

Prevent Duty Policy

Version V2

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Ratified by: Fitri Brock – Proprietor

Helm Academy

EMPOWERING MINDS, NAVIGATING FUTURES

This policy is one of a series of school policies that, taken together, form a comprehensive statement of the school's aspiration to provide an outstanding education for all pupils and the mechanisms and procedures in place to achieve this. It should be read alongside policies relating to Equality and Diversity, Health and Safety, Safeguarding and Child Protection, Online Safety, Data Protection and Positive Behaviour Support.

This policy is non-contractual.

Policy Issues and Updates

Version	Created / Reviewed by	Date	Comment	Next Review
1	E. Bartlet	May 2026	Policy implemented – new framework aligned	05/05/2027
2	E. Bartlet	July 2026	Policy updated – KCSIE 2026	July 2027



Helm Academy

EMPOWERING MINDS, NAVIGATING FUTURES

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Helm Academy

EMPOWERING MINDS, NAVIGATING FUTURES

Purpose and scope

- Purpose: To set out Helm Academy's commitment and approach to fulfilling the Prevent duty (Counter-Terrorism and Security Act 2015, as amended) to prevent people from being drawn into terrorism, while recognising the special needs of our pupil cohort (SEN, SEMH, ASC, trauma, EBSA, EOTAS).
- Scope: This policy applies to all staff, volunteers, governors/trustees, pupils, temporary staff, contractors, and visitors to Helm Academy, including remote learning and off-site provision.
- Who this policy protects: Pupils (11–16) with EHCPs and additional needs, staff, families and the wider community.

Legal and statutory framework

Helm Academy will adhere to:

- Counter-Terrorism and Security Act 2015 (Prevent duty, as updated) and associated statutory guidance.
- Keeping Children Safe in Education (KCSIE) — most recent edition.
- Working Together to Safeguard Children — HM Government.
- DfE guidance on radicalisation and extremism in schools and further education.
- Data Protection Act 2018 and UK GDPR (for information sharing).
- Local multi-agency safeguarding arrangements and Channel guidance.
- Relevant guidance for special schools / SEND settings and trauma-informed practice.

Helm Academy context and principles

- Helm Academy is a specialist independent SEN school providing trauma-informed, therapeutic education for children aged 11–16 with EHCPs. We recognise that pupils with SEMH, ASC and trauma history may display behaviours, views or vulnerabilities that require careful, individual assessment.
- Principle of proportionate, safeguarding-led response: Prevent is treated as part of our safeguarding duties. We respond with empathy, developmentally-appropriate practice and evidence-based interventions.

Professional curiosity is fundamental to effective Prevent safeguarding. Staff will remain alert to subtle changes in behaviour, language, presentation, relationships, online activity, attendance, emotional wellbeing and patterns of engagement that may indicate vulnerability to radicalisation or influence. Staff will not rely solely on disclosures and will consider cumulative information when assessing risk.

The school recognises that some indicators associated with radicalisation may overlap with SEND, trauma, SEMH needs or adolescent development. Professional curiosity, reflective practice and safeguarding oversight are therefore essential to ensure that concerns are understood within the context of the child's individual circumstances.

- Principle of inclusivity and human rights: We promote democratic values, safe debate and critical thinking while protecting pupils from harmful extremist content and behaviours.
- Principle of flexibility: Whole-school policies (e.g. behaviour, online safety, visitors) will be adapted to meet the specific developmental, communication and sensory needs of pupils.

Aims and objectives

- Ensure staff are aware of and comply with the Prevent duty as part of safeguarding.
- Identify and mitigate risk of radicalisation and extremist behaviours for individuals and groups.
- Equip pupils with resilience, critical thinking and the ability to challenge extremist narratives safely.
- Work with parents, carers and multi-agency partners to support at-risk pupils, including use of Channel where appropriate.
- Ensure the curriculum, pastoral and therapeutic provision are coherent, developmentally appropriate and trauma-informed.
- Provide clear procedures for reporting, documenting and responding to concerns.

Roles and responsibilities

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Governing Board / Proprietor

- Ensure the academy complies with its statutory duties under Prevent.
- Approve and review this policy annually or sooner if guidance changes.
- Ensure appropriate resources and staff training budgets.
- Key question: Which governor is the Prevent lead and how will the governing body receive assurance?

