



Doncaster  
Council



Hatchell Wood  
Primary Academy

## SAFEGUARDING AND CHILD PROTECTION POLICY

### CHILDREN AND YOUNG PEOPLE

Including managing allegations against staff working in a public capacity (LADO) and mandatory reporting duties under Prevent and FGM

Named Governor responsible for policy:	<b>MR J BULLOCK</b>
Named Head Teacher / Principal:	<b>MR J HARRIS</b>
Approved:	September 2022
Signed:	
Reviewed/ Revised on:	<b>September 2022</b>
Next review date: ( <i>at least Annually</i> )	<b>September 2023</b>

This policy comes into force on 1st September 2022 in line with KCSIE regulations. Published guidance can be found at the link below:

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/keeping-children-safe-in-education)

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## Local Authority Statement

### Academy / School / Education Provider Responsibility

*The LA offers this model policy for all educational settings. The Governing Body must ensure this is adapted or adopted and implemented or reviewed within the establishment context. The LA only offers this as a guide – establishments must ensure they are responsible for their own policies and ensure this is demonstrated and owned by the school community in practice. Schools and Academies are responsible for reviewing and updating their safeguarding policy in line with legislative changes. This model LA safeguarding policy does not replace the agreed DSCP Multi Agency Child Protection Tri-x procedures.*

<http://doncasterscb.proceduresonline.com/>

*Staff must ensure that they refer to the DSCP procedures on a regular basis.*

*Schools and local authorities must have regard to this policy when carrying out their duties to safeguard and promote the welfare of children under section 175 of the Education Act 2002, paragraph 7(b) of Schedule 1 to the Education (Independent School Standards) Regulations 2014 and paragraph 3 of the Schedule to the Education (Non-Maintained Special Schools)(England) Regulations 2011.*

The school/setting (*insert school name here*) recognises the responsibility it has under Section 175 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The Governing Body approve the S175 or S157 and return to the Local Authority (LA) on a yearly basis. This policy demonstrates the school's commitment and compliance with safeguarding legislation.

Through their day-to-day contact with pupils and direct work with families, staff at the school/setting have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to The Doncaster Children's Trust MASH team. This also involves understanding serious case reviews and how to improve practice to prevent children from falling through the gaps.

### Local Safeguarding and Child Protection

Governors should review the new Ofsted Education Inspection Framework (EIF) alongside Senior Leaders

Schools should review Keeping Children Safe in Education 2022 in full and ensure S175/157 development plans/safeguarding action plans are in place, considering **intent** for safeguarding with information on how they will **implement** safeguarding and monitor **impact**.

It is the Local Authority intent that ALL educational establishments will be effective for safeguarding.

It is the responsibility of the setting to ensure that they maintain an effective safeguarding policy, keep up to date with changing advice and attach amendments to this policy when new guidance is issued.

## Governors statement

- The Governing Body and staff of Hatchell Wood Primary Academy (hereinafter referred to as 'the school') 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 school to identify, assess, and support those children who are suffering harm or who are likely to suffer harm and to keep them safe and secure whilst in our care.
- The Governing Body will ensure the Designated Safeguarding Lead (DSL) and Deputy Designated Lead (DDSL) have a job description in line with Keeping Children Safe in Education 2022 with dedicated time and support in place for the DSL to fulfill this duty.
- The responsibilities set out in this policy apply (as appropriate) to all members of the school community including pupils, staff, governors, visitors/contractors, volunteers and trainees working within the school. It is fully incorporated into the whole school ethos and is underpinned through effective leadership. The teaching of the curriculum includes a well-planned and delivered programme of RSHE (Relationships, Sex and Health Education) / PSHE (Personal, Social, Health and Emotional) education / SMSC (Spiritual, Moral, Social and Cultural) development within the physical environment provided for the pupils.
- The governors will ensure safeguarding self-evaluation takes place on a regular basis, a safeguarding audit has taken place and statutory S175/157 action plans are measured. The governors ask for a regular safeguarding impact report and ensure all statutory requirements under KCSIE Sept 2022 are fulfilled
- The Ofsted Inspection Handbook is referenced to ensure safeguarding is excellent in this setting. The governors may seek external reviews/audits or use existing audits available to support the implementation of KCSIE 2022.
- Governors, senior leaders and the Designated Safeguarding Lead (DSL) will continually review all policies required by law  
<https://www.gov.uk/government/publications/statutory-policies-for-schools>

Signed:

*C. Street*

Chair of Governors and Designated Safeguarding Governor

Date: September 2022

## **SAFEGUARDING CHILDREN AND YOUNG PEOPLE MODEL POLICY**

Rationale:

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004, The Education Act 2002 and Working Together to Safeguard Children 2018. This policy reflects the statutory requirements within Keeping Children Safe in Education September 2022 and DSCP local policy and procedures. Including local lessons learned to ensure all children young people and families in Doncaster are supported.

### **Safeguarding definitions**

Safeguarding and promoting the welfare of children are defined for the purposes of this policy as:

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

*(Working Together to Safeguard Children 2018 HM Government)*

Safeguarding is not just about protecting children from deliberate harm. It relates to aspects of school life including:

- Pupil's health and safety
- The use of reasonable force
- Meeting the needs of pupils with medical conditions
- Providing first aid
- Educational visits
- Intimate care
- Internet or e-safety
- Appropriate arrangements to ensure school security, taking into account the local context.
- Mental health and well-being

It can involve a range of potential issues such as:

- Bullying, including cyber bullying, sexist bullying (by text message, on social networking sites, and so on) and prejudice based bullying
- Racist, disability, and homophobic or transphobic abuse
- Radicalisation and extremist behaviour
- Child sexual exploitation
- Child criminal exploitation

- Child on child Sexual Violence and Harassment
- Sexting/Youth Produced Imagery
- Substance misuse
- Issues that may be specific to local area or population, for example gang activity and youth violence
- Particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation and forced marriage

This list is expanded within KCSIE Sept 2022 and local DSCP procedures detail specific areas of safeguarding. This setting complies with all statutory responsibilities.

[Doncaster Safeguarding Children Board Online Procedures \(proceduresonline.com\)](https://www.proceduresonline.com/doncaster-safeguarding-children-board)

In addition, knowledge of Trauma and Adverse Child Experiences are demonstrated in safeguarding practice.

## **Purpose**

The purpose of the policy is to ensure that safeguarding is everyone's responsibility.

- The welfare of the child is paramount.
- All children regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection.
- Everyone who works with children has a professional responsibility to keep them safe (*Working Together 2018*).
- All staff have an equal responsibility to act on suspicion or disclosure that may suggest a child is at risk of harm, any professional with concerns about a child's welfare should make a referral to the Doncaster Children's Trust, and professionals should follow up their concerns if they are not satisfied with the response. (*Working Together 2018*).
- Pupils and staff involved in safeguarding issues receive appropriate support and training outlined in the Doncaster Safeguarding Joint Workforce Strategy and Doncaster Children and Young Peoples Plan.
- Staff adhere to a Code of Conduct and understand what to do if a child discloses any allegations against teaching staff, Head Teachers or the Governing Body. Additional information to provide clarity on the process for sharing low-level concerns is included in KCSIE 2022
- To develop and promote effective working relationships with other agencies, especially the police and social care.
- To ensure all staff are recruited in accordance with safer recruitment principles and a single central record is kept to ensure that all required vetting checks have been carried out before appointments are made. These include satisfactory (enhanced) DBS (incorporating a barred list check), prohibition from teaching, prohibition from leadership and management, satisfactory references that have been validated, medical declaration, right to work in the UK, full identity information in accordance with guidance. Any gaps in personnel files are noted and reasonable steps taken to rectify with ongoing supervision.
- We have a safe school with confident staff, confident parent/carers and confident pupils who know how to recognise and report safeguarding concerns.

- All staff understand the categories of abuse, indicators and know how, when, who and how to record and report all safeguarding concerns.

## **Terminology**

**Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL)** - previously known as designated safeguarding officer or designated safeguarding teacher, the named person for safeguarding in education establishments.

**LADO** – Local Authority Designated Officer – deals with any allegation against any member of staff in a public setting.

**Safeguarding and promoting the welfare of children** - refers to the process of protecting children from abuse or neglect, preventing the improvement of health and development, ensuring that children growing up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

**DSCP** - Doncaster Safeguarding Children Partnership

**Child Protection** - refers to the process undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

**Staff** - refers to all those working for or on behalf of the school/setting in either a paid or voluntary capacity.

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

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

## Governors' responsibility

The Governing Body fully recognises its responsibilities with regard to safeguarding and promoting the welfare of children.

The Governing Body should ensure that:

- All staff have read at least part 1 of the new KCSIE 2022 statutory guidance and this is now included in all staff induction and whole school training.
- Annex A of KCSIE 2022 which is a condensed version of part 1, is provided for staff who don't work directly with children if the governing body think it will provide a better basis for those staff to promote the welfare of and safeguard children.
- Policies, procedures and training in their schools or colleges are effective and comply with the law at all times in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- All governors and trustees receive appropriate safeguarding and child protection (including online) training at induction.
- Online security is reviewed
- A robust PREVENT risk assessment is in place.
- Appropriate safer recruitment policies in accordance with part three of KCSIE 2022 guidance are in place, embedded and effective.
- The school/setting has procedures for dealing with allegations of abuse against any member of staff or adult on site.
- There is a nominated member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Head Teacher. *This should be the Chair of Governors.*
- An appropriate senior member of staff from the school or college leadership team is appointed to the role of designated safeguarding lead (DSL). The DSL should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description and additional time, funding, training, resources and support given.
- Any deficiencies or weaknesses with regard to Child Protection arrangements are remedied immediately.
- The Safeguarding policy and procedures are reviewed annually.
- It approves the LA/DSCP annual Safeguarding Audit.
- It undertakes a review of behaviour and safety (safeguarding) as part of the Governing Body self-evaluation on a regular basis.
- All members of the governing body understand and fulfil their responsibilities and discharge KCSIE 2022 requirements. They support the role of the designated safeguarding lead in managing referrals, training and raising awareness.
- The school/academy/college is compliant with Part 2: The Management of Safeguarding KCSIE 2022.
- The procedures contained in this policy apply to all staff, volunteers, sessional workers, agency staff, contractors or anyone working on behalf of the Doncaster school/setting. They are consistent with South Yorkshire Child Protection procedures/Doncaster Safeguarding Children Board (DSCP) child protection procedures.
- We fully embrace the KCSIE quotation "It could happen here" where safeguarding is concerned.

The Governing Body are responsible for liaising with the Head Teacher/Designated Staff over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils.

The chair is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Head Teacher, the principal of a college or proprietor or member of governing body of an independent school.

The nominated Safeguarding Governor will:

- Support the designated safeguarding lead in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity.
- Along with the DSL, provide an annual report to the governing body on child protection activity. The local authority annual review monitoring return for safeguarding should be sufficient as an annual report for governors.
- Ensure that the DSL has completed the annual child protection monitoring submission in a timely manner to the local authority. The return must be signed by the Chair of Governors to confirm that this is an accurate reflection of the safeguarding arrangements of the school/setting.
- Ensure that the governing body has child protection training on their strategic responsibilities to provide appropriate challenge and support for any action and to progress areas of weakness or development in the school/settings safeguarding arrangements.
- Ensure that the DSL provides the Governors with a report at the end of the academic year, outlining the number of cases dealt with and other statistics that do not identify individual children.

There are four main elements to the Policy:

- **Prevention** – through the curriculum and pastoral support offered to pupils and through the creation and maintenance of a school/setting protective ethos.
- **Procedures** – for identifying and reporting cases, or suspected cases of abuse
- **Support to Pupils** – who may have been abused, including early preventative work.
- **Preventing unsuitable people working with children** – by following statutory guidance, DSCP, LADO, DBS and TSA and HR procedures.

