending life, or concerns that a child may be planning to take their own life require immediate consideration. Where staff believe a child may be at imminent risk of serious harm, emergency services will be contacted without delay and appropriate medical assistance sought.

9.6 The formal Mental Health Lead role will normally sit with the referring/host school. The Ark DSL will work with that lead and other relevant professionals to support early identification, wellbeing and appropriate referral.

10. CHILDREN AT RISK OF SPECIFIC FORMS OF ABUSE

10.1 The provision follows the locally agreed multi-agency safeguarding procedures set out by the Leeds Safeguarding Children Partnership (LSCP) (www.leedsscp.org.uk) where children are identified as being at risk of, or experiencing, specific forms of abuse, as outlined in Part One and Annex A of Keeping Children Safe in Education (DfE 2026).

10.2 Privacy, facilities and individual requests

The Ark will ensure arrangements for toilets, washing, changing and personal care safeguard the privacy, dignity, safety and welfare of all children. Individual arrangements may be required because of vulnerability, SEND, medical needs or other safeguarding considerations and will be assessed case by case, involving relevant professionals where appropriate and balancing the needs, rights, dignity, welfare and safety of all children involved.

Requests relating to a child's name, pronouns or uniform will be considered individually, taking account of the child's wishes, age, understanding, wellbeing and safeguarding needs. Those with parental responsibility will normally be involved unless doing so would create a risk of significant harm. Official records will be maintained in accordance with applicable legal and statutory requirements.

11. REMOTE LEARNING AND REMOTE WELFARE

11.1 The Ark does not ordinarily deliver remote education. If remote learning or remote contact is used temporarily or exceptionally, arrangements will reflect current Department for Education safeguarding guidance and Guidance for Safer Working Practice, including appropriate staff conduct, online safety, supervision and reporting arrangements.

11.2 Where a vulnerable child is learning or receiving support remotely, the DSL will agree a proportionate communication and welfare plan with the referring school and relevant professionals. Contact may include telephone/video contact or other agreed methods; plans and contacts will be recorded.

11.3 The Ark recognises that access to education can be protective. Where children are unable to attend in person, staff will consider the effect on wellbeing and safeguarding and will communicate concerns to the referring school promptly.

12. FEMALE GENITAL MUTILATION: THE MANDATORY REPORTING DUTY

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

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

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

12.4 The duty above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff must not examine pupils.

12.5 Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18, must speak to the DSL and follow our local safeguarding procedures.

12.6 Any member of staff who suspects a pupil is at risk of FGM or has concerns that a child may be affected by FGM must inform the Designated Safeguarding Lead (DSL) and follow the procedures set out by the Leeds Safeguarding Children Partnership (LSCP).

13. RADICALISATION AND TERRORISM

13.1 Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

13.2 If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) consider the 'NOTICE, CHECK SHARE' process for making a referral where required (see Appendix 8). A Prevent referral can be made using the national referral form Prevent referral form. If you require further support or information, contact the Education Safeguarding Team or the Leeds Prevent Team on 0113 5350810.

13.3 The provision recognises its responsibility to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This includes ensuring staff have a general understanding of the risks affecting children and young people in the local area and the ability to identify individuals who may be vulnerable to radicalisation and know how to respond appropriately. Further guidance can be found in Managing the Risk of Radicalisation in Your Education Setting (DfE) and through the procedures of the Leeds Safeguarding Children Partnership.

The Ark recognises that vulnerability to radicalisation may arise through online environments, peer groups, personal circumstances and wider community factors. Staff will maintain an understanding of local risk and know how to identify and support individual children who may be vulnerable.

13.4 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 provision will ensure that all front-line staff will undertake Prevent awareness training. DSLs and those with a responsibility for Prevent will ensure they attend Prevent training every two years, in particular focussing on local threat and risk and ideology training as outlined in the Prevent Duty Guidance.

14. CHANNEL

14.1 Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to

being drawn into terrorism and consider the appropriate support required. A representative from the provision may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

15. CHILD ON CHILD ABUSE

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

Child-on-child abuse may occur between children of any age or sex, face-to-face or online, and may include serious physical assault or threats involving a weapon. Children may not always recognise that what they are experiencing is abuse. Responses will consider the safeguarding needs of all children involved, including children who may have caused harm, those affected by the behaviour and wider peer/contextual risks.

The provision takes steps to minimise the risk of child-on-child abuse by ensuring pupils are supported to understand appropriate behaviour, healthy relationships and personal safety through the provision's educational and pastoral activities. Pupils will be supported to recognise behaviour that is inappropriate and understand how to stay safe, challenge harmful behaviour and report concerns.

The provision will regularly review activities and the learning environment to minimise the risk of child-on-child abuse occurring.

We recognise that abuse between children can often go unreported or may be disclosed later. Pupils will be encouraged and supported to report concerns about child-on-child abuse to a trusted adult within the provision or to external support services such as the NSPCC helpline.

Most incidents involving pupils harming other pupils will be addressed in accordance with the provision's behaviour policy. However, this safeguarding policy will apply where concerns raise potential safeguarding issues.

All concerns relating to child-on-child abuse will be taken seriously and will be reported, recorded, investigated and managed in line with the safeguarding procedures outlined in this policy.

The Designated Safeguarding Lead (DSL) is responsible for ensuring appropriate support is provided to children involved in incidents of child-on-child abuse. Where incidents involve pupils attending another educational setting, the provision will liaise with the relevant Designated Safeguarding Lead at that setting to ensure appropriate information is shared.

15.2 The provision recognises that sexual violence and sexual harassment can occur anywhere, including within educational settings. Where concerns relating to sexual violence or sexual harassment are witnessed, disclosed or reported to the provision (including incidents that have occurred outside the provision or online), these concerns will always be taken seriously.

The provision recognises that sexual violence and sexual harassment exist on a continuum and may overlap and form part of a wider pattern of behavior and that reports should be considered in the context of the child's circumstances and wider safeguarding information. They can occur online and face-to-face (both physically and verbally) and are never acceptable.

