Safeguarding & Child Protection Policy
For Under 18s

Academic Year 2022-23

This policy is based on the Leeds Local Authority Model Safeguarding and Child Protection policy

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<tr>
<th>Academic year</th>
<th>Designated Safeguarding Lead</th>
<th>Deputy Designated Safeguarding Lead/s</th>
<th>Chair of Governors</th>
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<tbody>
<tr>
<td>2022-23</td>
<td>Eleanor Moore</td>
<td>Dan Brunskill, Karen Gourlay Ros Morton</td>
<td>Carolyn Lord</td>
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<tr>
<th>Policy Review date</th>
<th>Date Ratified by governors</th>
<th>Date Shared with staff</th>
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Leeds Junior Conservatoire is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share this commitment.
1. Aims

Leeds Conservatoire 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 Leeds Conservatoire (hereinafter referred to as LC) take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our institution to identify, assess and 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 the conservatoire community including students, staff, governors, visitors/contractors, volunteers, supply staff, students on placement and trainees.

2. Legislation and guidance

This Policy is based on legislation, policy and guidance that seeks to protect children in England, including 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.

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.

Children includes everyone under the age of 18.

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

KCSIE refers to Keeping Children Safe in Education (DfE, September 2022)

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.

5. Roles and responsibilities

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

All staff

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 (2019).
- 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.
- The process for raising a concern, including the role they might be expected to play. Appendix 1: Summary of LC procedures to follow where there are concerns about a child (Page 12) illustrates the procedure to follow if you have concerns about a child’s welfare. Wherever possible, speak to the DSL, DSO or in the case of a school visit, the lead teacher first to agree a course of action. In the absence of a DSL or head of department 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.
- 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.
- 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 school or college or be associated with outside factors CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.
Appendix 2 details different kinds of abuse. Appendix 3 provides guidance to staff on how to respond to children who report abuse.

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

Our DSL is Eleanor Moore. The DSL takes lead responsibility for child protection and wider safeguarding. During term time, the DSL will be available during office hours for staff to discuss any safeguarding concerns. Where a trained DSL (or deputy) is not on site, the DSL can be contacted on 07964 904306. When the DSL is absent, the DSOs will act as cover.

The Head of LJC in liaison with the DSL 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
- Communicating this policy to parents when their child joins LJC and via the conservatoire
- Liaising with HR to ensure that all staff undertake appropriate safeguarding and child protection training and update this every three years.

**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.

LC recognises that the only purpose of confidentiality in this respect is to benefit the child. Staff/volunteers and visitors to school 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.

Timely information sharing is essential for effective safeguarding. This school/college 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).*

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.

**Working with parents and other agencies to protect children**

Parents/carers will be made aware of our procedures in respect to taking any reasonable action to safeguard the welfare of its pupils.
In keeping with KCSIE, we will endeavour wherever possible to obtain at least two emergency contacts for every child in the school 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.

**Multi-agency work**

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

### 7. Our role in supporting children

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

In cases where children have experienced abuse/abused others, the DSL will ensure that appropriate support is offered. An individual support plan will be devised, implemented and reviewed regularly should the pupil (victim, perpetrator, of other child affected) require additional pastoral support/intervention. This plan will detail areas of support, who will be involved and the child’s wishes and feelings.

**Children with additional needs**

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

**Remote Learning and Remote Welfare**

If children are being asked to learn online at home, for example because of the coronavirus pandemic, we follow advice from the DfE on safeguarding and remote education (DfE, 2021b) in our Remote Learning Policy. 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, 2020)
We recognise that education is a protective factor for children and situations such as periods of national lockdown can affect the mental health of pupils and their parents/carers. Staff will be aware of these issues and have due regard for them in setting expectations of students’ work where they are at home.

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 member of staff 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 [High Schools and Colleges insert: or discovers that a pupil age 18 or over appears to have been a victim 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.

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

10. Peer on peer abuse/ child on child

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

All concerns around peer on peer /child on child abuse will be taken seriously, reported, investigated, recorded and managed in line with the child protection procedures outlined in this policy. We will ensure that at least one member of the conservatoire safeguarding team has completed training on understanding and managing harmful sexual behaviour in education. The DSL is responsible for providing support to all children involved in incidents of peer on peer sexual abuse.

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 the school (including those that have happened outside of school) 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.

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 organisation.