## Prevention

*(Schools can adapt this for the ethos within the setting, setting out local context)*

Our school/college/setting will establish an ethos where:

- Children feel secure.
- Children know that there are adults in the school/setting who they can approach if worried or in difficulty.
- The curriculum includes opportunities for PSHCE/RSE to equip children with the skills needed to stay safe. This includes our PREVENT duty.
- [Protecting children from radicalisation: the prevent duty - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- The curriculum material will help children develop realistic attitudes to their responsibilities in adult life.
- It will work in accordance with 'Working Together to Safeguard Children 2018' and will support the 'Doncaster Early Help Offer' and new Localities way of working to ensure children and young people receive the most appropriate referral and access provision.
- Whole school safeguarding training is delivered and all designated safeguarding leads/deputy safeguarding lead attend DSL network meetings, and other mandatory courses to retain their L3 certificate.
- Designated staff hold the DSCP L3 certificate and refresh every 2 years
- We will work collaboratively with our Early Help Co-ordinators to improve outcomes for children and young people.
- We access the school nursing universal offer for all our children and young people.
- We keep our safeguarding training up to date, access DSCP training events on a regular basis, and understand the safeguarding requirements for Ofsted.
- Parents, carers and families, teachers, staff and young people/agencies know how to raise any safeguarding concerns and we have a named designated/deputy safeguarding lead(s) on our senior leadership team.
- We have a clear complaints policy and all staff are aware of whistleblowing procedures and low-level concerns procedures

## Safeguarding key contact details

<p>Designated Safeguarding Lead (DSL) is: <b>Gemma Snow</b> <a href="mailto:g.snow@hatchellwood.com">g.snow@hatchellwood.com</a></p> <p>Early Years Safeguarding Lead is: <b>Gemma Snow</b> <a href="mailto:g.snow@hatchellwood.com">g.snow@hatchellwood.com</a></p> <p>The Single Point of Contact for Early Help / DCS Trust Multi Agency Safeguarding Hub in our setting is/are: <b>Gemma Snow</b> <a href="mailto:g.snow@hatchellwood.com">g.snow@hatchellwood.com</a> <b>Felicity Burton</b> <a href="mailto:head@hatchellwood.com">head@hatchellwood.com</a></p>	<p><b>Define holiday cover arrangements</b></p> <p>The method for contact will be <b>tel: 07972 200481</b></p> <p>The named Safeguarding Lead during holiday periods representing the school / academy is:</p> <p><b>Jeremy Harris / Felicity Burton</b></p> <p>any changes will be emailed to <a href="mailto:cypssafeguardingsupport@doncaster.gov.uk">cypssafeguardingsupport@doncaster.gov.uk</a></p> <p><b>A DSL is required at all times.</b></p>
<p>Operation Encompass Any changes to be emailed to <a href="mailto:cypssafeguardingsupport@doncaster.gov.uk">cypssafeguardingsupport@doncaster.gov.uk</a> )</p>	<p>Named contact for Operation Encompass is: <b>Felicity Burton</b></p>
<p>The Deputy Designated Safeguarding Leads are:</p> <p>Felicity Burton <a href="mailto:f.burton@hatchellwood.com">f.burton@hatchellwood.com</a> Sarah Morgan <a href="mailto:s.morgan@hatchellwood.com">s.morgan@hatchellwood.com</a></p> <p>Contact Details:</p>	
<p>The designated teacher for looked after children is:</p> <p><b>Gemma Snow</b></p> <p>Contact Details: <a href="mailto:g.snow@hatchellwood.com">g.snow@hatchellwood.com</a></p>	
<p>The nominated Child Protection/ Safeguarding Governor is:</p> <p><b>James Bullock</b></p> <p>Contact details: <a href="mailto:j.bullock@hatchellwood.com">j.bullock@hatchellwood.com</a></p>	
<p>The nominated governor for looked after children is:</p> <p><b>James Bullock</b></p>	

Contact details: <a href="mailto:j.bullock@hatchellwood.com">j.bullock@hatchellwood.com</a>	
The named PREVENT lead is:	Felicity Burton
The named CE lead is:	Felicity Burton
The named mental health first aider is:	Nicole Stead
The named on-line protection officer is:	Felicity Burton
Anti- Bullying Officer:	Felicity Burton
LGBTQ Lead:	Elizabeth Davis
The named complaints handler is:	Felicity Burton
The named staff member to support sexual violence and harassment concerns is:	Felicity Burton
The head teacher is:  The head teacher is the lead officer for allegations made against staff. <i>Where there is an allegation against the head teacher, the chair of governors will be the lead officer.</i>	Jeremy Harris
Contact Details: Only use this email address to contact LADO office: <a href="mailto:LADO@dcstrust.co.uk">LADO@dcstrust.co.uk</a>  Contact Details: LADO Administrator - 01302 737332 Milovan Orlandich - 01302 736784 Caroline Tanner – 01302 736473  <a href="#">Allegations against people who work with children   Doncaster Safeguarding Children Partnership (dscp.org.uk)</a>	The Local Authority Designated Officers (LADO) are Milovan Orlandich and Caroline Tanner ( <b><i>please note Caroline will be on maternity leave from 13.10.22</i></b> )  Conference chairs will deputise where required.
Doncaster Council's School's Adviser for Safeguarding is Jo Howe Contact Details: <a href="mailto:Jo.howe@doncaster.gov.uk">Jo.howe@doncaster.gov.uk</a> Tel. 01302 736975/07816353019	

**(Schools to add list of staff names for any designated / trained roles to the table)**

## Procedures

The school/academy/education provider/setting will:

- Ensure it has a Designated Safeguarding Lead (DSL) who has undertaken appropriate Safeguarding (Child Protection) training (see above).

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

- Understand part 1 of KCSIE 2022 and the proposed Working Together 2018 changes including the mandatory reporting duty.
- Knows the name of the designated person and his/her role and responsibility.
- Understands that they have an individual responsibility to refer Safeguarding (Child Protection) concerns.
- Will receive training at the point of induction so that they know:
  - Their personal responsibility/code of conduct/teaching standards
  - DSCP child protection procedures and know how to access them
  - The definitions of abuse, physical abuse, emotional abuse, sexual abuse and neglect
  - The need to be vigilant in identifying cases of abuse at the earliest opportunity
  - How to support and respond to a child who discloses significant harm (either actual or likely)
- Knows their duty concerning unsafe practices about children by a colleague.
- The designated person will disclose any information about a pupil to other members of staff on a need to know basis.
- The school/setting will undertake appropriate discussion with parents prior to involvement with other agencies unless the circumstances preclude this.
- The school/setting will ensure that parents have an understanding of their obligations regarding Child Protection by intervention as and when appropriate.
- Understand Ofsted grade descriptors in relation to personal development, behaviour and welfare of pupils
- Monitors internet usage in accordance with PREVENT/KCSIE and knows how to recognise and respond to inappropriate internet use.
- Ensure that designated staff will take advice from a Safeguarding (Child Protection) specialist when managing complex cases.
- The school/setting/DSL will liaise with the LADO/ Children's Services before investigating any allegation involving actual or suspected abuse of a child as soon as is practical and with all cases within 24 hours of disclosure and follow up referral in writing, using relevant contact pathways for the **MASH** (*Multi Agency Safeguarding Hub*), which is *Social Care and Early Help as one front door*.

- All school/setting staff will pass any observations leading to suspicion of abuse, or information received about abuse, immediately to the Designated Safeguarding Lead or deputy Designated Safeguarding Lead.
- In the case of serious injury, risk of serious injury or allegation, the DSL will contact The Doncaster Children's Trust Multi Agency Safeguarding Hub immediately.
- If the allegation of abuse is against the deputy or designated safeguarding person, the Head Teacher will speak with the LADO to discuss the next steps.
- If the allegation is against the Head Teacher, the Chair of Governors should be contacted immediately and advice from the LADO and Doncaster Council Safeguarding Adviser sought within 24 hours. If the allegation is against both the Head Teacher and Chair of Governors, the LADO and Doncaster Council Safeguarding Adviser will be contacted. No member of staff will conduct their own investigation or pass on information to the alleged perpetrator.
- Where an allegation is identified as serious/high level, please see LADO information/DSCP procedures re protocol/thresholds and submit a referral asap [Allegations against people who work with children | Doncaster Safeguarding Children Partnership \(dscp.org.uk\)](#)
- The emergency social services team should be contacted outside normal working hours 01302 796000.

### **Child protection procedures**

- If there are concerns that a child has experienced or is at risk of suffering significant harm, the designated safeguarding lead will consult with Doncaster Children's Services Trust (DCST) on 01302 737777.
- If out of hours, the emergency Doncaster Children's Trust Social Care out of Hours team - (ESST) 01302 796000 (after 5.00pm and before 8.30 am weekdays and weekends).
- For advice relating specifically to concerns around the mental health of a child/young person, advice can be provided by ringing the Mental Health Specialist Advice Line 01302 796191.
- All parents and carers of families can contact the general contact number on 01302 737777. All staff are aware of the One Front Door Social Care Referral procedures. <https://dscp.org.uk/report-concern>

## **CE - Child Exploitation (CCE and CSE)**

Child sexual and criminal exploitation are forms of child abuse.

Young people often trust their abuser and do not know what is happening is wrong, or feel they are unable to tell anyone due to fear, intimidation and violence.

We all have a role to play to spot the signs and help keep children and young people safe.

### **What is child criminal exploitation?**

The Home Office definition for CCE is:-

*Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.*

For more information follow the link to national guidance

[Criminal Exploitation of children and vulnerable adults: County Lines guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

### **What is child sexual exploitation?**

Child sexual exploitation (CSE) is a form of child abuse. It happens when a young person is manipulated or forced, to take part in sexual activity. The abuser works hard to groom the young person – it might seem like a normal friendship or relationship to begin with – gaining their trust and then exploiting that trust for their own gain. It can happen online or offline, and without the young person being aware of it. It may also involve more than one abuser and a number of victims.

### **Indicators of involvement in child exploitation:**

- Acquisition of money, clothes, mobile phones etc without plausible explanation
- Gang-association and/or isolation from peers/social networks
- Exclusion or unexplained absences from school, college or work
- Leaving home/care without explanation and persistently going missing or returning late
- Excessive receipt of texts/phone calls
- Returning home under the influence of drugs/alcohol
- Inappropriate sexualised behaviour for age/sexually transmitted infections
- Evidence of/suspicious of physical or sexual assault
- Relationships with controlling or significantly older individuals or groups
- Multiple callers (unknown adults or peers)
- Frequenting areas known for sex work
- Concerning use of internet or other social media

- Increasing secretiveness around behaviours and
- Self-harm or significant changes in emotional well-being.

Further information can be found [Department for Education \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

If there is any concern that a child or young person is being criminally exploited, there is a duty to safeguard their well-being. Early intervention is key to prevent escalation. A referral to DCST is necessary or if the child/ young person is thought to be at immediate danger then DCST and/or the Police need to be informed immediately. Prompt response may prevent them or others from being harmed.

Anyone with concerns about gang involvement can contact the Targeted Youth Support Service (TYS) and they will arrange to visit the child or young person and carry out an assessment at that point. The Team EPIC worker will keep the school informed of the outcome of the assessment, and any interventions that are put in place as a result. School will be part of any multi-agency meeting that arises as a result of their involvement with Team EPIC or other provision available from TYS.

[Here to support young people. | DCST EPIC \(epicdoncaster.co.uk\)](https://epicdoncaster.co.uk)

In Doncaster a low level intelligence form (not a referral form) is in place. The DSL should complete this form and pass to the police should low level concerns emerge that may indicate CE.



Partner intel sharing  
document.docx

All procedures, including referral pathways and services can be accessed via the DSCP procedures

[Policies and Procedures | Doncaster Safeguarding Children Partnership \(dscp.org.uk\)](https://dscp.org.uk)

Low-level intelligence forms below can be used to alert services to suspected involvement in CSE (following guidance).

The DSL will also consider CE/CSE and share information on any child, young person or family at risk to ensure correct procedures are followed.



Child Criminal  
Exploitation Board F

- Where child sexual exploitation or child criminal exploitation, or the risk of it, is suspected, frontline practitioners should complete a cause for concern form and pass onto the designated member of staff for child protection or contact the Child

Exploitation Team. Education contacts are Carmel Bartlett and Jayne Pezzulo 01302 737200.

- The DSL should complete the CE checklist tool for partners and refer to the table at the end of the toolkit to help decide how to proceed. A copy of the completed toolkit must be kept in the child's child protection records for future reference.
- If the child/young person already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about child exploitation.

Parents, Carers and Professionals can contact the general MASH contact number on 01302 737777.

### **Unexplained and sudden child and young person's notified death**

- In the event of an unexplained/sudden child death, Doncaster Safeguarding Children Partnership (DSCP) and Doncaster Child Death Overview Panel (DCDOP) procedures will be followed  
[https://doncasterchildcare.proceduresonline.com/chapters/p\\_death\\_serious.html](https://doncasterchildcare.proceduresonline.com/chapters/p_death_serious.html)
- Following any serious untoward incidents (SUI) procedure or where near miss situations occur the DSL / Head Teacher will contact the Doncaster Council Learning Provision Service. This covers health and safety related incidents where safeguarding is compromised. Notification of near miss situations can also be emailed to [cypssafeguardingsupport@doncaster.gov.uk](mailto:cypssafeguardingsupport@doncaster.gov.uk) and Jo Howe, [jo.howe@doncaster.gov.uk](mailto:jo.howe@doncaster.gov.uk) or a call to the Assistant Directors/Duty Head of Service to enable a coordinated response.
- The school/setting will have an emergency plan in place to respond to unforeseen circumstances, e.g. staff/child unexpected death, site security threats, floods; storms etc and know how to notify the LA of a critical incident.

