

ArtForms Music

SAFEGUARDING & CHILD PROTECTION POLICY

Academic Year 2023-24

ArtForms is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share this commitment.

This Safeguarding & Child Protection Policy is reviewed annually or as events, or legislation requires. Any deficiencies or weaknesses identified will be remedied without delay.

Academic year	Designated Safeguarding Lead	Other Designated Safeguarding Lead/s
2023-24	Paula Brookes	Sarah Truscott Megan Hart

Policy Review date	Date Shared with staff
September 2025	August 2023

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Contact List – September 2023

Role / Agency	Name and role	Contact Details
Designated Safeguarding Lead (DSL) / Child Protection Coordinator	Paula Brookes Head of Service	Paula.brookes@leeds.gov.uk 0113 3782850
Other DSL	Sarah Truscott Assistant Head, first call for Heads of Music Centres Megan Hart Assistant Head, first call for CLYM leaders	Sarah.Truscott@leeds.gov.uk Megan.Hart@leeds.gov.uk
CSWS Duty and Advice / Front Door Safeguarding Hub	Urgent Child Protection concerns / initial referral	Professionals – 0113 3760336 Members of the public – 0113 2223301
CSWS Emergency Duty Team (out of hours)	Urgent Child Protection concerns	0113 535 0600 childrensEDT@leeds.gov.uk
Education Safeguarding Team	Advice / Training / Safeguarding Audit	0113 3789685 estconsultation@leeds.gov.uk
Local Authority Designated Officer	Allegations against adults in school	0113 3789687 lado@leeds.gov.uk
NSPCC Whistleblowing Helpline	Allegations against adults in school	0800 028 0285
PREVENT Team	Prevent training/advice	0113 535 0810 prevent@leeds.gov.uk

ArtForms is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share this commitment.

All staff refers to all adults, volunteers or students on placement, working in any capacity for ArtForms - in schools, in music centres, in CLYM groups, or in activities organised by ArtForms which brings them in to contact with children and young people.

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.

Child is any pupil under the age of 18.

Glossary

- DSL Designated Safeguarding Lead
- DDSL Deputy Designated Safeguarding Lead
- CSWS Childrens' Social Work Services
- KCSIE Keeping Children Safe in Education (DfE, September 2022)

1. Aims

ArtForms 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

The staff of ArtForms take as our first priority the responsibility to safeguard and promote the welfare of children and young people, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place to support those children who are suffering harm and to keep them safe and secure whilst in our care.

The responsibilities set out in this policy apply (as appropriate) to all members of ArtForms including children and young people, staff, visitors, volunteers, supply staff, students on placement and trainees.

2. Legislation and guidance

This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education \(KCSIE\) 2022](#) and [Working Together to Safeguard Children \(WTTSC 2018\)](#) and the [Governance Handbook](#). We comply with this guidance and the procedures set out by the Leeds Safeguarding Children partnership (LSCP).

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)

<https://c-cluster-110.uploads.documents.cimpress.io/v1/uploads/d71d6fd8-b99e-4327-b8fd-1ac968b768a4~110/original?tenant=vbu-digital>

[Sharing nudes and semi-nudes: advice for education settings working with children and young people \(Department for Digital, Culture, Media & Sport and UK Council for Internet Safety 2020\)](#)

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

[Children Missing Education – Statutory guidance for local authorities \(DfE September 2016\)](#)

[Education and Training \(Welfare of Children\) Act 2021](#)

3. Definitions

Safeguarding and promoting the welfare of children means:

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

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

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

Children includes everyone under the age of 18.

4. Equality statement

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

We give special consideration to children who:

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

- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- **Are absent from education**
- Children who are in care, previously looked after or any children not growing up with their birth family (this covers private fostering and all kinship arrangements)

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to **ALL** ArtForms staff and volunteers. All staff are expected to read this policy as part of their induction arrangements as well as the documents referenced below and any updates therein.

