



RICHMOND HILL PRIMARY ACADEMY

SAFEGUARDING CHILDREN AND YOUNG PEOPLE POLICY

(INCLUDING MANAGING ALLEGATIONS AGAINST STAFF WORKING IN A PUBLIC CAPACITY)

PERSON RESPONSIBLE FOR POLICY:	K.COUSINS
APPROVED:	M.LATHAM
SIGNED:	ROLE: CHAIR OF GOVERNORS
DATE:	JANUARY 2018
TO BE REVIEWED:	JANUARY 2019
ANNUALLY	

REVISIONS INCLUDE:

HAZING DEFINITION

PEER ON PEER ABUSE

GANG RELATED CRIME

SEXTING

LGBTQ

INCLUSION OF NON-BINARY

DONCASTER EARLY HELP UPDATE (JULY 2016)

DOMESTIC ABUSE UPDATE (SEPT 2016)

DONCASTER `PREVENT` CHANNEL PROTOCOL (AUGUST 2016)

DSL JOB DECSCRIPTION (ANNEX B) (KCSIE 2016)

THIS SAFEGUARDING POLICY DOES NOT REPLACE SOUTH YORKSHIRE CHILD PROTECTION PROCEDURES. IT COMPLIMENTS THE PROCEDURES AND MAKES REFERENCE TO LOCAL CHILD PROTECTION PROCEDURES THROUGHOUT.

RICHMOND HILL PRIMARY ACADEMY CONTINUES TO ACCESS

[HTTP://DONCASTERSCB.PROCEDURESONLINE.COM/](http://doncasterscb.proceduresonline.com/) FOR UPDATED PROCEDURES IN RESPECT OF ALL SAFEGUARDING/CHILD PROTECTION CONCERN. THIS INCLUDES MANAGING ALLEGATIONS AGAINST STAFF WORKING IN A PUBLIC CAPACITY.

SAFEGUARDING CHILDREN POLICY

SAFEGUARDING DEFINITIONS:

Safeguarding and promoting the welfare of children is 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 Safeguarding Children April 2018)

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.

It can involve a range of potential issues such as:

- Bullying, including cyber 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
- Sexting
- 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

All staff understand the different types of abuse and neglect. In addition all staff understand the specific safeguarding issues highlighted in Keeping Children Safe in Education 2016 (KCSIE) (Page 11-13)

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 2016.

In Doncaster this policy compliments the Doncaster Safeguarding Children's Board – South Yorkshire Child Protection Procedures. The local procedures must be followed in all cases.

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

This policy also shows our commitment to support the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools. Schools and local authorities must have regard to it 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.

Richmond Hill Primary Academy 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 157 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 have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to The Doncaster Children's Trust Referral and Response Service. This also involves understanding serious case reviews and how to improve practice to prevent children from falling through the gaps.

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 responsibility to keep them safe (Working Together 2015) and understand KCSIE Sept 2016 statutory and mandatory reporting requirements.
- 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 2015)
- Pupils, parents and staff involved in Safeguarding issues receive appropriate support and training
- Staff to adhere to a Code of Conduct and understand what to do if a child discloses any allegations against staff working in a public capacity, including teaching staff, Principal or the Governing Body.
- To develop and promote effective working relationships with other agencies, especially the police and social care
- To ensure all staff have been recruited safely and a single central record is kept, satisfactory DBS checks are made in accordance with guidance.
- 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) 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.

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 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.

There are 4 main elements to the Policy:

1. Prevention – through the curriculum and pastoral support offered to pupils and through the creation and maintenance of a whole school protective ethos.
2. Procedures – for identifying and reporting cases, or suspected cases of abuse.
3. Support to Pupils – who may have been abused, including early preventative work.
4. Preventing unsuitable people working with children – by following the Department for Education (DfE) KCSIE 2016 – Part three: Safer Recruitment statutory guidance, **Safeguarding Partners & Relevant Agencies** guidelines and HR procedures. The school has a clear recruitment and selection policy in place.

1 PREVENTION

The school will establish an ethos where:

- Children feel secure.
- Ensure children know that there are adults in the school who they can approach if worried or in difficulty.
- Include in the curriculum opportunities for PSHCE/SMSC/RSE to equip children with the skills needed to stay safe. This includes our PREVENT duty (Prevent/E-Safety Scheme of Work)
- Include in the curriculum material which will help children develop realistic attitudes to their responsibilities in adult life.
- It will work in accordance with 'Working Together to Safeguard Children 2015' and will support the 'Doncaster Early Help Offer' to ensure children and young people receive the most appropriate referral and access provision.
- It will deliver the approved DONCASTER'S SAFEGUARDING PARTNERS & RELEVANT AGENCIES whole school safeguarding training and ensure all designated safeguarding officers/deputy safeguarding person attend three out of four annual network meetings and/or attend refresher Designated Safeguarding Lead (DSL) training on a two yearly basis
- We will work in collaboratives and with our early help co-ordinators to improve outcomes for children and young people.
- Attend the locality based safeguarding meetings and also attend the early help area meetings to utilise the support and advice available from professionals.
- We access the school nursing universal offer for all our children and young people

- We keep our safeguarding training up to date and access Doncaster's **Safeguarding Partners and Relevant Agencies** 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 on our senior leadership team.
- We have a clear complaints policy and all staff are aware of whistleblowing procedures.

2 PROCEDURES AND RECORD-KEEPING

The Doncaster school will follow safeguarding procedures as produced by the Doncaster's **Safeguarding Partners and Relevant Agencies** <http://doncasterscb.proceduresonline.com/>

The Designated Senior Member of staff for Safeguarding (Child Protection) / Designated Safeguarding Lead (DSL) is: Kelly Cousins

Contact Details: 01302 782421

The Deputy Designated Safeguarding Lead is: Marcia Lord

Contact Details: 01302 782421

The designated teacher for looked after children is: Kelly Cousins

Contact Details: 01302 782421

The Nominated Child Protection/ Safeguarding Governor is Mavis Latham

Contact Details: 01302 782421

The Nominated Governor for looked after children is Mavis Latham

Contact Details: 01302 782421

The named PREVENT lead is: Kelly Cousins

The named CSE lead is Kelly Cousins

The named FGM lead is Kelly Cousins

The named on-line protection officer is: Karen O'Keeffe/Clare Dutton

The named complaints handler is: Kelly Cousins

The named mental health/CAMHS link is: Kelly Cousins

The Principal is: Debbie Secker

Contact Details: 01302 782421

The Local Authority Designated Officer (LADO) is: Jim Foy

Contact Details:01302 737748

The school will:

- Ensure it has a senior designated safeguarding lead (DSL) who has undertaken appropriate Safeguarding (Child Protection) training
- Ensure the DSL has a job description.
- Ensure that designated staff will take advice from a Safeguarding (Child Protection) Specialist when managing complex cases.
- The school DSL will investigate any allegation involving actual or suspected abuse of a child within 24 hours of disclosure and follow up referral in writing, using the Doncaster Children's Trust referral and response service forms.
- All school 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 or allegation the DSL will contact The Doncaster Children's Trust Referral and Response Service without delay
- If the allegation of abuse is against the deputy or designated safeguarding person, the Principal will speak with the Local Authority Designated Officer (LADO) to discuss the next steps. If the allegation is against the Principal the Chair of Governors should be contacted immediately and advice from the LADO sought within 24 hours. If the allegation is against both the Principal and Chair of Governors the LADO will be contacted. No member of staff will conduct their own investigation or pass on information to the alleged perpetrator. In all allegations the LADO will advise on the action to take by calling 01302 737748. The emergency social services team should be contacted outside normal working hours 01302 796000.
- CSE – All staff are aware via whole school training on the signs of Child Sexual Exploitation and seek advice without delay.

Referral Pathway

Professionals to refer concerns for advice and guidance through CSE Team Direct Number 01302 737200

Referral to Children's Services 01302 737200

Professionals can telephone team members for advice

01302 862012 Jayne Pezzulo

01302 736929 Carmel Bartlett

- In the case of poorly explained serious injuries or where behaviour concerns arouse suspicion, the designated teacher will consult with Referral & Response Service Professional Advice Lines on 01302 737722/7376361/737033. If out of hours, the emergency Doncaster Children's Trust Social Care out of Hours team - (ESST) 01302 796000 (after 5.00 pm and before 8.30 am weekdays and weekends). All parents, carers of families can contact the general contact number on 01302 737777.

- The DSL will keep all records on file in a secure locked filing cabinet or secure ICT system and share concerns following information sharing protocols. We adhere to HM Government Information Sharing Advice for Practitioners 2015
- In the event of an unexplained/sudden child death. **DONCASTER'S SAFEGUARDING PARTNERS & RELEVANT AGENCIES** procedures will be followed http://doncasterscb.proceduresonline.com/chapters/p_cdop.html in line with the new **CHILD DEATH REVIEW PARTNERS**
- Following any serious untoward incidents (SUI) procedure were `near miss` situations occur the DSL/ Principal will contact the LA Education Standards and Effectiveness Service, this covers health and safety related incidents where safeguarding is compromised. Notification of near miss situations can also be emailed to sarah.stokoe@doncaster.gov.uk
- The school will have an emergency plan in place to respond to unforeseen circumstances, e.g. staff / child unexpected death, site security threats, floods, storms etc. The school has clear evacuation plan for any fire/ security threats.
- Governors and senior leaders / DSL will continually review all policies required by law <https://www.gov.uk/government/publications/statutory-policies-for-schools>

3 ROLES AND RESPONSIBILITIES

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

- Understand part 1 of KCSIE **2017**, including the mandatory reporting duty.
- All staff have read the child protection policy and have a staff behaviour policy (sometimes called the code of conduct)
- Knows the name of the designated safeguarding lead / person and her role and responsibility.
- Have an individual responsibility to refer Safeguarding (Child Protection) concerns.
- Will receive training at the point of induction so that they understand what they need to know KCSIE 2016 (paragraph 12 – 34). This includes:
 - Their personal responsibility/code of conduct/teaching standards;
 - **DONCASTER'S SAFEGUARDING PARTNERS & RELEVANT AGENCIES** child protection procedures and know how to access them;
 - Understand 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 and take action
 - Whistleblowing
- Knows their duty concerning unsafe practices in regard to 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 will undertake appropriate discussion with parents prior to involvement with other agencies unless the circumstances preclude this.
- The school 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.

Staff are updated on a regular basis `at least annually` This is via:

- Annual Safeguarding Training
- Staff Meeting – safeguarding updates
- Briefing meetings

Staff training includes:

- Recognising all four signs and symptoms of neglect
- Levels of social care e.g. early help, CIN, S47
- learning from serious case reviews
- How to report a concern
- Updates to safeguarding

This includes:

Reminders that at no time can we promise confidentiality

The child wishes and feelings are important.