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Head of School / Principal

- Overall responsibility for policy implementation and resourcing.
- Ensure staff awareness and that Prevent is integrated into safeguarding processes.
- Act as single point of accountability for Prevent.
- Key question: How will the head share Prevent updates with staff and governors? – in face to face training sessions as they are released.

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Designated Safeguarding Lead (DSL) / Deputy DSL(s)

The DSL has strategic responsibility for Prevent safeguarding across the school. The DSL will ensure that Prevent concerns are fully integrated within safeguarding arrangements and considered alongside attendance, behaviour, mental health, SEND, Family Help involvement, Child in Need plans, Child Protection plans and contextual safeguarding risks.

The DSL will oversee Prevent risk assessments, monitor emerging themes and trends, ensure concerns are recorded appropriately, review patterns of vulnerability, and coordinate interventions for children at risk. The DSL will ensure that concerns are not considered in isolation and that cumulative safeguarding information informs decision-making.

The DSL will maintain oversight of referrals, Channel involvement, multi-agency planning and outcomes. The DSL will provide advice, challenge and support to staff and ensure that Prevent remains a safeguarding priority throughout the school.

- First point of contact for Prevent concerns; assess and refer safeguarding and Prevent matters, including Channel referrals.
- Maintain accurate records and share with appropriate agencies.
- Ensure staff have access to Prevent training and guidance.
- Key question: Where are DSL responsibilities for Prevent recorded and how is cover arranged? – On Iris Adapt – DDSLs will cover if the DSL is not available

Prevent Lead (if different from DSL)

- Coordinate Prevent-specific activity, staff CPD, risk assessments and partner engagement.
- Liaise with local authority Prevent coordinators and Channel panel.
- Key question: Who is the Prevent Lead and who covers this role in their absence? The DSL is the prevent lead and the DDSL will cover in their absence

All staff and volunteers

- Complete Prevent and safeguarding training; be alert to signs of radicalisation and know how to report concerns.
- Understand how pupils' SEND or trauma histories may affect presentation of risk.
- Key question: How are all staff made confident to spot and report subtle concerns with vulnerable pupils? All are fully trained to DSL level and in Prevent, Channel and Panel.

Pupils

- Receive relevant, age-appropriate education that supports resilience and helps them recognise and resist harmful influences.
- Key question: How will the curriculum and therapeutic activities reflect pupils' developmental levels and communication needs? Each pupil has an EHCP that is written to meet their specific needs, and their education is tailored around this – this includes prevent.

Parents and carers

- Be informed about Prevent through accessible communications; supported to raise concerns.

- Key question: How will parents be engaged and reassured about Prevent safeguarding without causing alarm? Specifically tailored parent sessions to support parents knowledge and understanding, with regular updates and contact from staff.

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External partners (local authority, police Prevent team, Channel, health, CAMHS, social care)

- Work collaboratively with the school to manage risk, share information and deliver interventions.
- Key question: Who are the named local authority and police contacts for Prevent? – See contacts table in Appendix

Risk assessment and identification

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Whole-school risk assessment

- Regularly assess contextual risks: local factors, referrals data, online trends, pupil cohorts (e.g. EOTAS, EBSA), community activity.
- Update as part of the wider safeguarding risk assessment, at least annually and when circumstances change.
- Key question: What local and contextual factors increase risk for our cohort? They are SEN and are vulnerable as they are eager to fit in which puts them at greater safeguarding risk.

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Individual risk assessments

Risk assessment processes will include professional curiosity, analysis of contextual factors, peer influences, online activity, family circumstances, protective factors and the child's own views and experiences. Assessments will remain dynamic and be reviewed whenever new information becomes available.

- For pupils of concern, complete an individualised Prevent risk assessment integrated with their EHCP, behaviour plan, therapy plan, and safeguarding plan.
- Assess protective factors (family, school connection, therapy) and vulnerabilities (isolation, online exposure, personal grievances, trauma).
- Use multi-disciplinary input (therapists, CAMHS, social care) where appropriate.
- Key question: How are risk assessments documented and who signs them off? Each child has their own risk assessment and these are stored on Iris Adapt, they are signed off by the Head of School and the SENCO, they must be read and signed for by each member of staff.

