



Doncaster  
Council

## **SAFEGUARDING CHILDREN POLICY**

**Name of Setting: Balby Central Primary Academy**

**Academic year: 2017-2018**

We all have a statutory duty to “safeguard and promote the welfare of children”.

If you have any concerns about the health and safety of a child at this educational setting or feel that something may be troubling them, you should share this information with an appropriate member of staff straight away. Some issues e.g. a child’s appearance, hygiene, general behaviour, can be shared with any teacher or member of support staff in this setting. Do not worry that you may be reporting small matters – we would rather that you tell us things which turn out to be small than miss a worrying situation.

**However, if you think the matter is very serious and may be related to a child protection concern, e.g. physical, sexual, emotional abuse or neglect, you must talk to one of the people below immediately. If you are unable to contact them you can ask the school office staff to find them and ask them to speak to you straight away about a confidential and urgent matter.**

The people you should talk to at this setting are: Emma Cooke, Gemma Lakin, Ellen Slack

**Any allegation or disclosure involving someone who works with children in a paid or voluntary capacity must** be reported directly to the Headteacher or Senior Manager, unless it involves them and then it should be reported directly to the Chair of the Governing Body or Management Committee. If it involves them it should go direct to the Local Authority Designated Officer. If in any doubt refer to the DSCB Policies and Procedures and contact the LADO.

## The Safeguarding Children Team includes:

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

Name: Emma Cooke      Tel no: 01302 321914

**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: Emma Cooke      Tel no: 01302 321914

**Deputy Child Protection 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: Gemma Lakin      Tel no: 01302 321914

**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: Gemma Lakin      Tel no: 01302 321914

**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: Ellen Slack      Tel no: 01302 321914

**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: Gemma Lakin      Tel no: 01302 321914

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

Name: Emma Cooke      Tel no: 01302 321914

### 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: Martin Walker      Tel no: 01302 321914

**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: Martin Walker      Tel no: 01302 321914



**Doncaster  
Council**

# **SAFEGUARDING AND CHILD PROTECTION POLICY CHILDREN AND YOUNG PEOPLE**

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

<b>Named Governor responsible for policy:</b>	<b>MARTIN WALKER</b>
<b>Named Headteacher / Principal:</b>	<b>EMMA COOKE</b>
<b>Approved:</b>	<b>Date March 2018</b>
<b>Signed:</b>	<b>MARCH 2018 M WALKER</b>
<b>To be reviewed:</b> <b>Annually</b>	<b>March 2019</b>

**Next change due in line with Working Together changes May 2018 to Sept 2018  
LA STATEMENT**

## **Academy / School / Education Provider Responsibility**

The LA only offers this model policy for all educational settings. The Governing Body must ensure this is adapted/adopted and implemented/reviewed within the establishment context. The LA only offers this as a guide – establishments must ensure they are responsible for their own policies and ensure this is demonstrated and owned by the school community in practice.

**October 2017**

### **Revisions include (see relevant sections)**

Young Carers  
Private Fostering  
Hidden Harm  
Transfer of Pupil Records  
Part Time Timetables  
Student Transport  
Trans Toolkit  
New Nursing Service contact list (Oct 2017)  
Reporting On-line Extremist Material  
Staff Records and Files  
Best Practice Examples – Extended Pupil Transfer of Data and Extended Governor Responsibility Statement (St Francis Xavier)  
SPOC – Single Point of Contact  
Revised Early Help Statement  
Considerations for Over 18s – Joint Adult/Children’s Policy – Adult Safeguarding Policy  
CPOMS – To Ensure Oversight Daily  
Weapons in School  
Gang Weighting Local Toolkit  
Doncaster Neglect Toolkit  
Signs of Safety  
Revised Domestic Abuse Statement  
Suicide Preventions  
CAMHS  
Education LADO

**AUTHOR: Sarah Stokoe - Safeguarding Manager**

## CONTENTS

<b>LA STATEMENT</b>	<b>2</b>
Academy / School / Education Provider Responsibility	2
October 2017 Revisions Include (see relevant sections)	2
<b>GOVERNORS STATEMENT</b>	<b>5</b>
Safeguarding and Child Protection Education Policies & Good Practice Guidelines	5
<b>SAFEGUARDING CHILDREN MODEL POLICY</b>	<b>6</b>
Safeguarding Definitions	6
<b>RATIONALE</b>	<b>7</b>
<b>PURPOSE</b>	<b>7</b>
<b>TERMINOLOGY</b>	<b>8</b>
1. PREVENTION	9
2. PROCEDURES & RECORD KEEPING	10
3. ROLES & RESPONSIBILITIES	13
4. RECORD KEEPING	14
4.1 Records & Monitoring	14
4.2 Why recording is important	14
5. In-school procedures for protection children	15
6. Responsibilities of the DSL	15
6.1 Raising Awareness	17
6.2 Archiving	19
6.2.1 Children's and parents' access to child protection files	19
6.2.2 Safe destruction of the pupil record	20
7. Information sharing	20
8. Working with parents and other agencies to protect children	21
9. Early Help Enquiry 'One Front Door'	22
9.1 Multi-agency work	22
10. The Curriculum	23
11. Other areas of work	23
12. Our role in supporting children	23
13. Children with additional needs (including LAC)	24
14. Part time provision / timetables	24
14.1 Part time timetables	24
15. The Concerns File	24
16. Recording Practice	25
17. The DSLs are responsible for...	26
18. Liaison with other agencies	27
19. Supporting pupils at risk	27
20. Early Help Enquiry 'One Front Door'	28
21. Children Missing Education	29
22. School Nursing – Access to Universal Provision	30
23. School Nursing (Schools to adapt this paragraph)	30
24. CAMHS	30
24.1 Suicide Prevention	30
25. Gambling & Social Gaming	31
26. Whistle Blowing	31
27. Physical Intervention	32