### **Security breaches / threats**

The school will follow the Doncaster Council emergency procedures for hoax emails/threats and notify relevant officers should any significant security threats be made. Each section within the DMBC Emergency planning policy includes contact details for local services available to safeguard all.

### **Health and safety**

RIDDOR notifiable incidents and significant safeguarding breaches to be notified via the Emergency Planning contacts and this policy is cross referenced to managing first aid, including head injuries, managing medications and reporting aggression and violence (including on staff)

### **Guidance around bomb threats**

National Counter Terrorism Security Office Guidance Note:

The school/setting has a clear emergency plan in place this includes NaTSCO guidance ***(schools to cross reference here linked policy)***



NaCTSO Guidance  
Note - School Bomk

## **ICT security**

The school applies regular searches within the ICT infrastructure to ensure all children are safeguarded and any inappropriate material accessed is blocked. Where breaches occur, the setting applies procedures set out within this policy. The annual S175/157 confirms such checks take place and that toolkits are in place to enhance keeping children safe on line. One example being The Counter Terrorism Internet Referral Unit (CTIRU) Filtering Tool. This tool can be accessed through the UKSIC website at <http://testfiltering.com/> ***(settings to adapt here to reflect internet security.)***

## **Support to pupils**

The School/College/Setting will follow the basic principles when having a conversation with a child who discloses abuse:

- Listen rather than directly question; remain calm.
- Try to always have 2 members of staff present
- Never stop a child who is recalling significant events.
- Make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words).
- Advise that information will have to be passed on.
- Avoid coaching/prompting.
- Never take photographs or videos of any injury.
- Allow time and provide a safe haven/quiet area for future support meetings.
- Share all concerns, no matter how trivial they may seem to the DSL, who will follow the DCST One Front Door Referral Procedure and follow up any child protection concern immediately with an online referral.
- For children with Child Protection (CP) plans/named lead practitioner/named social worker or Child in Need (CIN) plans where new information is shared by the young person, the DSL will ensure information is shared with the social worker and not withheld until core/review meetings take place.
- At no time promise confidentiality.  
[Information Sharing \(proceduresonline.com\)](http://proceduresonline.com)

## **Operation to support Afghan and Ukrainian arrivals in the UK**

DSLs will liaise with appropriate professionals regarding Afghan and Ukrainian arrivals following the latest home office guidance, which can be found at:

[Home Office's press notice.](#)

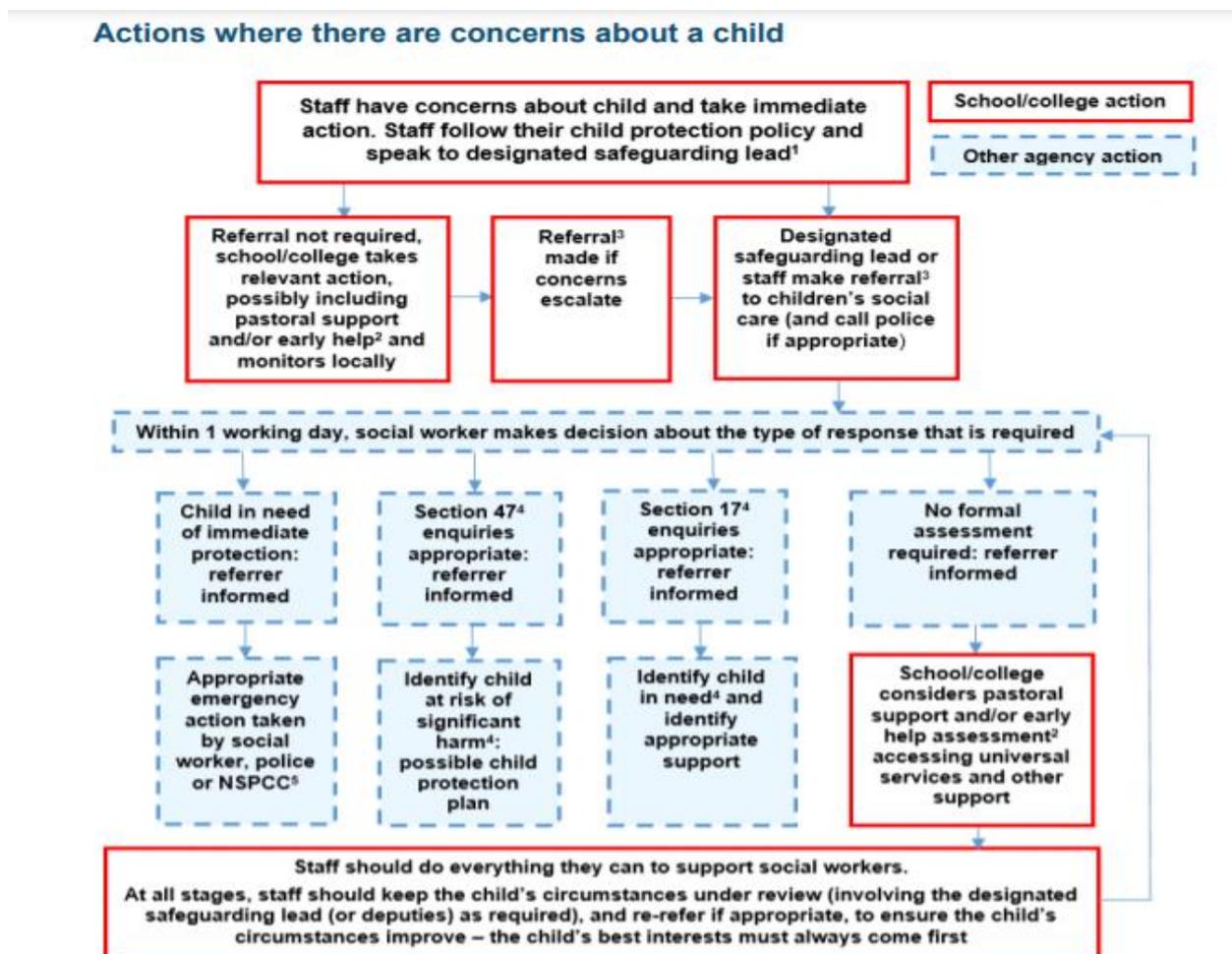
For more information about supporting Ukrainian arrivals in the UK:

[Situation in Ukraine: Information for guests, sponsors and families - Doncaster Council](#)

Our school/college/setting will: *(adapt as necessary)*

- Provide bilingual support to enable children to access the full curriculum
- Provide pastoral care for those children who need it
- Provide a Key Person in school who will liaise with families and their sponsors as required
- Be aware of vulnerabilities for the children and seek advice where needed.

**Working Together (2018) and Keeping Children Safe in Education (2022) provides a diagram to show the expected response to raising any safeguarding concerns.**



Please use the following links for more information:

[Working Together to Safeguard Children 2018 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672227/Working-Together-to-Safeguard-Children-2018.pdf)

[Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672227/Keeping-children-safe-in-education-2022.pdf)

## **The Role of Designated Safeguarding Lead and Deputy Safeguarding Lead**

The DSL has a clear job description as outlined in Keeping Children Safe in Education 2022. Agreed safeguarding cover arrangements during school holidays for agencies to contact are in place.

- The DSL will ensure that all staff involved in direct casework of vulnerable children, where there are child protection concerns/issues, have access to regular safeguarding supervision.
- Designated staff will have a working knowledge of how local authorities conduct a child protection case conference (ICPC) and a child protection review conference (RCPC) and be able to attend and contribute to these effectively when required to do so.
- Designated staff will be alert to the specific needs of children in need, those with special educational needs, LGBTQ+, at risk of exploitation and young carers. Recognising adverse childhood experiences, family breakdown, bereavement and exam stress and the impact of domestic abuse and all abuse on childhood development.
- Designated staff will obtain access to resources and attend any relevant or refresher training courses.
- Designated staff will encourage a culture of listening to children amongst all staff.
- Designated staff will highlight the importance of demonstrating children's wishes and feelings and voice to all staff and ensure that these are clearly evidenced.
- The Senior Leadership Team will ensure that the designated staff are appropriately trained and supported to fulfil this role.
- Designated staff will follow GDPR policy and procedure.
- Designated staff will learn from serious case/practice reviews and lessons learned, know when to challenge consent and lack of engagement, understand case escalation and local procedures to challenge systems that may be failing, in the best interest of the young person.

## **Raising awareness and working with others (see KCSIE 2022 job description)**

### **The DSL should:**

- Ensure each member of staff has access to, and understands, the schools or college's child protection policy and procedures, especially new and part-time staff.
- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Liaise with the Head Teacher or Principal to inform of safeguarding issues.
- Liaise with specific members of staff (teachers, senior leadership team, pastoral staff, mental health leads, special educational needs coordinators (SENCO's), IT technicians) on matters of safeguarding and welfare.
- Ensure this policy is reviewed annually (as a minimum) and the procedures and their implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

## **Information sharing and managing the child protection file**

For more information, see KCSIE 2022 and link below.

[Information sharing: advice for practitioners \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90121/kcsie-2022-information-sharing-advice-for-practitioners.pdf)

The designated Safeguarding Lead (DSL) is responsible for ensuring that child protection files are kept up to date.

Information will be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- 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

A child protection file is only accessed by those who need to see it. Where the file or content within it is shared, this happens in line with information sharing advice as set out in Part One and Part Two of KCSIE 2022.

Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. Confirmation of receipt should be obtained.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. Consideration should be given as to if it would be appropriate to share any additional information with the new school or college for support to be in place when the child arrives.

*For more information around data protection contact: Nikki Minnikin, Schools' Data Protection Officer 737978 [Nikki.minnikin@doncaster.gov.uk](mailto:Nikki.minnikin@doncaster.gov.uk)*

## **Records and Monitoring**

***(Schools/Colleges/Settings to amend as per individual record keeping procedures.)***

It is important that when using CPOMS or an alternative, the DSL/DDSL have oversight; supervision and analysis of any cause for concern and has documented action and decision making. Where possible indicators of abuse have not been followed up appropriately, the DSL, in conjunction with the Headteacher must consider a referral to LADO and HR to safeguard children who may be at risk by staff not following policy and procedures.

The school/college/setting will ensure that:

***(Setting to amend dependent on their recording procedures)***

- Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Written records will be signed, dated and where appropriate, witnessed. Staff understand when an immediate verbal conversation is required with the DSL then to follow up on CPOMS.
- At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, or photographic evidence of an image from a child's phone. This type of behaviour could lead to the staff member being taken into managing allegations procedures.
- A chronology will be kept in the main school file prior to the commencement of a concern file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the designated person should the number of concerns rise or, in their professional judgement, become significant.
- At the point at which a concern file (see below) is commenced, then the chronology can be transferred to the concern file. Ensuring that a chronology supports referral and re-referral to one front door team and Mosaic is also maintained to support Team around the Family (TAFs)/Child in Need (CIN)/Child Protection (CP). CPOMS records should be made available to support any referrals.

- Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file (“concern file”); this may be referred to as a child protection file, which will be securely stored and away from the main pupil file. The main pupil file should have a red C in the top right hand corner to denote a separate file exists (or a similar and consistent coding). (Note system if CPOMS is used)
- Files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.
- The DSL will share all safeguarding information with any transfer/receiving school immediately.
- Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages from serious case reviews are in terms of recording and sharing information.
- Each child protection file should contain a chronological summary of significant events and the actions and involvement of the school, and recognising external / contextualised safeguarding.
- Where children leave, the school/college will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known), within 15 schools days. This is a legal requirement set out under regulation 9 (3) of ‘The Education (Pupil Information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes.
- Children’s records will be transferred in a secure manner, for example, by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school they are being transferred to must be made and a signature obtained from the receiving school as proof of receipt.
- If a pupil moves from our school, child protection records will be forwarded onto the named DSL at the new school, with due regard to their confidential nature. Good practice suggests that this should always be done with a face-to-face handover and a signed receipt of file transfer obtained for audit purposes by the delivering school.
- If sending by post, children records will be sent, “Special Delivery”. A note of the special delivery number will also be made to enable the records to be tracked and traced via Royal Mail.
- For audit purposes, a note of all pupil records transferred or received will be kept in either paper or electronic format. This will include the child’s name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology sheet will also be retained for audit purposes.