Indicators of vulnerability or radicalisation

- Changes in behaviour, withdrawal, regression, new or persistent extreme views, secretive online activity, exposure to extremist material, pressure from older peers or family members, expressions of hopelessness or grievance.
- Consider the interaction of SEND and trauma with these indicators: e.g. literal thinking in ASC, sensory-driven behaviours, attachment-driven seeking of belonging.
- Key question: Which indicators are most likely to be misunderstood given our pupils' presentations? As the children are SEN they display most indicators of safeguarding as usual presentation, this is why all staff receive full DSL training to spot any changes in the children

Curriculum, teaching and pupil resilience

Curriculum approach

- Promote critical thinking, media literacy and opportunities to explore controversial issues in safe, structured ways consistent with the school's therapeutic approach.
- Integrate Prevent-relevant themes (values, community, rights, online safety) across subjects and therapeutic sessions; adapt materials to developmental level.
- Nurture and therapy groups: use Boxall Profile, therapeutic interventions and social thinking approaches to build resilience and sense of belonging.
- Key question: How will curriculum planning show clear, age-appropriate Prevent learning outcomes tailored to each pupil? We use the SEN version of the National PSHE Society schemes which are designed not only for age related content, but also for SEN children

Teaching strategies

- Use trauma-informed pedagogy: predictable routines, low-arousal approaches, sensory regulation, scaffolding and clear communication.
- Use differentiated resources, simplified language, visual supports, social stories and role-play to teach safety, criticality and respectful debate.
- Create safe spaces for pupils to express concerns and unpack ideas with trusted staff.
- Key question: How are lesson plans and therapy sessions adapted to the communication needs of pupils with ASC or sensory differences? Each one is different, dependent on the needs of the pupil set out in their EHCP by the EP and external professionals

Assessment

- Record progress in knowledge, understanding and behaviours related to resilience and safeguarding objectives as part of EHCP outcomes and pastoral reviews.
- Key question: How will impact of Prevent-related learning be measured and reported? It will be measured against the Objectives from the national schemes and recorded on Iris adapt and the pupils individual trackers, these will have added photographic and work evidence included as a portfolio

Staff training and staff conduct

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Prevent training

- All staff receive Prevent awareness as part of safeguarding induction and update training annually, including guidance on indicators, reporting routes and confidentiality principles.

Staff training will reinforce the importance of professional curiosity, respectful questioning, analysis of cumulative concerns and recognising that vulnerability to radicalisation may present differently in children with SEND, ASC, SEMH needs or trauma histories.

- Additional specialist training for DSL/Prevent lead on Channel referrals, information sharing and risk assessment.
- Training must include modules on: trauma-informed practice, SEND/ASC implications, online radicalisation, confidentiality & data protection.
- Key question: What is our training schedule, and how is competency checked? Full prevent, channel and panel training takes place once a year, plus weekly questioning for all staff from the DSL to check competency, all reports are checked by the DSL and the DDSLs to ensure they are completed to the highest standards and support is always given and staff worked with to ensure consistency. CPD is also given throughout the year to ensure all topics are revisited and kept fresh.

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EMPOWERING MINDS, NAVIGATING FUTURES

Staff conduct and professional boundaries

- Staff should model British values and school values: mutual respect, tolerance, equality and democratic participation.
- Staff must not engage in partisan political activity in front of pupils; guidance on political impartiality will be provided consistent with DfE guidance.
- Clear expectations on staff use of social media relating to pupils and extremist content.
- Key question: How will staff be reminded of boundaries and what sanctions apply for breaches? This is covered in regular CPD and the staff code of conduct.

Partnership working (parents, external agencies, community)

Parents and carers

- Provide clear, accessible information about Prevent in welcome packs, safeguarding updates and termly communications, with translations or alternative formats as required.
- Offer parental workshops or one-to-one conversations to explain how the school supports pupils and responds to concerns.
- Key question: How will we engage hard-to-reach families and those with English as an additional language? Each family has a key worker and the pastoral staff spend time off site with them, building positive relationships. EAL families work with us and translators to ensure there is full understanding of all aspects.