<b>28. Anti-bullying/Internet safety/Social media</b>	<b>32</b>
<b>29. Racist incidents/Homophobic/Trans-phobic language/Equality Act 2010 Protected Characteristics</b>	<b>33</b>
29.1 Trans Young People	33
<b>30. Human Trafficking</b>	<b>33</b>
<b>31. Preventing Radicalisation</b>	<b>34</b>
31.1 Radicalisation	34
<b>32. PREVENT</b>	<b>35</b>
32.1 Responding to concerns	35
32.2 Staff are aware of the PREVENT agenda and understand the Doncaster Channel process	36
<b>33. FGM (Female Genital Mutilation)</b>	<b>37</b>
<b>34. Honour based violence</b>	<b>38</b>
<b>35. Forced marriage</b>	<b>38</b>
<b>36. Private Fostering</b>	<b>39</b>
<b>37. Substance misuse</b>	<b>39</b>
<b>38. Hidden Harm</b>	<b>40</b>
<b>39. Procedure for managing allegations against staff, carers &amp; volunteers</b>	<b>40</b>
39.1 LADO contacts	42
39.2 Procedure	42
<b>40. Governing Body Responsibilities</b>	<b>43</b>
40.1 Safer recruitment, selection and pre-employment vetting	43
<b>41. Training and Support</b>	<b>45</b>
<b>42. Health &amp; Safety</b>	<b>46</b>
42.1 Managing medicines	46
<b>43. Monitoring and Evaluation</b>	<b>46</b>
43.1 This safeguarding policy also links to our policies on: (school to adapt)	47
<b>APPENDICES</b>	<b>49</b>

## GOVERNORS STATEMENT

### Safeguarding and Child Protection Education Policies and Good Practice Guidelines

- The Governing Body and staff of \*\*\*\*\* (hereinafter referred to as 'the school') take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.
- The responsibilities set out in this policy apply (as appropriate) to all members of the school community including pupils, staff, governors, visitors/contractors, volunteers and trainees working within the school. It is fully incorporated into the whole school ethos and is underpinned throughout effective leadership, the teaching of the curriculum and within PHSE and within the safety of the physical environment provided for the pupils.
- "Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children (2015)*. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centered. This means that they should consider, at all times, what is in the best interests of the child." *Keeping Children Safe in Education (KCSiE) DfE September 2016*
- Many schools have found that an A4 'welcome' sheet can be a useful tool for communicating a summary of the Child Protection Policy to visitors in school – including the name of the Designated Safeguarding Lead (DSL) and supporting officers, a reminder of confidentiality and appropriate behaviour. Induction training is essential for all new staff, especially NQTs / ITTs / student teachers.
- The governors will ensure safeguarding self-evaluation takes place on a regular basis, a safeguarding audit has taken place and statutory S175/157 action plans are measured. The governors ask for a regular safeguarding impact report and ensure all statutory requirements under KCSiE Sept 2016 are fulfilled. The Ofsted Inspection Handbook criteria are also benchmarked to ensure safeguarding aims to be 'outstanding' in this setting.

Signed

Chair of Governors and Designated Safeguarding Governor

Date



**Doncaster  
Council**

## **SAFEGUARDING CHILDREN MODEL 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 Safeguard Children 2015 HM Government)*

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

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

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

## **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 2015*. This policy reflects the statutory requirements within *Keeping Children Safe in Education September 2016 (KCSIE 2016)* and the proposed changes to be finalised September 2018.

In Doncaster this policy complements the Doncaster Safeguarding Children Board (DSCB) – South Yorkshire Child Protection Procedures. The DSCB local safeguarding/child protection procedures **must** be followed in all cases. Schools/Academies must not create separate or own policies. See <http://doncasterscb.proceduresonline.com/>

**Paragraph is to be included only in schools where teachers fall into the Regulations – for example, offer childcare to under 5’s or extended activities to under 8’s. Remove if not applicable.**

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.

Balby Central 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/setting 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 professional responsibility to keep them safe (Working Together 2015).
- 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 and staff involved in safeguarding issues receive appropriate support and training outlined in KCSIE.
- Staff to adhere to a Code of Conduct and understand what to do if a child discloses any allegations against teaching staff, Headteachers 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 in accordance with safer recruitment principles and a single central record is kept to monitor that all required vetting checks have been carried out before appointments are made. These include satisfactory (enhanced) DBS (incorporating a barred list check), prohibition from teaching, prohibition from leadership and management, satisfactory references which have been validated, medical declaration, right to work in the UK, full identity information are made in accordance with guidance. Any gaps in personnel files are noted and reasonable steps are taken to rectify with on-going supervision (see DMBC update – Annex 1).
- 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/setting in either a paid or voluntary capacity.

