



利茲華人中文學校

Leeds Chinese Community School

Registered Charity Number 516097



Leeds Safeguarding
Children Partnership

1. INTRODUCTION

The Leeds Chinese Community School was established in 1966. It is an award-winning Chinese supplementary school within the Leeds City region. We offer Mandarin (simplified Chinese) and Cantonese (traditional Chinese) language classes from Reception to A levels. Our school is run entirely by a team of dedicated volunteers. Each year our pupils achieve outstanding results in GCSE and A Level exams.

We are committed to the welfare and safeguarding of children and young people within all the activities that we undertake.

2. A NAMED PERSON(S) FOR SAFEGUARDING

Please contact the Designated Safeguarding Officers if you have any safeguarding concerns. The Safeguarding Officers provide advice and support to our staff, and ensuring that safeguarding children remains a priority in all the work that we do.

Please contact the Deputy Headteachers for Mandarin or Cantonese should the Designated Safeguarding Officer be unavailable.

Safeguarding Officers: Miss Yi Ling Chan, Mrs Michelle Lam

Safeguarding Governor: Ms Danlu Liu

Safeguarding Officers' telephone number: 07817 451 686, 07402 225 443

Alternative contact numbers:

Please contact the Deputy Headteacher (DHT) should the Safeguarding Officers be unavailable:
Mandarin DHT 07565 248 392, Cantonese DHT 07565 248 393

Telephone number of Children's Social Work Service (including out of hours number):

During Office hours - 0113 222 4403

Social Care- Emergency Duty team - 0113 240 9536 (**out of hours**)

3. RECOGNISING THE SIGNS AND SYMPTOMS OF ABUSE

Child abuse is quite rare however, it is important that all staff and volunteers understand the different forms of abuse that some children may experience and the signs and symptoms of such abuse.

There are four types of abuse which can cause long term damage to a child or young person. These are defined below.

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/carer fabricates the symptoms of, or deliberately induces illness in a child.

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 in so far 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 participating in normal social interaction. It may 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 of a child, though it may occur alone.

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

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. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Possible signs of abuse include:

- Unexplained or suspicious injuries such as bruising cuts or burns, particularly if situated on a part of the body not normally prone to such injuries or the explanation of the cause of the injury is does not seem right.
- The child discloses abuse, or describes what appears to be an abusive act.

- Someone else (child or adult) expresses concern about the welfare of another child.
- Unexplained change in behaviour such as withdrawal or sudden outbursts of temper.
- Inappropriate sexual awareness or sexually explicit behaviour.
- Distrust of adults, particularly those with whom a close relationship would normally be expected.
- Difficulty in making friends.
- Eating disorders, depression, self harm or suicide attempts.

4. BECOMING AWARE OF A SAFEGUARDING ISSUE

Dealing with a disclosure of 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 the right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

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

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to social services without delay, by the Headteacher / Designated staff using the correct procedures as stated in the guidelines.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated staff or Headteacher; alternatively the Education Leeds Child Protection Co-ordinator or Social Services could be contacted.

5. WHAT TO DO IF YOU ARE CONCERNED ABOUT A CHILD

It is important that you treat any allegations extremely seriously. Never think that someone else may be dealing with it. If you receive information that a child may be at risk of, or experiencing harm make sure that you contact one of the Designated Safeguarding Officers or Deputy Headteachers.

Stage 1

- Initially talk to a child/young person about what you are observing. It is okay to ask questions, for example: "I've noticed that you don't appear yourself today, is everything okay? But never use leading questions
- Listen carefully to what the young person has to say and take it seriously. Act at all times towards the child as if you believe what they are saying.
- It is not the responsibility of groups to investigate incidences of suspected child abuse but to gather information and refer only.
- Always explain to children and young people that any information they have given will have to be shared with others, if this indicates they and or other children are at risk of harm;
- Notify the organisation's Named Person for safeguarding (above)
- Record what was said as soon as possible after any disclosure; The person who receives the allegation or has the concern should complete a pro-forma and ensure it is signed and dated.
- Respect confidentiality and file documents securely;

Stage 2

- The Named person(s) should take immediate action if there is a suspicion that a child has been abused or likely to be abused. In this situation the Named Person should contact the police and/or the Duty and Advice Team. If a referral is made direct to the Duty and Advice team this should be followed up in writing within 24 hrs.

NB Parents / carers will need to be informed about any referral to Children & Young people's Social Care unless to do so would place the child at an increased risk of harm.

6. SAFE RECRUITMENT

See Appendix 4 - Recruitment Checklist

Sometimes there are people who work, or seek to work with children and young people who may pose a risk to children and who may harm them. At LCCS, we have a clear process for recruiting staff and volunteers to help reduce this risk. Even if you know someone very well you must ensure that they go through the same recruitment and selection process as a paid worker.