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

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) understanding the role of the designated safeguarding lead (DSL/DDSL).
- 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.
- 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(Page 10) illustrates the procedure to follow if you have concerns about a child's welfare. If you are in a school, wherever possible, speak to the DSL, DDSL or head teacher (in the absence of a DSL) first to agree a course of action. If you are in a music centre or at a CLYM group, speak to the DSL or your Head of Centre. 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 Safeguarding Designated Staff, to the CSWS Duty and Advice team (0113 3760336).
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, 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 ArtForms recording systems.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE), FGM, radicalisation and serious and violent crime. All staff to be aware safeguarding incidents/behaviours can occur outside schools 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.

Appendix 1 details different kinds of abuse.

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

5.1 Process for all staff working for ArtForms in schools

- Be familiar with the child protection policy for each school in which you teach and who the named DSL is/are for each school.
- Record concerns on a “Cause for Concern” form [Appendix 3](#) which, once completed, must be handed to the Designated Staff in the school. ArtForms DSL should also be alerted.
- Deal with a disclosure of abuse from a child in line with the recommendations in [Appendix 2](#). These must be passed to one of the Designated Staff immediately, followed by a written account on a cause for concern form. Staff should not take it upon themselves to investigate concerns or make judgements.
- Be involved in on-going monitoring and recording to support the implementation of individual education programmes and interagency child protection and child support plans.

5.2 Process for all staff working in music centres

- Record concerns on a “Cause for Concern” form ([Appendix 3](#)) which, once completed, must be handed to the Head of Centre. Head of Centre should contact ArtForms DSL.
- Deal with a disclosure of abuse from a child in line with the recommendations in [Appendix 2](#). These must be passed to the Head of Centre immediately, followed by a written account on a cause for concern form. Staff should not take it upon themselves to investigate concerns or make judgements. Head of Centre should contact ArtForms DSL
- Should DSL not be available, or for urgent concerns, Head of Centre should contact LCC out of hours team

5.3 Process for all staff working in ArtForms CLYM groups

- Record concerns on a “Cause for Concern” form ([Appendix 3](#)) which, once completed, must be handed to the ArtForms DSL.

- Deal with a disclosure of abuse from a child in line with the recommendations in [Appendix 2](#). These must be passed to the DSL immediately, followed by a written account on a cause for concern form. Staff should not take it upon themselves to investigate concerns or make judgements.
- Should DSL not be available, or for urgent concerns, CLYM leader should contact LCC out of hours team.

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

ArtForms DSL is Paula Brookes. The DSL takes lead responsibility for child protection and wider safeguarding. Additional DSLs are Sarah Truscott (Music Centres) and Megan Hart (CLYM).

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 available, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding.

Out of hours, DSL can be contacted via paula.brookes@leeds.gov.uk

When the DSL (or deputies) is absent or not available, the following will act as cover:
Lee Muncaster (Senior Curriculum Lead) – Lee.Muncaster@leeds.gov.uk