Conversations with a child who discloses abuse should follow the basic principles:

- listen rather than directly question, remain calm
- 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 you will have to pass the information 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 lead who will notify and follow up with the referral and response service any significant concerns immediately, without delay (do not wait for 24 hours) in writing
- For children with CP 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.

http://doncasterscb.proceduresonline.com/chapters/p_info_sharing_conf.html

Sharing information

From time to time schools may receive concerns in relation to public taking photographs, alleged incidents from outside schools – for example strangers/ attempted abduction etc. DSLS may also receive information from young people on new `trends` for example the sharpie shock challenge.

Designated safeguarding leads will consult with the police, health and relevant agencies before sharing information with parent/carers/young people via text messages or other devices. The LA alongside partner agencies will support the wording of any communication.

4 RECORD KEEPING

http://www.irms.org.uk/images/resources/infoguides/records_management_toolkit_for_schools_version_4_may_2012.pdf

- The school follows the record keeping guidelines taken from Sections 1 – Child Protection and Section 4 – Pupil Records. The DSL is aware the Local Authority's records are kept for 75 years from date of closure so if any information that is held within the School that came from the LA could be destroyed once the child has left the school, however, any records created by the school the school could apply the above retention period(s) to their documents, so the whole pupil file could go to the secondary school whilst the Primary School should keep a copy of the child protection element for the prescribed timescale.

Records and Monitoring

- The DSL has security of information and data protection training
- 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. Records will be signed, dated and, where appropriate, witnessed.
- 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, 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.
- Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file `concern' file, some schools still refer to this as a child protection file, which will be securely stored and away from the main pupil file.
- Files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

Why recording is important

- Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages are from serious case reviews are in terms of recording and sharing information.
- When a pupil on the Child Protection register transfers to another school, information will be transferred safely and securely to the new school/setting immediately. The school will request a signed receipt and also ensure they save a chronology/summary in line with retention guidelines (See also record keeping)

The Concerns File

The establishment of a 'concern' file, which is separate from the child's main school file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events. It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ i.e. a child subject to a child protection plan, looked after child, CIN may be looked at differently to a child recently bereaved, parental health issues etc. Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and designated safeguarding lead in school.

A 'concern' or 'confidential' file should be commenced in the event of:

- A referral to MASH/Children's Social Care
- A number of minor concerns on the child's main school file
- Any child open to social care.

It is suggested that within a child's 'concern' file there is:

- A front sheet
 - A chronology
 - A record of concern in more detail and body map, where appropriate
 - A record of concerns and issues shared by others.
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- The school will keep written records of concern about children even where there is no need to refer the matter to MASH/Children's Trust Referral and Response Service (or similar) immediately but these records will be kept within the separate concerns file.
 - Records will be kept up to date and reviewed regularly by the Senior Designated Person to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.
 - The concern file can be active or non-active in terms of monitoring i.e. a child is no longer LAC, subject to a child protection plan and this level of activity can be recorded on the front sheet as a start and end date. If future concerns then arise it can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.
 - If the child moves to another school, the concern file will be sent or taken, as part of the admission/transition arrangements, to the Senior Designated Person at the new establishment/school. There will be a timely liaison between each school Senior Designated Person for Safeguarding to ensure a smooth and safe transition for the child.

Recording Practice

Timely and accurate recording will take place when there are any issues regarding a child. A recording of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded on the chronology kept within the confidential file for that child. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed and roles and responsibility of each agency will be clarified and outcomes recorded. The chronology will be brief and log activity; the full recording will be on the record of concern.

More detailed recording on the record of concern will be signed and dated and include an analysis, taking account of the holistic needs of the child, and any historical information held on the child's file. Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge and this will assist in promoting an evidence based assessment and determining any action(s) that needs to be taken. This may include no further action, whether an early help co-ordinator advice should be sought or whether a referral should be made to MASH/Children's Trust Referral and Response Service in line with the early help model.

Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school in the early identification of any concerns which may prevent future harm.

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

Any concerns are shared and where CP Plans are in place the social worker is informed of any new information immediately. All referrals to the R&R service are followed up in writing within 24 hours. The DSL has an equal responsibility to follow up referrals and keep in touch with social care teams on the support/outcomes from any S17/47 referral.

5 THE DESIGNATED SAFEGUARDING LEADS / DEPUTY DESIGNATED SAFEGUARDING LEADS ARE RESPONSIBLE FOR:

- Cascading lessons learned from serious case reviews (SCRs) to all staff. Considering key learning into practice for example, from Daniel Pelka, Baby P and local SCRs. Checking how staff understand and demonstrate professional curiosity and healthy scepticism when faced with facts and information from parents/carers not matching what staff are observing in practice.
- Understanding and following the DSL key roles and responsibilities contained within KCSIE 2017 (Annex B).
- Referring a child if there are concerns about possible abuse, to the Early Help Hub or Doncaster Children's Trust Referral and Response Service Professional advice lines.
- The DSL will act as a focal point for staff to discuss concerns KCSIE 2017 (p 10)

Referrals should be made in writing, following a telephone call using the Early help Module / Doncaster Children's Trust referral and Response Service referral form or the CSE referral form depending on the nature of the referral.

- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Having a clear job description and time to attend statutory meetings and regular training and network meetings in line with KCSIE 2016 proposals for annual training.
- Ensuring that all such records are kept confidentially and securely and are **separate** from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college.
- Liaising with other agencies and professionals/accessing local networks.
- Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents/carers.
- Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation is referred to their key worker's Social Care Team.
- Organising child protection / safeguarding induction for all new staff, and updating whole school training every 3 years (or on a regular basis via staff meetings) All DSLs attend training every 2 years or attend the designated safeguarding network meetings/**DONCASTER'S SAFEGUARDING PARTNERS & RELEVANT AGENCIES** lunchtime seminars on a regular basis. 3 out of 4 meetings a year.
- Providing, with the Principal, an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised). This supports the S175 annual safeguarding report.
- Understand children in need / children on protection plans and support all looked after children PEPs.
- Providing information and audits to the LA and **DONCASTER'S SAFEGUARDING PARTNERS & RELEVANT AGENCIES** when required.
- Attending local DCST / early help weekly trust meetings to discuss any cases/share knowledge and also access any support in relation to safe practice.

Out of hours and in holiday cover arrangements

In keeping with the KCSIE arrangements – The school has considered adequate and appropriate cover arrangements for availability out of school hours/term time. Staff are to record any incident on CPOMs and contact K.Cousins if at all possible. If child is at risk of significant harm, normal referral process to R&R is to be followed.

6 LIAISON WITH OTHER AGENCIES

The school will:

- Work to develop effective links with relevant agencies in relation to Safeguarding (Child Protection).
- Send representatives to case conferences, core groups and Child Protection review meetings.
- 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).

7 SUPPORTING PUPILS AT RISK

The school will endeavour to support vulnerable pupils through:

- Its ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- Its behaviour policy aimed at supporting vulnerable pupils in school. All staff will agree a consistent approach which focuses on the behaviour or the offence committed by the child.
- Liaison with other appropriate agencies which support the pupil.
- Developing supportive relationships.
- Recognition that children living in difficult home environments are vulnerable and in need of support and protection.
- Monitoring pupil welfare, keeping accurate records and notifying appropriate agencies as and when necessary.
- Allowing designated staff opportunities to attend face to face **DONCASTER'S SAFEGUARDING PARTNERS & RELEVANT AGENCIES** multi-agency training, (sexual exploitation, FGM, neglect, PREVENT domestic violence, drugs/alcohol substance misuse etc.).
- Recognising, reporting and responding to any behaviours consistent with radicalisation/extremist behaviours.
- Recognising, reporting and responding to any suspected FGM practice.
- The school works with a variety of agencies and arranges opportunities for young people to discuss and understand a wide range of specific safeguarding issues.
- The designated safeguarding lead will cascade information to all staff in relation to specific safeguarding concerns listed in KCSIE – page 12. This includes information on:
 - Bullying, CME, CSE, Domestic abuse, drugs, fabricated illness, faith abuse, FGM, forced marriage, gangs and youth violence, VAWG, hate, mental health, CME, private fostering, preventing radicalisation, relationship abuse, sexting, trafficking, LGBTQ support.
- School/setting staff are aware of the **DONCASTER'S SAFEGUARDING PARTNERS & RELEVANT AGENCIES** Neglect policy and toolkit available from **DONCASTER'S SAFEGUARDING PARTNERS & RELEVANT AGENCIES** website to help identify and recognise any child subject to neglect.

8 EARLY IDENTIFICATION, RECOGNISING AND RESPONDING TO SAFEGUARDING NEEDS

Early Help Hub

The Early Help Hub has been established to improve communication, information sharing; and to support more effective delivery of services where there is a need for multi-agency response.

The Early Help Hub is a multi-disciplinary team with two main functions:

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

The team is available from 8.30 am to 4.30 pm, Monday to Friday, and telephone messages will be responded to within one working day.

Telephone: 01302 734110

Email: earlyhelphub@doncaster.gov.uk

Or

Earlyhelphub@gcsx.gov.uk

If you believe that an early help assessment (EHA) is needed, contact the Early Help Hub to discuss your concerns. After discussing your concerns, if it is agreed this is a case for early help, you will be asked to complete enquiry and consent forms with the family.

The Early Help Hub will assess the case and inform you of the action required. This could be:

- If an EHA has already been completed or there is an existing TAC/F, you will be asked to share your information and join the TAC/F
- Single agency response for a specific piece of work
- EHA required – lead practitioner identified
- No further action
- Escalation to Children’s Social Care if this case is already known to them or the information gathered during screening indicates escalation is required.

The Early Help Hub does not replace the existing ‘front door’ arrangements for children’s social care in Doncaster. If at any stage you have any concerns that a child is at risk of harm you must follow your agency’s safeguarding procedure and make a referral to Children’s Social Care Referral and Response Service on:

Telephone: 01302 737777 (available 8.30 am – 5.00 pm Monday to Friday)

Telephone: 01302 796000 (outside office hours)

Email: referral&responseteam@doncaster.gov.uk

Infrastructure to support Lead practitioners with early help pathway and processes

- 10 Early Help Coordinators: Manager Dawn Lawrence- dawn.lawrence@doncaster.gov.uk, 0130234946
- Information, Advice and Guidance to Practitioners –Lead Practitioner Network
- Training –Delivery of the new Early Help training programme.
- Quality Assurance – Audits of Early Help Assessments (EHA's), Plans, Case progression, Tracking completion of assessments.

