



## Safeguarding Policy

### 2020-2021

<b>Status:</b>	<b>STATUTORY</b>
<b>Responsible Person:</b>	<b>Headteacher</b>
<b>Responsible Governance</b>	<b>Managing Director of Education Services Leadership Support</b>
<b>Ratified by Governance</b>	
<b>Date first Approved</b>	
<b>Review Date</b>	

<b>Signed</b>		<b>MD of Education Services</b>
<b>Date</b>		

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# Armley Grange School

## Safeguarding Policy



Policy Author	Sean Whitehead
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Signed:	
To be reviewed:	

At Armley Grange School the following members of the school community hold the following positions:

Designated Safeguarding Lead	Deputy Designated Safeguarding Leads	Safeguarding SLT Support
Sean Whitehead	Scott Barnes	Louise De-Hayes Louise Tully-Middleton

Concerns or allegations about a member of staff or volunteer should be shared with:

The Headteacher	Deputy Head (in the absence of the Headteacher)	Governance Team (in the event of an allegation against the headteacher)
Sean Whitehead		Louise De-Hayes Louise Tully-Middleton

## 1.0 Outline

Safeguarding and promoting the welfare of children and young people is everyone's responsibility. Everyone who comes into contact with children, their families and carers have a role to play in safeguarding them and promoting their welfare. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. In line with this understanding, any adult working or volunteering the school community has a responsibility to recognise when a child or young person may be in need or be vulnerable in some way, and to respond to this recognition in a timely and appropriate way.

## 2.0 Safeguarding Definition

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

("Working Together to Safeguarding Children" DfE 2015)

### 2.1 Child Protection Definition

Child Protection is a part of the safeguarding agenda. It refers to the action that is required to be undertaken to protect children who are suffering, or are likely to suffer, significant harm.

**THIS POLICY ENCOMPASSES CHILD PROTECTION**

## 3.0 Rationale

At Armley Grange School we recognise the responsibility we have under Section 175/157 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The Horizon Care approve the S175/157 return to the LA on a yearly basis. This policy demonstrates the school's commitment and compliance with safeguarding legislation.

Staff and volunteers working in our school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to the correct persons or services for support and intervention. Everyone working or volunteering at this school is trained to recognise signs of concern and in line with this policy must report concerns following school and local authority procedures.

### Staff and volunteers are updated on safeguarding issues frequently across the year

- ✕ All members of staff, volunteers and Governance team are trained in safeguarding and child protection issues as part of their induction process and continued professional development by the Designated Safeguarding Lead before they begin their post.
- ✕ The procedures relating to safeguarding and child protection are discussed with all staff annually as part of CPD and INSET and delivered by the Designated Safeguarding Lead.
- ✕ A record of staff training is kept within school, which identifies who has attended the training and the content of the session.
- ✕ A set of the most recent training materials are available for staff in school.
- ✕ All staff receive a 'Safeguarding Staff pack' as part of the induction process which includes hard copies of all relevant and updated safeguarding policies and information.
- ✕ A copy of the latest version of Keeping Children Safe in Education is shared with all staff via email and hard copies are available in the staff room. A copy is available on the Staff Shared Area. Specific training on KCSIE is incorporated in the annual DSL training. Staff complete a quiz to check their understanding of KCSIE. KCSIE Sept 2019. This includes new legislation around upskirting.
- ✕ All members of staff have access to Basic Awareness training currently every year This is provided by Horizon Care and Education.
- ✕ The Designated Safeguarding Lead in school has access to specific training every 2 years which is provided by Leeds SCB, with a refresher delivered annually.
- ✕ All staff have been given a copy of the Acceptable Use of ICT and E-safety policy and have signed an agreement to acknowledge their understanding and willingness to comply with the policy.

- ✎ E-safety Policies including; Staff Handbook, Staff Behaviour Policy (Code of conduct), E-Safety Policy are updated annually and shared with staff.
- ✎ Our Nominated Governance Team receives updates about safeguarding as necessary from the Designated Safeguarding Lead.
- ✎ We have a daily staff bulletin every morning delivered by the Headteacher highlighting any relevant safeguarding issues and generally informing staff about the day ahead.
- ✎ The Designated Safeguarding Lead may update staff on a 'need to know' basis throughout the school year with regard to individual students.

These updates include learning from serious case reviews and local learning reviews on how to improve practice to prevent children from harmed.

In our school we believe that the welfare of every child is paramount and we take safeguarding very seriously. Therefore, should staff have any concerns they feel are of a safeguarding nature, they are expected to report, record and take the necessary steps to ensure that the child is safe and protected, and that key staff in school are aware promptly of any such concerns. We are aware that this can lead to challenge from parents/carers, but at all times we collectively work to ensure that the child is at the heart of all our decisions and that we act in their best interests.

## 4.0 Purpose

The purpose of the policy is to ensure that the welfare of children is understood and promoted at all times. In this school we understand that the welfare of the child is paramount.

We strive to ensure that all children regardless of their age, gender, ability, culture, race, language, religion or sexual identity are protected from harm in all its forms. All staff and volunteers have an equal responsibility to act on concerns, suspicions or disclosures that lead them to suspect or understand a child may be at risk of harm.

As part of our duty of care we also work to ensure that pupils and staff involved in safeguarding and child protection issues receive appropriate support.