Local partners

Expanded Multi-Agency Working: Effective Prevent safeguarding relies upon strong partnership working. The school will work collaboratively with local authority Prevent teams, Police Prevent officers, Channel panels, Children's Social Care, Family Help services, health professionals, CAMHS, educational psychologists, Virtual School colleagues, youth services and safeguarding partnerships where appropriate.

The school will actively contribute to multi-agency meetings, Channel discussions, safeguarding reviews and child-centred planning. Information will be shared lawfully, proportionately and without unnecessary delay when required to safeguard children and young people.

- Maintain relationships with local authority Prevent coordinator, police Prevent team, Channel, social care, CAMHS and specialist SEND services.
- Invite partner input into risk assessments, plans and training.
- Key question: Which local partners will attend regular liaison meetings and how frequently? All relevant local partners will receive invites as required to all meetings on agreed schedules.

Community engagement

- Work with local community organisations to provide safe extracurricular opportunities, support for families, and positive alternatives to harmful influences.
- Key question: What safe community partners are vetted and used to broaden pupils' experiences? We will be working with religious, business, public services, and youth leaders from across the community

Online safety, remote learning and EOTAS provision

Online safety

- Embed online safety within the curriculum and ensure robust technical controls and monitoring are in place to block extremist content appropriate

to the developmental levels of pupils. Review philtres and monitoring regularly.

- Provide staff with training to spot online radicalisation and guidance on how to engage pupils about online harms.
- Key question: How is filtering and monitoring configured for our remote learning platforms and EOTAS devices? We use ITCH services, Classroom Cloud, and Securely – these monitor and support devices on and off site

Remote learning and EOTAS

- Ensure remote learning platforms have safeguarding features, and staff follow remote supervision and safeguarding protocols.
- For EOTAS pupils, include Prevent risks in risk assessment, maintain regular contact, and ensure safe access to alternative provision.
- Key question: What safeguards and checks do we have for off-site or remote provision to minimise radicalisation risk? All staff are full DBS check, and all staff are employed under full safer recruitment procedures – including section 128 for management and any staff joining SLT. Full off site risk assessments and area risk assessments will be undertaken for each area off site.

Safeguarding, referrals and reporting procedures

Reporting concerns

- All staff and volunteers must report Prevent concerns immediately to the DSL (or deputy in their absence) using usual safeguarding channels.
- If there is an immediate risk of harm, follow emergency procedures and contact emergency services.
- Key question: Where is the reporting flowchart displayed and how is staff notified of updates? The reporting flowchart is displayed in the meeting room, the office the staffroom and is sent to each member of staff as well as being attached to the policy. Any updates are given in face-to-face sessions with staff.

Assessment and decision-making

- DSL will carry out an initial assessment, consult relevant professionals, and determine whether the concern meets the threshold for a Channel referral, child protection referral, or other safeguarding response.

The DSL will apply professional curiosity throughout assessment processes and will consider whether concerns may be linked to exploitation, grievance, isolation, online harms, mental health difficulties, family circumstances, child criminal exploitation or wider safeguarding vulnerabilities. Professional challenge and escalation procedures will be used where concerns remain unresolved.

- Use multi-agency safeguarding arrangements when threshold for statutory intervention is met.

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- Channel referrals**

- Channel is a voluntary, confidential multi-agency support programme. Where concerns indicate vulnerability to radicalisation, the DSL or Prevent Lead will liaise with the local authority Prevent coordinator and police to make a Channel referral where appropriate.
- Ensure consent and proportional information sharing in line with guidance and DPA/UK GDPR.

Record keeping, monitoring and quality assurance

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- Documentation**

- Maintain secure, contemporaneous records of all concerns, risk assessments, referrals, interventions and outcomes in line with data protection law.
- Records should link to safeguarding records and EHCP plans where relevant.
- Key question: Where are records stored, who has access and how long are they retained? Records are stored on Iris Adapt in confidential safeguarding files. (accessible to the DSLs)

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- Monitoring and auditing**

Prevent monitoring will include analysis of referrals, safeguarding concerns, online safety incidents, attendance information, behaviour patterns, equality considerations, Channel activity and the effectiveness of interventions. Findings will be used to inform staff training, curriculum planning and safeguarding priorities.