In responding to such concerns, the Designated Safeguarding Lead (DSL) will follow the principles set out in Part Five of Keeping Children Safe in Education (DfE 2026). Where appropriate, the DSL will, where appropriate complete an AIM (Assessment, Intervention, Moving On) checklist and seek advice from the Children's Social Work Services Duty and Advice Team, in line with Leeds Safeguarding Children Partnership procedures.

15.3 Children who may have/have sexually harmed others will be considered separately from the needs of those who have/may have been subject to sexual harm. Children who have/may have sexually harmed others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment management plan (RAMP). Where appropriate there must be a coordinated multi-agency approach to risk assessment which will include involvement of parent/carers, social care, health, police and youth justice (where appropriate). Further advice and support regarding AIM (Assessment, Intervention, Moving On) checklists and the development of a RAMP can be obtained from the Local Authority Education Safeguarding Team.

15.4 We will ensure that all children who may have/had been sexually harmed will be taken seriously and that they will be supported and kept safe. Where appropriate support plans will be put in place for children subjected to sexual harm.

15.5 In cases where allegations of sexual violence and/or harassment are found to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child or person who has made the allegation is in need of support or may have been abused by someone else. In cases where the report is found to be deliberately invented or malicious the provision will consider whether it is appropriate to take any disciplinary action in keeping with the provision's behaviour management policy.

The provision recognises that harmful sexual behaviour may be linked to safeguarding concerns and will ensure that responses are proportionate, supportive and in line with safeguarding procedures.

16. CHILD EXPLOITATION

16.1 Where child exploitation (including criminal exploitation, sexual exploitation, trafficking or modern slavery), or the risk of exploitation, is suspected, staff must report their concerns to the Designated Safeguarding Lead (DSL) in accordance with the provision's safeguarding reporting procedures.

Staff should recognise that exploitation may occur face-to-face or online, may involve individuals or groups outside the family and can include financial exploitation, such as coercing or manipulating a child to hold, move or transfer money or facilitate financial crime. The child's wishes and feelings will be considered when planning support and interventions where appropriate.

16.2 The DSL will complete the Child Exploitation Risk Identification Tool where appropriate and refer to the guidance within the tool to determine the appropriate course of action. A copy of the completed tool will be retained within the child's safeguarding records.

Where appropriate, the DSL may refer a pupil to the Multi-Agency Child Exploitation (MACE) meeting. Referrals will be considered where the criteria for referral are met and multi-agency discussion is required. Information shared may include the child's name, date of birth, identified risks, actions taken to reduce risk and any current support plans in place.

16.3 If the child or young person already has an allocated social worker, the DSL will contact the social worker (or their team manager) to discuss concerns relating to child exploitation.

Where a child is looked after or previously looked after, the DSL will also liaise with the referring school and the relevant Designated Teacher for Looked After Children where appropriate.

16.4 The provision will follow the Leeds Safeguarding Children Partnership (LSCP) child exploitation practice guidance. This guidance supports practitioners in identifying children at risk of exploitation and ensuring they receive the appropriate support at the right time.

16.5 The provision will work in partnership with parents/carers and relevant agencies where appropriate. This may include supporting safeguarding processes such as return home interviews where requested by relevant agencies or the referring school.

The provision recognises that child exploitation can involve an imbalance of power and coercion, and that children may not recognise that they are being exploited.

17. SHARING NUDES AND SEMI NUDES

Staff responsibilities when responding to an incident

17.1 If any adult working in the provision becomes aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images or videos (sometimes referred to as "sexting" or "youth-produced sexual imagery"), they must report it to the Designated Safeguarding Lead (DSL) immediately.

The DSL will refer to the Department for Education guidance "Sharing nudes and semi-nudes: how to respond to an incident" (2024) when determining the appropriate response.

Staff must not:

- view, copy, print, share, store or save the imagery themselves, or ask a pupil to share or download it
- delete the imagery or ask the pupil to delete it
- ask the pupil(s) involved to disclose detailed information about the imagery (this is the DSL's responsibility)
- share information about the incident with other members of staff, pupils, or parents/carers unless directed to do so by the DSL

- say or do anything that could shame or blame the pupils involved.

If imagery has been viewed accidentally, the member of staff must report this immediately to the DSL.

DSL Responsibilities

17.2 Following a report of an incident, the DSL will hold an initial review meeting with appropriate staff. This may include the staff member who reported the incident and other staff involved in safeguarding oversight.

Risk assessment will consider age, SEND, vulnerability, power imbalance, coercion, exploitation, mental health and whether the incident forms part of a wider pattern of behaviour. Staff should recognise that image-sharing incidents may involve bullying, sexual harassment or abuse as well as coercion or exploitation.

The purpose of this meeting is to consider the available information and determine:

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

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

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

17.3 If the above thresholds are not met, the DSL may decide to manage the incident internally in accordance with safeguarding procedures and the principles set out in Part Five of Keeping Children Safe in Education.

The decision and the rationale for it will be recorded in the provision's safeguarding records.

18. CHILDREN WHO ARE ABSENT FROM EDUCATION

18.1 A child who is absent from education may be at increased risk of harm, abuse or neglect.

Where concerns arise that a pupil attending the provision may be missing from education, the provision will inform the referring school and the Designated Safeguarding Lead as soon as possible so that appropriate action can be taken.

The referring school retains responsibility for statutory notifications relating to children missing from education in accordance with Children Missing Education and Leeds local authority procedures.

18.2 Children who are absent, abscond or go missing during the provision's activities are vulnerable and may be at risk of abuse, neglect, child sexual exploitation (CSE), child criminal exploitation (CCE) or involvement in county lines activity.

Persistent, repeated or unexplained absence may indicate abuse, neglect, exploitation, serious violence, radicalisation or mental-health concerns and can make children less visible to professionals. Attendance concerns will therefore be considered through a safeguarding lens, taking account of SEND, health, communication needs, social-worker involvement, caring responsibilities and other vulnerabilities.

Staff must follow the provision's safeguarding procedures for responding to pupils who are absent or missing, particularly where this occurs repeatedly, so that risks can be identified and appropriate safeguarding actions taken.

18.3 The provision will work in partnership with referring schools, parents/carers and relevant agencies where absence raises safeguarding concerns. This includes sharing relevant information with the referring school so that attendance concerns can be managed in line with Working Together to Improve School Attendance.