- If a pupil is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded on to the relevant organisation in accordance with the 'The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records.
- If a parent chooses to electively home educate (EHE) their child, the child protection record will be forwarded to the appropriate LA person, following the above procedure for delivery of the records
- 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.
- In exceptional circumstances when a face-to-face handover is unfeasible, it is the responsibility of the head teacher to ensure that the new post holder is fully conversant with all procedures and case files.
- All DSLs receiving current (live) files or closed files will keep all contents enclosed and not remove any material.
- All receipts confirming file transfer will be kept in accordance with the recommended retention periods. For further information, refer to the archiving section.

## Archiving

Responsibility for the pupil record once the pupil leaves the school:  
***(Schools to amend or refer to own archiving/retention policy)***

- In England, Scotland and Wales, the file should be kept until the child is 25 (this is seven years after they reach the school leaving age) (Information and Records Management Society (IRMS), 2019).
- A pupil or their nominated representative has the legal right to request access to information relating to them. This is known as a subject access request. Therefore, it is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.
- The General Data Protection Regulation, which came into effect on 25<sup>th</sup> May 2018 and supersedes the Data Protection Act 1998.
- Any child who has a child protection file has a right to request access to it. In addition, the Education (Pupil Information) (England) Regulations 2005 give parents the right see their child's school records. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:

- could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person; or
  - could reveal that the child or another person has been a subject of or may be at risk of child abuse and the disclosure is not in the best interests of the child; or
  - is likely to prejudice an on-going criminal investigation; or
  - the information about the child also relates to another person who could be identified from it, or
  - the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.
- It is best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice should be sought
  - The establishment's report to the child protection conference should be shared with the child, if old enough, and parent at least two days before the conference.

### **Safe destruction of the pupil record**

- Where records have been identified for destruction, they should be disposed of securely at the end of the academic year (or as soon as is practical before that time). Records which have been identified for destruction should be confidentially destroyed. This is because they will either contain personal or sensitive information which is subject to the requirements of the Data Protection Act 2018/GDPR, or they will contain information which is confidential to school or the Local Education Authority. Information should be shredded prior to disposal, or other confidential disposal can be arranged through private contractors. For audit purposes, the school should maintain a list of records which have been destroyed, and who authorised their destruction. This can be kept securely in either paper or an electronic format.

### **Information sharing**

- When there is a concern that a child is at risk of significant harm, all information held by the establishment must be shared with Children's Social Care, Police and Health professionals. Section 47 of the Children Act 1989 and sections 10 and 11 of the Children Act 2004 empower all agencies to share information in these circumstances. If DSLs are in doubt, they should consult the DCST one front door Professionals Line.

- On occasions when safeguarding concerns exist for a child in the context of a family situation and siblings attend other educational establishments or the children are known to other agencies, it may be appropriate for the designated safeguarding staff to consult with, on a confidential basis, their counterpart from other establishments or other agencies to share and jointly consider concerns. If in any doubt about the appropriateness of this process, advice can be sought from the DCST Professionals Line.
- In accordance with the Data Protection Act 2018, the Police are allowed access to school records in certain circumstances such as criminal investigations. If you have any queries regarding Police access to any school records, please contact the Safeguarding Team for advice.
- It is good practice to seek consent from the child or their parent before sharing information. Children over the age of 12 years are considered to have the capacity to give or withhold consent to share their information, unless there is evidence to the contrary; therefore, it is good practice to seek their views. If the young person is over 16, they should be involved in decision-making about information sharing, unless they do not have the capacity to give consent.
- However, consent is not always a condition for sharing and sometimes we do not inform the child or family that their information will be shared, if doing so would:
  - place a person (the child, family or another person) at risk of significant harm; or
  - prejudice the prevention, detection or prosecution of a crime; or
  - lead to unjustified delay in making enquiries about allegations of significant harm to a child or serious harm to an adult.
- Consent should not be sought if the establishment is required to share information through a statutory duty, e.g. section 47 of the Children Act 1989 as discussed above, or court order.

### **The concerns file (for schools without electronic recording systems (ie CPOMS))**

Electronic systems are better and in all cases, DIPS/ Mosaic access is recommended and all DSLs need to maintain, share and update any concerns. CPOMS (if used) must be updated and monitored to ensure any new risk identified is followed up immediately, especially when risks have been previously identified. This should support any referral and the full chronology attached.

### **Recording practice**

The DSL will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an ongoing dialogue with pastoral staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

The DSL will be part of a wider inclusion team to link attendance, behaviour, SEND needs so all plans are holistic and capture wider support, for example EHCP plans and DfE Managing Long Term Medical Conditions (including mental health)

The DSL will ensure that the safeguarding team records link to parental complaints to ensure there is a reference to any concerns raised with other staff members, so a full picture is available, with no one team acting in isolation.

The DSL will consider Adverse Childhood Experiences (ACES), Contextualised Safeguarding, Signs of Safety and capture the child's voice within records.

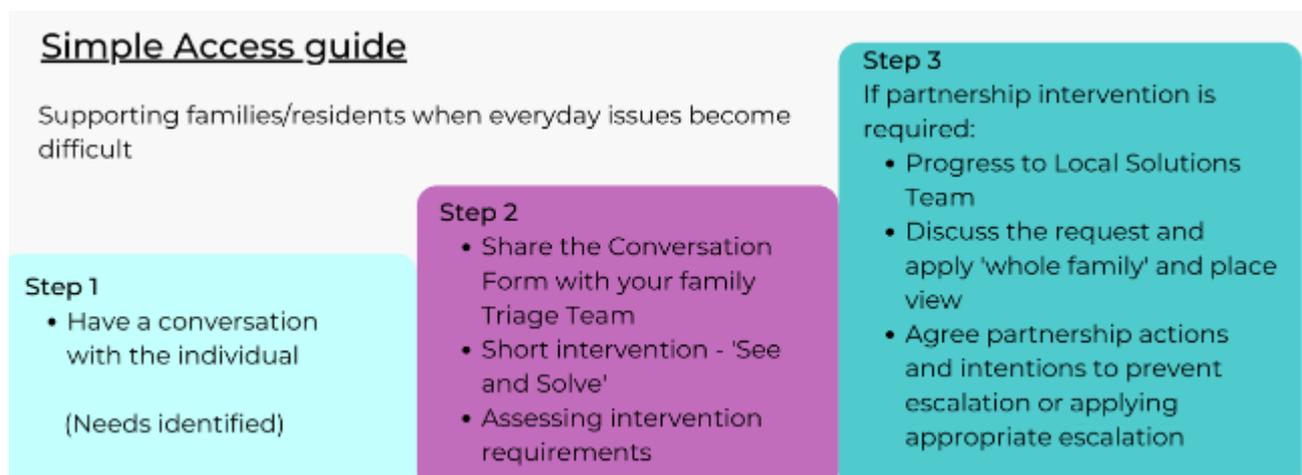
### **Working with parents & other agencies to protect children**

- In the majority of cases (unless sharing will cause further harm to the child), the DSL will discuss concerns with parents/carers before approaching other agencies and will seek consent/inform parents/carers 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.
- Parents/carers are informed about the school's safeguarding/child protection policy via the school prospectus, website, newsletters etc. A copy of the safeguarding/child protection policy is available on the school website.

## Your Family Local solutions

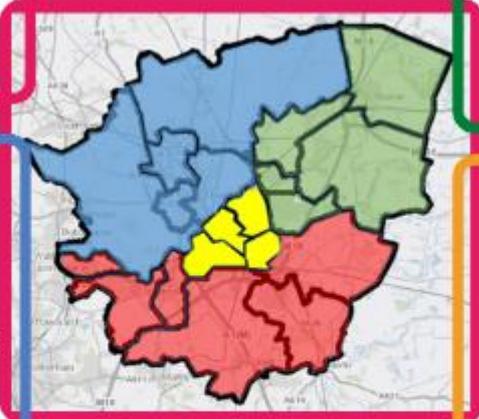
***We recognise that every family is different; we provide support and information that is unique to families and residents, when everyday issues become difficult. This is part of our local help offer.***

- Locality teams are working together in Your Place Hubs supporting families and residents, through a **locality triage** and Local Solutions Teams working well together responding to needs in a community near you we call this **local help**.
- Local help is available for residents and families to access when everyday issues become difficult but do not require ongoing or long-term support, the support is available without the need for assessment or formal pathways.
- The referral process is conversation based with consent; families and practitioners can drop into one of the Your Family bases and meet the team face to face, call the team or complete the conversation form and send in, a three-step process takes place.



- Your Family Triage, reach out to the Local Solutions Teams as a response to needs. Local Solutions Teams are made up of a broad range of organisations who work together, know the community and provide services to Doncaster residents that include Health, Primary Care Trust, Family Hubs, Parent Engagement, Communities, Parenting and Family Support (PAFS), Adult Social Care, Public Health, Early Intervention, Housing, Police, Voluntary Organisations and many more.
- The teams meet regularly to discuss local requests for support, which could be for an individual or family or a place based concern. They act swiftly to prevent escalation, looking at local solutions for local problems for local people and place. The teams are working across the borough in each locality Central, North, South and East.
- There are four Your Family locality triage teams who are based in locality areas:

## Where to find us



**North - Gemma Severn**  
01302 736787  
Woodlands Library  
Windmill Balk Lane  
Doncaster  
DN6 7SB

**East - Rebecca Boyd**  
01302 736336  
The Vermuyden  
Centre  
Field Side  
Thorne  
Doncaster  
DN8 1DA

**South - Emily Finch**  
01302 736409  
Conisbrough  
Community  
Library, Old Road  
Conisbrough  
Doncaster  
DN12 3ND

**Central - Magda Jenkins**  
01302 735945  
Civic Office  
Waterdale  
Doncaster  
DN1 3BU



[LocalSolutionNorth@gov.uk](mailto:LocalSolutionNorth@gov.uk)  
[LocalSolutionEast@gov.uk](mailto:LocalSolutionEast@gov.uk)  
[LocalSolutionSouth@gov.uk](mailto:LocalSolutionSouth@gov.uk)  
[LocalSolutionCentral@gov.uk](mailto:LocalSolutionCentral@gov.uk)

## Referral Process

**Please note, this does not replace any safeguarding referrals, these must progress through the One Front Door.**

## **How to make referrals into Your Family Local Solutions Triage**

If you feel a family you are working with would benefit from Local Support , you can make a referral into Your Family triage there is a simple form to complete:



LST Conversation  
form.docx

**Central:** [LocalSolutionCentral@doncaster.gov.uk](mailto:LocalSolutionCentral@doncaster.gov.uk)

**North:** [LocalSolutionNorth@doncaster.gov.uk](mailto:LocalSolutionNorth@doncaster.gov.uk)

**East:** [LocalSolutionEast@doncaster.gov.uk](mailto:LocalSolutionEast@doncaster.gov.uk)

**South:** [LocalSolutionSouth@doncaster.gov.uk](mailto:LocalSolutionSouth@doncaster.gov.uk)

- When you make contact with Your Family triage, it is important to send the information needed to progress the referral:
- **Family Details:** The names, dates of births of family members, address and contact phone number.
- **What you are worried about:** A summary or bullet points of the situation or needs.
- **What is working well:** A summary of the strengths and positive factors already in place.
- **What would help:** Ideas from the family or yourself as to what would help improve things.
- **Consent from the family**

## Early Help enquiry

The Early Help Enquiry through MASH (Multi Agency Safeguarding Hub) has been established to improve communication, information sharing and to support more effective delivery of services where there is a need. All enquiries are triaged by a Social Worker, where threshold for Early Help is clear, contacts will be screened within the Early Help Hub, where threshold is unclear the MASH process will be used.

MASH is a multi-disciplinary team with two main functions:

- Providing information, advice and guidance to professionals who have queries about children who may need a coordinated early help response.
- Screening all early help enquiry forms to ensure an appropriate level of response for the child and family.

The team is available from 8.30am to 5.00pm, Monday to Friday, and telephone messages will be responded to within one working day. Telephone: 01302 734110

Email: [earlyhelphub@doncaster.gov.uk](mailto:earlyhelphub@doncaster.gov.uk)

If school believe that Early Help is needed, we will discuss the situation with the parent or carers and gain their signed consent to make the Early Help Enquiry through MASH. Once consent is gained, we will complete the online form within the Doncaster Council website:

<https://www.doncaster.gov.uk/Eforms/SimpleEform/Boot/2370100> and attach a copy of the consent form. MASH will screen the enquiry to establish the threshold of need and who would be the most appropriate Lead Practitioner.

MASH will assess the case and inform school of the action required. This could be:

- If an Early Help Assessment (EHA) has already been completed or there is an existing Team around the Child/Family (TAC/F), school will be asked to share information and join the TAC/F
- Single agency response for a specific piece of work – Lead Practitioner identified
- EHA required – lead practitioner identified
- No further action
- Escalation to Children’s Social Care if they already know this case or the information gathered during screening indicates escalation is required.