- Potential volunteers from our school community are nominated or invited for interviews.
- We have a commitment to safeguarding and protecting children. The safeguarding training requirement is included in Teachers' Handbook.
- We have a face-to-face interview with pre-planned and clear questions.
- We check the candidate's identity by asking them to bring photographic ID.
- We check the candidate actually holds any relevant qualifications they say they have.
- We apply for a [DBS check](#)
- We check any references they provide and ask specifically about an individual's suitability to work with children.
- We provide volunteers with a copy of our safeguarding procedures.

There may be occasions where we appoint a worker from abroad. This will mean that DBS checks may not be able to be undertaken. Nevertheless a "fit person" check may be available from the country the person is moving from. We ensure that additional references are undertaken on any worker from abroad.

7. MANAGEMENT AND SUPERVISION OF STAFF/VOLUNTEERS

The Headteacher and Deputy Headteachers provide regular supervision for our staff members.

8. ALLEGATIONS AGAINST STAFF

Any allegations made against a member of staff should be discussed with the Local Authority Designated Officer (LADO).

If the allegation is about a lead person in your organisation then the matter should again be discussed with the LADO.

The worker must ensure that the child is safe and away from the person against whom the allegation is made.

Regardless of whether a police and/or Children Social Work Service investigation follows, an internal investigation should take place and consideration is given to the operation of disciplinary procedures. This may involve an immediate suspension and/or ultimate dismissal dependant on the nature of the incident.

The contact details of the LADO can be found on the LSCP website

<http://www.leedsscp.org.uk> under: **Managing Allegations**

Inappropriate behaviour by staff/volunteers could take the following forms:

- **Physical** includes, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- **Emotional** includes, for example, intimidation, belittling, scape-goating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, disability or sexuality.
- **Sexual** includes, for example, sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.
- If a child makes an allegation against a member of staff, visitor or volunteer the Head teacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head teacher should not carry out the investigation itself or interview pupils. As part of this initial consideration, the Head teacher should consult with the education personnel section who will then contact Social Care.
- The consultation between school, personnel and social care will determine the need for further investigation. Only if the allegation is demonstrably false or trivial would further investigation not be warranted. A Strategy Meeting is usually held to determine the mechanics of the investigation, and to address such issues as who will interview the child/ren, informing the staff member, informing parents, the need or not for suspension, and to what extent disciplinary or criminal procedures need to be invoked alongside any child protection procedures (where more than one set of procedures is invoked, child protection procedures take precedence, to ensure the best interests of the child are catered for).
- Where the allegation has been made against the Head teacher, then the Chair of the Governing Body takes on the role of liaising with the education personnel section and social care in determining the appropriate way forward.

9. RECORDING AND MANAGING CONFIDENTIAL INFORMATION

- Forms for recording concerns/allegations of abuse, harm and neglect are attached to the guidelines.

See Appendices 1, 2 and 3

- A summary of the organisation's commitment to manage confidential information safely:

Storage: The information is stored on a school Google Drive, which is only accessible by SLT and protected by two-step verification to ensure that the information is not accessible to any unauthorized individuals.

Access and confidentiality: Access to confidential information is restricted to only those who need it to carry out their duties.

Computer security: The computer(s) used to access confidential information is secure. All work devices have up-to-date anti-virus software, firewalls, and password-protected accounts. The computer(s) are either located at school offices or staff's private address and cannot be accessed by unauthorized persons.

Locking away information: Physical copies of the information are locked away in school offices. The lockers are only accessible by authorized persons.

- Statement about the rights of children and young people to confidentiality unless the organisation considers they could be at risk of abuse and/or harm:

We respect the rights of children and young people to confidentiality. However, we may break confidentiality if we believe they could be at risk of abuse or harm, in accordance with our safeguarding policies. The protection of children and young people from harm is our top priority.

10. DISTRIBUTING/ REVIEWING POLICIES AND PROCEDURES

All staff are given a copy of the policy to view at the beginning of the academic year.

Policy is to be reviewed annually before the end of the academic year and signed by the Management Committee.

Policy is displayed on the school website and is available to all staff and parents.

Areas to display: School website, school facebook page, google drive shared with all staff, as attachment to staff handbook and pupils' handbook.

11. RESPONSIBILITIES OF MANAGEMENT COMMITTEES

The responsibilities of School Management Committees in children safeguarding include developing and implementing safeguarding policies, ensuring staff are trained, regularly reviewing safeguarding practices, promoting a culture of safeguarding, and responding to safeguarding concerns. These actions can help create a safe and secure environment for children in schools.