All staff and volunteers are required to adhere to our Code of Conduct (including the use of ICT and social media). All staff and volunteers understand what to do if there are concerns or allegations about any adult working or volunteering in our school during or outside of the normal school day.

The procedures contained in this policy apply to all staff, volunteers, sessional workers, students, agency staff or anyone working on behalf of Armley Grange School. We expect that this policy takes primacy over other agency policies when work is being delivered on this site or on our behalf, as we maintain a duty of care to all in our school community. Any expected exception to this must be named and negotiated ahead of work being undertaken.

## 5.0 Language

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best life chances.

Early Help refers to mechanisms providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Child Protection refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Staff refers to all those working for or on behalf of the School in either a paid or voluntary capacity and will be used from this point on in this document.

Child refers to all children and young people who have not yet reached the age of 18.

Parent refers to birth parents and other adults who are in a parenting role including: step-parents, foster parents, carers and adoptive parents.

## 6.0 Safeguarding Policy the Four Key Areas

-  Prevention
-  Procedures and Record Keeping
-  Support
-  Safer Recruitment

Additional materials are referenced or provided in the Appendices.

Detailed procedural guidance and additional references are available to all staff and Governance team here- [Leeds Safeguarding Procedures](#).

### 6.1 Prevention

We will establish and maintain an ethos where:

Children feel safe and secure in an environment which allows them to learn and develop on a journey to achieving their full potential.

Children understand that there are adults in the school whom they can talk to if worried, scared or facing difficulty. We will work hard to be a restorative staff team who actively listen and respond.

Staff development and awareness in respect of safeguarding is given the highest priority across the school to ensure we all fully understand and implement the national and local agenda.

We deliver a broad, balanced and age appropriate PSHE (Personal, Health, Social, Education Programme), where children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. It will support them to manage and assess risk effectively and develop the skills to recognise healthy and unhealthy relationships (both online and in the physical world); and where to find sources of support.

Children are supported in recognising risks in various forms including on the internet. That children understand what kind of physical contact is acceptable and are able to recognise inappropriate pressure from others, including that which threatens their personal safety and well-being and give them strategies to counter this.

Staff feel empowered to share safeguarding concerns in a swift and timely way bringing them to the attention of the Designated Safeguarding Lead (DSL) and/ or the Head Teacher. Accepting that safeguarding is the responsibility of all in our community, staff feel able to ask safeguarding questions and receive appropriate feedback following up on concerns as part of this shared responsibility to safeguard children.

Emerging issues and themes are proactively addressed and fed back to the Local Authority (LA) and Leeds Safeguarding Children Board (SSCB), via the Senior Advisor for Safeguarding in Education (SASE) to ensure a multi-agency awareness and that strategies are developed.

There is a clear approach to substance misuse (drugs and alcohol). Any issues of drugs and substance misuse are recorded and there are strategies to educate children appropriately delivered throughout the school and curriculum.

We use the mechanisms and services available to understand the range of issues which may make a child vulnerable and ensure children and young people receive the most appropriate support or referral and access to other provision; actively supporting multi agency planning for those children and, in doing so, providing information about the 'voice of the child' and the child's personal experiences and perspectives as evidenced by observations or information provided.

Our school's arrangements for consulting with, listening and responding to pupils are that we make sure that our children know that members of staff are always prepared to listen to them. Children are made aware that they can report any concerns verbally to any member of staff, and we will act upon this. There are a range of ways and opportunities for pupils to report to staff including:

- ✕💚 Pupil Concern box – located outside the Head teacher’s office.
- ✕💚 Pupil Suggestion box – located in the school library.
- ✕💚 Form time – pupils have 15 minutes with their form tutors in the morning and 15 minutes with form tutors in the afternoons.
- ✕💚 Most pupils have a trusting adult that they can talk to within school.
- ✕💚 We have clear systems for making referrals for interventions where needed including referrals to the SENCO.
- ✕💚 Student Restorative Ambassadors – if students feel that they cannot speak to an adult they can use the Student Restorative Ambassadors or they will be encouraged to talk to a friend.
- ✕💚 Our school website has information signposted for our students about bullying and useful websites for support. TBC New Website
- ✕💚 We complete an annual questionnaire with all pupils to get their views and opinions about school.
- ✕💚 We have annual ‘Pupil voice’ group sessions where we target particular groups within school i.e. Vulnerable, KS2, KS3, KS4, girls, boys etc.
- ✕💚 The Annual Education Review process allows students the opportunity to express their views about their education and time in school.

Our school’s arrangements for consulting with, listening and responding to parents are that we keep channels of communication at all times. The Behaviour and Inclusion team, our Family and Multi Agency Link Officer and Senior staff with reduced teaching timetables are always available to listen and respond to parents/carers, either in person at the school, or by telephone or email. Other avenues for communication include:

- ✕💚 All form tutors make initial phone calls home on a regular basis to parents/carers.
- ✕💚 Staff contact information is sent out annually and is also available on the school website. Staff contacts
- ✕💚 Staff are encouraged to make termly parental contact for all students in their form groups.
- ✕💚 Staff are encouraged to send ‘Praise postcards’ home regularly.
- ✕💚 Annual review meetings.
- ✕💚 Parent forum – runs every half term.
- ✕💚 Pupil Profiles – parents are sent an update sheet twice a year for them to communicate any changes regarding their child.
- ✕💚 Parent suggestion box in the reception area of school.
- ✕💚 Annual Parents evening.
- ✕💚 Parents Open morning in Term 1 of each academic year.