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

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

There are 4 main elements to the Policy:

- A. **Prevention** – through the curriculum and pastoral support offered to pupils and through the creation and maintenance of a whole school/setting protective ethos.
- B. **Procedures** – for identifying and reporting cases, or suspected cases of abuse.
- C. **Support to Pupils** – who may have been abused, including early preventative work.
- D. **Preventing unsuitable people working with children** – by following the Department for Education (DfE) KCSIE September 2016 statutory guidance – Part three: Safer Recruitment. We also follow local DSCB and HR procedures.

## **1 PREVENTION (schools can adapt this for the ethos within the setting)**

The school/setting will establish an ethos where:

- Children feel secure.
- Ensure children know that there are adults in the school/setting 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. <http://intranet.doncaster.gov.uk/directorates/adults-health-wellbeing/preventing-people-being-drawn-into-extremism>
- 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' [http://doncasterscb.proceduresonline.com/search/search.html?zoom\\_sort=0&zoom\\_query=early+help&zoom\\_per\\_page=10&zoom\\_and=0](http://doncasterscb.proceduresonline.com/search/search.html?zoom_sort=0&zoom_query=early+help&zoom_per_page=10&zoom_and=0) to ensure children and young people receive the most appropriate referral and access provision.

- It will deliver the approved DSCB 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 Person (DSP) 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.
- We access the school nursing universal offer for all our children and young people.
- We keep our safeguarding training up to date and access DSCB training events on a regular basis and understand the safeguarding requirements for Ofsted.
- Parents, carers and families, teachers, staff and young people/agencies know how to raise any safeguarding concerns and we have a named designated/deputy safeguarding lead(s) on our senior leadership team.
- We have a clear complaints policy and all staff are aware of whistleblowing procedures.

## 2 PROCEDURES AND RECORD-KEEPING

The Doncaster school/setting will follow safeguarding/child protection procedures as produced by the Doncaster Safeguarding Children Board (DSCB) <http://doncasterscb.proceduresonline.com/>

The Designated Senior Member of staff for Safeguarding (Child Protection) / Designated Safeguarding Lead (DSL) is:	Emma Cooke
The Single Point of Contact (s) for Early Help / DSCTrust Referral and Response Service in our setting is/are:	Emma Cooke

<p>The Deputy Designated Safeguarding Lead is: Gemma Lakin</p> <p>Contact Details: 01302 321914</p>
<p>The Designated Teacher for Looked After Children is: Gemma Lakin</p> <p>Contact Details: 01302 321914</p>

<p>The Nominated Child Protection/ Safeguarding Governor is Martin Walker</p> <p>Contact Details: 01302 321914</p>
<p>The Nominated Governor for looked after children is Gemma Lakin</p> <p>Contact Details: 01302 321914</p>
<p>The named PREVENT lead is: Emma Cooke</p>
<p>The named CSE lead is: Emma Cooke</p>
<p>The named FGM lead is: Emma Cooke</p>
<p>The named on-line protection officer is: Emma Cooke</p>
<p>The named complaints handler is: Emma Cooke</p>
<p>The named LAC officer is: Gemma Lakin</p>
<p>Schools may include other areas, for example anti-bullying lead, drugs/alcohol substance misuse (hidden harm) lead, LGBT support worker etc.</p>
<p>The Headteacher is: Emma Cooke</p> <p>Contact Details: 01302 321914</p>
<p>The Local Authority Designated Officer (LADO) is: Jim Foy</p> <p>Contact Details:01302 737748</p>

The school/academy/education provider/setting will:

- Ensure it has a senior Designated Safeguarding Lead (DSL) who has undertaken appropriate Safeguarding (Child Protection) training (see above).
- Ensure that designated staff will take advice from a Safeguarding (Child Protection) specialist when managing complex cases.
- The school/setting/DSL will liaise with the LADO before investigating 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/setting staff will pass any observations leading to suspicion of abuse, or information received about abuse, immediately to the Designated Safeguarding Lead or deputy Designated Safeguarding Lead.
- In the case of serious injury 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 Headteacher will speak with the Local Authority Designated Officer (LADO) to discuss the next steps. If the allegation is against the Headteacher the Chair of Governors should be contacted immediately and advice from the LADO sought within 24 hours. If the allegation is against both the Headteacher 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.

#### CSE 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 the One Front Door / DCSTrust Referral & Response Service Professional Advice Lines on 01302 737777,737722/7376361/737033. If out of hours, the emergency Doncaster Children's Trust Social Care out of Hours team - (ESST) 01302 796000 (after 5.00pm and before 8.30 am weekdays and weekends).
- All parents, carers of families can contact the general contact number on 01302 737777. All staff are aware of the new One Front Door Social Care Referral procedures. <http://www.dscb.co.uk/reporting-concerns>
- 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 DSCB DCDOP procedures will be followed [http://doncasterscb.proceduresonline.com/chapters/p\\_cdop.html](http://doncasterscb.proceduresonline.com/chapters/p_cdop.html)
- Following any serious untoward incidents (SUI) procedure or where `near miss` situations occur the DSL / Headteacher 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](mailto:sarah.stokoe@doncaster.gov.uk)