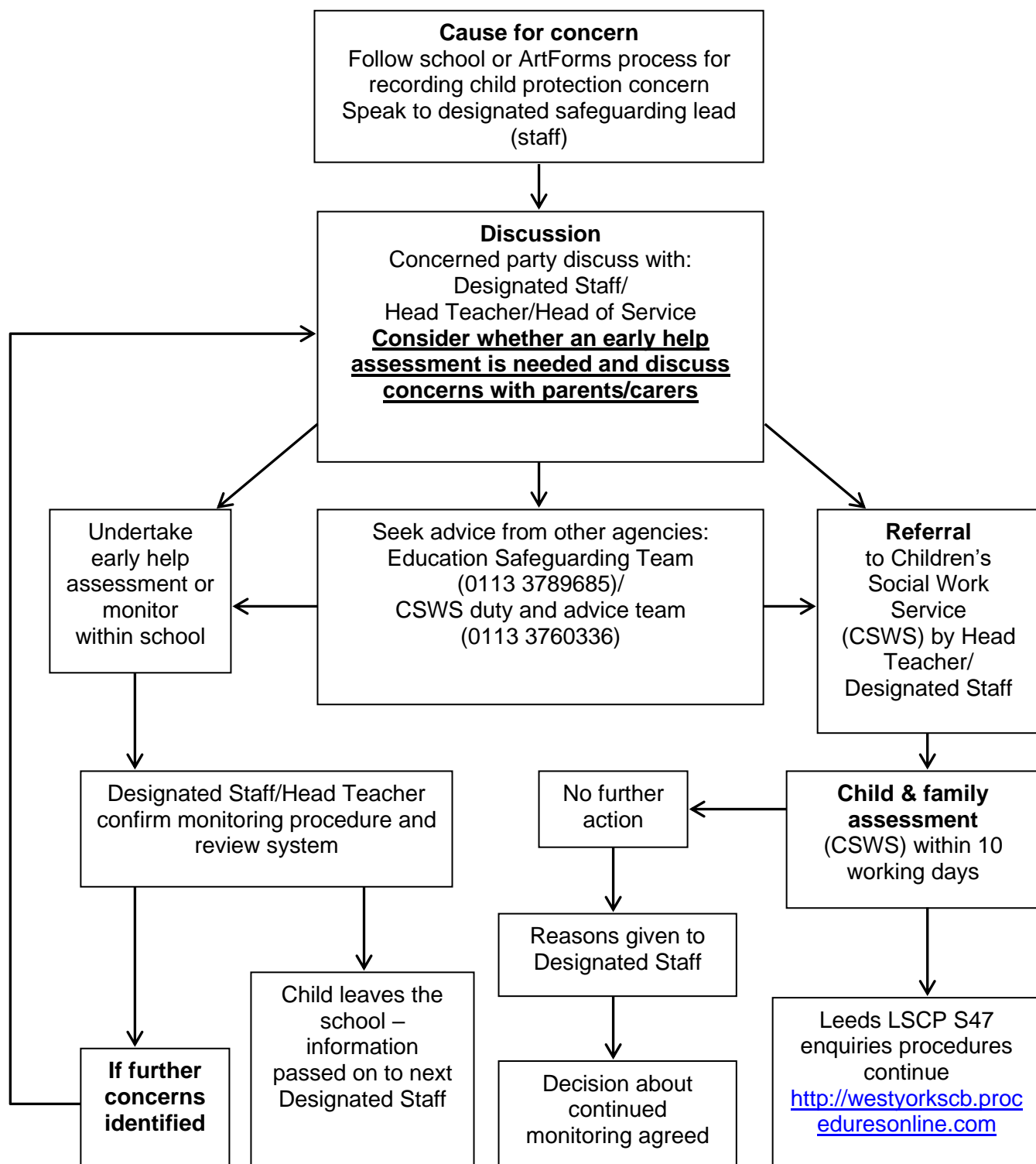
The full responsibilities of the DSL are set out in Annex C of KCSIE – Role of the designated safeguarding lead. All designated safeguarding leads and deputy safeguarding leads must read and comply with this.

5.5 The Head of Service

The head of service is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary and supply staff) and volunteers are informed of this policy as part of their induction.
- Ensuring 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.
- Ensuring that the roles and responsibilities of the DSL/DDSL as referenced in Annex C of KCSIE (2023) are reflected in their job description.
- Ensuring that DSLs have appropriate time, training and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that they complete the one day LA course for head teachers/principals on safeguarding and child protection and that all staff undertake appropriate safeguarding and child protection training and update this every three years.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff (including supply staff) or volunteer, where appropriate.
- Ensuring that all recommendations made by the Local Authority in relation to strengthening the service's safeguarding arrangements are actioned in a timely fashion.