The Early Help process does not replace the existing ‘front door’ arrangements for children’s social care in Doncaster. If at any stage, we have any concerns that a child is at risk of harm we will follow our safeguarding procedure and make a referral to Children’s Social Care MASH Service on:

Telephone: 01302 737777 (available 8:30am – 5pm Monday to Friday)  
 Telephone: 01302 796000 (outside office hours)

## **Early Help support**

The Early Help Coordinators provide support to practitioners in all aspects of Early Help and the Lead Practitioner role. This could be case advice, mapping and thresholds; information about tools, resources or services; help to resolve ‘stuck’ cases; support and guidance with Early Help Assessments and Team Around the Family meetings; and the case closure or step up to social care.

The Early Help Coordinator team write and deliver training to develop skills, knowledge and confidence of practitioners providing early help to children and their families. In addition to the MASH Early Help Enquiry process, DSLs will also liaise with Early Help Coordinators to ensure early help assessments are supported, implemented and reviewed.

### **Early Help Coordinator Duty Service:**

Tel: 01302 736250 or [earlyhelpcoordinator@doncaster.gov.uk](mailto:earlyhelpcoordinator@doncaster.gov.uk)

### **Early Help Pathway Manager:**

Alison Tomes Tel: 01302 735395 or [Alison.tomes@doncaster.gov.uk](mailto:Alison.tomes@doncaster.gov.uk)

### **Early Help Pathway Leads:**

**South:** Cheryl Duffield Tel: 01302 735598 or [Cheryl.duffield@doncaster.gov.uk](mailto:Cheryl.duffield@doncaster.gov.uk)

**Central:** Emma McDonagh Tel: 01302 862682 or [Emma.mcdonagh@doncaster.gov.uk](mailto:Emma.mcdonagh@doncaster.gov.uk)

**North:** Jackie Ward Tel: 01302 737105 or [Jacqueline.ward@doncaster.gov.uk](mailto:Jacqueline.ward@doncaster.gov.uk)

**East:** Jo Sherriff Tel: 01302 737276 or [Joanne.sherriff@doncaster.gov.uk](mailto:Joanne.sherriff@doncaster.gov.uk)

## Young Carer's Service

A young carer is a child or young person who provides regular and on-going care and emotional support to a family member with physical or mental health problems, has a disability, or misuses drugs or alcohol. This does not mean the everyday and occasional help around the home that many young people are often expected to give within families.

The key feature of being a 'young carer' is that the caring responsibilities continue over time and can make a young carer vulnerable, when the level of care and their responsibility to the person they look after, becomes excessive or inappropriate and risks impacting on emotional or physical wellbeing, educational achievement and life chances.

Doncaster has a team of workers who are able to support children who are identified as being Young Carers. See [Young Carers - Doncaster Council](#) or call 01302 736099 or email [young.carers@doncaster.gov.uk](mailto:young.carers@doncaster.gov.uk)

## Children with Additional Needs (including Children in Care)

When the school is considering excluding, either fixed term or permanently, a vulnerable pupil and/or a pupil who is either subject to a S47 Child Protection plan or there are/have previously been child protection concerns, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment must be completed prior to convening a meeting of the Governing body.

## Part-time provision / Part-time timetables

The Local Authority has issued guidance to all schools on student entitlement to a full time education. For safeguarding reasons, we expect all students to be in receipt of a full time education. There are rare and exceptional circumstances where it may be necessary for a student to be placed on a part-time timetable for a limited period. The statutory guidance says:

*“In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil’s individual need. For example, where a medical condition prevents a pupil from attending full-time education and a part time package is considered as part of a reintegration package. A part-time timetable must not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. (p14, School Attendance, DfE)”*

Part-time timetables may be used in circumstances such as:

- Where a pupil has a short-term medical condition that prevents full-time attendance for a time limited period
- As part of a staged reintegration following an extended period of absence.
- When there are behavioural difficulties and the school is trying a part-time timetable as an intervention to avoid permanent exclusion

When any part-time arrangement is made, the school will inform the local authority using the reporting form, which is included in the statutory guidance.

## **Liaison with other agencies in relation to the Covid-19 Pandemic**

### **Single Point of Contact (SPOC)**

Doncaster Council continue to provide a single point of contact email address for any enquires related to COVID-19 and associated issues:

[edulog@doncaster.gov.uk](mailto:edulog@doncaster.gov.uk)

The following Doncaster Council officers can be contacted for advice and support:

Health and Well Being of all Head teachers and DSLs will be supported by:

- Sameena Choudry (Primary)  
[Sameena.Choudry@doncaster.gov.uk](mailto:Sameena.Choudry@doncaster.gov.uk) Mobile: 07970267827
- Sarah- Jane Smith (Primary)  
[Sarah-Jane.Smith@doncaster.gov.uk](mailto:Sarah-Jane.Smith@doncaster.gov.uk) Mobile: 07976952962
- Rebecca Rowett (Primary)  
[Rebecca.Rowett@doncaster.gov.uk](mailto:Rebecca.Rowett@doncaster.gov.uk) Mobile: 07929371310
- Kevin Drury (Secondary)  
[Kevin.Drury@doncaster.gov.uk](mailto:Kevin.Drury@doncaster.gov.uk) Mobile: 07971396033
- Jo Howe (Safeguarding)  
[Jo.Howe@doncaster.gov.uk](mailto:Jo.Howe@doncaster.gov.uk) Mobile: 07816353019

### **Initial Child Protection Conference/ Reviews (ICPC/RCPC)**

The school/college/setting will:

- Work to develop effective links with relevant agencies in relation to Safeguarding (Child Protection).
- Provide written reports and send representatives to case conferences, core groups and Child Protection review meetings.
- Notify [cypssafeguardingsupport@doncaster.gov.uk](mailto:cypssafeguardingsupport@doncaster.gov.uk) of any changes to the DSL
- Ensure cover is available during holidays and at all times (as per KCSIE)
- Notify any allocated Social Worker if:
  - A pupil subject to a Child Protection Plan (CPP) is excluded (fixed term or permanent);

- if there is an unexplained absence of a pupil on a CPP of more than 2 days or 1 day following a weekend, or as agreed as part of a CPP.
- Follow the LA policy and statutory guidance on Children Missing Education (CME) and Elective Home Education (EHE)
- Note next review meeting set, so that if invitations are missed, there is always a noted date set in the diary of the DSL.

**Please note:**

During C19, the procedures for child protection conferences changed and all conferences were held virtually.

Now restrictions have been lifted, a new hybrid offer will come into place in July 2022. This means that for any Initial Child Protection Conference (ICPC) there will be opportunity for professionals and families to attend in person (Mary Woollett Centre) or virtually. Going forward the plan is for Review Child Protection Conferences (RCPC) to follow the same model.

Our School/setting/college will continue to attend Conferences and provide written reports within the expected timescales.

In the event of staff absence in our setting – a virtual report will be provided to conference. The social worker contacted, and if the social worker is unavailable, the MASH team contacted to ensure the report is forwarded to the correct conference chair.

**Managing Attendance**

A child who does not attend regularly can be a potential indicator of abuse or neglect. School and college staff members must follow their attendance management procedures and notify the Attendance & Pupil Welfare Service in accordance with LA procedures. Further advice and guidance is available through the services Duty Hotline 01302 736504 or [APWS@doncaster.gov.uk](mailto:APWS@doncaster.gov.uk)

- The school will have a number of contacts for each child that are checked on a regular basis.
- Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. School and college staff should 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.
- Where child sexual exploitation or child criminal exploitation, or the risk of it is suspected, frontline practitioners should alert the designated member of staff for child protection or contact the Child Exploitation Team.

- We will ensure the school works in partnership with parents/carers and other agencies as appropriate. This includes facilitating return to school interviews as requested.

## Children Missing Education

The school/Academy/College will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in Children Missing Education – Statutory guidance for local authorities 2016

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550416/Children\\_Missing\\_Education\\_-\\_statutory\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf)



CME Policy January 2020.doc



CME Procedures June 2020.pdf

*Please note: A child who is not a regular attender is **not** defined as child missing education or missing from education.*

## Elective Home Education (EHE)

The overall aim is for all children and young people in Doncaster Council to have the opportunity to fulfil their potential through access to a suitable education appropriate to their age ability and aptitude (section 7, The Education Act, 1996).

Many home educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

The LA will take all steps necessary to safeguard and promote the welfare of all its children and young people and where a concern is identified, will use established protocol to



01. EHE Policy January 2020.docx

investigate such concerns. See below for the EHE Policy and DfE guidance.

[Elective home education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

## School Nursing – access to universal provision

- If health needs are identified, the DSL will contact the school nursing service for information and advice. Where a new diagnosis is received and further advice and

support are required school may contact the School Nursing Single Point of Contact (where all enquiries need to go) on 01302 566776 or email [rdash.doncasterchildrenscaregroup@nhs.net](mailto:rdash.doncasterchildrenscaregroup@nhs.net)

- The school nurse will offer guidance and support in the form of signposting to specialist practitioners where appropriate and advice re care planning. The school nurse can help with managing healthy weight/lifestyles, CSE, domestic abuse, FGM, childhood illnesses and support managing medicines and health care plans/allergies. The service also provides training for staff.
- The school nurse contact details are available below:



Nurse contact list  
2021.docx

***(Please note that the contact list will be updated and shared with schools at the beginning of the Autumn Term, therefore schools will need to update this policy with the correct information)***

**Secondary School Offer: (Schools to adapt this paragraph on the school nursing services offered.)**

The School Nursing service offers confidential health clinics in all secondary academies every 2 weeks. In addition to this any child or young person is able to have an individual appointment to see their nurse either in school or at home. **(Academy to add name here)** supports this provision and access to services. All students have access to the e-clinic and know how to access school nursing provision.

## **CAMHS /Mental Health**

***(Schools to adapt this statement for their setting or cross reference to relevant school separate policy for improving mental health and well-being, suicide prevention etc.)***

The school follows DfE guidance on mental health and behaviour in schools ***(which may also be useful for colleges)*** and sets out how mental health issues can bring about changes in a young person's behaviour or emotional state which can be displayed in a range of different ways and that can be an indication of an underlying problem.

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Negative experiences and distressing life events, can affect the mental health of pupils and their parents. Staff in our school/college are aware of this in setting expectations of pupils' work.

The school has a named Mental Health First Aider ***(insert name here)***

All children requiring additional mental health support will have access to the CAMHS provision. All DSLs understand the Traffic Light system and referral pathway. Steps are taken to ensure staff are trained in spotting the signs of any mental health indicators and understand how to refer children and young people to services.

## **Fabricated or Induced Illness**

Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of their main carer and which is attributed by the adult to another cause.

It is a relatively rare but potentially lethal form of abuse.

Concerns will be raised for a small number of children when it is considered that the health or development of a child is likely to be significantly impaired or further impaired by the actions of a carer or carers having fabricated or induced illness.

It is important that the focus is on the outcomes or impact on the child's health and development and not initially on attempts to diagnose the parent or carer.

The range of symptoms and body systems involved in the spectrum of fabricated or induced illness are extremely wide.

Investigation of Fabricated and Induced Illness and assessment of significant harm to a child falls under statutory framework provided by Working Together to Safeguard Children and Safeguarding Children in whom illness is fabricated or induced (Supplementary guidance to Working Together to Safeguard Children) The DfE have provided additional guidance for schools.

DSLs will liaise with professionals and follow DSCP agreed procedures

[https://doncasterscb.proceduresonline.com/p\\_fab\\_ind\\_illness.html](https://doncasterscb.proceduresonline.com/p_fab_ind_illness.html)



Safeguarding\_Child  
ren\_in\_whom\_illnes:

## **Opportunities to teach Safeguarding**

In our School/College/Setting we will ensure that:

- Children are taught how to keep themselves and others safe, including online.
- Education is tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

- Relevant topics are included within Relationships Education (for all primary pupils), and Relationships and Sex Education (for all secondary pupils) and Health Education (for all primary and secondary pupils).

In teaching these subjects, the setting will have regard to the statutory guidance. [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/relationships-and-sex-education-rse-and-health-education)

### **Online Safety – Remote Learning (where it is still taking place)**

If a child/young person needs to access remote learning for any reason, our school/college/setting will adhere to the DfE guidance as below to ensure we help keep pupils, students and staff safe.