Your Early Help coordinators are :

North:

Natasha Abbott (07738 888 218) natasha.abbott@doncaster.gov.uk

Davey Mitchel (01302 735302) davey.mitchel@doncaster.gov.uk

East:

Christian Brownless (07810 153 716) christian.brownless@doncaster.gov.uk

Carl Shillito (07747 008 255) carl.shillito@doncaster.gov.uk

South:

Lindsey Swain (07717 320 478) lindsey.swain@doncaster.gov.uk

Dean Mangham (07776 454 314) dean.mangham@doncaster.gov.uk

Central:

David Hamilton (07776 454 318) david.hamilton@doncaster.gov.uk

Stephanie Armstrong (07970 226 004) stephanie.armstrong@doncaster.gov.uk

Early help Network Meetings:

Two sessions per week in North, South, East, Central areas

- Early Help Pathway, processes and time frames
- Thresholds
- Early Help Assessments
- SMART, outcome focused plans

- Team Around the Child (TAC/F) processes and effective meetings
- Working with Children, Young People and Families
- Case work advice and 'stuck cases'
- Community services
- Closures
- EHM system use

Early Help Training:

New training programme for Early Help Practitioners, courses can be accessed via [https://www.engagedoncaster.co.uk/Doncaster's Safeguarding Partners & Relevant Agencies](https://www.engagedoncaster.co.uk/Doncaster's%20Safeguarding%20Partners%20&%20Relevant%20Agencies)

- What is Early help?
- Delivering Early Help
- Lead Practitioner
- Early Help Assessment Workshop
- Early Help outcomes and planning workshop
- Managing difficult meetings
- Engaging with difficult families
- Early help Module (EHM/eCAF)

Quality Assurance and Tracking:

- Data reviewed weekly
- Identification of drift and delay:
- Early Help Assessment (EHA)
- Team Around Child (TAC/F)
- Ineffective movement on the case

The DSL attends the Early Help Network support sessions if necessary to access support provided to ensure child's needs are met to prevent escalation.

- 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 designated school nurse by telephone on 01302 384138 or email cyp&fschoolnurses@rdash.nhs.uk
- 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 nursing service can offer early identification cases (pre-caf) where some concerns are being raised. 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 from cyp&fschoolnurses@rdash.nhs.uk

10 HEALTH AND WELL-BEING + CLINICS

All young people can access the Respect Yourself Doncaster app and are aware of the support available inside and outside education/school.

11 GAMBLING AND SOCIAL GAMING

Young people need to be 18 years and over to legally gamble in casinos, high street bookmakers and in most cases on-line. However there are certain categories of slot machines (such as those found in arcades, predominantly at Seaside resort towns) which have no age restriction. Similarly young people wanting to buy National Lottery Scratch Cards or Lottery Tickets can do so at the age of 16 years. All these type of activities are classed as gambling and with the explosion of adverting and the presence of high street bookmakers, gaming is more prevalent in society today.

In addition to the above traditional forms of gambling; social gaming is hugely popular among young people. Social gaming has no age restriction and is predominantly accessed by young people via mobile phones or tablets in the form of a downloadable app (such as Candy Crush or Game of Thrones). These apps are free to download and play, but have countless opportunities for players to purchase (often with real cash) tools or tips to advance levels in such games. Though many young people do not experience harm, 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. If you notice or suspect students may be experiencing harm, here are some of the warning signs:

- Be male and aged 13 – 18 years.
- Use gambling to cultivate status among peers.
- Fallen out with family, truant from school or college.
- Low self-esteem, but irrational behaviour.
- Preoccupied on mobile, restless or irritable.
- Lies to family members, friends and college staff to conceal behaviour.

- Never has any money.

Advice or help can be accessed via:

- National Problem Gambling Helpline (0808 8020 133).
- Gamble Aware website (www.gambleaware.co.uk) – generic website offering advice.
- Inviting the Young Gamblers Education Trust (YGAM) in to school to talk to students or deliver workshops on gambling & social gaming as part of PSHE or school enrichment days. www.ygam.org.uk.
- All the materials used by YGAM are PSHE quality assured and accredited by ASDAN.

12 WHISTLE BLOWING

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Lead Advisory Officer for Education Safeguarding or LADO following the Whistleblowing Policy.
- Whistle-blowing re the Principal 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 will work with the LA should this arise
- Staff understand KCSIE (page 9) requirements and know they can raise concerns also with the NSPCC.
- **Doncaster's Safeguarding Partners & Relevant Agencies'** procedures have been updated for whistleblowing. For more information/guidance – go to <http://doncasterscb.proceduresonline.com>.

COMPLAINTS

Staff are aware of how to handle parental complaints and how to offer parents the school complaint procedure. This follows gov.uk/ofsted or EFA guidelines.

13 PHYSICAL INTERVENTION

- We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 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.

14 ANTI-BULLYING / INTERNET SAFETY / SOCIAL MEDIA

- Our social media policy /anti-bullying policy/ E- safety policy is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic, transphobic, bi-phobic and gender related bullying. 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. We keep a record of bullying incidents and follow DfE statutory guidance to prevent and tackle bullying.
- Internet Safety/E-Safety – The school has an e-safety policy in place. The DSL will follow **DONCASTER'S SAFEGUARDING PARTNERS & RELEVANT AGENCIES** procedures to refer any on-line safety concerns to the relevant bodies

http://doncasterscb.proceduresonline.com/chapters/p_child_abuse_esafety.html?zoom_highlight=child+to+child+abuse
(Updates include links to DfE resources for Parents and Schools on cyberbullying.)

Staff Training – On-line Safety (KCSIE page 62-63) Governors and proprietors in this school have ensured staff are trained and that on-line safety is integrated, aligned and considered as part of the overarching safeguarding approach. Children are aware of how to keep themselves safe on-line.

Social Media Responsibilities.

- The conduct of staff/pupils/ parents/carers using social media are outlined in a separate social media policy .
- Sexting – we include reporting of any sexual images within our policy. The DSL has had training focusing on sexting and indecent images and it is included in the level1 training for all staff.
- The CEOP eye is promoted and viable around school so all young people know how to report any inappropriate content received on-line.

In line with Keeping Children Safe in Education 2016 (paragraph 76-78) all staff:

- Recognise peer on peer abuse and make it clear abuse is abuse and should not be tolerated or passed off as banter.
- The academy follows searching and confiscation advice (KCSIE p19)

Peer on Peer Abuse

- Any concerns will be passed to the DSL lead and the DONCASTER'S SAFEGUARDING PARTNERS & RELEVANT AGENCIES peer on peer abuse policy and procedures will be followed.

This could include gang related pressure, sexual harassment, or child on child abuse.

http://doncasterscb.proceduresonline.com/chapters/p_risk_gang_activity_involve.html?zoom_highlight=peer+on+peer+abuse

[http://doncasterscb.proceduresonline.com/pdfs/if_only_someone_had_listened.pdf?zoom_highlight=peer+abuse#search="peer abuse"](http://doncasterscb.proceduresonline.com/pdfs/if_only_someone_had_listened.pdf?zoom_highlight=peer+abuse#search=\)

15 HAZING

Hazing is the practice of rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.

Hazing is seen in many different types of social groups, including gangs, sports teams, schools, military units, and fraternities and sororities. The initiation rites can range from relatively benign pranks, to protracted patterns of behaviour that rise to the level of abuse or criminal misconduct. Hazing is often prohibited by law and may comprise either physical or psychological abuse. It may also include nudity and/or sexually based offences.

Linking to peer on peer abuse / peer pressure, all children are advised on how to recognise and report any concerns. In addition we have healthy messages in school and any new social media trends are reported to public health. We have effective transition arrangements in place and follow **DONCASTER'S SAFEGUARDING PARTNERS & RELEVANT AGENCIES** safeguarding procedures in line with KCSIE 2016 p19.

16 RACIST INCIDENTS/HOMOPHOBIC/ TRANS-PHOBIC LANGUAGE /EQUALITY ACT 2010 PROTECTED CHARACTERISTICS

- Our policy on Equality, Inclusion and Diversity and our PSED duty includes racist incidents 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.
- We use a reporting system to record any incidents in line with the latest DfE guidance.
- The DSL understands how to record and report and support children and families encountering hate crime.

17 LGBTQ SUPPORT

- The DSL understands how to support any young person requiring LGBTQ support and will encourage access to youth groups. The Early Help team may support with youth support access to groups etc.
- The school curriculum reflects opportunity to explore difference and celebrate diversity and has resources and posters on the Stonewall website.
- The DSL will seek professional advice where there is additional risk posed, for example self-harm, isolation, bullying etc to ensure a team around a child meeting is in place for young people and families.
- Safe places and `straight allies` groups may be supported in the school to include all young people and also recognise the individual needs of LGBTQ young people.
- SIMS will acknowledge preferred names and risk assessments completed (where appropriate) to ensure gender norms are challenged and the environment supports all young people including LGBTQ young people.

18 TRANS YOUNG PEOPLE

The DSL will liaise with the CAMHS named nurse to support, where needed any young person identifying as trans and ensure the school acknowledges the voice of the child and ensures smooth and effective transition. The school follows National guidance and seeks professional advice.

<http://genderedintelligence.co.uk/>

A National trans inclusive toolkit will be available to all DSL leads produced by Stonewall in October 2016.

The DSL has received training on supporting Trans young people.

The DSL is aware of key terminology for all young people not identifying with the sex/gender they were assigned at birth. This may include young people who identify as cisgender, non-binary, gender variant, inter-sex, gender dysphoria etc. The DSL will consider the wishes of the young person and make appropriate referrals and support where/if necessary.

19 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 subparagraph (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 under eighteen years of age.[14]

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

http://doncasterscb.proceduresonline.com/chapters/p_safe_child_trafficked.html?zoom_highlight=human+trafficking

http://doncasterscb.proceduresonline.com/chapters/p_safe_child_from_abroad.html?zoom_highlight=modern+day+slavery

<http://hopeforjustice.org/>

20 PREVENTING RADICALISATION – MANDATORY DUTY TO REPORT

All staff understand and know how to recognise and respond to any changes in behaviour that could indicate that a child is in need of protection/ or being radicalised. Staff understand the definition and mandatory reporting duties under the CTSA 2015 KCSIE (page 56)

Our setting knows how to recognise and respond to any behaviour that could link to radicalisation/extremism. Our Children and Young Persons Police Officer – CYPO is the first point of contact for staff or pupils' behaviour that may point to radicalisation/extremism are discussed with the CYPO immediately. If unavailable to call 101. If travel abroad is suspected / immediate threat staff are aware to call 999 and they also have access to the confidential anti-terrorist hotline 0800789321.

The DSL will also contact the referral and response service immediately if a child is at risk and follow local safeguarding procedures.

http://doncasterscb.proceduresonline.com/chapters/p_protect_child_vulner_violent_ext.html?zoom_highlight=prevent

WRAP 3 training is mandatory for all staff in our school.

Doncaster's Safeguarding Partners & Relevant Agencies have updated their online procedures including a link to the gov.uk website which can be used to report online material promoting terrorism or extremism.

All staff via the DSL understand the Doncaster Channel Protocol.



Channel Protocol -
Doncaster.docx

In Doncaster all early / low level concerns will be co-ordinated via our CYPO (details above)

Staff know how social media can be used to encourage travel to Syria and Iraq and what to do if they suspect travel to areas where travel warnings are in place. The school has undertaken a prevent self-assessment and all staff are aware of spotting the signs.