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



6 Confidentiality and Information Sharing

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

ArtForms recognises that the only purpose of confidentiality in this respect is to benefit the child. Staff/volunteers 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.

Confidentiality is addressed throughout this policy with respect to record-keeping

Timely information sharing is essential for effective safeguarding. ArtForms will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance document, [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers \(DfE 2018\)](#). 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.

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.

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 ArtForms that are not DSLs or DDSLs as appropriate.

Parents/carers will be made aware of our procedures in respect of taking any reasonable action to safeguard the welfare of children and young people. In cases where we have 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.

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

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.

7 Remote Learning and Remote Welfare

If children are being asked to learn online at home, for example because of the coronavirus pandemic, ArtForms will follow advice from the DfE on [safeguarding and remote education \(DfE, 2021b\)](#). In addition to following the Guidance for Safer Working Practice (Safer Recruitment Consortium, 2019) and the supporting COVID Addendum for Guidance for Safer Working Practice (Safer Recruitment Consortium, 2022).

7.1 Mental Health

All staff have a role in preventing impairment of children's mental health including promoting positive mental health and identifying where students are struggling with their mental health. It is recognised that taking part in musical activity has a positive benefit on mental health and wellbeing. Concerns regarding a student's mental health should be reported to the DSL/DDSL using a cause for concern form.

7.2 Sharing Nudes and Semi Nudes

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship.

Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents involving children and young people complex.

Our response to an incident will differ depending on the motivations behind the incident and the child or young person's/people's behaviour and developmental stage. If a member of staff is concerned that a child has been involved in the taking, sharing, receiving or watching of nude or semi-nude images, videos or live streams they should report this to safeguarding designated staff.

8 Female Genital Mutilation: The Mandatory Reporting Duty

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".

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'.

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.

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.

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.

Any member of staff who suspects a pupil is *at risk* of FGM must speak to the DSL and follow our [local safeguarding children's partnership procedures](#).

9 Radicalisation and Terrorism

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. 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.

If staff are concerned about a change in the behaviour of an individual or see something that concerns them **(this could be a colleague too)** they must seek advice appropriately with the DSL who must contact the Education Safeguarding Team or the Prevent Education Officer– Julia Holden, 07891 273720 for further advice.

Schools and colleges are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. The Education Safeguarding Team and the Prevent team can advise and identify local referral pathways.

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

10 Channel

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

11 Child on Child Abuse

We recognise that children are capable of abusing their peers and that peer on peer abuse can manifest in many different ways, including bullying, cyber bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, sharing of nudes and semi-nudes, upskirting (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. ArtForms has a zero tolerance approach to such attitudes and behaviours.

All concerns around child on child abuse will be taken seriously, reported, investigated, recorded and managed in line with the child protection procedures outlined in this policy. The DSL is responsible for providing support to all children involved in incidents of peer on peer sexual abuse. Where incidents of child on child abuse are reported at Music Centres or in CLYM groups, we will liaise with the relevant DSL/DDSL at the schools/settings involved to ensure appropriate information is shared.

We recognise that sexual violence and/or sexual harassment can happen anywhere including educational settings. Where concerns of sexual violence or sexual harassment are witnessed, disclosed or reported to ArtForms, the concern will be taken seriously. We recognise that sexual violence and harassment exist on a continuum and may overlap; they can occur online and face to face (both physical and verbal) and are never acceptable. In responding to such concerns DSL must (where appropriate) always complete an AIM (Assessment, Intervention, Moving On) checklist and contact the Duty

and Advice team if appropriate and follow the principles set out in Part 5 of KCSIE and the [DfE guidance on Sexual Violence and Sexual Harassment \(2021\)](#).

We will ensure that the needs of 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). From a best practice perspective, the RAMP should be independently chaired. Further support and advice on AIM Checklists and/or undertaking a RAMP can be obtained from the Education Safeguarding Team.