19. A SAFER PROVISION CULTURE

The Ark will maintain an attitude of “it could happen here” and an open and transparent culture in which concerns about adults working in or on behalf of the provision can be raised, recorded and addressed. Staff will understand the difference between concerns that meet the harm threshold and low-level concerns, and know how to report both.

Linked arrangements include Low-Level Concerns, Managing Allegations Against Staff, Online Safety and Acceptable Use, Attendance/Children Missing Education, Whistleblowing, Behaviour and Staff Code of Conduct/Safer Working Practice procedures.

The directors, acting as the governing board, will ensure that appropriate safeguarding policies and procedures are in place and shared with staff as part of induction so that appropriate action can be taken in a timely manner to safeguard and promote the welfare of children.

- Whistleblowing / confidential reporting procedures (guidance to staff and volunteers on how concerns about the behaviour of adults can be raised and how feedback will be provided where appropriate)
- Procedures for responding to children who are missing from education or absent from the provision
- Guidance on Safer Working Practice and/or a Staff Code of Conduct
- Safeguarding and Child Protection Policy (including Online Safety)
- The provision's Behaviour Policy
- Clear identification of the Designated Safeguarding Lead (DSL) and any Deputy DSLs, including their roles and responsibilities

20. SAFER RECRUITMENT, SELECTION AND PRE-EMPLOYMENT VETTING

20.1 The provision is committed to following safer recruitment, selection and pre-employment vetting procedures in accordance with Part Three of Keeping Children Safe in Education (DfE 2026).

20.2 The provision will maintain a Single Central Record (SCR) which demonstrates the relevant pre-employment checks required for staff and volunteers, including where appropriate:

The Single Central Record will cover all categories applicable to The Ark, including staff, directors, supply staff, trainees, volunteers and contractors, and will record completion dates for required checks. It will be monitored regularly for compliance with KCSIE Part Three.

- an enhanced DBS check
- a barred list check
- verification of identity
- qualifications where required
- prohibition from teaching checks where applicable
- right to work in the UK checks.

20.3 All recruitment materials will include reference to the provision's commitment to safeguarding and promoting the welfare of children and young people.

20.4 The provision will ensure that at least one member of any recruitment panel has undertaken safer recruitment training, in line with the recommendations set out in KCSIE and local safeguarding guidance.

20.5 For individuals who have lived or worked outside the UK, the provision will complete any additional checks necessary to confirm that the individual is suitable to work with children. This may include obtaining checks from relevant overseas authorities or professional regulatory bodies where available.

20.6 Where information disclosed on a DBS certificate raises concerns, the provision will undertake a written risk assessment before confirming employment. Written risk assessments will also be completed where safeguarding circumstances require them, including where a check is delayed or where the law permits a person to start subject to specified checks or alternative safeguarding arrangements. Where a volunteer's activity meets the legal definition of regulated activity, the enhanced DBS/barred-list requirements applicable to that role will be followed.

Written risk assessments will be undertaken for volunteers where required, taking account of the nature and frequency of the role (who teach, train, instruct, care for or supervise children for more than 3 days in any 30-day period / overnight between 2am and 6am), the level of supervision, whether the activity is regulated activity and the safeguarding checks required. Risk assessments will be proportionate, recorded and reviewed as appropriate. Advice may be sought from the provision's HR adviser/provider or Education Safeguarding Team where required

20.7 The provision will inform shortlisted candidates that online searches may be undertaken as part of due diligence checks during the recruitment process.

20.8 Copies of documents used to verify a successful candidate's identity, right to work in the UK and qualifications will be retained on the individual's personnel file in accordance with data protection requirements.

21. MANAGING ALLEGATIONS AGAINST STAFF

The case manager for managing allegations is the Managing Director. Where the allegation concerns the case manager, the concern should be reported directly to the Local Authority Designated Officer (LADO).

21.1 These procedures must be followed in any case in which it is alleged that a member of staff, contractor, visiting professional or volunteer working within the provision has met the harm test, this includes where an adult has:

These procedures also apply, where relevant, to supply staff and trainee teachers working in the provision.

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

21.2 All adults working in the provision have a duty to disclose to the Designated Safeguarding Lead or Managing Director where their relationships or associations may pose a safeguarding risk to children. This includes inside and outside the workplace, including online.

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

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

21.3.1 Allegations that meet the harm threshold must be reported immediately to the case manager (Managing Director). If the allegation concerns the Managing Director, the concern should be reported directly to the Local Authority Designated Officer (LADO).

They will follow the processes outlined in this section.

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

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

A low-level concern may be no more than a sense of unease or a "nagging doubt" that an adult working in or on behalf of The Ark may have acted in a way inconsistent with the Staff Code of Conduct, even where the harm threshold is not met.

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

21.5 The provision may receive an allegation relating to an incident involving individuals or organisations using the provision's premises to run activities for children. (e.g., Community groups, sports associations or service providers that run extra-curricular activities). As with any safeguarding allegation, the provision should follow their safeguarding policies and procedures, including informing the LADO.

21.6 The case manager should ensure that the child is not at risk and where appropriate ensure that the child is referred to the local authority Duty and Advice team as referenced in Part 1 of KCSIE.

21.7 The case manager should gather as much information about the alleged incident as necessary to establish whether there is substance to the allegation. In situations where the case manager determines that the harm test has not been met the case manager must ensure that there is a clear record of the incident, include any actions taken to address the concern raised. This record must be kept confidential, stored securely, and comply with the Data Protection Act 2018 and the UK GDPR (2018). Records of low level concerns will be reviewed so that any patterns of recurring low level concerns can be identified and responded to appropriately, this may include a referral to the LADO where repeated behaviours indicate an individual may not be suitable to work with children.

21.8 All low level concerns will be recorded and reported to the DSL and kept for 1 year after the end of their employment.

21.9 In situations where the case manager has sufficient information to suggest that the harm test/allegations threshold has been met, the case manager must use the local authority designated officer (LADO) notification form (see Appendix 11) in order to assess the level of concern, prior to contacting the LADO. The completed LADO notification form must be sent to lado@leeds.gov.uk within one working day of the allegation being made. This will assist the case manager 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.