- Termly audits of Prevent activity (training logs, referrals, curriculum delivery, risk assessments) reported to governors.
- Use audits to inform staff CPD and policy updates.
- Key question: What data and KPIs will governors see to assure Prevent compliance? Total concerns raised, total concerns reported, concerns dealt with in school, no further action taken, active cases, closed cases – concerns this month, concerns this year, running total, plus breakdowns by demographics

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- External inspection and assurance**

- Ensure readiness for inspection (Ofsted) and local authority reviews. Provide evidence of training, risk assessments, Channel engagement and curriculum delivery.
- Key question: How will we present Prevent evidence during inspection? Tables and graphs with written analysis

Management of concerns and investigations

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- Low-level concerns**

- Even low-level concerns should be recorded and addressed; consider pastoral support or therapeutic interventions first where appropriate.

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- Allegations about staff**

- Follow the managing allegations procedure within KCSIE and local authority guidance. If an allegation involves radicalisation-related conduct by a staff member, inform the LADO (Local Authority Designated Officer) and police as required.
- Key question: Who is the LADO and how will staff be supported during investigations? Multiple LADO at Leeds – on a rotating shift – last spoke to Maggie and Ruby. Staff will be given a dedicated senior member of staff or a HR contact to support them if they wish, or they may choose to use their union if they do not wish to have school support

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- Removing access or privileges**

- Where necessary and lawful, temporarily remove online access or change timetables pending investigation; ensure actions are proportionate and recorded.

Confidentiality and information sharing

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- Sharing information**

- Share information on a need-to-know basis, in line with DPA/UK GDPR and safeguarding guidance.
- Where there is risk of harm, safeguarding takes precedence over strict confidentiality.
- Key question: Who signs off information sharing in urgent Prevent cases? The DSL and the Head of School

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- Data protection**

- Records and referrals stored securely; retention schedules align with safeguarding policy.
- Key question: How do we ensure data security for sensitive Prevent records? These are stored on the secure Iris Adapt

Managing events, visitors and speakers

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- Vetting visitors**

- All visitors must comply with the school visitor policy and safeguarding checks. Identify and vet speakers; ensure their material is appropriate and consistent with school values.
- Do not host individuals or groups who promote extremist views or discriminatory ideologies.
- Key question: What checks do we complete (ID, DBS, references) before approving a speaker? All visitors must produce ID – if they have current DBS they will be permitted a green non-escort badge, if they do not they will be given a red – escorted badge. All must sign in at reception and be verified.

External providers and contractors

- Contractors and off-site providers must confirm Prevent and safeguarding compliance. Include Prevent expectations within contracts and service-level agreements.
- Key question: How do we ensure subcontractors and temporary staff understand our Prevent requirements? All visitors receive a safeguarding and prevent leaflet on arrival at school detailing our procedures – the safeguarding board is located next to the front door. All temporary staff will receive a safeguarding talk from the DSL

Complaints and whistleblowing

Complaints

- Parents and stakeholders may raise concerns via the school complaints procedure. Prevent-related complaints are dealt with sensitively and swiftly.
- Key question: How will parents be supported through the complaints process when concerns involve radicalisation? Our website contains links to the LA prevent team, we will also arrange for a link member of staff to support them through the process.

Whistleblowing

- Staff can use whistleblowing procedures to raise concerns about colleagues or safeguarding failures. Provide anonymity and protection against reprisal.
- Key question: How are staff made aware of whistleblowing channels and protections? All staff must read the whistleblowing policy and there are posters all around the building with the procedures and channels on.

Policy review and continual improvement

Review cycle

- This policy will be reviewed at least annually or sooner if statutory guidance changes, after a Prevent-related incident, or where local context alters.

- Governors will receive an annual Prevent report.
- Key question: When will the next policy review take place and who will lead it? The review takes place every 12 months or when there is an update in legislation – whichever comes first – it is undertaken by the Director of Education and ratified by the Proprietor.