We will ensure that all children who may have/have been sexually harmed will be taken seriously and that they will be supported and kept safe.

Where child exploitation (i.e.: criminal, sexual, trafficking, modern day slavery, etc.), or the risk of it, is suspected, frontline practitioners must notify the designated member of staff for child protection, in line with the child protection policy reporting systems.

12 A Safer Culture

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

- Whistle Blowing/Confidential reporting policies (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult's behaviour).
- Guidance on Safer Working Practices.
- Safeguarding and Child Protection policy (including online safety).
- The names, roles and responsibilities of the designated safeguarding lead and any deputies.

12.1 Safer Recruitment, selection and pre-employment vetting

ArtForms pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSIE.

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils (see [Appendix 4](#)).

ArtForms will ensure that all recruitment panels include at least one person that has undertaken the safer recruitment consortium, safer recruitment training as recommended by the Local Authority/Leeds LSCP.

For individuals who have lived or worked outside the UK, in addition to the same checks as all other staff, ArtForms will complete any additional checks required to satisfy themselves that the individual is suitable to work with children. This may include obtaining a letter from the professional regulatory authority in the country (countries) in which the candidate has worked confirming that they have not imposed any sanctions or restrictions, and/or that they are aware of any reason why they are unsuitable to teach where possible.

12.2 Procedures for managing allegations or safeguarding concerns against a member of staff or adult in school/music centre/CLYM group.

These procedures must be followed in any case in which it is alleged that a member of staff (including supply staff), governor, visiting professional or volunteer has met the harm test, this includes where an adult has:

- a) behaved in a way that has harmed a child or may have harmed a child.
- b) possibly committed a criminal offence against or related to a child.
- c) behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children.
- d) 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.)*

All adults working for ArtForms have the duty to disclose to the head teacher/principal (when in schools) or Head of Service (when in CLYM or Music centre) where their relationships and associations both within and outside of the workplace (including online) may have implications for safeguarding children in school.

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.

A safeguarding complaint that meets the above criteria must be reported to the Head Teacher/Principal/Head of Service ("case manager") immediately. If the complaint involves the Head Teacher/Principal/Head of Service, then the next most senior member of staff must be informed. They will follow the processes outlined in this section.

Where a Head Teacher/Head of Service 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 by a designated manager with appropriate safeguarding training. It is important for Head teachers to carefully consider who in school 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 Head Teachers may decide to retain this role in the event that they have appropriate safeguarding training.

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

- *Being over familiar with children*
- *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*
- *Using inappropriate sexualised, intimidating or offensive language.*

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.

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

All low level concern records will be kept until the individual leaves ArtForms employment.

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 7](#)) in order to assess the level of concern, **prior to contacting the LADO**. As part of this initial consideration, the case manager should consult with their school's HR Advisor/provider/contact or in the case of a supply member of staff the supply agency safeguarding lead/senior manager. The completed LADO notification form must be sent to lado@leeds.gov.uk **within one working day of the allegation being made**. This will assist the case manager and HR/supply agency senior manager in consultation with the LADO to decide on the most appropriate course of action. This includes when to inform the member of staff of the concerns raised. Parents or carers of the child or children involved should be told about the allegation as soon as possible if they do not already know of it.

The case manager **must not** carry out an investigation or **directly interview** an individual about whom there is a concern until the above process has been duly completed and relevant partners have been consulted.

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

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

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

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

- **LADO Contacts: Claire Ford or Jo Peake Tel: 0113 3789687**
- **Advice can also be sought from Deborah Jobson – Team Manager Education Safeguarding Team 0113 3789475**

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

The Leeds City Council whistleblowing policy 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.

13 Training and Support

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

We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from Paula Brookes. 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).

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.

ArtForms will ensure all staff including temporary and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to ArtForms. All staff will access basic child protection training including online safety as part of the 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. Access to training can be via the Children's Services Education Safeguarding Team and the LSCP.