- The school SMSC curriculum explores shared values and beliefs. This includes Educate Against Hate <http://www.educateagainsthate.com/>
- School leaders have completed a PREVENT self-assessment
- The designated safeguarding lead has accessed Home Office approved WRAP training – workshop to raise awareness of prevent.
- All staff have attended a WRAP 3 workshop
- The LA trained trainer / Education lead is sarah.stokoe@doncaster.gov.uk

Our trained Home Office approved WRAP 3 PREVENT lead in school is Kelly Cousins.

CHILDREN & YOUNG PEOPLE POLICE OFFICERS	
PC 1173 Andy Buddle Doncaster East & South & Schools	<ul style="list-style-type: none"> • Trinity Academy, Thorne • Ash Hill Academy, Hatfield • Hungerhill School, Edenthorpe • Rossington All Saints, Rossington • Hayfield School, Auckley • Armthorpe Academy, Armthorpe
PC 1585 Lee Dodds Doncaster North & West – Schools	<ul style="list-style-type: none"> • Don Valley Academy, Scawthorpe • Ridgewood School, Scawsby • Campsmount (A co-operative Academy), Campsall • Mexborough Academy • De Warenne Academy, Conisbrough • Sir Thomas Wharton Academy, Edlington • Opencast, based at MyPlace Bentley • The Levett School (Lower School) • Pennine View Community School • Stonehill Community School • North Ridge Community School
PC 247 Dave High –	Embedded in Outwood Academy, Woodlands
PC 3653 Vicki Lister Doncaster Central	<ul style="list-style-type: none"> • Danum Academy • Balby Carr • NEC • Opencast • The Levett School (Upper School) • St Wilfrid's Free School • The Hub
PC 1145 Tracey Stillings Doncaster Central	<ul style="list-style-type: none"> • Hall Cross Academy • McAuley School • Keepmoat Learning Central • Doncaster Community Specialist College (aka Deaf College) • XP School (Keepmoat) • Engage • Enhancement • Oracle

21 FGM (FEMALE GENITAL MUTILATION) – MANDATORY DUTY TO REPORT

- 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 **DONCASTER'S SAFEGUARDING PARTNERS & RELEVANT AGENCIES'** 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 practiced will seek advice from school nursing / referral and response service. A Department for Health risk assessment is available on engage Doncaster website.

- All staff have read and understand the FGM fact sheet and mandatory reporting included in Keeping Children Safe in Education Sept 2016 (page 55)
- Designated safeguarding leads understand local **DONCASTER'S SAFEGUARDING PARTNERS & RELEVANT AGENCIES procedures** for reporting suspected FGM. http://doncasterscb.proceduresonline.com/chapters/p_female_gen_mutilat.html

DSLs 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/>

22 HONOUR BASED VIOLENCE – MANDATORY DUTY TO REPORT

The police definition of Honour Based Violence is:

'A crime or incident act 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 are fully aware of risks and how to report concerns to the DSL lead. The DSL will consider and take immediate action to protect if HBV is possible.

All staff are aware of the mandatory reporting requirement duty placed on teachers 31 October 2015 and have read and understand indicators and actions KCSIE (page 54)

Doncaster's Safeguarding Partners & Relevant Agencies have updated information for practitioners on how to respond to Honour Based Violence.

'Honour Based Violence is a collection of practices, which are used to control behaviour within families or other social groups, to protect perceived cultural and religious belief and/or 'Honour.' Abuse occurs when perpetrators perceive that a relative has shamed the family and/or community by breaking their 'Honour' code, or when they feel under pressure to demonstrate their fidelity to perceived cultural and religious values.'

The guide describes behaviours which can be seen to have broken 'Honour' codes and lists indicators of 'Honour' based violence.

23 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 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 will report any concerns immediately to the DSL lead. The DSL will seek advice and action/make appropriate referrals to safeguard any young person at risk of forced marriage.

The forced marriage unit has published multi-agency guidelines (see KCSIE page 56) school staff may contact the forced marriage unit if they need advice or information – Contact 020 7008 0151 or email fm@fco.gov.uk

Virtual school for Gypsy, Roma and Travelling Children

If the DSL is concerned about any Roma children being forced into marriage they can contact the Virtual School for Gypsy, Roma and Traveller Children. If they need any training to spot any common factors or indications that this is happening or need any advice around the issue or further information – contact 01302 734225

Ethnic Minority & Traveller Service (EMTAS)

Schools requiring advice on how to support and understand EMTAS communities and practice. This advice could relate to beliefs and culture. It could also link to language barriers and consideration to supporting the young person to have a voice. In addition staff training and awareness is available covering 27 different languages and this is increasing.

Email: shafqat.sultan@doncaster.gov.uk

Website: www.doncaster.gov.uk/emas

24 PRIVATE FOSTERING (SEE ALSO KCSIE P65 ANNEX E : CHILDREN STAYING WITH HOST FAMILIES)

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 breaks’.

(National Minimum Standard for Private Fostering DFES 2005)



Think Private
Fostering.docx

All staff are aware of the Think Private Fostering flowchart and how to refer any cases to the DSL lead.

More information is on the Doncaster Children's Services Trust website

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

Or

To notify the DCST of a private fostering arrangement or proposed arrangement, contact the Referral and Response Team on Tel: 01302 737033.

Or

For general advice call or send an email to Florence – Private Fostering Co-ordinator
Tel: 01302 737789/07881832134
Florence-Jurua.Joseph@dcstrust.co.uk

25 DOMESTIC VIOLENCE AND ABUSE

All staff recognise signs of domestic abuse and know how to refer concerns to the DSL lead.

The early hub acts as a gatekeeper to all referrals the DSL will liaise with the early help co-ordinator and follow the early help module and procedures to secure support for the young person experiencing domestic abuse. If the child is at significant risk / harm the DSL will follow local procedures and refer to the referral and response service. Where significant harm is suspected, the DSL will make contact with the professional advice line contained in Page 6 of this safeguarding policy. Following this professional discussion you may refer following the **DONCASTER'S SAFEGUARDING PARTNERS & RELEVANT AGENCIES** /South Yorkshire Child protection procedures http://doncasterscb.proceduresonline.com/chapters/p_dom_viol_abuse.html (noting the referral section 1.2.2.and backing up the referral to childrensassessmentservice@doncaster.gcsx.gov.uk

We embrace best practice and offer all children access to pastoral care when they need to talk. In addition we will signpost parents to the Doncaster domestic violence helpline for advice and support.

<http://www.doncasterdomesticabuse.co.uk/>

The DSL may also contact the Domestic Abuse Navigators who can also give advice and mentoring support through their liaison number – 01302 734466, but this does not replace sharing info with the EH Hub.

If a child is at immediate risk/harm linked to domestic abuse the DSL will ensure the professional advice line is contacted and appropriate referral is made. A MARAC response may be made.



The key objectives are:

- **Reduce the emotional harm** caused by domestic abuse to children;
- Directly **support recovery** from abuse for victims and their children;
- Significantly **reduce repeat victimisation**;
- **Challenge the acceptance** of domestic abuse and violence by families and whole communities; and
- **Break the pattern** of abuse as it re-presents itself in children and young people.

Doncaster's Safeguarding Partners & Relevant Agencies have updated its online procedures and offers advice on safety planning with victims in a range of circumstances, including when victims leave the home or when they decided to stay with the perpetrator.

26 SUBSTANCE MISUSE

Definition of a drug

A drug is a substance that effects the way in which the body functions physically, emotionally or mentally. This definition includes illegal substances and also legal substances such as tobacco and alcohol, volatile substances, solvents, over the counter and prescription medicines.

- 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. Please see separate Medicines Policy for information on prescription medicines.

- School have a 'Smoke Free Environment policy' that includes banning the use of e-cigarettes on school premises and grounds.
- If any pupil or adult on school premises is found in possession of an unauthorised drug it will be confiscated if possible and if the drug is suspected to be illegal the school may wish to contact the police. Staff are to report immediately to the DSL for these actions to be put in place.
- For support on the above issues CONTACT PROJECT 3: 01302 640032

27 HIDDEN HARM

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 hub and referral and response 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 for some families, drug and/or alcohol misuse can become the central focus of the adults' lives, feelings and social behaviour, and has the potential to impact on a child at every age from conception to adulthood. It is therefore essential that the implications for each child in the family are carefully assessed, see

http://doncasterscb.proceduresonline.com/chapters/p_work_substance_misuse_parent.html

28 PROCEDURE FOR MANAGING ALLEGATIONS AGAINST STAFF, CARERS AND VOLUNTEERS (See also page 6)

The Governing Body complies with the statutory requirements contained in KCSIE 2016 (Part 4)

- In addition, the school follows the agreed **DONCASTER'S SAFEGUARDING PARTNERS & RELEVANT AGENCIES'** local procedures for Procedure for Allegations Against Staff, Carers and Volunteers
http://doncasterscb.proceduresonline.com/chapters/p_alleg_staff_vols.html

3.2 Procedure for Allegations Against Staff, Carers and Volunteers

This procedure deals with allegations against staff, volunteers and foster carers, it is for employers and organisations responsible for providing services to children and young people, and to adults who are parents or carers.

The aim of the procedure is to:

- Ensure that allegations are dealt with expeditiously and in a fair manner;
- Ensure that where staff are not suitable to work with children that they are prevented from doing so by notification to relevant bodies.

Each local authority has to appoint a designated officer (Local Authority Designated Officer - LADO) to oversee the investigation of all allegations and to maintain detailed records of their conduct and the outcomes. The Local Authority Designated Officer (LADO) is responsible for this work and can be contacted to answer general enquiries about these procedures and their implementation.

Advice and guidance, in respect of individual cases, can be accessed by contacting the Local Authority Designated Officer. Jim Foy (See Annex A).

- The school will 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. Staff are confident to report any misconduct. .
- The school has a whistleblowing policy in line with the LA model policy and includes this within staff safeguarding training/induction. Staff also know they can report “whistleblowing concerns” to Ofsted or the NSPCC.
- All staff are aware of their Duty of Care and know how to respond to medical /first aid needs.
- Staff have risk assessments and are aware of activities not during the normal school day, e.g morning, afternoon, evening and holiday clubs and activities where additional risk may be identified.
- Staff are aware of safer working practice and how to safeguard themselves from allegations.
- **Doncaster’s Safeguarding Partners and Relevant Agencies** have updated its online procedures confirming the circumstances when these procedures should be applied, importance about confidentiality when recording information about allegations of child’s and adult’s files and to confirm retention periods is also given

29 GOVERNING BODY RESPONSIBILITIES

- The Governing Body fully recognises its responsibilities with regard to Safeguarding and promoting the welfare of children and has ensured at least part 1 of DfE Keeping Children Safe in Education 2016 has been implemented and understood by all staff.