[Safeguarding and remote education during coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19)

***(The setting to adapt and create response here to how they safeguard online during remote learning opportunities)***

We **(name of school)** will:

- Ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. We **(name of school)** will report concerns in the following way and need to consider how they are recorded. ***(Please include here your approach to: conduct for on line behaviour and safety for teachers to also protect themselves. Consider safeguarding of LAC children on line.)***

***(This section is forever changing, so schools/settings may need to consider and cross reference to acceptable user agreements, remote learning, social media policy and code of conduct, anti-bullying, prevent and e safety policy, if separate).***

## **Suicide Prevention (*schools to adapt as appropriate*)**

DSLs have had the opportunity/are trained in SafeTALK / suicide prevention. Trauma Informed Schools or Papyrus (Prevention of Young Suicide) training. The school has a Suicide Prevention Policy and is working towards building a suicide safer school or college (*schools to adapt*)

Information is available from the below:

<https://papyrus-uk.org/shop/>      <http://www.childline.org.uk/Pages/Home.aspx>

<https://www.samaritans.org/your-community/samaritans-education/step-step>

<http://www.supportaftersuicide.org.uk/>

The school has promoted HOPELineUK (0800 068 41 41) so teachers, children/young people and parents/carers know who to contact for any support or advice for young people.

<https://papyrus-uk.org/hopelineuk/>

## **Gambling & Problematic Gaming**

Young people need to be 18 years and over to legally gamble in casinos, high street bookmakers and in most cases online. However, there are certain categories of slot machines (such as the traditional 'penny slots' found in arcades, predominantly at seaside resort towns) which have no age restriction. All these type of activities are classed as gambling and with the explosion of advertising and the presence of high street bookmakers, gambling is more prevalent in society today.

In addition to the above traditional forms of gambling, the use of gambling techniques as features within gaming has increased. These pose a risk as there is often no age restriction to accessing these games through i) apps via mobile phones or tablets, ii) social media platforms or iii) using video game consoles.

Though many young people do not experience harm from such activities, for some young people such games can be highly addictive and lead to (i) isolation and time lost to playing and (ii) financial pressure due to consistently purchasing tools to advance.

Our school/college/setting will include learning about digital resilience as part of Statutory Relationships and Health Education.

YGAM offer quality assured training workshops and resources for professionals:

<https://www.ygam.org/book-a-workshop/>

For information and links to national organisations and charities that offer support and treatment for people with gambling, gaming, mental health or financial problems or concerns visit: <https://www.ygam.org/support-and-advice/>

For local organisations visit: [YourLifeDoncaster](#)

## Whistleblowing

What school/college/setting staff will do if there are concerns about safeguarding practices within the school/college/setting.

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the settings safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.
- Appropriate whistleblowing procedures are in place for such concerns to be raised with the setting's senior leadership team.
- Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:
  - They should speak in the first instance, to the Doncaster Council, Children and Young People Safeguarding Team or LADO following the Whistleblowing Policy.
  - Whistle blowing re the Head Teacher should be made to the Chair of the Governing Body whose contact details are readily available to staff.
  - Ofsted also may wish the LA to investigate any whistleblowing concerns and the school/setting will work with the LA should this arise
  - KCSIE 2022 details guidance from GOV.UK and NSPCC as additional whistleblowing options.

## The use of 'Reasonable Force' in schools and colleges

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. **KCSIE 2022**

- We acknowledge that staff must only ever use physical intervention as a last resort and staff who are likely to need to use physical intervention will be appropriately trained in the Team Teach technique or equivalent training.
- We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- The school understands how to report any injuries to staff to the health and safety team.
- We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary and a clear Code of Conduct is in place for all staff.
- All staff are aware of the role of LADO and what constitutes a referral to LADO following any allegation of using force or restraint.

## Online Safety

***(Schools to adapt to their setting, or cross reference to internet safety, acceptable use, social media, remote learning/ smart media policy. Settings should consider that the 4C's (see below) provide the basis for an effective online policy.)***

**KCSIE 2022** states that within online safety, issues can be categorised into four specific areas of risk:

**Content:** being exposed to illegal, inappropriate, or harmful content.

**Contact:** being subject to harmful online interaction with other users.

**Conduct:** online behaviour that increases the likelihood of, or causes harm.

**Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

(See KCSIE 2022 for more detail)

In our school/college/setting we ensure appropriate filters and monitoring systems are in place and regularly reviewed to protect children when they are online on the school or college's IT systems or recommended resources.

In our school/college/setting we:

- Recognise that some young people may require additional support with online safety and the setting has an online safety officer (***insert name here***) who can be contacted on ..... (***If applicable***)
- Have a named officer (***insert name here***) with the technical knowledge to maintain safe IT arrangements.
- The UK Council for Internet Safety provides information to help governing boards and proprietors assure themselves that any new arrangements continue to effectively safeguard children online. [UK Council for Internet Safety - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- The UK Safer Internet Centre's professional online safety helpline also provides support for the children's workforce with any online safety issues they face. Local Authorities may also be able to provide support. [Homepage - UK Safer Internet Centre](https://www.saferinternet.org.uk)
- The LOCYP Safeguarding team provides advice and guidance on all safeguarding on line concerns – email [cypssafeguardingsupport@doncaster.gov.uk](mailto:cypssafeguardingsupport@doncaster.gov.uk):
- If there are any immediate safeguarding concerns raised regarding significant harm, the safeguarding lead will follow safeguarding procedure as appropriate and contact MASH team, police, and/or South Yorkshire Prevent team following the procedures contained within the sections above.

## Anti-Bullying

Our school/college/setting maintain an attitude of 'it could happen here' where safeguarding is concerned.

***(Schools to adapt here, link to conduct and behaviour policy and name anti bullying officer here if applicable.)***

Staff in our setting recognise that children are capable of abusing other children (including online). All of our staff are clear about the policy and procedures with regard to anti-bullying.

- ***(school name/setting name)*** adhere to DfE Statutory Guidance [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf) (July 2017)
- Our settings policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.
- We are clear on the definitions of sexual harassment and this is included in our behaviour code/expectations.
- We are guided by DfE documentation Teaching Online Safety in Schools
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/811796/Teaching\\_online\\_safety\\_in\\_school.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf)
- We record all incidents of cyber bullying in accordance with DfE Statutory Guidance [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying\\_Advice\\_for\\_Head\\_Teachers\\_and\\_School\\_Staff\\_121114.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Head_Teachers_and_School_Staff_121114.pdf)
- We keep a record of known bullying incidents. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse.
- Internet Safety/E-Safety – The school has an e-safety policy in place ***(school to add here what this is contained within or whether this is a separate policy)***.
- Abuse is Abuse and should never be passed off as 'banter' or 'having a laugh'.
- The conduct of staff/pupils/parents/carers using social media is outlined in a separate social media policy.
- We have CEOP trained staff in school and take part in National and local activities to reduce bullying. ***(schools to adapt this sentence to match staff skills)***
- The CEOP eye is promoted and viable around school so all young people know how to report any inappropriate content received on-line.

## Child-on-Child Abuse

In our setting, we have recognition of the gendered nature of child on child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all child on child abuse is unacceptable and will be taken seriously.

The different forms of child on child abuse is understood as but not limited to:

- Bullying (including cyberbullying, prejudice based and discriminatory bullying).

- Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse').
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery).
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm, and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

The school/setting will:

- Ensure that recording systems have clear definitions assigned and clear analysis detailing the outcome of any reported incidents that are shared with senior leaders/governors.
- Operate website information for young people which also includes definitions of sexual bullying in line with the LA definitions:

<https://www.doncaster.gov.uk/services/schools/about-bullying>

[Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101222/keeping-children-safe-in-education-2022.pdf)

***(Schools to adapt or cross reference to the school/setting anti bullying policy to detail stages and support for all, cross reference to complaints policy and mental health.)***

## Racist Incidents/ Homophobic/ Bi-Phobic / Trans-Phobic Language /Equality Act 2010 protected characteristics

### Hate crime

- Our policy on Equality, Inclusion and Diversity and our Public Sector Equality Duty (PSED) duty (**school to adapt**) includes racist incidents and is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents and incidents reportable under the Equality Act 2010.
- (**Schools to amend accordingly**) we use a reporting system to record any incidents in line with the latest DfE guidance.
- The DSL understands how to report Hate Crime [Report hate crime - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/report-hate-crime) and where to find appropriate support for both the victims and perpetrators for e.g. support and guidance can be found through the NSPCC [Helping Children Deal with Bullying & Cyberbullying | NSPCC](https://www.nspcc.org.uk/keeping-children-safe/keeping-children-safe-articles/helping-children-deal-with-bullying-cyberbullying/)

### LGBTQ+ support

- The DSL understands how to support young people and families to access LGBTQ+ support through family and Youth Hubs. Young people requiring additional support may access CAMHS provision or School Nursing services.

For details of the Youth Group, please email:  
[LGBTQenquiries@doncaster.gov.uk](mailto:LGBTQenquiries@doncaster.gov.uk)

- The school curriculum reflects opportunity to explore difference and celebrate diversity and has resources as listed on the Stonewall website.

**(Schools to cross reference Equality/PESD or Inclusion Policy here.)**

### Trans Young People - An individualised approach

**(insert school name here)** plays a vital role in supporting LGBTQ+ children and young people. We create an inclusive environment where all learners feel welcome and valued.

- The fact that a child or young person may be LGBTQ+ is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+
- Risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.
- LGBTQ+ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and our school/setting will access the range of support available to help counter homophobic, biphobic and transphobic bullying and abuse.

- The DSL will consider the whole school approach and seek additional advice if required by emailing: [cypssafeguardingsupport@doncaster.gov.uk](mailto:cypssafeguardingsupport@doncaster.gov.uk)

Stonewall also has guidance for schools and settings on supporting LGBTQ+ children and young people, including dedicated sections on supporting trans children and young people. It can be found below. The school will continue to work in partnership with all to ensure all children and young people feel supported and our LGBTQ+ community feel safe .

[https://www.stonewall.org.uk/system/files/cymru\\_introduction\\_to\\_supporting\\_lgbt\\_young\\_people\\_english.pdf](https://www.stonewall.org.uk/system/files/cymru_introduction_to_supporting_lgbt_young_people_english.pdf)

## **Human Trafficking**

The Trafficking Protocol defines human trafficking as:

- (a) [...] the recruitment, transportation, transfer, harbouring or receipt of persons, by means of threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal, manipulation or implantation of organs;
- (b) The consent of a victim of trafficking in persons to the intended exploitation set forth in sub-paragraph (a) of this article shall be irrelevant where any of the means set forth in sub-paragraph (a) have been used;
- (c) The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered "trafficking in persons" even if this does not involve any of the means set forth in sub-paragraph (a) of this article;
- (d) "Child" shall mean any person less than eighteen years of age. (14)

Staff are aware of potential signs, and will immediately report any concerns to the DSL lead. This may involve contacting 101, and the MASH Service or CSE team for advice.

<http://doncasterscb.proceduresonline.com/>

<http://hopeforjustice.org/>

## **PREVENT**

PREVENT is part of the UK's counter terrorism strategy. It focusses on supporting and protecting vulnerable individuals who may be at risk of being exploited by radicalisers and subsequently drawn into terrorist related activity. PREVENT is not about race, religion or ethnicity, the programme is to prevent the exploitation of susceptible people.

Schools and colleges are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting

children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. The process of radicalisation is different for every individual and is a process, not a one off event; it can take place over an extended period or within a very short time frame. It is important that staff are able to recognise possible signs and indicators of radicalisation.

Our setting knows how to recognise and respond to any behaviour that could link to radicalisation/extremism. If travel abroad is a suspected/immediate threat, staff are aware to call 999/MASH one front door service.

In addition, the following advice is available.

Anti-terrorist hotline 0800789321.

DfE and

ACT (Action Counters Terrorism)

For safeguarding local advice SY Police Prevent Team are the first point of contact

Tel. 0114 2523217 or 101

Email [Prevent@southyorks.pnn.police.uk](mailto:Prevent@southyorks.pnn.police.uk)

Report extremist material online [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)

More information can be found on this leaflet:

[Prevent leaflet \(sheffield.gov.uk\)](http://sheffield.gov.uk)

The referral form below can also be completed



Prevent National  
Referral Form FINAL

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 all staff undertake Prevent awareness training.

### **Staff are aware of the PREVENT agenda and understand the Doncaster Channel Process**



Channel Protocol -  
Doncaster 2018.docx

The school/ setting has undertaken a prevent self-assessment and all staff are aware of spotting the signs.

- The school SMSC curriculum explores shared values and beliefs.
- The school includes Educate Against Hate <http://www.educateagainsthate.com/>

- School leaders have completed a PREVENT self-assessment (see PREVENT Enable Audit)
- The designated safeguarding lead will access/has accessed Home Office approved WRAP training – workshop to raise awareness of prevent.
- In addition the setting has identified staff to attend free Home Office Prevent On - Line learning courses detailed in KCSIE (3 modules are available)
- All staff access basic Prevent Awareness Training
- Young people and parents/carers understand how to report terrorist and/or extremist, illegal or harmful information

## **FGM (Female Genital Mutilation)**

### **Female Genital Mutilation: The Mandatory Reporting Duty**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover FGM appears to have been carried out on a girl under 18.