- ✔ Year 7 Transition meetings and open evening.
- ✔ Post 16 information evenings.

There is a commitment to the continuous development of staff with regard to safeguarding training:

- ✔ All staff access training annually with regular updates across the academic year
- ✔ We undertake Horizon Care and Education 'endorsed' Basic Awareness training and all new staff, as part of their induction, access safeguarding training within the first term of their employment/placement
- ✔ The Designated Lead and/or deputy attends the LSCB DSL safeguarding training on bi-annual basis
- ✔ The Designated Safeguarding Lead, and/or Deputy attend the Designated Safeguarding Lead Network Meetings held each term, coordinated by the LSCB, thereby enabling them to keep up to date with safeguarding practices and be aware of any concerns/themes emerging locally

## Definitions

Staff are trained and supported to understand and recognise indicators of the types of abuse that some children experience and work to the following definitions:

All school staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues may overlap with one another.

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

**Physical abuse:** a form of abuse which 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.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.

It may involve conveying to a child 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 a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyberbullying), 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 of a child, although it may occur alone.

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

the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Child Sexual Exploitation (CSE):** is a form of child sexual abuse, it involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts or money) as part of a grooming process. Ultimately, this results in them engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

All staff are alert to possible indicators and will raise concerns as appropriate. They are aware of the pan Leeds CSE policy and procedures and of the School Sexuality Education Review and Assessment Tool (SERAT) including where to find it, how to complete it and what happens next.

### **We take a proactive approach to preventative work by:**

- ✕ Working with Leeds CSE team as advised by MASSH.
- ✕ Participating in the CSE “It’s Not Okay” Week of Action – highlighting issues specifically around Healthy relationships, grooming, keeping safe, online safety, sexting to pupils, parents and staff.
- ✕ CSE is a topic covered as part of our Pupil Voice Form Time curriculum – this covers issues around Healthy Relationships using the Real Love Rocks resource.
- ✕ All staff receive CSE awareness training as part of the annual Safeguarding CPD training delivered by the DSL.
- ✕ Raising awareness with posters and displays around school and in the staff room.
- ✕ Attendance at fortnightly School Link Meetings with our allocated School Link Social Workers.
- ✕ Hosting termly Team Around the School Meetings and inviting multi agency representatives.
- ✕ Use of Restorative approaches in school.
- ✕ Opportunities for students to talk openly or report concerns via form tutor, concerns box.
- ✕ Good use of support staff for additional interventions including Learning Mentor, Behaviour and Inclusion Team, Social Communication Intervention team.
- ✕ Positive links with Multi agency services including SRE Team, Children with Disabilities Team, HYMs, School Age Plus.

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 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 occur through the use of technology.

(Child Sexual Exploitation, DfE, Feb 2017)

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

- ✕ Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- ✕ 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.
- ✕ Include neglect of, or unresponsiveness to, a child's basic emotional needs.

Children and young people who harm others: the detriment caused to children by the harmful and bullying behaviour of other children can be significant. This may involve single incidents or ongoing physical, sexual or emotional (including verbal) harm perpetrated by a single child or by groups / gangs of children. Such harm or abuse will be referred to the Multi-agency Safeguarding and Support Hub (MASSH) or Police and other agencies as appropriate and further advice and guidance sought.

We hold Team Around the School (TAS) meetings termly in school – this is an opportunity for multi agencies that support the school to come together to discuss concerns or support/interventions available. Referral processes can be discussed and advice/guidance shared between professionals.

We have a Wellbeing Team in school who meet termly to discuss any students causing concern. This allows us to consider strategies and interventions as well as ensure that they are receiving all of the appropriate support available in school and from multi agencies. It allows school staff to have a clearer understanding and a shared vision for some of our most vulnerable pupils. The Wellbeing Team includes the DSL, Family and Multi Agency Link Officer, SENCO's.

## Roles and Responsibilities

### The school will ensure that every member of staff and person working on behalf of the School:

- ✕  Knows the name and of the DSL and any deputies, understands his/her role and responsibilities, and how to contact them.
- ✕  Has read and understood Part 1 and Annexe A of Keeping Children Safe in Education September 2019.
- ✕  Understands they have an individual responsibility to refer safeguarding and child protection concerns.
- ✕  Will receive training at the point of induction so that they know:
  - ✕  their personal responsibility / code of conduct / teaching standards
  - ✕  LSCB child protection procedures and how to access them
  - ✕  the need to be vigilant in identifying cases of abuse at the earliest opportunity
  - ✕  how to support and respond to a child who discloses abuse/ significant harm
  - ✕  their duty concerning unsafe practices of a colleague
  - ✕  the DSL will disclose any information about a pupil to other members of staff only on a need to know basis
  - ✕  the school will undertake appropriate discussion with parents prior to involvement with other agencies wherever this is appropriate
  - ✕  the school will ensure that parents have an understanding of their obligations re: Child Protection by intervention as and when appropriate
  - ✕  to develop effective links with relevant agencies in relation to safeguarding (child protection)
  - ✕  to ensure that, where there are unmet needs, an assessment of early help is initiated
  - ✕  to send appropriate representatives to case conferences, core groups and child protection review meetings

Where a member of staff is concerned that a child is in immediate danger or is at risk of harm they should report this to the Designated Safeguarding Lead, or their Deputy, without delay. A written record will be made of these concerns as immediately following the disclosure/concern being raised.