- The school/academy will have an emergency plan in place to respond to unforeseen circumstances, e.g. staff/child unexpected death, site security threats, floods, storms etc.
- 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/setting will ensure that every member of staff and person working on behalf of the school/setting:

- Understand part 1 of KCSIE 2016 and the proposed Working Together 2018 changes including the mandatory reporting duty.
- Knows the name of the designated person and his/her role and responsibility.
- Have an individual responsibility to refer Safeguarding (Child Protection) concerns.
- Will receive training at the point of induction so that they know:
  - Their personal responsibility/code of conduct/teaching standards
  - DSCB 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 (either actual or likely)
- 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/setting will undertake appropriate discussion with parents prior to involvement with other agencies unless the circumstances preclude this.
- The school/setting will ensure that parents have an understanding of their obligations regarding Child Protection by intervention as and when appropriate.
- Understand Ofsted grade descriptors in relation to personal development, behaviour and welfare of pupils
- Monitors internet usage in accordance with PREVENT/KCSIE and knows how to recognise and respond to inappropriate internet use.

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 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/named lead practitioner/named social worker (CIN) where new information is shared by the young person, the DSL will ensure information is shared with the social worker and not withheld until core/review meetings take place.
- At no time promise confidentiality.  
[http://doncasterscb.proceduresonline.com/chapters/p\\_info\\_sharing\\_conf.html](http://doncasterscb.proceduresonline.com/chapters/p_info_sharing_conf.html)

#### **4 RECORD KEEPING**

[http://www.irms.org.uk/images/resources/infoguides/records\\_management\\_toolkit\\_for\\_schools\\_version\\_4\\_may\\_2012.pdf](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.

##### **4.1 Records and Monitoring**

- 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. The main pupil file should have a red C in the top right hand corner to denote a separate file exists (or a similar and consistent coding).

- Files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

#### **4.2 Why recording is important**

- The DSL will share **all** safeguarding information with any transfer/receiving school without delay.
- 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.

### **5 In-school procedures for protecting children**

All staff will:

- Be alert to signs and indicators of possible abuse or specific harms. (Ref: Appendix 1 for current definitions of abuse and examples of harm)
- Be involved in on-going monitoring and recording to support the implementation of individual education programmes and interagency child protection and child support plans.
- Be prepared to identify children who may benefit from Early Help.
- Be subject to Safer Recruitment processes and checks whether they are new staff, supply staff, contractors, governors, volunteers etc.
- Will be expected to behave in accordance with Guidance for Safer Working Practice for those Working with Children and Young People in Education settings

### **6 Responsibilities of the Designated Safeguarding Lead/Officer (see also KCSIE Job description for the DSL)**

- Our named DSL from our senior leadership team with lead responsibility and management oversight/accountability for child protection is Emma Cooke. This is also our SPOC.
- The DSL is supported by the following appropriately trained designated staff: Ellen Slack, Laura Talbot and Gemma Lakin. Along with the Executive Head Teacher, they are responsible for co-ordinating all child protection activity.
- The DSL must ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues; have access to regular safeguarding supervision.
- Where the school has concerns about a child, the DSL will act as a source of support, advice and expertise to staff on matters of safety and safeguarding, and when deciding whether to make a referral by liaising with relevant agencies.

- The DSL is responsible for referring all cases of suspected abuse to the one front Door Doncaster Children Services Trust Referral and response team. KCSiE (DfE 2016) states that anyone in the school setting can make a referral. If this is the case the DSL should be informed as soon as possible, that a referral has been made. Wherever possible referrals to R&R should be done by appropriately trained designated safeguarding staff.
- The DSL will liaise with the head teacher to inform him or her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Child Protection information will be dealt with in a confidential manner. A written record will be made of what information has been shared with who and when. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to meet the needs of an individual child and /or family.
- Once a child protection cause for concern form has been passed to the DSL, they should start a separate child protection file for the child where the form is stored and any responses and outcomes will be recorded and recorded through CPOMS.
- A separate child protection file must be created regardless of whether formal child protection procedures have been initiated. For some children, this single record will be the only concern held for them over their time in the establishment. For others, further information may well be accumulated, often from a variety of sources, over time.
- Designated staff must keep detailed, accurate, secure written records of concerns and referrals, which clearly reflect the wishes and feelings of the child.
- If concerns relate to more than one child from the same family at the establishment, a separate file for each child should be created and cross-referenced to the files of other family members. Common records, e.g. child protection conference notes, should be duplicated for each file.
- Child Protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child; school will not keep family files. Original files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation.
- Access to these files by staff other than the designated staff will be restricted, and a written record will be kept of who has had access to them and when.
- Designated staff must understand the assessment process for providing Early Help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Designated staff must have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

- Designated staff must ensure all adults (as appropriate) including each member of staff, trainee and volunteer has access to and understands the school's child protection policy and procedures, including new and part time staff.
- Designated staff must be alert to the specific needs of children in need, those with special educational needs and young carers.
- Designated staff must obtain access to resources and attend any relevant or refresher training courses.
- Designated staff must encourage a culture of listening to children amongst all staff.
- Designated staff must highlight the importance of demonstrating children's wishes and feelings to all staff and that these are clearly evidenced.