21.10 The case manager must not carry out an investigation or directly interview any child/ witness/ or the individual whom the concern relates too, until the above process has been duly completed, and relevant partners have been consulted. However, statements of any alleged incidents of harm should be obtained as appropriate at the earliest opportunity in order to establish facts from relevant individuals.

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

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

21.13 In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children/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 provision's Disciplinary Policy.

Suspension will not be the default response and will be used only where there is no reasonable alternative, following careful consideration of the facts, risk and relevant advice.

21.14 Any staff/volunteers who are dismissed by the provision 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 provision has a reasonable belief that the member of staff/volunteer would have been dismissed by the provision had they been employed at the time of the conclusion of investigations, they will be referred to the DBS. The provision will keep written records of all of the above.

21.15.1 Where appropriate, consideration will also be given to referral to relevant professional bodies, including the Teaching Regulation Agency.

- **LADO Contacts: Claire Ford and Jo Peake Tel: 0113 3789687**
- **Advice can also be sought from Louise Cornwell and Angela Marshall – Team Managers Education Safeguarding Team**

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

21.16 The Leeds City Council whistleblowing policy states that concerns can be raised

by the following methods:

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

22. TRAINING AND SUPPORT

DSL and DDSL training will equip designated safeguarding staff to carry out their role and will be updated at least every two years, with updates between formal training as required. Training will include awareness of local Prevent risk. The directors will ensure designated safeguarding staff have sufficient time, funding, resources and support.

Directors will receive safeguarding training at induction and regular updates so they can provide strategic challenge and assurance. At least one appropriately safer-recruitment-trained person will participate in each appointment panel; safer recruitment training will be refreshed at least every three years.

All staff members will be made aware of safeguarding systems within our provision that support safeguarding, and these will be explained to them as part of our staff induction. This includes: the provision's safeguarding/child protection policy; the provision's safer working practice document and the provision's whistleblowing procedures, as well as their responsibilities to read and understand KCSIE Part 1 and Annex A, this must be done as part of their induction and reviewed annually.

22.1 We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from the Designated Safeguarding Lead and Deputy DSL. Access to regular and timely supervision is an essential form of support for all designated safeguarding staff. Children's Services Education Safeguarding team are also potentially available for advice and support (Tel: 0113 3789685).

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

22.3 The provision will ensure all staff including temporary and volunteers receive induction appropriate to their roles and responsibilities, especially staff new to the provision. All staff will access basic child protection training including online safety as part of the provision's induction arrangements and refresher training at least every three years. All staff should have regular safeguarding, child protection training and online safety updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Training will include briefings on how to manage a report of child-on-child sexual violence or harassment to enable staff to identify children at risk

All staff should access PREVENT training every three years.

22.4 Any safeguarding training accessed through external providers must reflect LSCP safeguarding procedures.

22.5 At least one person involved in recruitment will have completed safer recruitment training.

23. CHILD PROTECTION RECORDS

23.1 Responsibility for maintaining, processing, sharing, transferring and storing safeguarding records in accordance with the Data Protection Act 2018 and UK GDPR rests with the Designated Safeguarding Lead (DSL) and any Deputy DSLs.

Safeguarding information will be held securely with access restricted to the DSL and Deputy DSLs and, where appropriate, the directors responsible for safeguarding oversight.

Where pupils attend the provision through referral from another school, relevant safeguarding information may also be shared with the referring school to ensure that safeguarding records remain accurate and complete.

Safeguarding records may include (where relevant):

- Chronology (summary of significant events and the actions taken)
- A clear and comprehensive summary of the concern.
- Details of how the concern was followed up and resolved.
- A note of any action taken, decisions reached and the outcome.

- All completed child protection cause for concern records.
- Safeguarding information received from a previous educational setting or referring school
- Records of discussions, telephone calls and meetings with colleagues and other agencies or services.
- Professional consultations.
- Letters and emails sent and received relating to safeguarding concerns.
- Referral forms sent to CSWS, other external agencies or education-based services.
- Record of instances where referrals were or were not made to another agency such as CSWS or Prevent
- Minutes or notes of meetings, e.g., child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate.
- Formal plans for, or linked to, the child e.g., child protection plans, Early Help (previously known as CAF's), risk assessments etc.
- A copy of any support plan for the pupil concerned (see Appendix 5)

23.2 Where a pupil leaves the provision, any safeguarding information held by the provision will be transferred securely to the receiving school or educational setting (where known) or shared with the referring school to ensure safeguarding records remain complete.

Where the provision holds the main child protection file, it will be transferred securely and separately from the main pupil record as soon as possible and within five school days, in accordance with Regulation 9(3) of the Education (Pupil Information) (England) Regulations 2005.

A copy of the safeguarding chronology will be retained for audit purposes.

23.3 Where a risk assessment or risk management plan is in place relating to behaviours that may pose a risk to the child or others (for example self-harm or harmful sexual behaviour), relevant safeguarding information will be shared with the receiving educational setting or referring school before the pupil begins attending, where appropriate and in line with information sharing guidance.

Particular care will be taken where a child has SEND, a social worker, a safeguarding plan or complex vulnerabilities. Relevant risk and support information should be shared early enough for safe transition arrangements to be put in place.

This enables appropriate safeguarding and support arrangements to be put in place to minimise the risk of harm.

The Designated Safeguarding Lead (DSL) will also consider whether it is appropriate to share safeguarding information in advance of a pupil leaving the provision, for example where transition arrangements or transfer programmes are being planned.

23.4 Where a pupil leaves the provision before statutory school leaving age, any safeguarding information held by the provision will be shared with the receiving educational setting or referring school where appropriate to ensure continuity of safeguarding support.

Where the provision holds the main child protection file, the file will be transferred securely to the receiving educational setting as soon as possible.

In most circumstances, copies of child protection records should not be retained once the file has been transferred. However, a copy may be retained where:

- the destination educational setting is not known
- the pupil does not attend the nominated setting
- there is ongoing legal or safeguarding action
- the receiving setting requests relevant safeguarding information to ensure appropriate support arrangements are in place.
- the child is no longer registered at a school or educational establishment, including where a child becomes electively home educated, pending advice regarding the appropriate transfer or retention of records.