## Where staff have conversations with a child who discloses abuse they follow the basic principles:

- ✕💚 listen and remain calm
- ✕💚 Never ask a child if they are being abused
- ✕💚 Make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words)
- ✕💚 advise you will have to pass the information on
- ✕💚 never take photographs of any injury
- ✕💚 never record a child
- ✕💚 never undress a child to physically examine them
- ✕💚 allow time and provide a quiet space for support
- ✕💚 at no time promise confidentiality to a child or adult.

## We will notify any Lead Social Worker if:

- ✕💚 A pupil subject to a Child Protection Plan (CPP) is excluded (fixed term or permanent)
- ✕💚 There is an unexplained absence of a pupil on a CPP of more than 2 days or 1 day following a weekend, or as agreed as part of a CPP
- ✕💚 If a child is missing and there is a need to follow Leeds's policy and any statutory guidance on Children Missing Education (CME)

## SAFER USE OF THE INTERNET AND DIGITAL TECHNOLOGY (including Early Years provision)

- ✕💚 Armley Grange School recognises that in a modern learning environment, use of the Internet, multimedia devices and digital imaging facilities are part of everyday requirements. However, a child/young person's safety will remain the priority of the school.
- ✕💚 All staff are aware that any items that have capability for use of the Internet or the creation of digital images (including mobile phones) must be used by children/young people under appropriate supervision and in accordance with the school's acceptable use policy- E-Safety Policy. If any such item that belongs to a member of staff is brought onto the school site, it is the responsibility of that staff member to ensure that these items contain nothing of an inappropriate nature and that they are used in line with school policy (see E-Safety policy).

- ✕ Children/young people are not permitted to directly access items that do not belong to the school, without appropriate risk assessments and permission being sought. The school has a separate policy on the use of personal devices which all children must adhere to. E-Safety policy refers explicitly to pupils use of personal mobile devices.

If there is any suspicion that any multimedia device or computer contains any images or content of an inappropriate nature it will be locked, secured and, the Head Teacher or DSL will be informed immediately.

## Use of mobile phones

Mobile phones have a place in settings, especially on outings when they are often the only means of contact available to settings and can be helpful in ensuring children are kept safe.

### We will:

- ✕ Only use mobile phones appropriately, and ensure staff have a clear understanding of what constitutes misuse and know how to minimise the risk.
- ✕ Ensure the use of a mobile phone does not detract from the quality of supervision and care of children.
- ✕ Ensure all mobile phone use is open to scrutiny.
- ✕ Ensure staff are vigilant and alert to any potential warning signs of the misuse of mobile phones.
- ✕ Ensure staff are responsible for their own behaviour regarding the use of mobile phones and understand how to avoid putting themselves into compromising situations, which could be misinterpreted and lead to potential allegations.
- ✕ Ensure the use of mobile phones on outings is included as part of the risk assessment, for example, how to keep personal numbers that may be stored on the phone safe and confidential.
- ✕ Adhere to the school policy on the recording of images and the use of equipment – see E-Safety Policy and Staff Behaviour Policy (Code of Conduct).

## Work mobile phones

To protect children, we will ensure that the work mobile:

- ✔ Is only used by allocated people.
- ✔ Is protected with a password/ PIN and clearly labelled.
- ✔ Is stored securely when not in use.
- ✔ Is not used in areas such as toilets, changing rooms, nappy changing areas and sleep areas.
- ✔ If used for taking photographs, the images are deleted regularly and are taken in line with prior written parent/carer permission.

## Personal mobile phones

To protect children, we will ensure that staff personal mobiles:

- ✔ Are stored securely [in locked drawers, desk or on staff's person] and will be switched off whilst staff are on duty (this includes lessons, on trips, on corridors, on break/lunch duty etc).
- ✔ Are not used to take pictures of the children attending the setting or that images are not shared.
- ✔ Will not be used to take photographs, video or audio recordings in our setting.
- ✔ Are not used to contact parents or children –exception will only be by agreement with the SLT.
- ✔ There may be cases when staff have to use their mobile phone for these purposes, e.g. on a school trip, and further guidance is given in our E-Safety and Acceptable Use Policy
- ✔ Visitors are not permitted to use mobile phones or other camera/ internet enabled devices without the express permission of the Headteacher. See "Safeguarding Information for visitors" leaflet in reception area.
- ✔ In line with Keeping children safe in education 2019, we have a clear policy on the use of mobile technology in the school.
- ✔ Clear instructions and guidance is given to all students on the use of mobile technology – Mobile Technology Policy.

## Cameras: Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. However, due to cases of abuse to children through taking or using images, we must ensure that we have safeguards in place.