## **6.1 Raising Awareness**

- The DSL should ensure the school or college's policies are known and used appropriately.
- Ensure the school's child protection policy is reviewed annually and the procedures and their implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the child protection policy is on the school's website, available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the local authority and DSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Child protection records should be held securely, with access being restricted to the DSL or head teacher. The following information must be kept securely with restricted access, whether paper or electronic:
  - Chronology
  - All completed child protection cause for concern forms
  - Any child protection information received from the child's previous educational establishment
  - Records of discussions, telephone calls and meetings with colleagues and other agencies or services
  - Professional consultations
  - Letters sent and received relating to child protection matters
  - Referral forms sent to CSWS other external agencies or education- based services.
  - Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate
  - Formal plans for or linked to the child, e.g. child protection plans, Early Help (previously known as CAF's), risk assessments etc.

- A copy of the support plan for the young person
- Each child protection file should contain a chronological summary of significant events and the actions and involvement of the school.
- Where children leave, the school/college will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known), within 15 school days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes.
- The school does keep copies of the child protection file and the chronology summary. The school sends the originals and requests a receipt of Handover
- Where the child has not attended the nominated school (*the original file should be retained by the school*).
- There is any on-going legal action (*the original file should be retained by the school and a copy sent*).
- Children records should be transferred in a secure manner, for example, by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school they are being transferred to must be made and a signature obtained from the receiving school as proof of receipt.
- If a pupil moves from our school, child protection records will be forwarded onto the named DSL at the new school, with due regard to their confidential nature. Good practice suggests that this should always be done with a face to face handover and a signed receipt of file transfer obtained for audit purposes by the delivering school.
- If sending by post, children records should be sent, "Special Delivery". A note of the special delivery number should also be made to enable the records to be tracked and traced via Royal Mail.
- For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology sheet will also be retained for audit purposes.
- If a pupil is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records.
- If a parent chooses to electively home educate (EHE) their child, the child protection record must be forwarded to the appropriate LA person, following the above procedure for delivery of the records

- When a DSL member of staff resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.
- In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the head teacher to ensure that the new post holder is fully conversant with all procedures and case files.
- All DSL's receiving current (live) files or closed files must keep all contents enclosed and not remove any material.
- If a pupil moves from our school, child protection records will be forwarded onto the named DSL at the new school, with due regard to their confidential nature. Good practice suggests that this should always be done with a face to face handover and a signed receipt of file transfer obtained for audit purposes by the delivering school.
- If sending by post, children records should be sent, "Special Delivery". A note of the special delivery number should also be made to enable the records to be tracked and traced via Royal Mail.
- For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology sheet will also be retained for audit purposes.
- If a pupil is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records.
- If a parent chooses to electively home educate (EHE) their child, the child protection record must be forwarded to the appropriate LA person, following the above procedure for delivery of the records.
- When a DSL member of staff resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.
- In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the head teacher to ensure that the new post holder is fully conversant with all procedures and case files.
- All DSL's receiving current (live) files or closed files must keep all contents enclosed and not remove any material.
- All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

## 6.2 Archiving

Responsibility for the pupil record once the pupil leaves the school:

- The school that the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining the child protection record. The recommended retention period is 35 years from closure when there has been a referral to DCST. If no referral has been made to DCST, the child protection record should be retained until the child's 25th birthday. The decision of how and where to store these files must be made by the school via the governing body. Due to sensitivity of the information, the records should continue to be held in a secure area with limited access e.g. designated officer or head teacher.

### 6.2.1 Children's and parents' access to child protection files

- Under the Data Protection Act 1998 (\*amendments due 2018 see below), a pupil or their nominated representative has the legal right to request access to information relating to them. This is known as a subject access request. Therefore it is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.
- The General Data Protection Regulation is set to come into effect on 25<sup>th</sup> May 2018 and will supersede the Data Protection Act 1998.
- Any child who has a child protection file has a right to request access to it. In addition, the Education (Pupil Information) (England) Regulations 2005 give parents the right see their child's school records. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:
  - could cause serious harm or is likely to cause serious harm to
  - the physical or mental health or condition of the child or another person; or
  - could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or
  - is likely to prejudice an on-going criminal investigation; or
  - The information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.
- It is best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice should be sought
- The establishment's report to the child protection conference should be shared with the child, if old enough and parent at least two days before the conference.

### 6.2.2 Safe destruction of the pupil record

- Where records have been identified for destruction they should be disposed of securely at the end of the academic year (or as soon as practical before that time). Records which have been identified for destruction should be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of the Data Protection Act 1998 or they will contain information which is confidential to school or the Local Education Authority. Information should be shredded prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes the school should maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format.