In such cases, records will be retained securely in accordance with data protection legislation and safeguarding guidance.

23.5 Safeguarding records will be transferred securely, for example through secure electronic file transfer or by hand.

23.5A Post-16 / Further Education transfer

Where a young person moves to Further Education or another post-16 educational establishment, relevant safeguarding information will be shared securely and the young person's wishes and feelings will be considered where

appropriate. Where The Ark holds the original child-protection file, the original file should normally transfer to the receiving educational establishment; a chronology and transfer/receipt evidence may be retained for audit. Records will be retained by The Ark only where there is no receiving establishment, the destination is unknown, the child does not attend, there is ongoing legal/safeguarding action, or another justified exception applies.

Where records are hand-delivered, a record of the pupils whose files are being transferred and the receiving educational setting will be maintained, and a signature will be obtained from the receiving setting as confirmation of receipt.

Where records are transferred electronically, appropriate safeguards will be used (for example encrypted email or secure file transfer), and confirmation of delivery will be retained for audit purposes.

23.6 Where a pupil leaves the provision, any safeguarding information held by the provision will be shared with the Designated Safeguarding Lead (DSL) at the receiving educational setting or referring school, with due regard to its confidential nature.

Good practice is for safeguarding information to be transferred directly between DSLs, ideally through a face-to-face handover. Where this is not possible, a secure electronic transfer or telephone discussion between DSLs should take place to ensure that relevant safeguarding information is communicated appropriately.

Confirmation of the transfer of safeguarding records must be obtained and retained for audit purposes.

23.7 If sending by post, children records will be sent "Special Delivery". A note of the special delivery number will also be made to enable the records to be tracked and traced via Royal Mail.

23.8 For audit purposes a note of all pupil records transferred or received will be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology will also be retained for audit purposes and kept securely.

23.9 Where a pupil begins attending the provision following a permanent exclusion or managed move from another school, relevant safeguarding information and child protection records should be shared securely with the provision by the referring school in accordance with The Education (Pupil Information) (England) Regulations 2005.

This information sharing will follow the procedures outlined above to ensure safeguarding information is transferred securely and in a timely manner.

23.10 When a DSL member of staff resigns their post or no longer has child protection responsibility, there will be a full face to face handover/exchange of information with the new post holder.

23.11 Where there is a change in the Designated Safeguarding Lead (DSL) role and a face-to-face handover is not possible, the directors will ensure that the new DSL is fully briefed on safeguarding procedures and relevant safeguarding records to ensure continuity of safeguarding oversight.

23.12 All DSLs receiving current (live) files or closed files must keep all contents enclosed and not remove any material.

23.13 All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

24. CHILDREN'S AND PARENTS' ACCESS TO CHILD PROTECTION FILES

24.1 Under UK GDPR and the Data Protection Act 2018, pupils and their nominated representatives have certain legal rights in relation to personal information held about them. These rights include the right of access and the right to request rectification of inaccurate information.

Safeguarding records will therefore be maintained accurately, objectively and in a professional manner.

24.2 A child who has a safeguarding or child protection record may request access to information held about them. However, neither the child nor their parent or carer has an automatic right to access all information contained within safeguarding records.

Information may be withheld where disclosure:

- could cause serious harm to the physical or mental health of the child or another person
- could reveal that the child or another person has been subject to, or may be at risk of, abuse and disclosure would not be in the child's best interests
- could prejudice an ongoing criminal investigation

- contains information relating to another person who could be identified from the record.

24.3 Where a request is made to access safeguarding records, advice will be sought from the provision's data protection lead and, where appropriate, from relevant safeguarding or information governance professionals.

24.4 Where appropriate, reports prepared for child protection conferences will normally be shared with the child (where age and understanding permit) and with parents or carers in advance of the conference, unless doing so would place the child or another person at risk.

25. ARCHIVING

25.1 Where the provision holds safeguarding records relating to a pupil, these will be retained and archived securely in accordance with safeguarding guidance and data protection legislation.

In many cases, the school where the pupil remains on roll will retain the main safeguarding record. Where the provision holds safeguarding records, they will be retained in line with recommended safeguarding retention periods.

Where a referral has been made to Children's Social Work Services, safeguarding records should normally be retained for 35 years from closure. Where no referral has been made, records should normally be retained until the child's 25th birthday, after which they will be securely destroyed.

Archived safeguarding records will be stored securely with access restricted to the Designated Safeguarding Lead (DSL), Deputy DSLs and directors responsible for safeguarding oversight.

The DSL is responsible for ensuring that safeguarding records are archived and securely destroyed in accordance with the appropriate retention timescales.

26. SAFE DESTRUCTION OF THE PUPIL RECORD

26.1 Where safeguarding records have reached the end of their retention period, they will be securely destroyed. Destruction will normally take place at the end of the academic year or as soon as practicable thereafter.

Records identified for destruction will be disposed of confidentially because they contain personal or sensitive information protected by data protection legislation.

Paper records will be shredded or destroyed using a confidential disposal service, and electronic records will be permanently deleted from the system.

For audit purposes, the provision will maintain a record of safeguarding files that have been destroyed, including the date of destruction and the person who authorised it. This record will be stored securely in either paper or electronic form.

27. SAFEGUARDING RESPONSIBILITIES FOR PUPILS IN TRANSITION

27.1 Where a pupil attending the provision transitions to another educational setting, the provision will work with the referring school and relevant professionals to ensure that safeguarding information is shared appropriately.

This may include the secure transfer of safeguarding records, risk assessments and support plans in accordance with the procedures outlined in Section 23 – Child Protection Records.

27.2 Where pupils move to another educational setting, including post-16 provision, the Designated Safeguarding Lead (DSL) will ensure that relevant safeguarding information is shared with the receiving setting where appropriate, to support continuity of safeguarding and pastoral care. DSL to use Appendix 10 – FE Safeguarding Information Sharing Form

Information shared on transition should be sufficient for the receiving setting to understand current safeguarding concerns, risks, protective factors and support arrangements. Where both settings use a secure compatible safeguarding-record system such as CPOMS, transfer may be completed through that system in line with data-protection and safeguarding requirements. Where there is no receiving educational establishment, records will be retained and archived in accordance with Sections 23 and 25.