### To protect children, we will:

- ✕ Obtain parents' and carers' consent for photographs to be taken used for or published (for example, on our website or displays).
- ✕ Ensure the school designated cameras/iPads etc are only used in the school and any images taken will not be emailed as it may not be secure. (In some instances, it may be required to seek parental permission to email images, but the potential risks must be made clear to parents).
- ✕ Ensure that children are appropriately dressed, and only use the child's first name with an image.
- ✕ Ensure that personal cameras are not used to take photographs, video or audio recordings in our school without prior explicit consent from the school. Clear guidance in Staff Handbook and all staff sign an annual agreement as part of the E-Safety & Acceptable Use Policy. For residential and trips – seek advice from SLT.
- ✕ Ensure that all images are stored securely, and password protected. Where images are stored the setting will register with the Information Commissioners Office (ICO), in accordance with data protection laws.
- ✕ Ensure where professional photographers are used DBSs, references and parental consent will be obtained prior to photographs being taken.
- ✕ Ensure 'acceptable use' rules regarding the use of cameras and camera enabled devices by children are embedded in practice.
- ✕ Ensure the use of cameras is closely monitored and open to scrutiny.

## Youth Produced Sexual Imagery

- ✎ Sexting' describes the use of technology to share sexual and sexually implied content. This content includes texts, photos of partial nudity and sexual images or video. This could be shared between partners, peers and strangers. Individuals may use a range of technology to share the content.
- ✎ The sharing of naked pictures is not a new thing but the speed with which you can share & the potential audience size has dramatically changed as a result of the online world.
- ✎ Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet. Yet when young people are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.
- ✎ This advice only covers the sharing of sexual imagery by young people. Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management.
- ✎ On this basis this advice introduces the phrase 'youth produced sexual imagery' and uses this instead of 'sexting.' This is to ensure clarity about the issues this advice addresses.
- ✎ 'Youth produced sexual imagery' best describes the practice because:
- ✎ 'Youth produced' includes young people sharing images that they, or another young person, have created of themselves.
- ✎ 'Sexual' is clearer than 'indecent.' A judgement of whether something is 'decent' is both a value judgement and dependent on context.
- ✎ 'Imagery' covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the document).

**Sexting in schools & colleges: responding to incidents and safeguarding young people**  
(DfE, Nov 2016)

GOV.UK [Click on – Government Information on Sexting in School](#)

'Sexting' (self-generated inappropriate images) is one of a number of 'risk-taking' behaviours associated with the use of digital devices, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated. However, Armley Grange School takes a pro-active approach in its ICT and Enrichment programmes to help students to understand, assess, manage and avoid the risks associated with 'online activity'. The school recognises its duty of care to its young people who do find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed.

There are a number of definitions of 'sexting' but for the purposes of this policy sexting is simply defined as:

- ✕ Inappropriate images or videos generated by children under the age of 18, or
- ✕ Of children under the age of 18 that are of a sexual nature or are indecent.
- ✕ These images are shared between young people and/or adults via a mobile phone, hand held device, computer, 'tablet' or website with people they may or may not know.

There are many different types of sexting and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. However, it is important that Armley Grange School applies a consistent approach when dealing with an incident to help protect young people and the school. For this reason, the Designated Safeguarding Lead (or Headteacher in the absence of the DSL) needs to be informed of any 'sexting' incidents. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response. All colleagues are expected to be aware of this policy.

#### **Further Advice can Be Found Here:**

SWGFL [Click Here - Managing Sexting incidents, Advice](#)

GOV.UK [Click Here - Government for Guidance for schools](#)

## Cyber-Bullying

Cyber bullying is defined and covered in our anti-bullying policy- Anti-Bullying Policy.

## Online & Gaming Safety

The internet and internet gaming are enjoyed by many people and are often activities families can enjoy together. However, use of the internet and online games isn't without risk.

As part of our approach to online safety we will support pupils and their families in understanding the potential risks of online activity and how best to avoid them. We will work with parents and carers to support them in the following:

- ✕ Understanding the appropriateness of games and apps
- ✕ location and access to information and resources for adults and pupils
- ✕ Teaching e-safety in the curriculum
- ✕ Offering parental information and advice sessions
- ✕ Raising awareness of online grooming
- ✕ Teaching our children how to report abuse or concerns
- ✕ Anti-Bullying Policy
- ✕ Cyber-Bullying Policy

In school we ensure that we have suitable filtering and monitoring systems in place, as described in:

- ✕ Keeping Children Safe in Education 2019 - [Click Here to View](#)
- ✕ Horizon Care and Education operate a filtering service which blocks access to inappropriate sites.
- ✕ Pupils do not have unsupervised access to the internet in lessons or at break/lunch time.
- ✕ Staff are periodically reminded to be vigilant in monitoring student use.

## 6.2 Procedures and Record-Keeping

Armley Grange School will follow Leeds Safeguarding Procedures in detail and adhere to any local guidance and policies from LSCB as required.

### The school will ensure that:

Safeguarding information including Child Protection information is stored and handled in line with the principles of the Data Protection Act 2018 (GDPR) ensuring that information is:

- ✓ used fairly and lawfully
- ✓ for limited, specifically stated purposes
- ✓ used in a way that is adequate, relevant and not excessive
- ✓ accurate
- ✓ kept for no longer than necessary
- ✓ handled according to people's data protection rights
- ✓ kept safe and secure

Any concerns about a child will be recorded in writing as soon as possible and in any circumstance within 24 hours. The inability to record a concern should not delay the sharing of urgent information to the DSL (police or social care if required) verbally. Written records should then be made as soon as possible.