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

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

Where child exploitation (ie; 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.

We will ensure the LJC works in partnership with the primary place of education, parents / carers and other agencies as appropriate.

11. Children missing from education

Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse, neglect, CSE or CCE including involvement in county lines. School and college staff members must follow the school’s or college’s procedures for dealing with children who are absent/ go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

12. A Safer Culture

Leeds Conservatoire 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).
- Student code of conduct
- The names, roles and responsibilities of the designated safeguarding lead and any deputies.
- Safer Recruitment, selection and pre-employment vetting

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 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 Leeds Conservatoire that support safeguarding and these will be explained to them as part of our staff induction. This includes: the school’s/college’s safeguarding/child protection policy; the school’s safer working practice document and the school’s whistleblowing procedures.

We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from The Safeguarding Team. Access to regular and timely supervision is an essential form of support for all designated safeguarding staff.

Designated Safeguarding staff will attend refresher training at least every two years. The DSL will undertake Prevent Awareness Training (e.g. Workshop to Raise Awareness of Prevent [WRAP]) to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

All staff including temporary and volunteers receive induction and training appropriate to their roles and responsibilities, especially staff new to the organisation. All staff will access basic child protection training including online safety as part of the school’s induction arrangements and refresher training at least every three years. All staff should have regular safeguarding, child protection training and online safety updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Access to training can be via the Children’s Services Education Safeguarding Team and the LSCP.

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. 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 the school/college)
- 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
- Any child protection information received from the child’s previous educational establishment
- Records of discussions, telephone calls and meetings with colleagues and other agencies or services
- Professional consultations
- Letters and emails sent and received relating to child protection matters
- Referral forms sent to CSWS, other external agencies or education-based services
- Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate
- Formal plans for, or linked to, the child e.g. child protection plans, Early Help (previously known as CAF’s), risk assessments etc
- A copy of any support plan for the pupil concerned (see Appendix 5)

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

12 All DSLs receiving current (live) files or closed files must keep all contents enclosed and not remove any material.
Appendix 1: Summary of procedures to follow where there are concerns about a child

Procedure flowchart

What to do if you’re worried that a student is experiencing some form of abuse

A concern is raised

Establish the type of activity involved

Discuss your concerns with a member of the designated safeguarding team and record concerns

Safeguarding issue identified

Neither illegal or inappropriate (close concern)

Possible Internal Actions
- Inform parent/carer if age appropriate
- Internal policies and procedures
- Risk assessment
- Student Services involvement
- Referral to external agencies

Ensure a complete report is passed to designated safeguarding staff

Concerns reported to appropriate external agency by designated safeguarding staff

Take any further appropriate action as advised by external agencies and internal policies

Illegal

Inappropriate

No

Yes
Appendix 2: Definitions and indicators of abuse

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

Neglect: Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result 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.

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, weals
- 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)

**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 3  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.

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

Immediately afterwards

You must not deal with this yourself. All reports of abuse must be recorded and responded to in keeping with the professional roles and responsibilities.
Appendix 4  Cause for Concern Form

Strictly Confidential

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

Name of child..............................................  Lesson ............

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 ___________________
### Appendix 5 Child Protection and Safeguarding Advice Contact List – September 2022