APPENDIX 1: DEFINITIONS AND INDICATORS OF ABUSE

Neglect: Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result 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 school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Untreated illnesses/injuries
- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour

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

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

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations, wealds
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

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

For the purposes of recognising sexual abuse, penetrative abuse may include penetration by an object. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff

should be aware of it and of their school or colleges policy and procedures for dealing with it. There are specific offenses for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agree to that activity.

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.

Persistent criticism, belittling and name-calling may also form part of emotional abuse.

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

- Over-reaction to mistakes, continual self-deprecation
- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away / Going missing
- Compulsive stealing
- Masturbation, Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

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

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

Child Criminal Exploitation: is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity (a) in exchange for something the

victim needs or wants, and/or (b) for the financial advantage or other advantage of the perpetrator or facilitator, and/or (c) through violence or the threat of violence.

All staff should ensure they are aware of and respond to wider safeguarding issues outlined in KCSIE 2026 Annex A, this includes further information on:

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

Responses from parents

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

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

Children with special educational needs and disabilities

Some children with SEND may not understand that what is happening to them is abuse, may need intimate care, may be isolated from others or may be more dependent on adults for care. These factors should be considered alongside the indicators below.

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/practitioners/local-protocols/bruising>
- Not getting enough help with feeding leading to malnourishment.
- Poor toileting arrangements.
- Lack of stimulation.
- Unjustified and/or excessive use of restraint.
- Rough handling, extreme behaviour modification e.g., deprivation of liquid medication, food or clothing, disabling wheelchair batteries.
- Unwillingness to try to learn a child's means of communication.
- Ill-fitting equipment e.g., callipers, sleep boards, inappropriate splinting.
- Misappropriation of a child's finances.
- Invasive procedures.

APPENDIX 2: RESPONDING TO CHILDREN WHO REPORT ABUSE.

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

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

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

Immediately afterwards

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

APPENDIX 3: CHRONOLOGY OF KEY EVENTS

Strictly Confidential

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

Name of child:

Date of Birth:

Referring School:

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

APPENDIX 4: CAUSE FOR CONCERN FORM

Strictly Confidential

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

Name of child:

Date of Birth:

Name of staff member completing form:

Day..... Date..... Time..... Place.....

(of observed behaviour / discussion / report of abuse)

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

Signed: _____

Action/passed to _____

For: Designated Safeguarding Lead Officer Use

Name: _____ Date: _____ Time _____

Action Taken	By whom	Outcome
Discuss with child Ensure the child's wishes and feelings are ascertained where appropriate and fully recorded.		
Monitoring sheet		
Check behaviour database, for recent incidents, that might be significant to inform assessment		

Contact parents Please tick Telephone Call: _____ Meeting: _____ Email : _____		
Refer as appropriate (i.e., CSWS, cluster, family support etc.)		
Other (Please specify)		

APPENDIX 5: SMART PLAN

Example: Overview of Pupil Support/SMART Plan

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

PART TWO:

The following Appendices reflect our LSCP referral pathways and procedures for responding to specific circumstances, which must be read and followed by all staff as appropriate when responding to individual concerns and circumstances and pre-appointment checks...

APPENDIX 6: RECRUITMENT AND SELECTION CHECKLIST

Post _____

Date _____

Recruitment and selection checklist	Initials	Date
Pre-interview:		
Planning - Timetable decided; job specification and description and other documents to be provided to applicants, reviewed and updated as necessary. Application form seeks all relevant information and includes relevant statements about references etc		
Vacancy advertised (where appropriate) Advertisement includes reference to safeguarding policy, that is, statement of commitment to safeguarding and promoting welfare of children and need for successful applicant to be DBS checked		
Applications on receipt - Scrutinised – any discrepancies/anomalies/gaps in employment noted to explore if candidate considered for short-listing		
Short-list prepared		
References – seeking Sought directly from referee on short-listed candidates; ask recommended specific questions; include statement about liability for accuracy		
References – on receipt Checked against information on application; scrutinised; any discrepancy/issue of concern noted to take up with referee and/or applicant (at interview if possible)		

(If received by email – accompanying email to verify authenticity. If not from professional email address, follow up to ensure authenticity)		
Invitation to interview - Includes all relevant information and instructions and the self-disclosure form.		
Interview arrangements - At least two interviewers; panel members have authority to appoint; have met and agreed issues and questions/assessment criteria/standards		
Online checks – Exploring any content publicly available online that might compromise their professional role so this can be discussed with candidates at interview		
Self-Disclosure – Completed self-disclosure is submitted and seen by the member of the panel who is safer recruitment trained.		
Interview - Explores applicants' suitability for work with children as well as for the post		
Note: identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents; copies of documents taken and placed on file, where appropriate applicant completed application for DBS disclosure		

Conditional offer of appointment: pre appointment checks. Offer of appointment is made conditional on satisfactory completion of the following pre-appointment checks and, for non-teaching posts, a probationary period		
References before confirmation of appointment: (if not obtained and scrutinised previously)		

(If received by email – accompanying email to verify authenticity. If not from professional email address, follow up to ensure authenticity)		
Identity (if that could not be verified at interview) Evidence to be kept in HR file		
Qualifications (if not verified on the day of interview) Evidence to be kept in HR file		
Permission to work in UK, if required Evidence to be kept in HR file		
School record sight of DBS certificate - where appropriate satisfactory DBS certificate.		
DBS Barred list check – applicant is not barred from working with Children (this must be completed before the applicant commences work)		
Childcare (Disqualification) Regulations 2009 Letter – for any staff who work in childcare provision or who are directly concerned with the management of such provision as defined in the statutory guidance.		
Health – the candidate is medically fit Medical Pre Employment Questionnaire		