All records will provide a factual, evidence-based account using the child's words. Timely, accurate recording of every episode/incident/concern/activity/actions will be made including telephone calls to other professionals. Records will be signed, dated and where appropriate, witnessed. Support and advice will be sought from Children's Social Care (via the MASSH), Senior Advisor for Safeguarding in Education (SASE) or the Local Area Designated Officer (LADO), whenever necessary.

Hard copies of records or reports relating to safeguarding and child protection concerns will be kept in a locked separate, confidential file, securely stored away from the main pupil file. Authorisation to access these or electronic records will be controlled by the Headteacher and Designated Safeguarding Lead. There will be an indicator on the main file that the child has an additional record to ensure that this is not overlooked.

There is always a DSL on hand who has the necessary seniority and skills, has undertaken appropriate safeguarding training, and is given the time to carry out this important role.

This safeguarding policy is updated annually or in line with any new DfE guidance (as required).

In the case of child protection referral the DSL will contact MASSH immediately (alongside any other emergency or support services that may be required).

In the case of poorly explained serious injuries / injuries causing concern or where behaviour or concerns arouse suspicion or if in any doubt, the Designated Safeguarding Lead should contact the MASSH for advice.

The DSL will keep written (electronically or by hand), signed, timed and dated records detailing any disclosures and action taken as near to the time of disclosure as possible even when no investigation is undertaken; following up any verbal referral to the MASSH in writing using a Child Protection Referral Form within 24 hours.

### Conversations with a child who appears to disclose abuse should follow the basic principles:

- ✕ listen rather than directly question, remain calm
- ✕ Never stop a child who is recalling significant events
- ✕ Make a record of discussion to include time, place, persons present and what was said (in their own words)
- ✕ Advise the child you will have to pass the information on
- ✕ Never take photographs of any injury or record conversations electronically
- ✕ Never promise confidentiality to a child or adult.

Where an allegation of abuse is made against any member of staff/ volunteer, deputy or designated safeguarding person, the Headteacher will speak with the LADO at the Safeguarding Children Unit to discuss the next steps.

If the allegation is against the Head, the Governance Team should be contacted immediately, and s/he seek advice from the LADO. If the allegation is against both Head and Governance Team the LADO should be contacted directly. No member of staff will conduct their own investigation or pass on information to the alleged perpetrator. Professionals can contact the LADO directly if they feel it is more appropriate to do so.

Our school has a whistleblowing procedure. Please see Confidential Reporting (whistleblowing) policy. It is important to note that is part of a professional's duty to report safeguarding issues, without the expectation of anonymity. Safeguarding and whistleblowing should not be confused. "Safeguarding" refers to reporting concerns designed to protect children from harm and taking action to enable all children to

have the best outcomes. In contrast “whistleblowing” describes the disclosure of concerns regarding a danger or illegality that has a public interest, usually because it threatens others or impacts on public funds.

Complaints can normally be dealt with informally with the teacher concerned or the Headteacher. If, following this, parents/carers are still dissatisfied then there are more formal procedures. These ensure that all complaints receive, fair, full and speedy consideration. However, the needs for these procedures are very few.

Full details can be found in our Complaints Policy

## 6.3 Supporting Vulnerable Pupils

### The school will endeavour to support vulnerable pupils through:

- ✕ Its ethos and culture which promotes a positive, supportive and secure environment; giving pupils a sense of being valued.
- ✕ Its behaviour policy -aimed at supporting vulnerable pupils in school. All staff will agree a consistent approach, working to support children in developing positive behaviour.
- ✕ Liaison with other appropriate agencies which support the pupil.
- ✕ Developing supportive relationships.
- ✕ Recognition that children living in difficult home environments are vulnerable and are in need of support and protection.
- ✕ Monitoring pupil welfare, keeping accurate records and notifying appropriate agencies when necessary.
- ✕ Ensuring designated safeguarding staff and their team have the opportunity to attend face to face SSCB training and network updates. (For example, child sexual exploitation, domestic violence, drugs / alcohol substance misuse, Female Genital Mutilation-FGM, etc.)
- ✕ Ensuring information is transferred safely and securely when a pupil with a child protection record transfers to another school. Also notifying Key Workers or Social Workers where a child leaves the school (as appropriate)

### Early Identification Recognising and Responding to Safeguarding Needs

The school acknowledges the findings of Serious Case Reviews, local learning reviews and audits. Findings are shared with all staff as part of a culture of improvement and learning. The DSL ensures s/he has information from SSCB in relation to learning reviews and ensures this information is passed on to staff to promote improvement in respect of safeguarding. As part of our ongoing culture of vigilance and development we will share learning and responses from any other relevant issues to ensure we are offering the safest environment for our pupils and staff.

All staff have seen and understand the Leeds Levels of Threshold and know how to pass on any concerns no matter how 'small or low level' they seem. In accordance with local and national guidance all staff receive regular training and updates to help them identify when a child is vulnerable.