The Head of Service will attend appropriate 1 day safeguarding training at least every three years.

Any training accessed through third party/independent providers must reflect the LSCP protocols and the LSCP minimum standards checklist.

The Head of Service and Senior Leadership team must complete the National Safer Recruitment Training and refresh this training every five years.

14 Child Protection Records

The responsibility to maintain, process, share, transfer and store child protection and safeguarding records in accordance with the Data Protection Act 2018 and the GDPR principles is the responsibility of the DSL and any safeguarding deputies. Child protection information will be held securely, with access being restricted to the DSL and their deputies and head teacher. The following information must be kept securely with restricted access, whether paper or electronic:

- Chronology (summary of significant events and the actions and involvement of ArtForms)
- 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
- Records of discussions, telephone calls and meetings with colleagues, schools and other agencies or services
- Letters and emails sent and received relating to child protection matters
- Referral forms sent to CSWS, other external agencies or education-based services

Appendix 1: Definitions and indicators of abuse

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

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, wounds
- 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.

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

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

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

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

- Over-reaction to mistakes, continual self-deprecation
- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse

- Fear of parents being contacted
- Running away/going missing
- Compulsive stealing
- Masturbation, appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

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

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.

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

All staff should ensure they are aware of and respond to wider safeguarding issues outlined in KCSIE 2023 Annex B, 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-based’ abuse (including Female Genital Mutilation and Forced Marriage)
- Preventing radicalisation (including the Prevent duty and Channel)
- Peer on peer/ child on child abuse
- Sexual violence and sexual harassment between children in schools and colleges (including Upskirting)

Responses from parents

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

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries

- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

Children with special educational needs and disabilities

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

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child. The LSCP have a multi-agency protocol to support professionals in making informed judgements for bruising in non-independently mobile children.
- 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.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- 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.

N.B.: 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 (Page 10).

Appendix 3 Cause for Concern Form

Page 1 of 2

Strictly Confidential

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

Name of child..... Class / CLYM group

Name of staff member completing form.....

Day..... Date..... Time..... Place.....
(of observed behaviour / discussion / report of abuse)

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

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 4 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.		
Interview - Explores applicants' suitability for work with children as well as for the post.		
Self-Disclosure – Completed self-disclosure is submitted and seen by the member of the panel who is safer recruitment trained.		
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)		
Qualifications (if not verified on the day of interview)		
Permission to work in UK, if required		
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 & Annexe 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.