Quality improvement

- Use audits, incident reviews, staff feedback, parent surveys and multi-agency input to improve policy, training and practice.

Lessons learned from Prevent concerns, referrals and multi-agency interventions will be incorporated into safeguarding practice, policy development, curriculum delivery and staff professional development. Leaders will evaluate the effectiveness of multi-agency working and seek continuous improvement.

- Key question: How will lessons learned from incidents be embedded into training and curriculum? Lessons learned may trigger a policy amendment ‘ and / or CPD and training – these will be face-to-face and monitored to ensure they are embedded into practice.

Appendix A: Flowchart — Reporting a Prevent Concern (summary)

1. Observe concern (behavioural change, disclosure, online content).
2. Report immediately to DSL / Deputy DSL via safeguarding processes.
3. DSL conducts initial assessment; consults with Head of School and Prevent Lead.
4. DSL decides: Local support/respite plan / pastoral intervention / therapy / school-based risk reduction / Channel referral / statutory safeguarding referral.
5. Record all actions, escalate where necessary to local authority / police Channel team.
6. Monitor and review outcomes; update risk assessment and EHCP as required.

Appendix B: Useful contacts and links

- Local authority Prevent lead: [insert contact & details]
- Police Prevent team: [insert contact & details]
- Channel referral route (local authority): [insert details]
- NSPCC Helpline: 0808 800 5000
- DfE Prevent guidance: <https://www.gov.uk/government/publications/prevent-duty-guidance>
- Keeping Children Safe in Education: <https://www.gov.uk/government/publications/keeping-children-safe-in-education>
- School Policy Tracker: <https://schoolpolicytracker.co.uk>

Equality impact, SEND and trauma-informed approach

- Helm Academy acknowledges the heightened vulnerability of some pupils due to SEND, trauma and SEMH. Prevent activity will be tailored using a trauma-informed lens and with specialist input (therapists, CAMHS, SALT).
- Ensure all materials and engagements are accessible, non-stigmatising and cognisant of pupils' communication, cognitive and sensory needs.

Breaches and sanctions

- Breaches of this policy by staff will be managed under disciplinary procedures and safeguarding guidance; serious breaches may result in referral to the police or LADO.
- Breaches by pupils will be managed according to the behaviour and safeguarding policies, using proportionate, restorative and therapeutic approaches.



Helm Academy

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Safeguarding Contacts	Name	Phone No.	Email
Designated Safeguarding Lead	Eve Bartlet	0333 3584 485	e.bartlet@helmacademy.co.uk
Deputy Designated Safeguarding Leads	Fitri Brock	0333 3584 485	f.brock@helmacademy.co.uk
Director of education	Eve Bartlet –	0333 3584 485	e.bartlet@helmacademy.co.uk
Managing Director	Fitri Brock	0333 3584 485	f.brock@helmacademy.co.uk
Local Authority Designated Officer (LADO)	Duty team	0113 3789 687. 0113 247 8653	LADO@leeds.gov.uk
Out of Hours Social Services	On duty team	0113 535 0600	lado@leeds.gov.uk
Leeds Safeguarding Children Partnership	Emergency Duty Team	During office hours (9.00am – 5.00pm) call the Duty & Advice Team on 0113 376 0336 (select option 4 to speak to a Social Worker) Out of office hours (evenings, weekends and bank holidays) call the Children’s Emergency Duty Team (EDT) on 0113 5350600.	
Police/Prevent Officer Local Area/Policy Community	Nadeem Siddique – Prevent Coordinator Julie Holden – Prevent Education Officer	01132413386 01135350810 01135350976 07712215824 0800 011 3764	prevent@leeds.gov.uk
Person to contact regarding concerns about the Head of school	Fitri Brock	0333 3584 485	f.brock@helmacademy.co.uk
NSPCC Whistle-blowing Helpline	0800 028 0285		
Urgent child protection concerns should be discussed directly	members of the public should contact Children’s Social Work Service on tel: 0113 222 4403 between 8.30am and 5pm practitioners involved with the child or family should contact the Duty and Advice team on tel: 0113 376 0336 between 8.30am and 5pm outside of these office hours, practitioners should contact the Children’s Emergency Duty team on tel: 0113 535 0600		