**In school we have staff that are trained and can support colleagues to identify and respond to:**

- ✕ Neglect
- ✕ Drug/substance/alcohol misuse (both pupil and parent)
- ✕ Child sexual exploitation / trafficked children
- ✕ Children missing education
- ✕ Domestic abuse
- ✕ Peer relationship abuse
- ✕ Peer abuse
- ✕ Emotional wellbeing & mental health
- ✕ Risky behaviours
- ✕ Sexual health needs
- ✕ Obesity/malnutrition
- ✕ Online grooming
- ✕ Inappropriate behaviour of staff towards children
- ✕ Bullying, including homophobic, racist, gender and disability. Breaches of the Equality Act 2010.
- ✕ Self-Harm
- ✕ Female Genital Mutilation
- ✕ Forced Marriage
- ✕ Young carers
- ✕ The potential additional needs of some learners such as- Looked After Children (LAC), children who have been previously LAC, those who have Special Educational Needs or Disabilities (SEND) and children whose families are seeking asylum.
- ✕ How an Education Health Care (EHC) plan links with other safeguarding processes
- ✕ EAL

The DSL and their deputy is/are member(s) of the school senior leadership team. In line with local and national guidance they receive regular training and updates to equip them with the skills and knowledge to deliver in this role. A DSL is always available to offer advice and support to school staff when school is open including before and after school activity or for trips and visits.

School staff contribute to assessments and actively support multi- agency planning for children. Staff have an understanding of the Stockport Early Help Assessment (EHA) and Intervention model and make decisions based on a child's development needs, parenting capacity and family & environmental factors to support referrals.

We use the Leeds Levels of Need to inform our decision making.

In contributing to meetings, in addition to information about the child's academic functioning, the school provides information about the 'voice of the child' and the child's experiences of life as evidenced by observations or information provided through the multi-agency forum.

Our school operates a Team around the school model (TAS). We hold Team Around the School (TAS) meetings termly in school – this is an opportunity for multi agencies that support the school to come together to discuss concerns or support/interventions available.

Referral processes can be discussed, and advice/guidance shared between professionals. We include an annual letter to parents in our information pack that goes out at the end of each year ready for the next academic year. Parent School Link Letter.

### Extremism and Radicalisation

Armley Grange School seek to protect children and young people from the influences of all violent extremism including, but not restricted to;

-  Extremist Far Right / Neo Nazi / White Supremacist ideology
-  Islamic extremist ideology
-  Irish Nationalist and Loyalist paramilitary groups
-  Extremist animal rights movements.

The current threat from terrorism and extremist groups in the United Kingdom may include the exploitation of vulnerable people. Groups may seek to influence vulnerable children and involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

Armley Grange School is clear that where there is concern in respect of exploitation of this kind it will be treated as safeguarding concern.

Prevention work and reductions of risks will include the SMSC, PSHE curriculum, SEND policy, assembly policy, integration of pupils by gender and SEN, the application of the anti-bullying policy and a commitment to building and maintaining an inclusive and fair school environment and community.

Whilst the education of children is the prime purpose of our school it is recognised that the school operates in the wider community. Its facilities are therefore only available to local groups when this does not conflict with either the interests of its pupils or the wellbeing and workload of its staff.

### Other Specific Safeguarding Issues

**Domestic abuse/violence:** In our school we believe that all our pupils have the right to be safe at school and also in their own homes. We are aware that some children may be living in situations where they are directly or indirectly affected by incidents of domestic abuse or violence. Where we are concerned that domestic abuse or violence is present in the home we will follow our safeguarding and domestic abuse processes.

Domestic abuse/violence is explicitly discussed via our PHSE curriculum but is underpinned by the ethos of respect that runs through our whole school. Students are encouraged to talk openly to staff where appropriate and are offered opportunities to do this via form time, lessons, concerns box, interventions. As a school we have strong links with multi agencies including Leeds Domestic Abuse Campaign – referrals can be made quickly and support packages for individuals can begin, supported by school.

For this academic year 2020/21 we are working alongside Young minds for Positive Relationships where all of our students will complete a Workshop about Domestic Abuse & Healthy Relationships.

[Click Here for More Information: Young Minds](#)

**Honour Based Violence (HBV) including Forced Marriage (FM):** Our staff have been trained to understand honour-based violence and forced marriage; they are alert to possible indicators. They are aware that forced marriage is an entirely separate issue from arranged marriage; that it is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence and that HBV and FM can affect both young men and women.

As a school we would never attempt to intervene directly; where this is suspected, nor would we speak to parents before sharing our concerns with appropriate agencies.

**Female Genital Mutilation (FGM):** All Members of our school community are alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. They have been made aware of potential indicators that a child or young person may be at risk of FGM and will act accordingly on any concerns or disclosures. We will also follow national guidance on mandatory reporting requirements.

**Breast Ironing:** Staff have been made aware of an act of abuse performed on young girls (from around the age of 9 years old) in which their breasts are ironed, massaged and/or pounded, burned with heated objects or covered with an elastic belt to prevent or delay the development of their breasts. Where such abuse is suspected, or disclosed staff will follow safeguarding and child protection systems.

### **Trafficked Children**

Human trafficking is defined by the United Nations, in respect of children, as "the recruitment, transport, transfer, harbouring or receipt of a person by such means as threat or use of force or other forms of coercion, of abduction, of fraud or deception for the purpose of exploitation."

Any child transported for exploitative reasons is considered to be a trafficking victim.

As a school we are alert to the possible indicators both for our children and their families. Any concerns will be reported using our safeguarding and child protection processes. In addition to Leeds guidance we also refer to Criminal exploitation of children and vulnerable adults: County Lines.