- KCSIE Part 2 (page 14-21): The Management of Safeguarding outlines the responsibility of governing bodies, proprietors and management committees.
- This states that the Governing Body should ensure that:
- The Governing Body reviews its Safeguarding (child protection) policy and procedures annually,
- The Governing Body approves the LA/**DONCASTER'S SAFEGUARDING PARTNERS & RELEVANT AGENCIES** Annual Safeguarding Audit.
- Reviews the role of the DSL and ensure the DSL has a clear job description (Annex B KCSIE 2016)
- 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 2016 requirements. They support the role of the designated safeguarding lead in managing referrals, training and raising awareness.
- Ensuring the school is compliant with Part 2: The Management of Safeguarding KCSIE 2016.
- The Governing Body has ensured all staff have read at least part 1 of the new KCSIE 2016 statutory guidance and this is now included in all staff induction and whole school training.
- The governing body will check site security on a regular basis (including signing in procedures)
- We fully embrace the KCSIE quotation "It could happen here" and "thinking the unthinkable"

30 HEALTH AND SAFETY

- Our Health and 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. It follows HSE guidance on administering first aid in schools. We have in place robust risk assessments from the school and when undertaking school trips and visits and understand disability discrimination act etc when planning school trips. There is an adequate first aid risk assessment in place. This includes how to access the Emergency Care Practitioner Service or 999 and when to contact parents/carers.
The ECP contact number is 08448 706800 (minor injuries)

In line with HSE guidance for schools on first aid and RIDDOR, staff understand when to complete AIR1 Forms and will contact the health and safety provider for DMBC peter.harrison@doncaster.gov.uk if in doubt or to report serious notifiable injuries.

- Managing Long Term Illness / Managing Medicines - The procedures are outlined in the Medicines Policy. All children with an identified illness have a detailed healthcare plan in line with the DfE requirements.
- Violence and aggression – All acts of violence and aggression between pupils either in a supervised situation or violence and aggression against employees must be reported to the Corporate health and Safety using the AIR1 format and investigated by the appropriate manager/Principal. Violence and aggression can be either be physical or verbal and may include physical assault or verbal threats of violence or intimidation. Employees must inform their immediate line manager if they believe they have suffered injury or feel intimidated

or threatened following an incident. Employees are not expected to go alone into a potentially dangerous situation or unnecessarily put themselves at risk.

Safeguarding Children from Dangerous Dogs Practice Guidance

- **Doncaster's Safeguarding Partners & Relevant Agencies** have updated their online procedures for safeguarding children from dangerous dogs <http://doncasterscb.proceduresonline.com>
- The new guidance has been written to help protect children living in Doncaster from the serious injuries that can be inflicted by dogs which are prohibited, dangerous or poorly managed. The guidance set out to explain and describe the following:
- The children most likely to be vulnerable to injuries inflicted by dogs; The dogs most likely to pose a danger to children; The information that should be gathered when any child is injured by a dog and the criteria that should promote a referral to the Doncaster Children's Services Trust Referral and Response Team; The basis for an effective assessment of risk and the options for action that could be considered at Strategy Discussions or Child Protection Conferences.

Statutory Definition of Child Sexual Exploitation (CSE)

- Child sexual exploitation is a form of child abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
- Please note '**Working Together to Safeguard Children, April 2018**' has been updated to include the Statutory Definition of Child Sexual Exploitation.

Sexual violence and sexual harassment between children in schools and colleges

- Sexual violence
- It is important that schools and colleges are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence in this advice, we do so in the context of child on child sexual violence.
- For the purpose of this advice, when referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below: Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with

his penis, B does not consent to the penetration and A does not reasonably believe that B consents. Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents. Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

- What is consent? Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs.
- Sexual harassment
- For the purpose of this advice, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.
- Whilst not intended to be an exhaustive list, sexual harassment can include:
 - sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
 - sexual "jokes" or taunting;
 - physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
 - online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
- It is important that schools and colleges consider sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. A planned curriculum as part of a whole school approach.
- The most effective preventative education programme will be through a whole school approach that prepares pupils for life in modern Britain. The school will have a clear set of values and standards, and these will be upheld and demonstrated throughout all aspects of school life. This will be underpinned by the school's behaviour policy and pastoral support system, and by a planned programme of evidence-based content delivered through the curriculum. Such a programme will be developed to be age and stage of development appropriate, and may tackle such issues as:
 - healthy and respectful relationships;
 - what respectful behaviour looks like;
 - gender roles, stereotyping, equality;
 - body confidence and self-esteem;

- • prejudiced behaviour;
- • that sexual violence and sexual harassment is always wrong; and
- • addressing cultures of sexual harassment.

More information can be found at 'Sexual violence and sexual harassment between children in schools and college,' DFE, December 2017

DSL is to be informed immediately, police rang and a referral to social care.

Resolving Professional Difference Protocol

- Protocol has been updated by Doncaster's **Safeguarding Partners and Relevant Agencies** (online procedures) for resolving professional differences. If a concern or disagreement is escalated to Stage 3 (Escalate to Senior Manager) then a form for submitting cases for escalation and resolution should be forwarded securely to the **DONCASTER'S SAFEGUARDING PARTNERS & RELEVANT AGENCIES** Admin Team.

31 MONITORING AND EVALUATION

- Safeguarding 'Keeping Children Safe in Education 2016' 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 Jan 2016 Inspection Handbook to review what constitutes outstanding in safeguarding
- Ofsted parental dashboard
- Governing Body visits to the school
- DONCASTER'S SAFEGUARDING PARTNERS & RELEVANT AGENCIES Safeguarding audit tools
- Anti-Bullying audit tools (ABA website)
- CPOMS data

- 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 GB minutes
 - Logs of bullying (including homophobic)/racist/behaviour incidents for SLT and GB to monitor
 - Review of parental concerns and parent questionnaires.
 - Review of the use of nurture room and homework club
 - Reviewing risk assessments for holiday club activities run on school sites
 - First aid procedures and health care plans

This safeguarding policy also links to our policies on: Or see Annex 1

- Complaints Policy
- Staff Recruitment and retention – safer recruitment
- Medicines Policy
- Behaviour for Learning Policy
- Staff Behaviour/Code of Conduct
- Social Media
- E-Safety Policy
- Children Missing in Education
- Whistleblowing Policy
- Anti-bullying Policy
- Health & Safety Policy
- Parental concerns/Complaints Policy
- Attendance Policy
- Safeguarding Curriculum Policy
- PSHCE Policy
- SMSC – Including Fundamental British Values Policy
- Teaching and Learning Policy
- Physical intervention and Team Teach Policy
- Social Media Policy
- Recruitment and Retention Policy
- Child Sexual Exploitation Policy
- Bereavement Policy
- Prevent Policy

DONCASTER LOCAL AUTHORITY Richmond Hill Primary Academy

School policies relevant to safeguarding children cross-referenced/linked to the school's Safeguarding Children and Young People Policy

LEGALLY REQUIRED (DfE statutory/ recommended policies and procedures highlighted in RED)	Notes - (suggested details)	In place?	Name of Policy (if different)	Person(s) responsible	Review Date
8.1 Action Plan following OfSTED Inspection	Address any issues relating to safeguarding	X		JF	Sept 2017
8.2 Register of pupils attendance Attendance Policy Register of pupils admission to schools	Include targets and links with safeguarding CME CiC	X		LF	Sept 2017
8.3 Data Protection Freedom on Information	Security of information. Named data controller. Record keeping. Sharing of information.	X		JF	Sept 2017
Central Record of Recruitment and Vetting Checks	Ensure all CRB references removed from current policies – now the DBS service. Ofsted Inspecting Safeguarding Briefing Paper 2014 and DfE safeguarding website for DBS checking requirements	X		JF	Oct 2017
Child Protection Policy and Procedures	Detailed procedures familiar to all staff, Governors and volunteers, all of whom have a copy	X		KC	Oct 2017

Complaints Procedure Statement	Headteacher, Deputy Headteacher, Chair and Vice-Chair of Governors to be thoroughly versed	X		JF	Oct 2017
Equality Information and Objectives (Public Sector Equality Duty) statement of publication	Includes all protected characteristics Includes reporting and recording incidents (homophobic, race, SEN, disability etc.)	X		JF	Oct 2017
School Behaviour Policy Behaviour Principles written statement	Include measures taken for safeguarding children; cross-reference to physical restraints policy/positive handling Staff code of conduct Rewards/Sanctions Could link Anti-Bullying Policy here* however recommended to have separate policy by ABA lead.	X	Behaviour for Learning Policy	KC	Oct 2017
Health and Safety	Include measures taken for safeguarding children First Aid. Administration of medicines. RIDDOR and reporting incidents. Access to ECPs or 999 for injuries. First Aid Risk Assessment in place Risk Assessments include measures taken for safeguarding children; evidence of a clear procedure and record keeping systems	X		DT	Oct 2017
Home-School Agreements	Include measures taken for safeguarding children	X		JF	Sept 2017
Minutes of and papers considered at meetings of the Governing Body and its Committees	Includes reviewing and monitoring of safeguarding procedures	X		JF	Each meeting
Premises management documents	Visitor protocols Uncollected children protocol Volunteers and contractors in school	X		DT	Oct 2017
Prospectus	Include information on school's duties and procedures regarding safeguarding children; include name of Designated Officer(s)	X		JF	Sept 2017

School/setting Information published on website	Latest safeguarding policy is up to date (no more than 1 year old)	X		JF	Ongoing
The Safeguarding Curriculum This could link to: Relationship and Sex Education (RSE) SMSC Curriculum	Include how curriculum contributes to safeguarding children. In addition a school flow chart for staff to prevent, recognise and respond to: Child Sexual Exploitation Forced Marriage FGM Domestic Violence Lesbian/Gay/Bi/Questioning-challenging Homophobic language Drug/Alcohol/Substance misuse Risky Behaviours Teenage Pregnancy Obesity Mental health Self-harm/eating disorders etc. Link to healthy schools / PSHE curriculum Primary school safeguarding training for young people via the NSPCC	X		KC	Sept 2017
Special Educational Needs	Include reference to safeguarding children, particularly regarding identifying safeguarding needs of individuals	X		DS	Sept 2017
Statement of procedures for dealing with allegations of abuse against staff Managing Allegations of abuse against staff Staff Discipline, Conduct and Grievance Procedures)	Include details of procedures that must be followed if allegations of abuse are made and information for staff involved.	X	Safeguarding and Child Protection Policy	KC	Sept 2017
Code of Conduct	In line with the recommended LA Code of Conduct	X		JF	Sept 2017

Managing Long Term Illness Managing Medical Conditions .	DfE templates used Specialist training in place Triangulation with named school nurses / parents to implement health care plan.	X	Medicines Policy	DS	Sept 2017
PREVENT	Self-assessment in place Filtering system in place on all ICT equipment Staff have received WRAP training Trained trainers in place (if applicable) School curriculum reflects fundamental British Values	X		KC	Sept 2017