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<thead>
<tr>
<th>Role / Agency</th>
<th>Name and role</th>
<th>Contact Details</th>
</tr>
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<tbody>
<tr>
<td>Designated Safeguarding Lead (DSL) / Child Protection Coordinator</td>
<td>Eleanor Moore</td>
<td>07964 904306 (emergencies only)</td>
</tr>
<tr>
<td>Other DSLs</td>
<td></td>
<td><a href="mailto:K.Gourlay@lcm.ac.uk">K.Gourlay@lcm.ac.uk</a>&lt;br&gt;<a href="mailto:R.Morton@lcm.ac.uk">R.Morton@lcm.ac.uk</a>&lt;br&gt;<a href="mailto:D.brunskill@lcm.ac.uk">D.brunskill@lcm.ac.uk</a></td>
</tr>
<tr>
<td>Governator with responsibility for Child Protection and Safeguarding</td>
<td>TBC</td>
<td></td>
</tr>
<tr>
<td>Staff member with responsibility for dealing with allegations against staff</td>
<td>Rachel Fisher, Senior HR Business Partner</td>
<td><a href="mailto:Rachel.fisher@leedscitycollege.ac.uk">Rachel.fisher@leedscitycollege.ac.uk</a></td>
</tr>
<tr>
<td>Chair of Governors</td>
<td>Carolyn Lord</td>
<td></td>
</tr>
<tr>
<td>CSWS Duty and Advice (Leeds)</td>
<td>Urgent Child Protection concerns</td>
<td>Professionals 0113 376 0336&lt;br&gt;Members of the public 0113 222 3301&lt;br&gt;Out of Hours 0113 535 0600</td>
</tr>
<tr>
<td>Children’s Social Care Initial Contact Point (Bradford)</td>
<td>Urgent Child Protection concerns</td>
<td>During office hours call Children's Social Care Initial Contact Point - 01274 435600 - (8.30am to 5pm Monday to Thursday, 8.30am to 4.30pm on Friday)</td>
</tr>
<tr>
<td>Location</td>
<td>Urgent Child Protection concerns</td>
<td>Contact Information</td>
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<tr>
<td>Calderdale</td>
<td>Urgent Child Protection concerns</td>
<td>Multi-Agency Screening Team (MAST)</td>
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<tr>
<td></td>
<td></td>
<td>Telephone 01422 393336 (office hours)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Emergency Duty Team (EDT) on 01422 288000 (out of hours only).</td>
</tr>
<tr>
<td>Doncaster Childrens Services Trust</td>
<td>Urgent Child Protection concerns</td>
<td>01302 737777 between 8:30am and 5pm, Monday to Friday</td>
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<td></td>
<td></td>
<td>Outside of these hours call 01302 796000</td>
</tr>
<tr>
<td>Hull Safeguarding Children Board</td>
<td>Urgent Child Protection concerns</td>
<td>Early Help and Safeguarding Hub (EHASH) on 01482 448 879 during normal office hours</td>
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<tr>
<td></td>
<td></td>
<td>Emergency Duty Team on 01482 300 304 out of normal office hours</td>
</tr>
<tr>
<td>Kirklees Duty and Advice</td>
<td>Urgent Child Protection concerns</td>
<td>01484 414 960 (24h hours)</td>
</tr>
<tr>
<td>Lancashire County Council</td>
<td>Urgent Child Protection concerns</td>
<td>Call 0300 123 6720 or out of hours 0300 123 6722.</td>
</tr>
<tr>
<td>North Yorkshire Safeguarding Children Partnership, Emergency Duty Team</td>
<td>Urgent Child Protection concerns</td>
<td>01609 780780 at any time</td>
</tr>
<tr>
<td>Nottingham City Council</td>
<td>Urgent Child Protection concerns</td>
<td>0115 876 4800</td>
</tr>
<tr>
<td>Sheffield Safeguarding Hub</td>
<td>Urgent Child Protection concerns</td>
<td>0114 273 4855</td>
</tr>
<tr>
<td>Wakefield Safeguarding Children Partnership</td>
<td>Urgent Child Protection concerns</td>
<td>0345 8503 503</td>
</tr>
<tr>
<td>York Emergency Duty Team</td>
<td>Urgent Child Protection concerns</td>
<td>01609 780780</td>
</tr>
</tbody>
</table>
Guidance for working in schools and external educational organisations

When working in a school setting, where Leeds Conservatoire is not the lead organisation, all Leeds Conservatoire staff undertaking regulated work will:

- Read and be able to confidently articulate the content of both Part One and Annex A of Keeping Children Safe in Education (DfE 2022)
- Be familiar with this safeguarding & child protection policy including issues of confidentiality.
- Be familiar with the school’s child protection policy including issues of confidentiality.
- Remember that the child’s welfare and best interests must be the paramount consideration at all times.
- Never promise to keep a secret or confidentiality where a child discloses abuse.
- Be alert to signs and indicators of possible abuse. For current definitions of abuse and examples of harm.
- Deal with a disclosure of abuse from a child in line with the recommendations in (Appendix 3). These must be passed to one of the Designated Staff immediately, followed by a written account. Staff should not take it upon themselves to investigate concerns or make judgements.
- Be subject to Safer Recruitment processes and checks whether they are new staff, supply staff, contractors, governors, volunteers etc.
- Will be expected to behave in accordance with Guidance for Safer Working Practice for those Working with Children and Young People in Education settings (Safer Recruitment Consortium October 2015)