It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Under the mandatory reporting requirements, teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out (either through disclosure by the victim or visual evidence) on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate (KCSIE, September 2022).

The school recognises the areas where FGM is prevalent and works in partnership with agencies to safeguard any child at risk of FGM. The designated safeguarding lead understands this is classed as child abuse in the UK and will report any risk to 101 immediately. The school have access to DSCP training on FGM and the designated safeguarding teacher includes FGM in whole school safeguarding training. Any children attending/starting school from one of the most prevalent areas where this is practised will seek advice from school nursing / DCST MASH service. A Department for Health risk assessment is available on Engage Doncaster website.

All staff have read and understand the mandatory reporting included in keeping Children Safe in Education September 2022 – Part 1.

Designated safeguarding leads understand local DSCP procedures for reporting suspected FGM.

[Female Genital Mutilation | Doncaster Safeguarding Children Partnership \(dscp.org.uk\)](https://www.dscp.org.uk)

DSL'S are aware of breast ironing/flattening practiced in some societies and will make appropriate referrals to safeguard children and young people.

Online training is available for all staff <https://www.fgmelearning.co.uk/>

## **Honour Based Violence**

The police definition of Honour Based Violence is:

- *'A crime or incident which has or may have been committed to protect or defend the honour of the family and or community'*
- Honour Based Violence is where a person is being punished by their family or community for actually or allegedly undermining what they believe to be the correct code of behaviour. By not conforming it may be perceived that the person may have brought shame or dishonour on the family.
- This type of violence can be distinguished from other forms of violence, as it is often committed with some degree of approval and/or collusion from the family and/or community.

Staff in our setting are fully aware of risks and how to report a concern.

## **Forced Marriage**

- Forced Marriage is defined as *'a marriage conducted without the valid consent of one or both parties, where duress is a factor'*.
- Duress involves emotional pressure as well as criminal actions such as an assault or abduction.
- Forced marriage is domestic and/or child abuse. It may include physical or sexual violence, threatening behaviour, stalking/harassment, imprisonment, abduction, financial control and any other form of demeaning or humiliating behaviour or control.
- A Forced Marriage is distinct from an Arranged Marriage, which is arranged by families but the choice remains with the individuals who give full and free consent.
- Other provisions include making the use of a deception in order to entice someone abroad so that they can be married against their will an offence and giving protection to those lacking mental capacity to make an informed decision about whether to marry or not.

Staff in our setting will report any concerns immediately to the DSL lead.

## Private Fostering

### Private Fostering – A Definition

A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of the Authority) for the care of a child or young person under the age of 16 (under 18 if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. The period for which the child is cared for or accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break.

(National Minimum Standard for Private Fostering DFES 2005)



Staff are aware of the Think Private Fostering flowchart and how to refer any cases to the DSL lead or the Private Fostering Team.

Schools have a statutory duty to notify children's services if they become aware of a private fostering agreement and they will also inform the person with PR (parental responsibility) of this notification

More information is on the website:

<http://www.doncasterchildrenstrust.co.uk/private-fostering>

To notify the DCST of a private fostering arrangement or proposed arrangement, or for general information relating to private fostering please contact:

01302 737789 or email [foster&adoption@dcstrust.co.uk](mailto:foster&adoption@dcstrust.co.uk)

### Domestic Abuse

“Education has to start early, and it has to address boys/young men as well. All too often, responsibility falls upon the girls/young women to behave in a manner to protect themselves or discourage violence against them.” – Call for Evidence, Public Survey, [Violence Against Women and Girls Strategy 2021](#).

Relationships Education has been mandatory in all primary schools, Relationships and Sex Education in all secondary schools, and Health education in all state funded schools since September 2020. Relationships Education for primary pupils covers the characteristics of healthy relationships, building the knowledge and understanding that will enable children to model these behaviours. In secondary schools, the subject introduces concepts about healthy intimate relationships.

The Department for Education's statutory guidance on this states that pupils should be taught about the concepts of, and laws relating to, a range of areas including consent, exploitation, grooming, coercion, harassment, domestic abuse and female genital mutilation.

Further to this, the Department for Education has updated the Keeping Children Safe in Education statutory guidance for schools and colleges to take into account views from its consultation on the statutory guidance, the Home Office's Call for Evidence, as well as findings from the Ofsted review.

New guidance detailed in KCSIE 2022 will help ensure that all school and college staff are clear on how they respond to reports of sexual violence and sexual harassment.

### **In Doncaster:**

- All staff should recognise the signs of domestic abuse and understand the impact on children. Domestic abuse is a recognised Adverse Childhood Experience and child abuse is often concurrent with domestic abuse.
- All staff should know how to refer concerns to the DSL lead and to Doncaster Children's Services Trust. Schools should also have knowledge of the Doncaster domestic abuse hub and can signpost anyone aged 16years and over to this service.
- Trained staff should aim to complete a DASH (Domestic Abuse Stalking and Honour Based Abuse) risk assessment with the victim wherever possible and make appropriate referrals to the domestic abuse hub or the Multi Agency Risk Assessment Conference (MARAC).

Information on the DASH and MARAC processes are available through contacting the domestic abuse hub, visiting the [domestic abuse website](#) and by completing [DASH and MARAC training](#).

Doncaster Council, domestic abuse services, provides domestic abuse training. Details of all training and how to book can be found at [Domestic Abuse - Training - Doncaster Council](#)

- Schools should deliver awareness of domestic abuse/unhealthy relationships in compliance with mandatory requirements.

The [Doncaster domestic abuse protocol](#) is available on the Doncaster Council website and provides information and guidance for professionals on how to respond to domestic abuse in Doncaster.

### **Operation Encompass (*schools to amend*)**

Designated staff have an understanding of Operation Encompass and have attended a briefing. This school is committed to the initiative and signed the appropriate agreement. <https://www.operationencompass.org/>

## Substance Misuse

***(Schools are to adapt this paragraph to match the setting or cross reference to the schools substance misuse policy at this stage/section.)***

Schools substance misuse policy should incorporate the possession and or use of such drugs in school, during the school day or while travelling to/from school is inappropriate. The drugs/substances covered by this policy are not to be bought, sold or otherwise exchanged or brought onto school premises during the school day, or while pupils are on school visits. Individual exceptions may be made for pupils who require prescription medicines where appropriate. This policy should set out the school's approach to NPS and volatile substances. Both pupils and staff should be aware of how these products are regarded and treated by the school.

Schools should have a 'Smoke Free Environment Policy' that includes banning smoking (including use of e-cigarettes) on school premises and grounds for all school events and activities before and after school, and includes signposting information for quit smoking support.

A programme of PSHE should be delivered by staff who are trained to deliver the subject and have the knowledge, confidence and skills to deal with subject matter that can be sensitive and personal. Drugs, alcohol and tobacco education is a requirement as part of Health Education (Statutory from September 2020). Schools should include evidenced based and quality marked content and resources. The Doncaster Public Health team collate quality assured resources for use in schools, links are available through the Doncaster Healthy Learning, Healthy Lives programme; [www.healthylearningdoncaster.co.uk](http://www.healthylearningdoncaster.co.uk)

The school keeps in tune with local issues relating to substance misuse, through participation and use of Pupil Lifestyle Survey data and any local campaigns such as "Nitrous Oxide gas canisters" August 2020. To disseminate messages to pupils, staff, parents/carers schools should have a clear awareness raising / communication strategy in place.

Further support including guidance on developing or reviewing health and wellbeing policies is available from the public team by contacting PUBLIC HEALTH: [publichealthenquiries@doncaster.gov.uk](mailto:publichealthenquiries@doncaster.gov.uk) | Tel: 01302 734581 or [healthylearning@doncaster.gov.uk](mailto:healthylearning@doncaster.gov.uk)

Appropriate referrals will be made to Project 3 <https://www.rdash.nhs.uk/services/our-services/children-young-people-and-families-doncaster-community-integrated-services/project-3/> / school nursing and additional agencies, if required.

The Governments 'Hidden Harm' reports (ACMD 2003, 2007) revealed the large numbers of children across the UK living with parents who misuse drugs – an estimated 200,000.

For some of these vulnerable children, attendance at school provides a respite from difficult home circumstances. For others, the consequences of family substance misuse include poor attendance, lack of progress with their education and failure to develop the necessary social and behavioural skills. This can be particularly difficult for children if they are also

taking on a carer role for parents or siblings. Children can "act out", through challenging behaviour, or "act in", through withdrawal or self-harming behaviours, the distress that they are experiencing due to difficulties at home.

The DSL will refer any concerns to the Early Help Hub/MASH service and work with partner agencies and Project 3 so children in these circumstances can be responded to appropriately.

Families where parents/carers drink problematically, use illicit drugs or misuse prescribed medication can still provide a safe, secure and supportive family environment for children. However, this is only the case when they are engaged and actively supported by specialist services. <https://www.aspire.community/>

Parental alcohol misuse (PAM) can negatively affect children's physical and mental health and other outcomes including educational attainment and behaviour. Effects can be acute when experienced in conjunction with other adverse experiences such as domestic abuse, marital conflict, and deprivation. PAM is also a common feature in child protection and care proceedings, and places a considerable burden on social services.

It is estimated that 20% of dependent drinkers have a child living with them. In Doncaster that equates to over 800 children and if we include the parents who are drinking at very harmful levels but not dependent it will be many thousands of children adversely affected. It is therefore essential that the implications for each child in the family are carefully assessed and guidance followed as detailed in Neglect Strategy (<https://dscp.org.uk/professionals/neglect>)

### **Procedure for managing allegations against staff, carers and volunteers**

- The school follows the agreed DSCP local procedures for Procedure for Allegations Against Staff, Carers and Volunteers: <https://dscp.org.uk/professionals/allegations-against-people-who-work-children>
- These procedures must be followed in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:-
  - behaved in a way that has harmed a child or may have harmed a child
  - possibly committed a criminal offence against or related to a child
  - behaved in a way that indicates s/he is unsuitable to work with children

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, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.

- Sexual includes, for example, sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.
- Neglect: may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.

The role and function of the Local Authority Designated Officer (LADO) is set out in statutory guidance (*Working Together to Safeguard Children 2018 and Keeping Children Safe in Education September 2022*) and included within the wider framework for inter-agency cooperation as set out in Section 11 Children Act 2004.

The objective of the **LADO** role and function is to ensure that there is a coordinated and timely response to concerns that an adult has:

- Behaved in a way that has harmed a child(ren) or in a way that indicates he/she would pose a risk of harm to children;
  - Where he/she possibly has committed a criminal offence against or related to a child(ren) or;
  - Behaved towards a child(ren) in a way that indicates he/she would pose a risk of harm to children.
- These are the criteria for a direct referral to the LADO.

The LADO role is also established to provide advice and guidance to schools, colleges and academies to help them decide whether a referral is necessary in accordance with the criteria above, or whether other action is more appropriate given initial findings.

Where referral criteria are met, the LADO role facilitates a monitoring and tracking process, arranges strategy meetings and liaises with the police and other agencies in accordance with individual circumstances.

The focus of activity is on the adults who are the subjects of concerns and ensuring that investigation processes are applied in continuous and consistent ways. Where concerns exist that a child or young person is suffering or likely to suffer significant harm the matter must be referred immediately and as a matter of priority, to the Children's Services Trust Multi Agency Safeguarding Hub (MASH) and not the LADO.

### **LADO arrangements in Doncaster**

The local authority has commissioned the Children's Trust to provide the LADO service in accordance with the criteria for referral set out above.

**The LADO referral form can be accessed from the on-line DSCP procedure manual**  
<https://dscp.org.uk/professionals/allegations-against-people-who-work-children>

Head Teachers and Principals or other education staff should not investigate the matter by interviewing the person against whom an allegation has been made, the child or potential witnesses, but should only gather sufficient information to establish whether there is enough credible information to determine whether the criteria for referral have been met

(this is known as a 'fact find'). **Where there is a concern, a child may be at risk of harm, referrals must not be delayed in order to gather information:**

- Obtain written details of the allegation, signed and dated by the person receiving the complaint, or allegation and any other relevant person at the point the allegation has been made;
- Countersign and date the written details;
- Record discussions about the child and/or member of staff, any decisions made, and the reasons for those decisions;
- Decide whether any immediate action needs to be taken to safeguard any child or whether an urgent referral needs to be made to either the Children's Services Trust and/or the Police;
- The adult against whom an allegation has been made must not be informed of the allegations before joint consideration has been given to the implications this may have on any subsequent investigation by the police and/or LADO.