DONCASTER RECOMMENDED CROSS REFERENCING OF SAFEGUARDING POLICY TO THE FOLLOWING:					
Anti-Bullying Policy	Agreed school definition in line with DONCASTER'S SAFEGUARDING PARTNERS & RELEVANT AGENCIES/LA definition Doncaster anti-bullying charter mark Peer mentoring policy Policy makes reference to homophobic bullying Reporting and recording procedures in place Common staff approach in tackling homophobic language and any incidents of bullying	X		KC	Sept 2017
Safe working practices for the protection of children and staff in education settings - boundaries to professional behaviour LA Code of conduct	*include in department handbooks guidance about which behaviours constitute safe practice and which behaviours should be avoided.	X		JF	Sept 2017
Internet access and use e-safety E-SAFETY POLICY	Include clear rules regarding what is permissible for staff and pupils and pupil supervision requirements	X		KO'K	Sept 2017
Out of school visits	Include explicit references to safeguarding children	X		KC	Sept 2017
Use of photography and video recording	Include protocols for displaying photographs, publication in prospectuses, newspapers and guidelines for parents at school events. Parental consent to the use of photographs should be obtained (See DONCASTER'S SAFEGUARDING PARTNERS & RELEVANT AGENCIES policies and procedures)	X		JF	Sept 2017
Recruitment Procedures	Have rigorous procedure, as detailed in DfE Safer Recruitment and Safeguarding Children in Education. On-going observations/staff supervision. Holiday clubs/extended school activities also considered. CPD training record.	X	Safer Recruitment	JF	Sept 2017

Staff and departmental handbooks	Induction guide – specific for safeguarding children available (safeguarding policy front sheet). Example lanyard/poster in reception. Include measures school takes for safeguarding children	X		KC	Sept 2017
Positive Handling	Clear procedures based on Team-Teach principles or similar should be referenced for more extreme behaviours. Clear recording systems should be in place	X	Positive Handling and Team Teach Policy	KC	Sept 2017
Whistleblowing	Clear information for staff on steps to take if they have concerns about persons working in school. Ofsted whistleblowing procedures	X		JF	Sept 2017

Please note this table only contains a checklist for safeguarding against National and Local (DfE and DONCASTER'S SAFEGUARDING PARTNERS & RELEVANT AGENCIES) guidance.

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

Governing bodies and proprietors of independent schools are required to hold each of these policies and other documents, as outlined, 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.

Created: August 2013 Author: Sarah Stokoe – LA/DMBC

Review Date: September 2016

(Or when changes occur)

The Safeguarding Children Team in your setting includes:

Principal/Senior Manager: responsible for implementing policies and procedures, allocating resources to the safeguarding team and addressing staff safeguarding concerns.

Name: Debbie Secker Tel no: 01302 782421

Designated Safeguarding Lead / Child Protection Liaison Teacher or Officer (DSL/CPO): a senior member of the leadership team, responsible for dealing with safeguarding issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies.

Name: Kelly Cousins Tel no: 01302 782421

Deputy Safeguarding Lead / Teacher or Officer(s): a member of the teaching, support or pastoral staff, in a post which requires assessment of children, with sufficient status and authority to effectively deputise for the CPLT/O role above. Cannot be an administrative or finance worker.

Name: Marcia Lord Tel no: 01302 782421

Prevent lead :

Name: Kelly Cousins Tel No: 01302 782421

Special Educational Needs Coordinator (SENCo): staff member who provides advice, liaison and support for school staff and other agencies working with pupils with special educational needs and their parents or carers.

Name: Debbie Secker/Sadie Howard Tel no: 01302 782421

Learning Mentor (or equivalent): addresses difficulties preventing a child from reaching their full potential e.g. behaviour, attendance, achievement, timekeeping, homework, safeguarding issues, and develops strategies to overcome these barriers.

Name: Marcia Lord Tel no: 01302 782421

Looked After Children (LAC) Designated Teacher: promotes the educational achievement of 'looked after' children who are on the school roll, and helps staff understand issues that affect how they learn and achieve.

Name: Kelly Cousins Tel no: 01302 782421

E-safety Coordinator: to develop and maintain an e-safe culture within a school.

Name: Karen O'Keeffe/Clare Dutton Tel no: 01302 782421

Your Safeguarding Children Team also links in with the:

Safeguarding/Child Protection Governor: ensures there are appropriate safeguarding children policies and procedures in place, monitors whether they are followed and, together with the rest of the governing body, remedies deficiencies and weaknesses that are identified.

Name: Mavis Latham Tel no: 01302 782421

Chair of Governors: takes the lead in dealing with allegations of abuse made against the Headteacher (and other members of staff when the Headteacher is not available), in liaison with the Local Authority; and on safe recruitment practices with the Headteacher.

Name: Mavis Latham

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

Pupil's Name:	Date of Birth:	FORM:
Date and Time of Incident:	Date and Time (of writing):	
Name:		
Print	Signature	
Job Title:		
Note the reason(s) for recording the incident.		
Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?		
Professional opinion where relevant (how and why might this has happened)		
Note actions, including names of anyone to whom your information was passed.		
Any other relevant information (distinguish between fact and opinion).		

Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***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, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. MASH or the child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.

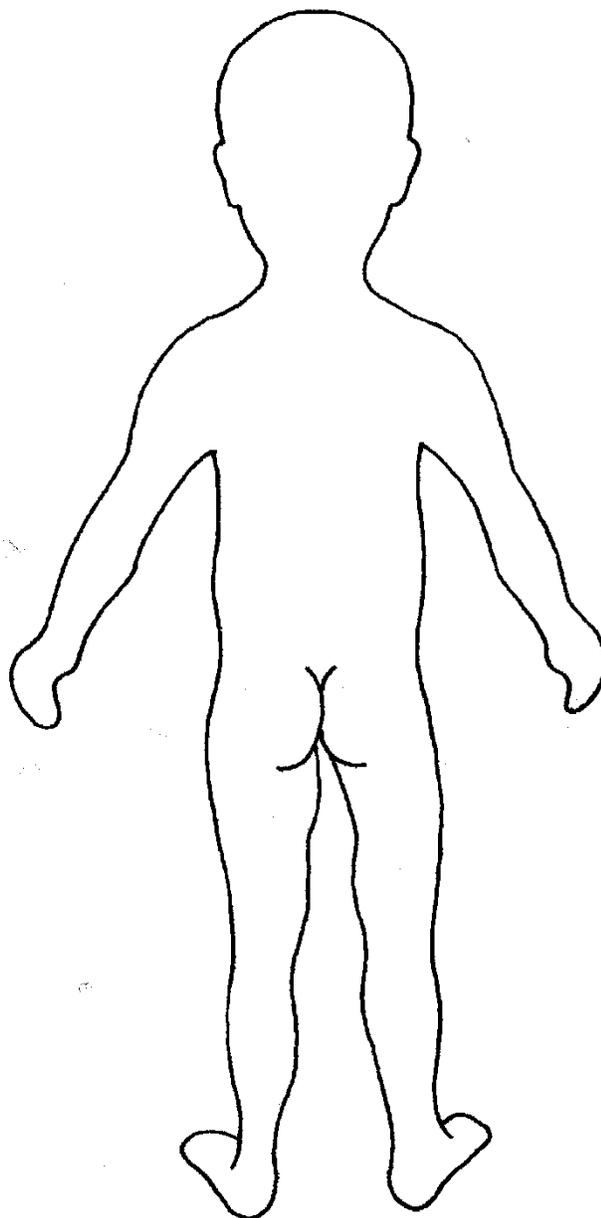
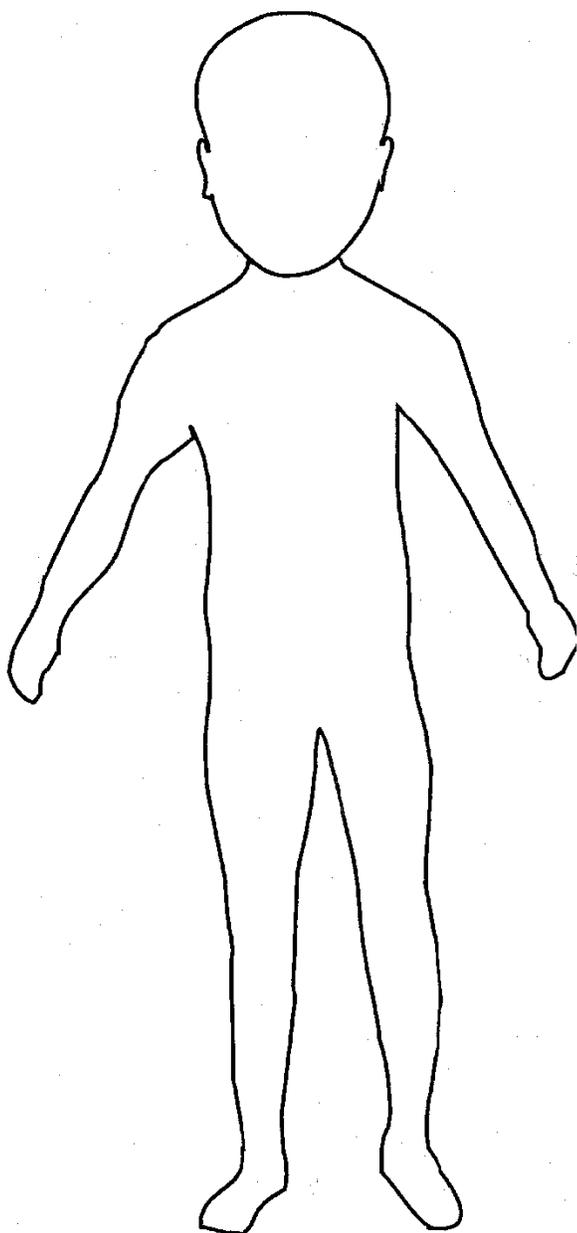
BODYMAP

(This must be completed at time of observation)

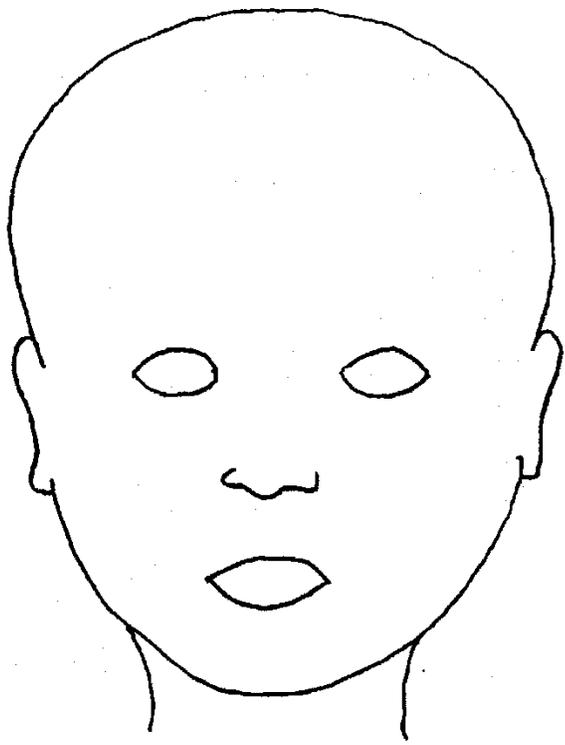
Names for Child: _____ Date of Birth: _____