## **7 Information sharing**

- When there is a concern that a child is at risk of significant harm, all information held by the establishment must be shared with Children's Social Care, police and health professionals. Section 47 of the Children Act 1989 and sections 10 and 11 of the Children Act 2004 empower all agencies to share information in these circumstances. If DSL's are in doubt, they should consult the DSCT front door R&R team on 01302 737777 – see also Section 8.
- On occasions when safeguarding concerns exist for a child in the context of a family situation and siblings attend other educational establishments or the children are known to other agencies, it may be appropriate for the designated safeguarding staff to consult with, on a confidential basis, their counterpart from other establishments or other agencies to share and jointly consider concerns. If in any doubt about the appropriateness of this process, advice can be sought from the Safeguarding Team 01302 737777
- In accordance with section 29 of the Data Protection Act, the police are allowed access to school records in certain circumstances such as criminal investigations. If you have any queries regarding police access to any school records please contact the Safeguarding Team for advice.
- It is good practice to seek consent from the child or their parent before sharing information. Children over the age of 12 years are considered to have the capacity to give or withhold consent to share their information, unless there is evidence to the contrary; therefore, it is good practice to seek their views. If the young person is over 16, they should be involved in decision-making about information sharing, unless they do not have the capacity to give consent.
- However, consent is not always a condition for sharing and sometimes we do not inform the child or family that their information will be shared, if doing so would:
  - place a person (the child, family or another person) at risk of significant harm, if a child, or serious harm, if an adult; or
  - prejudice the prevention, detection or prosecution of a crime; or

- lead to unjustified delay in making enquiries about allegations of significant harm to a child or serious harm to an adult.
- Consent should not be sought if the establishment is required to share information through a statutory duty, eg section 47 of the Children Act 1989 as discussed above, or court order.

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

- In the majority of cases (unless sharing will cause further harm to the child), the DSL will discuss concerns with parents/carers before approaching other agencies and will seek consent/to inform parents/carers when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the child.
- Parents/carers are informed about our child protection policy through: school prospectus, website, newsletters etc. A copy of the safeguarding/child protection policy is available on the school website.

## **9 Early Help Enquiry 'One Front Door'**

The Early Help enquiry through the One Front Door (EHOFD) 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 EHOFD is a multi-disciplinary team with two main functions:

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

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

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

If you believe that an early help assessment (EHA) or single agency support is needed, contact the EHOFGD 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 an on line enquiry form and email a consent form which you have with the family.

The EHOFD 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 – Lead Practitioner identified
- 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 EHOFD 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 8:30am – 5pm Monday to Friday)

Telephone: 01302 796000 (outside office hours)

During this telephone call you will be asked to follow up by completing an online referral form the same day

<https://www.doncasterchildrenstrust.co.uk/worried-about-a-child>

## 9.1 Multi-agency work

- We work in partnership with other agencies in the best interests of the children. Therefore school will, where necessary, liaise with the school nurse and doctor, and Referral & Response. Requests for service to R&R should (wherever possible) be made, by the Safeguarding Designated Staff, to the R&R advice and duty team 01302 737777. Where a child already has a child protection social worker, the school will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker.
- We will co-operate with R&R in accordance with the requirements of the Children Act and allow access to child and child protection records for them to conduct section 17 or section 47 assessments.
- The school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- We will provide reports as required for these meetings. If school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- Where a child in school is subject to an inter-agency child protection plan or any multi-agency risk management plan school will contribute to the preparation, implementation and review of the plan as appropriate.

## 10 The Curriculum

- Relevant issues will be addressed through the PSHCE curriculum, including self-

esteem, emotional literacy, assertiveness, power, sex and relationship education, online safety, online bullying, sexting, child sexual exploitation (CSE), female genital mutilation (FGM), preventing radicalisation, peer on peer abuse and anti-bullying.

- Relevant issues will be addressed through other areas of the curriculum. For example, circle time, English, History, Drama, PSICHE, Art and assemblies.

## **11 Other areas of work**

- All our policies that address issues of power and potential harm, e.g. Anti-Bullying, Equal opportunities, Handling, Positive Behaviour, will be linked, to ensure a whole school approach.
- Our child protection policy cannot be separated from the general ethos of the school, which should ensure that children are treated with respect and dignity, feel safe, and are listened to.

## **12 Our role in supporting children**

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

In cases where children have experienced abuse/abused others, an individual pastoral support plan will be devised, implemented and reviewed regularly should the pupil require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e. learning mentor, key worker) and the child's wishes and feelings. A written outline of the individual support plan will be kept in the child's child protection record.

## **13 Children with additional needs (including LAC)**

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

## **14 Part-time provision / timetables**

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

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

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

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

We expect that when any part-time arrangement is made that the school informs the local authority using the reporting form which is included in the guidance.

## **15 The Concerns File (Recommended practice should the school not have electronic recording systems, eg. CPOMS)**

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 leads in school (named designated person).

- A ‘concern’ or ‘confidential’ file should be commenced in the event of:
  - A referral to DSCT R&R (unless EHA system is updated) or CPOMS chronology provided to support the referral.
  - A number of minor concerns on the child’s main school file
  - Any child open to social care.

Electronic systems are better and in all cases EHA is recommended and all DSLs need to maintain. Share and update any concerns. CPOMS must be updated and monitored to ensure any new risk identified is followed up immediately, especially when risks have been previously identified.

- 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.
- The school will keep written records of concern about children even where there is no need to refer the matter to One Front Door/Children's Trust Referral and Response Service (or similar) immediately but these records will be kept within the separate concerns file (or school system).
  - 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 or EHAF 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.

## **16 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. NB There are templates attached as guidance which include a file front sheet, chronology, record of concern and a body map.

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 Person 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.