The policies and procedures are approved by the School Management Committee. The Committee needs to understand that they are ultimately accountable for all that happens within their establishment and that includes the implementation of effective safeguarding procedures.

Delivery methods:

- Ensure everyone understands their legal duties and responsibilities
- Develop a clear framework for behaviour management towards any children or young people
- Provide information about procedures to follow if an allegation is made
- Ensure all workers have training to recognise the signs and symptoms of abuse
- Ensure that all staff have enhanced DBS checks.
- Have correct policies in place covering our activities eg: health and safety, staff supervision, etc.
- Understand what is good safeguarding practice and take responsibility for ensuring this is undertaken by all staff within our organisation
- Ensure all workers understand that physical punishment or threat of physical punishment must never be used
- Ensure that workers understand that verbal humiliation of children is unacceptable

Appendix 1

Confidential

Chronology of key events

Guidance Notes: What was our involvement with this child and family?

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

Name of child _____

Class / Tutor group _____

Date	Incident	Action Taken	Child's wishes & feelings	Name and signature of member of staff dealing with the incident

Appendix 2

Confidential

Cause for Concern Form

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

Name of child _____ Class / Tutor group _____

Name of staff member completing form _____

Day _____ Date _____ Time _____ Place _____
(of observed behaviour / discussion / disclosure)

For Designated Teacher use (please tick relevant items)

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

Appendix 3

Confidential

Ongoing Monitoring Form

Day & Date	Observation / incident	Staff initials	Action taken
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Name of child_____ Class / Tutor group_____

Appendix 4

Recruitment and Selection Checklist

PRE-INTERVIEW:	Initials	Date
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PLANNING Timetable decided: job specification and description and other documents to be provided to application reviewed and updated as necessary. Application form seeks all relevant information and includes relevant statements about references etc. – paragraphs 3.17 – 3.20 and 3.22 to 3.29		
VACANCY ADVERTISED (where appropriate) Advertisement includes reference to safeguarding policy, i.e. statement of commitment to safeguarding and promoting welfare of children, and need for successful applicant to be CRB checked – paragraphs 3.15, 3.16 and 3.21.		
APPLICATIONS on receipt Scrutinised – any discrepancies/ anomalies/ gaps in employment noted to explore if candidate considered for shortlisting – paragraphs 3.30, 3.31 and 3.33.		
SHORTLIST PREPARED		
REFERENCES – seeking Sought directly from referee on short listed candidates: ask recommended specific questions: include statement about liability for accuracy – paragraphs 3.32 and 4.30 to 4.36.		
REFERENCES – on receipt Checked against information on application; scrutinised; any discrepancy/ issues of concern noted to take up with applicant (at interview if possible) – paragraphs 4.35 and 4.36		
INVITATION TO INTERVIEW Includes all relevant information and instructions – paragraphs 3.36 – 3.39		
INTERVIEW ARRANGEMENTS At least 2 interviewers: panel members have authority to appoint: have met and agreed issues and questions/ assessment criteria/ standards – paragraphs 3.40 - 3.42.		
INTERVIEW Explores applicants' suitability for work with children as well as for the post – paragraphs 3.43 and 3.44.		
PRE-INTERVIEW:	Initials	Date

NB 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 CRB Disclosure – paragraphs 3.37 and 3.38.		
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 – paragraphs 3.45 – 3.49.		
REFERENCES (if not obtained and scrutinised previously).		
IDENTITY (if that could not be verified straight after the interview) – paragraph 4.13.		
QUALIFICATIONS (if not verified on the day of interview) – paragraph 4.28.		
Permissions to work in UK if required – paragraph 4.65.		
CRB – Where appropriate satisfactory CRB disclosure received – paragraphs 4.18 – 4.21.		
LIST 99 – the person is not prohibited from taking up post – paragraph 4.15.		
HEALTH – the candidate is medically fit – paragraph 4.38.		
GTC England – (for teaching post in maintained schools and non-maintained special schools) the teacher is registered with the GTC or exempt from registration – paragraph 4.39.		
QTS – (for teaching posts in maintained schools the teacher has obtained QTS or is exempt from the requirement to hold		
QTS (for teaching posts in FE colleges the teacher has obtained a Post Graduate Certificate of Education (PGCE) or Certificate of Education (Cert. Ed) awarded by a higher Education Institute (HEI), or the FE Teaching Certificate conferred by an awarding Body – paragraph 4.40.		
STATUTORY INDUCTION (for teachers who obtained QTS after 7 May 1999) – paragraphs 3.50 and 3.51.		