Name of Worker: _____ Agency: _____

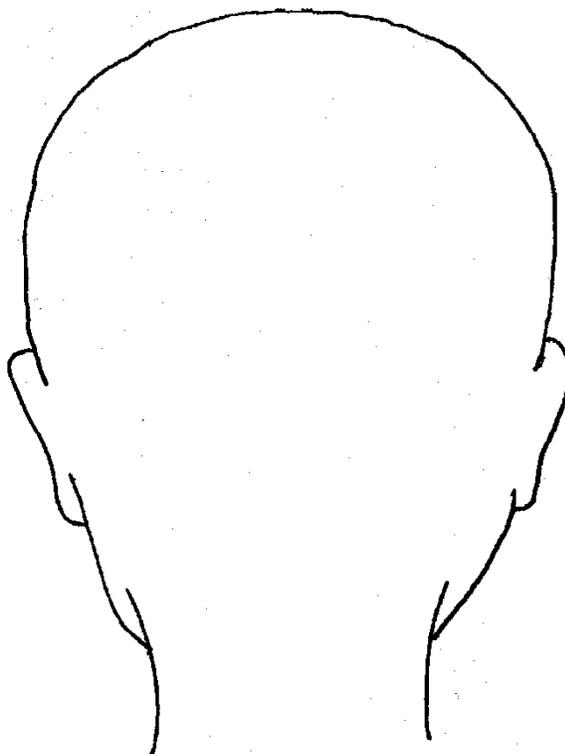
Date and time of observation: _____



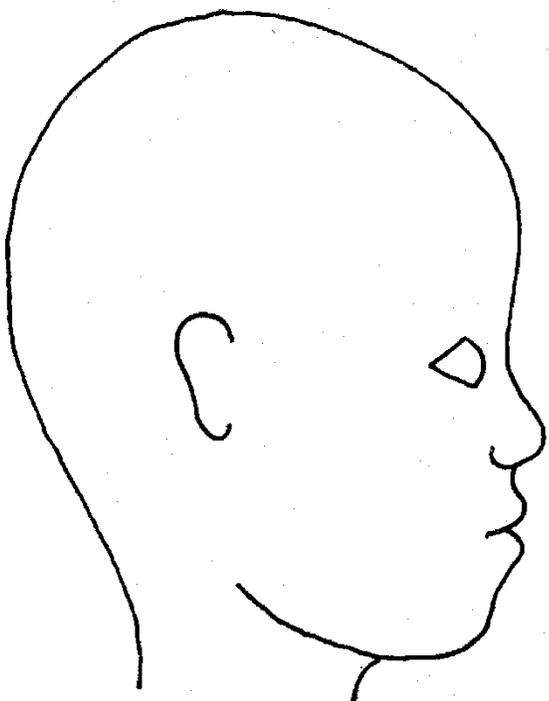
Name of Child: _____ Date of observation: _____



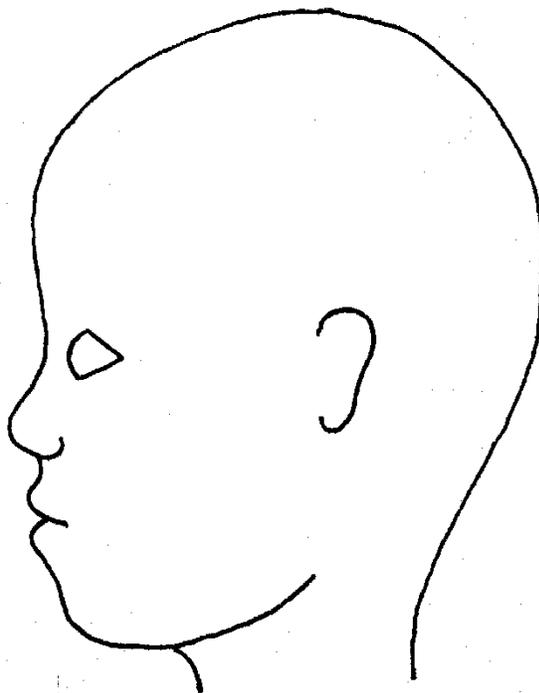
FRONT



BACK

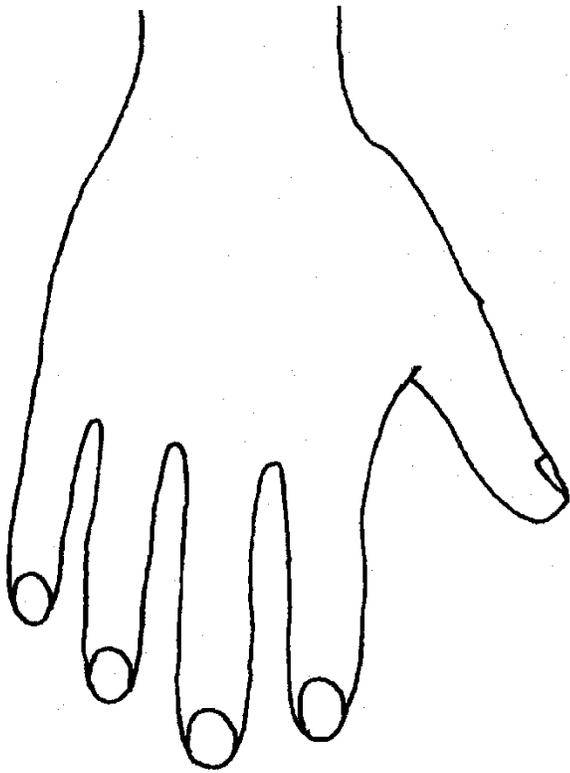


RIGHT

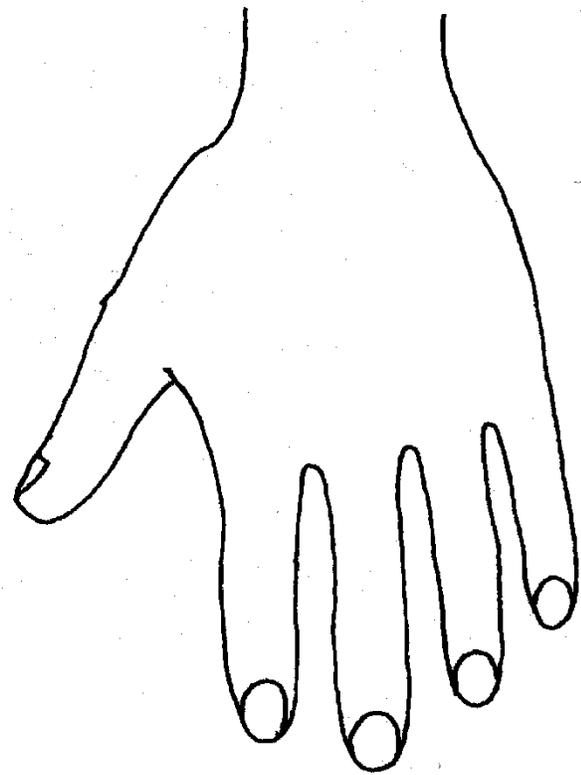


LEFT

Name of Child: _____ Date of observation: _____



R

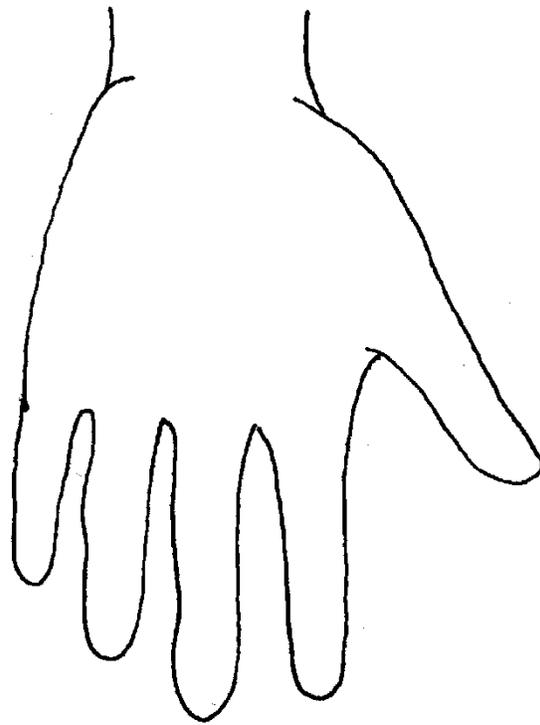


L

BACK



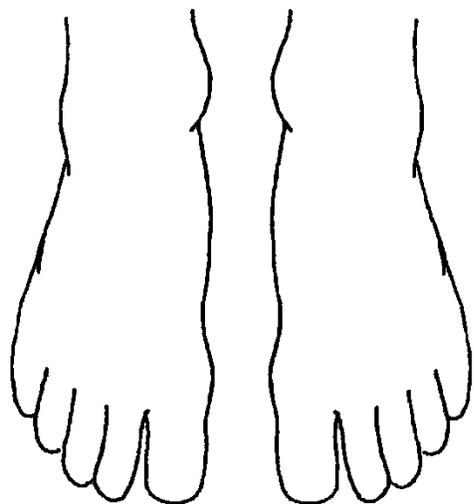
R



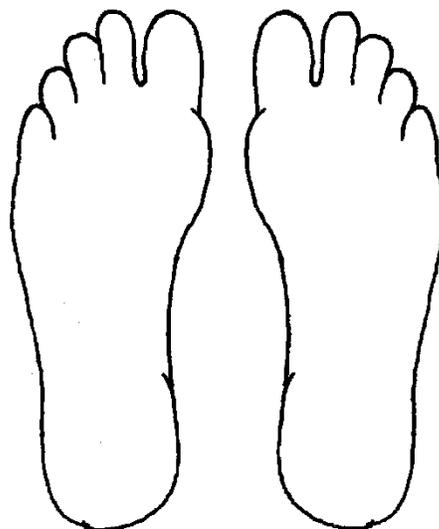
L

PALM

Name of Child: _____ Date of observation: _____



R TOP L



R BOTTOM L



R

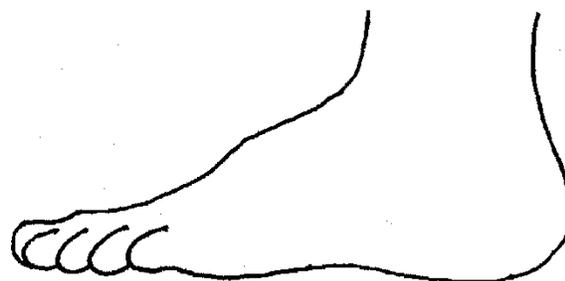


L

INNER



R



L

OUTER

Printed Name and
Signature of worker: _____

Date: _____
Time: _____

Role of Worker _____

Other information: _____

Auditing of Pupil Records

The Named Governor for child protection and safeguarding, on behalf of the governing body, has confirmed that the school's record keeping in relation to children of concern is appropriate, by conducting an audit of a sample of pupil files every year. Guidelines for conducting such an audit are contained below and referred to in the Clerks briefing paper as Question 17.

Governor Compliance

Auditing your school's record keeping.