### **School/ College referrals**

Where a concern is identified in a school regarding the conduct of an adult towards a child or children, it is for the Head Teacher or Deputy, usually in discussion with the DSL to determine whether a referral to the LADO is required. If one or more of the criteria set out above are met, a referral must be made within **one working day** using the referral form.

If advice is required at the initial stage, call on 01302 737332 or email [LADO@dcstrust.co.uk](mailto:LADO@dcstrust.co.uk)

If the criteria set out above are met to make a direct LADO referral, the LADO will also be able to provide advice on any further actions or steps that may need to be considered before a strategy meeting is convened.

Where the concern relates to the Head Teacher or Principal, it will be the responsibility of the chair of governors, board or committee to make the referral or to seek further advice from the LADO.

If a member of staff believes that a reported allegation or concern is not being dealt with appropriately by their organisation, they should report the matter to the LADO.

Where referrals to the LADO service are made, it is expected that agencies will act in accordance with the advice, guidance and direction provided by the LADO service.

### **Referral and contact process**

#### **Contacts**

Tel: [01302 737332](tel:01302737332) or Email: [LADO@dcstrust.co.uk](mailto:LADO@dcstrust.co.uk)

## **Recording, Monitoring and Tracking**

The LADO service will maintain a confidential system to monitor and track the progress of referrals in line with Data Protection requirements. Referral information relating to schools, colleges and academies will be routinely shared with the Head of Service for LOCYP.

Schools, colleges and academies must ensure that the records they keep meet confidentiality standards that respect the confidentiality of the alleged victim(s) and/or the alleged adult perpetrator of harm to a child (ren). Records should only contain factual information about the alleged perpetrator and care must be taken not to incorporate information about the alleged victim(s) into this record (which should be kept separate).

Our School/College/Setting will:

- Operate safe recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks according to DBS and DfE procedures. The single central record meets Ofsted recommended practice contained within the KCSIE September 2022.
- Ensure that staff adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/on-line conduct.
- Ensure any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance “Working Together to Safeguard Children 2018” and “Keeping Children Safe in Education 2022”. We follow DSCP, LADO and HR Policy and Procedures.
- Ensure that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents following the model LA Code of Conduct. Adequate risk assessments are in place for extended school, volunteer and holiday activities.
- Ensure staff are confident to report any misconduct. .
- Ensure all staff are aware of their Duty of Care and know how to respond to medical/first aid needs.
- In the event of allegations of abuse being made against the head teacher and/or where the head teacher is also the sole proprietor of an independent school, allegations should be reported directly to the local authority designated officer (LADO) immediately and within one working day.

## **Safer Recruitment, Selection and Pre- employment Vetting**

Safer recruitment/volunteers and movement of staff

***(Schools may wish to cross reference to your safer recruitment and selection policy)***

It is essential that people who are unsuitable are not allowed to enter the children’s workforce or gain access to children. If schools and colleges are recruiting new staff, they should follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of KCSIE 2022.

Where schools and colleges are utilising volunteers, they should follow the checking and risk assessment process as set out in paragraphs 304 - 311 of KCSIE 2022. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Regarding members of the school or college workforce already engaging in regulated activity and who already have the appropriate DBS check, there is no expectation that a new DBS check should be obtained where that member of the workforce temporarily moves to another school or college to support the care of children. The type of setting on the DBS check, for example a specific category of school, is not a barrier. The same principle applies if childcare workers move to work temporarily in a school setting. The receiving institution should risk assess as they would for a volunteer (see above). Whilst the onus remains on schools and colleges to satisfy themselves that someone in their setting has had the required checks, including as required those set out in part 3 of KCSIE, in the above scenario this can be achieved, if the receiving institution chooses to, via seeking assurance from the current employer rather than requiring new checks.

Schools and colleges must follow their legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 346 of KCSIE 2022.

Schools and colleges should continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 350 of KCSIE 2022 and the TRA's 'Teacher misconduct advice for making a referral. All referrals received by the TRA will continue to be considered. Where referrals on serious safeguarding matters are received and it is deemed that there is a public interest in doing so consideration will be given as to whether an interim prohibition order (IPO) should be put in place.

It is essential from a safeguarding perspective that any school or college is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, schools and colleges must keep the single central record (SCR) up to date as outlined in paragraphs 267 to 277 in KCSIE 2022. The SCR can, if a school or college chooses, provide the means to log everyone that will be working or volunteering in a school or college on any given day, including any staff who may be on loan from other institutions. The SCR can also, if a school or college chooses, be used to log details of any risk assessments carried out on volunteers and staff on loan from elsewhere

- The school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSIE (2022), including the recommendation of Section 128 checks for Governors and/or those responsible for the management of a school setting.
- The school will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK. Governors check the SCR against personnel files on a regular basis.
- All recruitment materials will include reference to the school's commitment to

safeguarding and promoting the wellbeing of pupils.

- The school will ensure that all recruitment panels include at least one person that has undertaken safer recruitment training as recommended by the Local Authority
- The school will ensure that a person who is prohibited from teaching will not be appointed to work as a teacher in the school.
- The school will ensure that appropriate DBS risk assessments will be undertaken as required. Advice and support for carrying out risk assessments can be accessed through the schools HR Advisor/Provider/Contact.
- A change in the law means that Disqualification by Association will only apply on domestic premises. However, Disqualification under the Childcare Act 2006, still applies to staff themselves. Schools must no longer ask about the cautions or convictions of someone living or working in their household. Disqualification under the Child Care Act still applies to staff themselves who work in a childcare capacity, whether paid, volunteer or are on work placements. Relevant staff are those working in childcare or in a management role because they are working with reception age children at any time or working with children older than reception until age eight, outside school hours. Keeping Children Safe in Education (DfE, 2022) page 68 also refers to disqualification: "For staff who work in childcare provision, or who are directly concerned with the management of such provision, employers need to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2018.

## Safeguarding Training & Support

The school/college/setting will:

- Ensure that all existing school and college staff will already have had safeguarding training and have read part 1 of KCSIE.
- Ensure that where new staff are recruited or new volunteers enter the school or college, they will be provided with a safeguarding induction. An up to date child protection policy will support this process as will part 1 of KCSIE.

Any safeguarding training requests can be emailed to [DSCPtraining@dcstrust.co.uk](mailto:DSCPtraining@dcstrust.co.uk) or booked through BUY Doncaster <https://buy.doncaster.gov.uk/Training/Calendar>

- Ensure that all staff members are aware of systems within our school that support safeguarding and these will be explained to them as part of our staff induction. This includes the school's child protection policy; the school's safer working practice document, the school's whistleblowing procedures and the DSL and their cover or nominated deputy.

We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from (*insert names of designated safeguarding staff*). Staff may access union support and health and well-being advice.

See below for "Guidance on Supporting Adults who disclose non recent (historical) child/young person sexual abuse support for staff".

[Non Recent \(Historical\) Abuse \(proceduresonline.com\)](https://www.proceduresonline.com)

Designated Safeguarding staff must maintain a Level 3 certificate, by attending at least 8hrs of training specific to their role. They will attend DSL network meetings to ensure they meet the KCSIE `regular refresh` requirement. Buy Doncaster contains all training for schools. The DSL will undertake Prevent Awareness Training to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

- The school will ensure all staff including temporary staff and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the school. All staff will access refresher training at least every three years and regular safeguarding and child protection 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 DSCP Training page or Buy Doncaster.
- The Head teacher will attend appropriate safeguarding training on a regular basis (if designated) or termly attend the recommended training sessions/network meetings.
- Governors, including the nominated Governor, will attend specific training for their role to maintain DSCP Level 3 Safeguarding status. Designated Safeguarding Lead Network Meetings can be part of this training.

- A print out of the school's training history can be obtained from the school.
- Any training accessed through third party/independent providers must reflect the DSCP protocols and the DSCP minimum standards checklist. This training should be recorded by the school on a separate database and maybe cross-referenced to the single central register SCR.

### **External Private Tutors:**

The school supports the LA guidance and will ensure parents/carers seek safeguarding clarifications and arrangements when considering accessing additional educational support provided by private tutors outside a school capacity. This includes checking staff are suitably qualified and have enhanced DBS checks.

### **Health & Safety (*school to adapt*)**

Our Health & Safety Policy set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits. There is an adequate first aid risk assessment in place. This includes how to access the Emergency Care Practitioner (ECP) Service or 999 and when to contact parents/carers.

The ECP Service contact number is **0300 123 1221** (minor injuries & minor-moderate illness & falls etc.)

In line with HSE & DfE guidance for schools on first aid provision and reporting and recording accidents including RIDDOR, staff understand the reporting mechanisms in place i.e. If they Buy Back Corporate Safety Services when to complete a record on the SHE ASSURE SYSTEM and will contact [robin.dales@doncaster.gov.uk](mailto:robin.dales@doncaster.gov.uk) if in any doubt, or to report serious notifiable injuries (RIDDOR).

***(Alternatively, if you are a school that does not Buy Back Corporate Safety Services you will need to ensure suitable arrangements are in place for first aid provision and reporting and recording accidents including RIDDOR with your competent Health and Safety Advisor.)***

## Managing Medicines

- Managing Long Term Illness / Managing Medicines - The procedures are outlined in the Managing long-term medical conditions/administration of medicines policy. ***(schools to adapt or cross reference here)***. All children with an identified illness have a detailed healthcare plan in line with the DfE requirements. The School Nursing service is able to help schools and parents to complete these if needed
- See also managing medicines policy ***(school to adapt here)***

***(Settings may wish to extend this part of the policy to include any specific safeguarding/local context approaches)***

## Monitoring and Evaluation

Safeguarding 'Keeping Children Safe in Education 2022' procedures will be monitored and evaluated by:

- S175/157 action plan
- SEF/Governors toolkit linked to personal development, behaviour and safeguarding
- Prevent risk assessment
- Training and development (section 3 s175)
- Complaints linked to safeguarding concerns
- CP case file auditing
- Ofsted `quantifiable complaints` Ofsted parental complaints received via the LA
- Using the new Ofsted Inspection Handbook to review what constitutes `outstanding in safeguarding`
- Ofsted parental dashboard
- Governing Body visits to the school
- Safeguarding audit tools
- Anti-Bullying audit tools (ABA website)
- CPOMS data (if applicable)
- SLT 'drop ins' and discussions with children and staff:
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of Governing Body (GB) minutes
- Logs of bullying incidents for Senior Leadership (SLT) Team and GB to monitor
- Review of parental concerns and parent questionnaires.
- Reviewing risk assessments for holiday club activities run on school sites
- First aid procedures and health care plans
- Early years (where applicable)

A list of policies linked to this overarching policy specifically for early years include:

- ***Schools to add here the early year specific policies....***
- ***Post 18yrs – adult transition policies (where applicable)***
- ***Settings to adapt for learners 18+***

**This safeguarding policy also links to our policies on:  
(schools to adjust – these are just examples)**

- Complaints policy
- Sexual Harassment and Sexual Violence
- Staff Recruitment and retention – safer recruitment
- Managing long term medical conditions/medical conditions
- Behaviour
- Staff Behaviour/Code of Conduct
- SEND
- Social Media
- E-Safety Policy – on line protection
- Children Missing Education
- Whistleblowing
- Anti-bullying
- Health & Safety
- Allegations against staff
- Attendance
- Safeguarding Curriculum
- PSHCE
- Teaching and Learning
- Drug/alcohol/substance misuse
- Hidden Harm
- Relationships and Sex Education
- Physical intervention
- Risk Assessment
- Child Criminal/Sexual Exploitation
- Part time Timetables
- Inclusion
- Emergency Plans
- Bereavement Support
- Mental Health and Well-being
- Young Carers
- Suicide Prevention Policy (example PAPYRUS)

When reviewing all your policies, schools/settings need to refer to the latest DfE guidance on policies required by Law – see DfE website for full list of requirements and details.

[Statutory policies for schools and academy trusts - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Governing bodies and proprietors of independent schools are required to hold each of these policies and other documents, as outlined by the DfE, however:

- The drafting of school policies can be delegated to any member of school staff;
- There is no requirement for all policies to be reviewed annually; and
- Not all policies need to be signed off by the full governing body.

The full DfE document also covers how often each policy must be reviewed and shows the level of approval required, where this is prescribed in regulations. There are instances where statutory guidance states that policies and procedures should be in place. Although this is not the same as a legal requirement, the full DfE document makes clear the policies referenced in statutory guidance.

**Revised 12/8/2022**

**Author: Jo Howe – Learning Standards Adviser - Safeguarding**

**Review date July 2023 (or when changes occur)**