Prohibition from Teaching Work Check – For those carrying out teaching work (see below) the teacher has not been included in the prohibition list or interim prohibition list or has a GTCE sanction.		
Qualified Teacher Status (QTS) Check – (for teaching posts in maintained schools) the teacher has obtained QTS or is exempt from the requirement to hold QTS (for teaching posts in FE colleges) the teacher has obtained a Post Graduate Certificate of Education (PGCE), or Certificate of Education (Cert. Ed) awarded by a higher education institution, or the FE Teaching Certificate conferred by an awarding body		
Overseas Checks – for individuals who have lived or worked abroad in the last 5 years. (For those carrying out teaching work within the EEA area this will include an EEA prohibition order check through Employer Access until Jan 21, after this date it will include a reference from any education employer overseas in the same period)		
Statutory Induction Completed (for teachers who obtained QTS after 7 May 1999 and are not employed as NQTs)		

Risk Assessment – for Volunteers a written Risk assessment in relation to undertaking an Enhanced DBS		
Child Protection & Online safety training and other induction such as H&S, Safe Working Practice / code of staff behaviour, etc Including: Safeguarding & Child Protection Policy Safer Working Practice Guidance Whistleblowing procedures KCSIE Part 1 / Annex A		
ICT Acceptable Use Policy Online Safety Policy & Guidance Children Missing Education Policy Behaviour Policy		

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

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

APPENDIX 7: MACE PANEL REFERRAL FORM

Please submit this form via email to CHS.MACE@leeds.gov.uk

Referrer's Details

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

Child's Details

	Name:				
	DOB:			Mosaic ID:	
	Ethnicity:			Gender:	

	Address:			Sibling(s):			
Is the child open to CSWS?	Is the child open to		Yes / No		Is the child		Yes / No
	CSWS?				open to Early		
					Help?		
Does the child have a disability or SEN?					Is the child		Yes / No
					attending an		
					educational		
					provision?		
					(Please state)		

	What type of						
	educational provision						
	does the child						
	attend? (Please state						
	details of their timetable						
	and attendance)						
	What service(s) are						
	currently working with						
	the child?						
Type of Exploitation: (please tick)	Type of Exploitation: (please tick)		CSE	CCE			Both CSE & CCE
Has the child experienced online abuse? (If yes, please state which online platforms/names)			Yes / No				
Has a Child Exploitation Risk Assessment (Toolkit) been completed? (please tick)				(please delete) Yes / No			Date of last toolkit:

Assessed Level of Risk:			No Risk Low Risk Medium Risk High Risk				
VRMP in place?			Yes / No		Has there been		Yes / No
					an FGC?		
Has a Mapping Meeting taken place?			Yes / No		Is the child part		Yes / No
					of a peer group		
					of children		
					identified as		
					being at risk of		
					exploitation?		
	Has the child been						
	discussed at MACE						
	previously?						

	If so, please provide a						
	summary of previous						
	MACE actions /						
	interventions.						
What is the main presenting issue(s): What is happening right now for the child that you are concerned about in relation to potential exploitation? (e.g., If the child is going missing, how often, where do they go missing to if known, what do missing episodes look like?) Consider what the associated risk(s) are.	What is the main						
	presenting issue(s):						
	What is happening right						
	now for the child that you						
	are concerned about in						
	relation to potential						
	exploitation? (e.g., If the						
	child is going missing, how						
	often, where do they go						
	missing to if known, what						
	do missing episodes look						
	like?)						
	Consider what the						
	associated risk(s) are.						

What concern(s) are the presenting issue(s) causing?	What concern(s) are	
--	---------------------	--

What are you worried will happen to the child?		
	the presenting	
	issue(s) causing?	
	What are you worried will	
	happen to the child?	
What or who are protective factor(s) in the child's life?	What or who are	
	protective factor(s) in	
	the child's life?	

TO BE COMPLETED INTERNALLY:

Screened By:	Date:		Has the referral		MACE Panel Date:
			been accepted?		
			Yes / No		
If referral not accepted, please state why:					

APPENDIX 8: RADICALISATION RESPONSE CHECKLIST

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

Cause for concern Complete "Cause for Concern" form Discussion Concerned party discuss with: Immediate Risk of significant Risk harm to a child Safeguarding Seek advice from other agencies: lead contacts Contact: emergency Children's Social services Education Safeguarding Team (0113 3789685) / Work Service – Prevent Education Officer – Duty & Advice Team (0113 3760336) Referrer Information Gathering informed of decision and Channel gathers information to determine Child & family where whether there is a risk of radicalisation. assessment appropriate pupil referred (CSWS) within 10 to other existing Channel Referral Process Leeds LSCP S47 safeguarding panels / Local Authority and Police consult with enquiries interventions colleagues to decide whether the referral procedures for support. meets the threshold for Channel / link into continue existing Child in Need or Child Protection Plan http://westyorkscb If further concerns identified	
	If further concerns identified

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

APPENDIX 9: MISSING FROM SCHOOL RESPONSE CHECKLIST

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

PUPIL IDENTIFIED AS MISSING – REPORT IMMEDIATELY to a member of the senior leadership team when child or young person is known to have absconded from lesson/school.

Determine the nature/reason for absconding/going

missing from lesson (consider recent events or

precipitating factors)

Search of school premises including grounds and immediate locality. Make contact with the child, establish (where possible) their location, undertake (if appropriate) home visit or suspected/known destination.

Notify parents and/or carers.

FOUND NOT FOUND

Risk assessment to be made with regards to circumstances considering the following likelihoods:

- To visit known abuser
- Of being at risk of Child Exploitation
- To use drink or drugs
- Of self-harm or expressing suicidal ideation

Child located, but refuses to return to school. Risk assessment to be made with regards to circumstances considering the following likelihoods:

- To visit known abuser
- Of being at risk of Child Exploitation
- To use drink or drugs
- Of self-harm or expressing suicidal ideation

Child located, returned to school

No concerns/low risk Child is truanting/whereabouts of child have been established i.e child has gone

CONCERNS

home, refusing to return to school DO NOT REPORT TO POLICE AS MISSING

CONCERNS

NO CONCERNS

Notify Safer School Officer Ring 101 where no officer is available.