Good record keeping is not bureaucracy it is safeguarding!

Background: Recent serious case reviews and domestic homicide reviews in Nottinghamshire have repeatedly identified poor record keeping by schools as a problem. Governors need to be confident that schools keep careful records in relation to children of concern. One way to do this is for school to conduct an audit of a sample of pupil files each year. The audit could be undertaken by the Headteacher, Deputy Headteacher, Senior Designated Person, Deputy Designated Person, lead governor for safeguarding or any combination of these people.

Purpose: The aim of such an audit is to learn how effective school record keeping is in relation to children of concern – potentially the most vulnerable pupils in the school. Lessons from the audit can then be fed back to all staff to improve future practice.

Sample: Clearly the more files that you examine, the fuller the picture you will have of processes in your school. However this needs to be balanced against the time demands of an audit. In smaller primary schools looking at one file from each year group might give sufficient information, while in larger primary schools two from each year group might seem more appropriate. In a secondary school the audit may need to look at as many as three or four files from each year group. It is also reasonable to take a proportionate approach; if audits regularly show widespread good practice then fewer files may need to be examined in future. If, however, the audit reveals poor practice this will indicate the need not only for training and guidance but also more careful monitoring of this issue.

Confidentiality: Material in pupil files is often of a very sensitive nature and the highest standards of confidentiality are required by anyone reading these files.

Checklist:

To guide an audit of 'concern files' this checklist will help to identify key issues.

	Yes/No	Follow up action/further information
Does the child's main pupil record have a clear marker on it to indicate that a concern file is also held? (We recommend that a clear red C is written on the top right hand corner of the main file. This alerts any member of staff to the existence of a separate concern file.)		
Was all confidential information transferred from the main pupil file to the concern file when it was opened? (Check there are no confidential documents still sitting in the main file.)		
Does the concern file have a up-to-date and accurate 'Front Sheet' giving basic factual information about the child and family?		
Does the file have a brief running chronology of events/concerns? This chronology would normally be begun in the child's main pupil file and then transferred when the threshold for concern is reached and a 'concern file' is opened.		
Is every entry in the file timed, dated and have the name and signature of the person who wrote the entry?		
Have staff made use of the 'logging a concern' template or a similar school template to help them record issues?		
Where applicable, have any original contemporaneous notes been kept, in addition to later more formal records.		
Have telephone calls and discussions with other agencies (police, health, social care) been recorded and is it clear from these notes what action is to be taken and by whom?		
Is there evidence that the school's Senior Designated Person has reviewed the file and discussed the child with relevant staff?		
Is there evidence that school staff have weighed up the information they have about a child of concern, discussed it appropriately with others and then taken appropriate action such as sharing information with another agency, completing an ECAF or referral to another agency. Have these actions been		

followed through?		
<p>If meetings relating to the child and their family have been called did school:</p> <ul style="list-style-type: none"> i) send a report if requested ii) send a representative iii) receive minutes of the meeting iv) complete any actions they were assigned by the meeting v) ensure that other key people in school were aware of any important issues. 		
<p>If injuries to the child have been noted by school, did staff use the body map recording form and were the records clear?</p>		
<p>Moving between schools can be a time of risk as children may be leaving a school where they and their family are known well, to attend one where they may not be known. It would be wise to include in the audit a consideration of a child who has 'moved in' recently and one who has 'moved out'.</p> <ul style="list-style-type: none"> i) If the pupil concerned has transferred in from another school is there evidence that the Senior Designated Person from this school and previous school discussed the pupil at transfer and that a note was made of that discussion. ii) For a pupil of concern who moved out recently did the Senior Designated Person make contact with the new Senior Designated Person at the new school? Is there a note to that effect? Was the pupil's concern file delivered to the new school? Is there evidence that the file was received? 		

Learning from the audit

An audit such as this is not intended to be a 'box ticking exercise'. The purpose is to understand how well staff fulfil their duties in relation to safeguarding in terms of how well records are maintained. Following the audit there should be a discussion about any strengths and weaknesses identified. The intention is not to criticise any individual member of staff but to see what lessons the school community, as a whole, needs to learn. The lessons from the audit can be fed back to all staff using the school's normal staff training or briefing routes.



Allegations Against Staff, Carers and Volunteers

All organisations providing services to children (anyone under 18 years old) must ensure that those who work with or on behalf of children and young people are competent, confident and safe to do so. Likewise anyone who comes into contact with children and young people in their work has a duty of care to safeguard and promote their welfare.

The vast majority of adults who work with children act professionally and aim to provide a safe and supportive environment which secures the well-being and very best outcomes for children and young people in their care. However, it is recognised that in this area of work tensions and misunderstandings can occur. It is here that the behaviour of adults can give rise to allegations of abuse being made against them. Allegations may be misplaced or malicious. They may arise from differing perceptions of the same event, but when they occur, they are inevitably distressing and difficult for all concerned.

Equally, it must be recognised that some allegations will be genuine and there are adults who will deliberately seek out, create or exploit opportunities to abuse children. It is therefore essential that a clear process exists for the investigation and resolution of allegations made for the benefit of all concerned.

When is it necessary to contact the LADO?

Who is covered by the allegations against staff process?

This process covers all persons working within the children's workforce in either a paid or unpaid capacity and includes volunteers and foster carers. This includes anyone working in a health, education, social care, faith groups or voluntary sector service setting as well as any other service provided to children. An adult may have more than one role working with children and their suitability must be considered in whatever capacity they are working with children.

Who is responsible for the allegations against staff process in Doncaster?

The process is managed by Doncaster's LADO (Local Authority Designated Officer). All local authorities must have a LADO who is responsible for

- managing individual cases
- providing advice and guidance
- liaising with police and other agencies
- monitoring progress of cases for timeliness, thoroughness and fairness.

The LADO can be contacted as follows:

Jim Foy - LADO
Mary Woollett Centre
Danum Road
Doncaster
DN4 5HF

LADO Tel: 01302 737748
LADO Administrator Tel: 01302 737332
email : Jim.Foy@dcstrust.co.uk
or LADO@doncaster.gcsx.gov.uk

All allegations that meet the following criteria must be reported to the LADO within one

working day, where it is alleged that someone 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 towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

The LADO can also be contacted for advice regarding concerns or suspicions about behaviour towards children by staff within Doncaster's children's workforce.

What happens when I contact the LADO?

Most referrers will be asked to complete a referral form and where necessary provide other supporting information. The LADO will then complete an initial evaluation and provide advice regarding the pathway to be followed to resolve the allegation.

The LADO will advise the employer whether or not informing the parents of the child/ren involved will impede the disciplinary or investigative processes. Acting on this advice, if it is agreed that the information can be fully or partially shared, the employer should inform the parent/s. In some circumstances, however, the parent/s may need to be told straight away (e.g. if a child is injured and requires medical treatment).

The parent/s and the child, if sufficiently mature, should be helped to understand the processes involved and be kept informed about the progress of the case and of the outcome where there is no criminal prosecution. This will include the outcome of any disciplinary process, but not the

deliberations of, or the information used in, a hearing.

The employer should seek advice from the LADO, the police and / or LA children's social care about how much information should be disclosed to the accused person.

Subject to restrictions on the information that can be shared, the employer should, as soon as possible, inform the accused person about the nature of the allegation, how enquiries will be conducted and the possible outcome

The LADO may also need to hold a LADO strategy meeting and will need to ensure that the relevant people are invited to it and any follow up meetings to ensure that the full scope of the enquiry can be effectively addressed. This will include an invitation to the employers Senior Manager unless there is good reason not to do so.

A LADO strategy discussion or initial evaluation can be conducted by way of a series of telephone calls but it should take the form of a face-to-face meeting with a dedicated minute taker wherever practicable.

The LADO will normally chair the LADO strategy/evaluation meeting and the participants should be sufficiently senior to contribute all relevant available information about the allegation, child and accused person and make decisions on behalf of their agencies.

The LADO should regularly monitor the progress of cases either by:

- Holding review LADO strategy discussions/meetings;
- or
- By liaising with the police and/or children's social care, employers and any other relevant parties.

A final LADO strategy or evaluation discussion/meeting should be held at the end of enquiries to ensure that all tasks have been completed and where appropriate to agree an action plan for learning lessons in order to inform future practice.

There should be an identified outcome for all allegation investigations:

Substantiated: there is sufficient identifiable evidence to prove the allegation;

False: there is sufficient evidence to disprove the allegation;

Malicious: there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false;

Unsubstantiated: this is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation; the term therefore does not imply guilt or innocence.

Will suspension be necessary?

Decisions about suspension are made on a case by case basis and depend on the nature and seriousness of the allegation. Whilst the LADO can offer advice only an employer may make a decision to suspend a staff member. Many people subject to allegations are not suspended although their working arrangements may be adjusted whilst the matter is followed up.

The possible risk of harm to children posed by an accused person needs to be evaluated and managed effectively - in respect of the children involved in the allegations, and any other children in the individual's home, work or community life. In some cases, this requires the employer to consider suspending the person. Suspension should be considered in any case where;

- There is cause to suspect a child has suffered, or is likely to suffer significant harm; or

- The allegation warrants investigation by the police; or
- The allegation is so serious that it might be grounds for dismissal.

People must not be suspended automatically or without careful thought and it should not be considered as a default option. Employers must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children until the allegation is resolved.

How long will an allegation take to investigate?

It is important that allegations are investigated as quickly as possible for all concerned. Initial evaluations by the LADO begin immediately and initial advice is given within a few days and usually concluded within a month. More complex investigations or those involving the police can take longer but the LADO is expected to monitor these for timeliness and assist in resolving delays where possible.

Key points

- Regardless of the nature of allegations and who receives the allegation, it must be reported to the LADO. This must include situations where the worker resigns. Compromise agreements are not acceptable in such circumstances and may put others at risk in the future.
- Complaints procedures are separate to the allegations process and just because someone does not wish to make a complaint, this does not mean the allegation should not be considered and investigated.
- Any allegation is likely to cause anxiety and distress to all those involved. Early contact with the LADO for advice and guidance will assist with the process and ensure that support is considered at the earliest opportunity.
- It is extremely important that when an allegation is made, the organisation makes every effort to maintain confidentiality. This is important for both the adult who has been accused and for the child(ren) concerned.
- There is a legal requirement for organisations to make a referral to the DBS (Disclosure and Barring Service) where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child. This applies even if that person has subsequently resigned or the organisation no longer uses their services.

Jim Foy – LADO
Tel: 01302 737748



Doncaster Children's
Services Trust

<http://www.doncasterchildrenstrust.co.uk/>

**If you are worried about a child
in an emergency**

Contact **01302 734100** between
8:30am and 5pm, Monday to Friday

Outside of these hours call

01302 796000

Doncaster
Safeguarding
Children
Board



Working to make our children's lives safer

**Doncaster Safeguarding Children Board Procedures can
be found at:**

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

**Doncaster Safeguarding Children Board website can be
found at:**

<http://www.doncastersafeguardingchildren.co.uk/>