## **17 THE DESIGNATED SAFEGUARDING LEADS ARE RESPONSIBLE FOR:**

- Referring a child if there are concerns about possible abuse, to the Doncaster Children's Trust Referral and Response Service Professional advice lines and acting as a focal point for staff to discuss concerns.
- Referrals should be made in writing, following a telephone call using the 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 (Annex B KCSIE) and time to attend statutory meetings and regular training/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 25<sup>th</sup> birthday, and are copied on to the child's next school or college.
- Ensuring that an indication of the existence of the additional file (in 3 above) is marked on the pupil records.
- 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 on a regular basis via staff meetings. The DSCB provide mandatory Level 3 equivalent training and this must be refreshed in line with DSCB requirement. DSLs must attend refresh training every 2 years. This is provided through the LA/Buy Doncaster designated safeguarding network meetings/DSCB lunchtime seminars on a regular basis. In order to gain the refresh certificate staff must attend 3 out of 4 meetings a year.

- Providing, with the Headteacher, 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 DSCB 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.

## **18 LIAISON WITH OTHER AGENCIES**

The school/setting 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).

## **19 SUPPORTING PUPILS AT RISK**

The school/setting 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/setting. 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 DSCB multi-agency training, (sexual exploitation, domestic violence, drugs/alcohol substance misuse etc.)

- When a pupil on the Child Protection register transfers to another school/setting, information will be transferred safely and securely to the new school/setting immediately
- Recognising, reporting and responding any behaviours consistent with radicalisation/extremist behaviours
- Recognising, reporting and responding to any suspected FGM practice
- The school/setting acknowledges serious case review findings and shares lessons learned with all staff to ensure no child falls through the gap
- The school/setting knows how to identify and respond to the four main categories of abuse. All staff understand the main categories of abuse from the whole school training. Physical, Emotional, Sexual and Neglect
- All staff are aware and understand of the definitions by reading [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/447596/KCSIE\\_Part\\_1\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447596/KCSIE_Part_1_July_2015.pdf)
- 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.
- The school/setting may have separate policies; this is not exhaustive, schools to add them to Annex 1 or add to the list or cross referenced policies section.
- School/setting staff are aware of the DSCB Neglect policy and toolkit available from DSCB to help identify and recognise any child subject to neglect. <http://www.dscb.co.uk/neglect>
- Neglect is defined as “the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing or shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.’ (*Glossary, p93*)

## 20 Early Help Enquiry ‘One Front Door’

Early Hub contacts are:

Central: [chris.stacey@doncaster.gov.uk](mailto:chris.stacey@doncaster.gov.uk) (on behalf of Emma McDonagh)

North: [natasha.abbott@doncaster.gov.uk](mailto:natasha.abbott@doncaster.gov.uk)

East: [christian.brownless@doncaster.gov.uk](mailto:christian.brownless@doncaster.gov.uk)

South: [lindsey.swain@doncaster.gov.uk](mailto:lindsey.swain@doncaster.gov.uk)

In addition to the Early Help Enquiry ‘One Front Door’ DSLs will also liaise with Early Help Coordinators to ensure early help assessments are supported, implemented and reviewed. The Early Help Coordinators will support TAF and Lead Professional roles.

## 21 Children Missing Education

- A child going missing from education is a potential indicator of abuse or neglect. School and college staff members must follow the Doncaster safeguarding Children Board and LA procedures for children missing education and notify the APSW team in accordance with LA procedures.
- The school will have a number of contacts that are checked on a regular basis (several contacts are advised)
- Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. School and college staff members should follow the school's or college's procedures for dealing with children who are absent/go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- We will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in Children Missing Education – Statutory guidance for local authorities (DfE September 2016).
- Where child sexual exploitation, or the risk of it, is suspected, frontline practitioners should complete a cause for concern form and pass onto the designated member of staff for child protection or contact the Education CSE team contacts Carmel Bartlett/Jayne Pezzulo.
- The DSL should complete the CSE checklist tool for partners and refer to the table at the end of the tool to help decide how to proceed; a copy of the completed tool must be kept in the child's child protection records for future reference.
- If the child/young person already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about sexual exploitation.
- A copy of the CSE checklist tool for partners can be obtained from:  
<http://www.dscb.co.uk/sexual-exploitation>
- We will ensure the school works in partnership with parents/carers and other agencies as appropriate. This includes facilitating return to home interviews as requested.

## 22 SCHOOL NURSING – ACCESS TO UNIVERSAL PROVISION

- If health needs are identified, the DSL will contact the school nursing service for information and advice. Where a new diagnosis is received and further advice and support are required school may contact the School Nursing Single Point of Contact (where all enquiries need to go) on 01302 566776 or email [rdash.doncasterchildrenscaregroup@nhs.net](mailto:rdash.doncasterchildrenscaregroup@nhs.net)

- The school nurse will offer guidance and support in the form of signposting to specialist practitioners; where appropriate and advice re care planning. The school 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 the following directory.



List of SN Doncaster  
Staff.docx

## 23 N/A Secondary school provision

## 24 CAMHS

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



Pathway guidance -  
traffic lights.pub



Training.docx



DONCASTER CAMHS  
School plan informati

### 24.1 SUICIDE PREVENTION

DSLs have had the opportunity to access Safe Talk or Papyrus (Prevention of Young Suicide) training. The school has a Suicide Prevention Policy and is working towards building a suicide safer school or college.

Information is available from the below weblink.

<https://www.papyrus-uk.org/repository/documents/editorfiles/toolkitfinal.pdf>

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

## 25 GAMBLING & 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](http://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](http://www.ygam.org.uk).
- All the materials used by YGAM are PSHE quality assured and accredited by ASDAN.