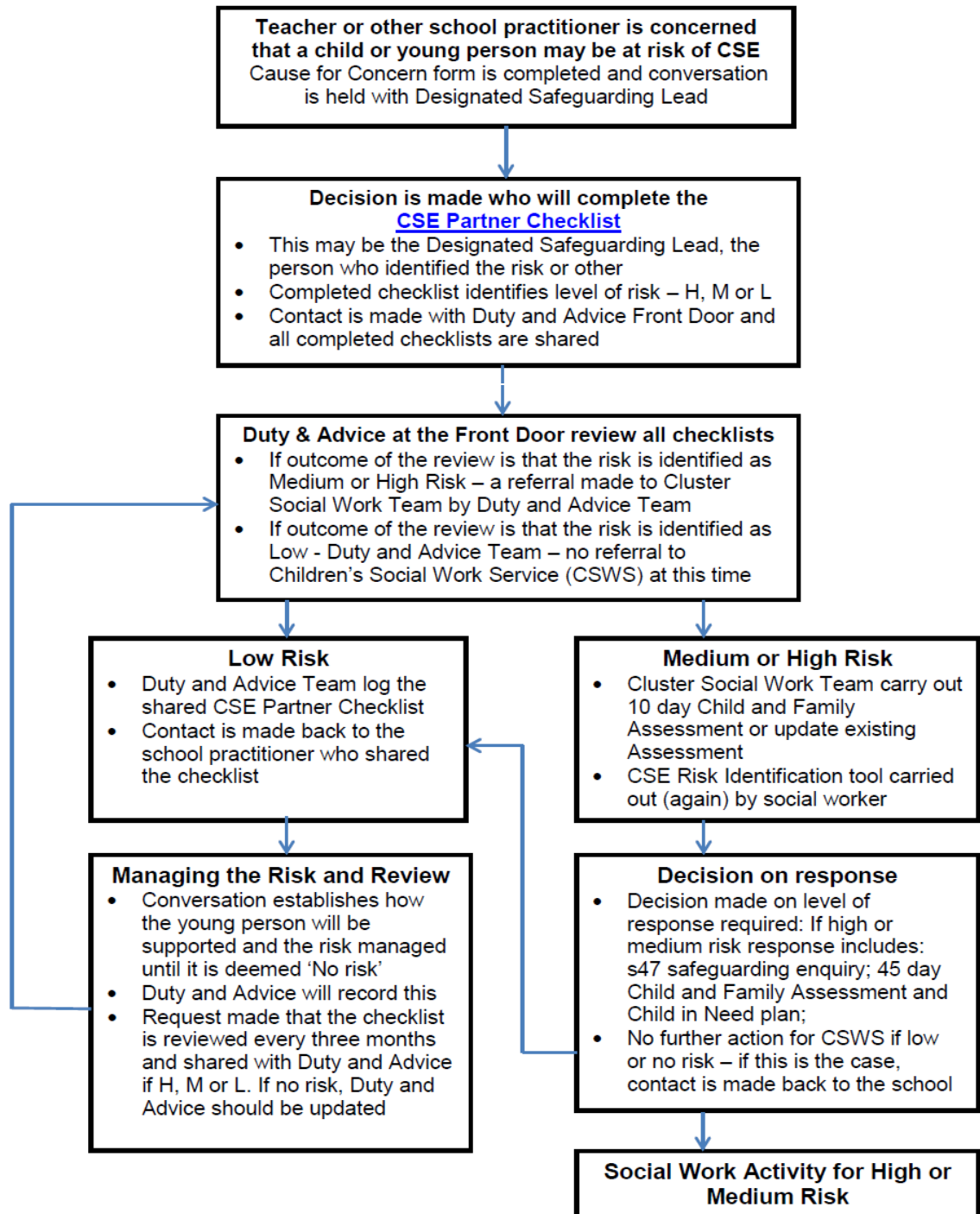
* “delivering” includes delivering lessons through distance learning or computer aided techniques. The activities specified above are not teaching work for the purposes of the Regulations if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction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

* “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 5 Child Exploitation Response Checklist