## 6.4 Safer Recruitment and Safer Working Practice

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 2019 and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult.

### We do this by:

Operating safer recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring the person has the right to work in the UK. Our practices also includes undertaking interviews and checking if individuals are barred or prohibited from working with children in accordance with DBS and Department for Education (DfE) guidance. In line with statutory guidance we maintain a single central record to evidence checks completed for staff and volunteers working in the school community. This document is reviewed termly by Sean Whitehead

Every volunteer and member of staff (including supply staff and those contracted to deliver sports or other activities such as counselling) has a 'safeguarding induction' and we ensure that staff and volunteers adhere to a published code of conduct and other relevant professional standards at all times. This extends to before and after school activities. Staff and visitors are aware of the requirements in respect of phone usage, camera enabled devices, social media and on-line conduct. Other professionals and visitors to our school are made aware of the requirement and expectations we have in respect of safeguarding our children including the use of mobile and camera enabled devices.

### We ensure that:

-  Any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance "Keeping Children Safe in Education 2019" and SSCB, LADO and HR Policy, procedures and guidance.
-  All staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following the Code of Conduct.

- ✔ Adequate risk assessments are in place including for extended school/ wrap around provision, volunteers, work placements and holiday activities (directly related to school).
- ✔ Staff are clear how to raise a concern, where to find 'whistleblowing policies' and are confident to report concerns of misconduct.

### Governance Team Duties & Responsibilities

The Horizon Care and Education Governance Team fully recognises its responsibilities with regard to safeguarding and promoting the welfare of children in accordance with Government guidance and pays particular regard to Keeping Children Safe in Education (2016).

The Horizon Care and Education Governance Team have agreed processes which allow them to monitor and ensure that the school:

- ✔ Have robust safeguarding procedures in place.
- ✔ Operates safer recruitment procedures and appropriate checks are carried out on newly appointed staff and other adults working on the school site.
- ✔ Have procedures for dealing with allegations of abuse against any member of staff or adult on site.
- ✔ Has appointed a member of the Leadership Team who is designated to take lead responsibility for dealing with safeguarding and Child Protection issues.
- ✔ Will take steps to remedy any deficiencies or weaknesses with regard to safeguarding arrangements.
- ✔ Is supported by the Horizon Care and Education Governance Team nominating a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Headteacher; this is the Chair.
- ✔ Carries out an annual review of the safeguarding policy and procedures.
- ✔ Carries out an annual safeguarding Audit in consultation with the Horizon Care and Education Governance Team, sharing this with the Leeds safeguarding Children Board on request.

## 7.0 Other Related Policies

The school takes safeguarding seriously and understands this policy is over- arching. The school also maintains other linked policies in line with the legislative requirements; together these make up the suite of policies to safeguard and promote the welfare of children in this school.

School to list cross referenced policies below e.g.

- ✓ Attendance Policy
- ✓ Data Protection
- ✓ Staff Behaviour Policy (Code of conduct)
- ✓ Staff Handbook
- ✓ Acceptable Use of ICT & E-Safety Policy
- ✓ Anti-Bullying Policy (includes Cyber Bullying)
- ✓ Confidential Reporting (whistleblowing) Policy
- ✓ Complaints Policy
- ✓ Prevent Duty Policy

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## 8.1 Designated Safeguarding Lead Poster

**Safeguarding Concerns**

# Are you concerned about a child?

If you are concerned about a pupil:

Make a factual record of your concern.  
(Include day, date, time, other witnesses, concern and your signature).

You must share your concerns without delay



**Mr S. Whitehead**  
Designated Safeguarding Lead

*Add Photo*

**MR S. Barnes**  
Deputy Safeguarding Lead

## 8.2 Useful Links, Further Advice and Guidance

### Local Guidance (Leeds)



[Safeguarding Procedures](#)

[Child Sexual Exploitation Procedures](#)

[Child Sexual Exploitation Procedures](#)

[Child Missing from Home Procedures](#)

[Domestic Violence and Abuse Support](#)

[Early Help](#)

[Emotional Health and Wellbeing](#)

[E-safety guidance](#)

[Extremism Procedures](#)

[Family Group Conference](#)

[Female Genital Mutilation \(FGM\) Procedures](#)

[Leeds Bereavement Charter](#)

[Learning from Reviews Support](#)

[Local protocols](#)

[Managing Allegations](#)

[Neglect](#)

[Physical Punishment](#)

[Poverty, child abuse and neglect](#)

[Practitioners Tool Kit](#)

[Private Fostering](#)

[Section 11](#)

[Sexually Harmful Behaviour](#)

[Sharing Information](#)

[Training](#)

[West Yorkshire Procedures](#)

## 8.3 Useful Links, Further Advice and Guidance

### National Guidance & Resources



[Keeping Children Safe in Education 2019](#)

[Early-years-foundation-stage-framework](#)

[Working-together-to-safeguard-children 2018](#)

[What-to-do-if-you're-worried-a-child-is-being-abused](#)

[Teachers Standards](#)

[Responding to sexting incidents](#)

[Sexting in Schools](#)

[Prevent-duty-guidance](#)

[Educate Against Hate](#)

[Safeguarding-children-who-may-have-been-trafficked-practice-guidance](#)

[Multi-agency statutory guidance on FGM](#)