Safer School Officer should check

Pass all relevant information including a detailed description of the absconder and where possible an up-to-date photo. Follow

Update ALL

Follow the

Police systems for existing vulnerabilities and follow West Yorkshire Police truancy policy.

relevant professionals and

school's safeguarding

West Yorkshire Police truancy policy.

parents/carers

procedures

Update parents/carers and advise to contact West Yorkshire

If Designated Safeguarding Lead wishes to challenge West Yorkshire

Police if child does not return

Police decision – follow the LSPC

home at the expected time.

concerns resolution process

On student's return to school – designated safeguarding lead to talk to pupil to establish reason behind absconding. Discussion should:

1. Ascertain child's views and perceptions. 2. Explore reason for absconding (push/pull factors). 3. Allow DSL to undertake an assessment of any presenting safeguarding risks. 4. Ensure that appropriate interventions/referrals/support are actioned to address identified risk and minimise any further reoccurrence of absconding.

APPENDIX 10: FE SAFEGUARDING INFORMATION SHARING FORM

Use where relevant to support transition to a post-16/Further Education provider. Share only relevant and proportionate information, securely. Consent should normally be sought where appropriate, but consent is not required where sharing is necessary for safeguarding or there is another lawful basis.

Name	Date of Birth	Unique Learner Number			
Sex	Does the child identify as a different gender to their sex?				
Male / Female	No / Yes – if yes, specify where relevant to support/safeguarding:				
Safeguarding issue / history	Past / current?	Relevant details / current risk / protective factors			
Child protection / Child in Need / Early Help history					
Child-on-child abuse / harmful sexual behaviour					
Sexual violence / harassment					
CSE / CCE / trafficking / modern slavery					
County lines / serious violence / weapons					
Domestic abuse					
Mental health / self-harm / suicide risk / eating disorder					
SEND / communication / health needs					
Attendance / missing episodes					
Substance misuse					
Radicalisation / Prevent / Channel					
Online safety / sharing nudes or semi-nudes / exploitation					
Risk to others / risk from others					
Looked after / previously looked after status					
Other safeguarding information					
Current plans / support	Details				
Child Protection / Child in Need / Family Help / EHCP / PEP / RAMP / WRAMP / other					
Current professionals / services					
Recommended support on transition					
Referrer name	Position	Organisation	Telephone	Email	Date
		The Ark Smallholding Ltd			

Consent to share information prior to enrolment (where appropriate)

I _____ give consent for the above information to be shared with _____. Signature: _____
Date: _____

Leeds FE contacts listed in the 2026-2027 model

Provider	Contact	Email	Telephone
Leeds College of Building	Charlotte Duffy – Safeguarding Officer	cduffy@lcb.ac.uk	0113 2226000 ext 3845 / 07872 693424
Notre Dame Catholic Sixth Form College	Sarah Dumont – Deputy Principal	s.dumont@notredamecoll.ac.uk	0113 2946644

Leeds City College	Rebecca Riley – Head of Safeguarding	Rebecca.riley@luminare.ac.uk	0113 2162055 / 07554 222339
Leeds Arts University	Katrina Welsh – Head of Student Support	katrina.welsh@leeds-art.ac.uk	0113 2028000
Elliott Hudson College	Rosie Quashie – Assistant Principal	rosiequashie@elliottthudsoncollege.ac.uk	0113 3239777

Verify contact details before sending safeguarding information.

APPENDIX 11: LADO REFERRAL FORM

ALLEGATIONS OR CONCERN ABOUT A PERSON WORKING WITH CHILDREN

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

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

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

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

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

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

		Select N-R. Select S-Y.		
--	--	----------------------------	--	--

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

	Address :		
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Summary of Allegation	Notification Summary: (to include name of referrer, date, time, detail of allegation and professional (s) involved)
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Category of Alleged Abuse	Primary Category of Alleged Abuse: Choose an item.	Secondary Category of Alleged Abuse: Choose an item.
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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.
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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?	
	☐ ☐ YES NO Please explain your rationale for the response.	
	In your professional opinion what action should be taken in regard to the individual	
	facing the allegation or concern?	

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

	Name of employer:	
	Contact details:	

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

Form Completed by:

Contact details:

APPENDIX 12: CAUSE FOR CONCERN RESPONSE GUIDANCE

This guide localises the new Leeds 2026-2027 cause-for-concern decision guide for The Ark. It does not replace professional judgement or the need to act immediately where significant harm is suspected.

Question / trigger	Response
Information sharing / observation / professional judgement raises a concern	Record the concern and discuss internally with Helen (DSL) or Kane (DDSL). Maintain professional curiosity and consider the child's wider context.
Is there an immediate risk of significant harm or is the child in need of protection?	YES: contact CSWS Duty and Advice on 0113 3760336 and/or police immediately. Be guided by statutory services. Do not delay for internal processes. NO/UNSURE: seek safeguarding advice if needed and continue assessment.
Is the child/family in need of support but not at immediate significant harm?	Consider Family Help / Early Help and relevant support pathways. Involve parents/carers where safe. Coordinate with the referring school and existing professionals.
Does the child already have an allocated social worker, Family Help worker or other safeguarding professional?	Contact the allocated professional directly and share relevant information. Record the contact and response.
Is the primary issue attendance?	Notify and work with the referring school attendance lead/DSL. Consider whether absence is itself a safeguarding indicator. Leeds School Attendance Service can advise where appropriate.
Is the primary issue SEND / inclusion?	Liaise with the referring school SENDCo/Inclusion Lead and relevant services. Review reasonable adjustments, risk/support plans and parental involvement.
Are exploitation, violence, coercion, neglect or online harm factors present?	Use the relevant risk assessment/pathway (e.g. child exploitation, weapons/serious violence, online safety) and seek multi-agency advice/referral as required.
After action	Record what was shared, with whom and why; the rationale for action/no action; the child's wishes/feelings; and the review/monitoring plan. Escalate if concerns persist or the response is inadequate.

Useful Leeds contacts: Education Safeguarding Team 0113 3789685 / estconsultation@leeds.gov.uk; CSWS Duty and Advice 0113 3760336; Emergency Duty Team 0113 5350600; Prevent Team 0113 5350810; LADO 0113 3789687.

END OF POLICY