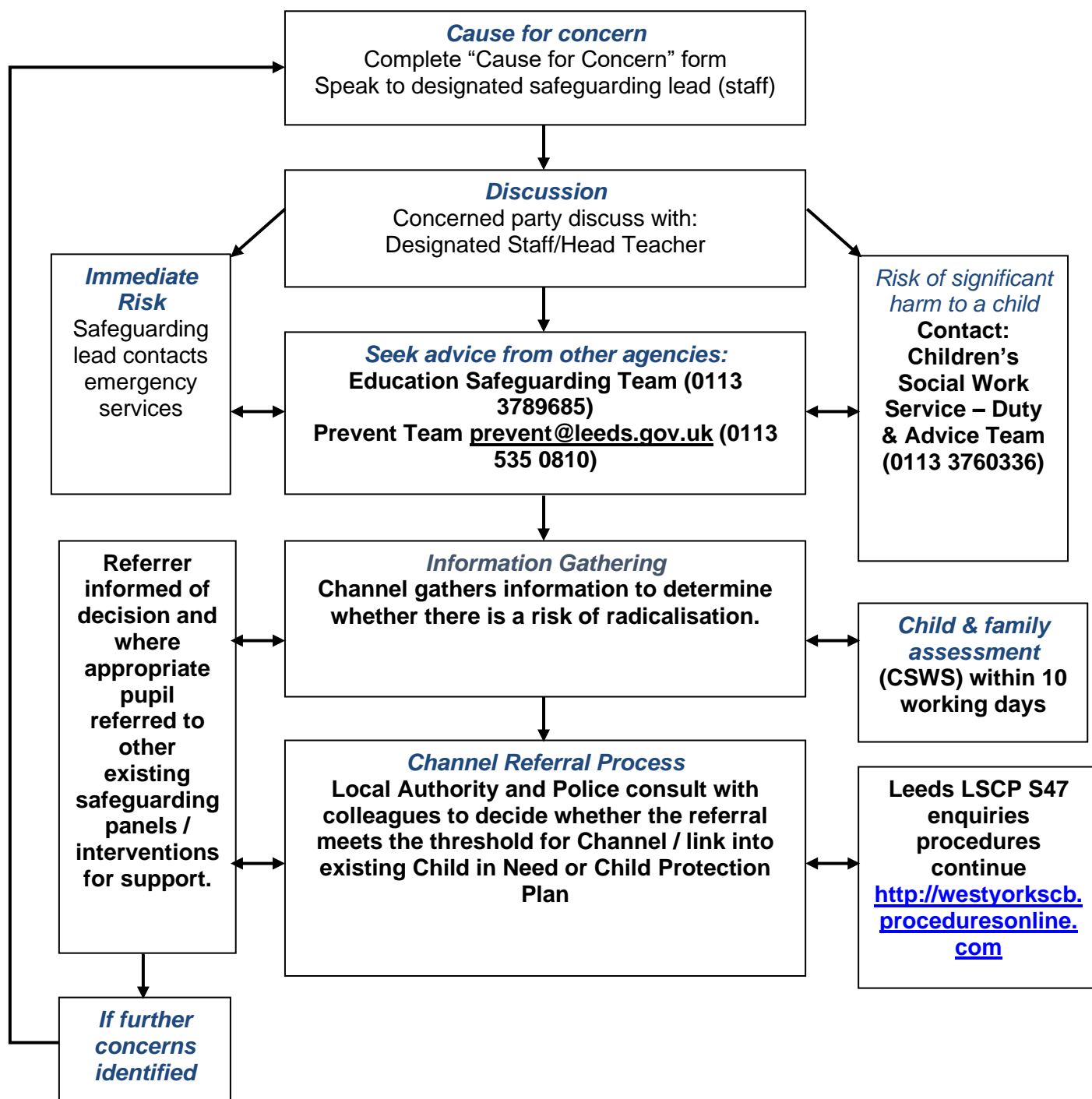
Responding to identified concerns about Child Sexual Exploitation (CSE) in schools

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



Appendix 6 Radicalisation Response Checklist

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



Further information and relevant guidance documents are available from the Prevent Team or directly upon request from education.training@leeds.gov.uk

Appendix 7 LADO Notification Form



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

ALLEGATIONS OR CONCERN ABOUT A PERSON WORKING WITH CHILDREN

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

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

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

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

Professional's Details:

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

Home Address:

Child/ren's Details (if applicable):

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

Address:

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

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

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

Does the professional have children of their own? If known, please give names & ages.

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

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
<p><i>What is their view</i></p>

Do you believe that the individual concerned poses a current risk of significant harm to children and young people in your organisation?
<p><i>Please explain your rationale for both a Yes or No response.</i></p>

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

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

What is their view

Name of employer:

Contact details:

LADO Discussion

Please provide relevant details

Form Completed by:

Contact details:

Information entered on MOSAIC: YES ☐

NO ☐

Appendix 8 Prevent Referral Form

REFERRAL PROCESS

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

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

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

INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS

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

DESCRIBE CONCERNS

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

Please Describe

FOR EXAMPLE:

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

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