## **26 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 Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to staff (as pertinent to setting).
- Ofsted also may wish the LA to investigate any whistleblowing concerns and the school/setting will work with the LA should this arise
- KCSIE details Ofsted and NSPCC as additional whistleblowing options.

## **27 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.

## **28 ANTI-BULLYING / INTERNET SAFETY / SOCIAL MEDIA**

- We adhere to DfE Statutory Guidance  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf) - make sure this is the July update
- Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic, trans, and gender related bullying.
- We record all incidents of cyber bullying in accordance with DfE Statutory Guidance  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying\\_Advice\\_for\\_Headteachers\\_and\\_School\\_Staff\\_121114.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)
- We keep a record of known bullying incidents. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse. We keep a record of bullying incidents.
- Internet Safety/E-Safety – The school has an e-safety policy in place (school to add here what this is contained within or whether this is a separate policy).
- Social media Responsibilities.
- The conduct of staff/pupils/parents/carers using social media are outlined in a separate social media policy (see revised LA policy September 2015)
- We have CEOP trained staff in school and take part in National and local activities to reduce bullying.
- Sexting – we include reporting of any sexual images within our policy
- The CEOP eye is promoted and viable around school so all young people know how to report any inappropriate content received on-line.

## **29 RACIST INCIDENTS/HOMOPHOBIC/ TRANS-PHOBIC LANGUAGE /EQUALITY ACT 2010 PROTECTED CHARACTERISTICS**

- Our policy on Equality, Inclusion and Diversity and our PSED duty (school to adapt) 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.
- (Schools to amend accordingly) we use a reporting system to record any incidents in line with the latest DfE guidance.
- The DSL understands how to report Hate Crime.
- The DSL understands how to support young people and families to access LGBTQ support through family and Youth Hubs. Young people requiring additional support may access CAMHS provision or School Nursing services. For details of the Youth Group please email:  
[steve.tudberry@doncaster.gov.uk](mailto:steve.tudberry@doncaster.gov.uk) or [dawn.lawrence@doncaster.gov.uk](mailto:dawn.lawrence@doncaster.gov.uk)
- The school curriculum reflects opportunity to explore difference and celebrate diversity and has resources listed on the Stonewall website.
- Any young person or families identifying as LGBTQ requiring additional support, or access to a youth group may contact:

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

### 29.1 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/academy acknowledges the voice of the child and ensures smooth and effective transition. The academy/school follows National guidance and seeks professional advice.

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

A trans inclusive toolkit is available to support schools/academies.



Trans Inclusion  
Toolkit for Schools Dr

## 30 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 subparagraph (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 subparagraph (a) of this article;
- (d) "Child" shall mean any person less than 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/>

<http://hopeforjustice.org/>

## **31 PREVENTING RADICALISATION**

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 any and 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, one front door R&R service, and they also have access to the confidential anti-terrorist hotline 0800789321.

### **31.1 Radicalisation**

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

Children and young people may be vulnerable to exposure or involvement with groups or individuals who advocate violence as a means to a political or ideological end.

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include family members or friends, direct contact with members, groups and organisations or, increasingly, through the internet, including through social media sites. This can put children and young people at risk of being drawn into criminal activity and has the potential to cause significant harm.

Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right (UK) and international terrorist organisations such as Al Qaeda and the Islamic State.

Potential indicators identified include:

- Use of inappropriate language
- Possession of violent extremist literature
- Changes in behaviour, language, clothing or appearance

- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

## **32 PREVENT**

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

### **32.1 Responding to concerns**

If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) they should seek advice appropriately with the DSL who should contact the Local Authority Prevent Lead – Rachael Long on 01302 73469 for further advice or Education Lead – Sarah Stokoe 01302 736743.

Schools and colleges are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. The CYPOs and LA Prevent leads can advise and identify local referral pathways and Doncaster Channel Panel/Process.

Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. Our school will ensure as a minimum that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

How to report on-line extremist material is available and visible in our school/setting. (gov.uk website)

All staff are aware of emergency plans.

32.2

<b>CHILDREN &amp; YOUNG PEOPLE POLICE OFFICERS</b>	
<b>PC 1173 Andy Buddle Doncaster East &amp; South &amp; Schools</b>	<ul style="list-style-type: none"> <li>• Trinity Academy, Thorne</li> <li>• Ash Hill Academy, Hatfield</li> <li>• Hungerhill School, Edenthorpe</li> <li>• Rossington All Saints, Rossington</li> <li>• Hayfield School, Auckley</li> <li>• Armthorpe Academy, Armthorpe</li> <li>• New College</li> </ul>
<b>PC 1585 Lee Dodds Doncaster North &amp; West – Schools</b>	<ul style="list-style-type: none"> <li>• Don Valley Academy, Scawthorpe</li> <li>• Ridgewood School, Scawsby</li> <li>• Campsmount (A co-operative Academy), Campsall</li> <li>• Mexborough Academy</li> <li>• De Warenne Academy, Conisbrough</li> <li>• Sir Thomas Wharton Academy, Edlington</li> <li>• Opencast, based at MyPlace Bentley</li> <li>• The Levett School (Lower School)</li> <li>• Pennine View Community School</li> <li>• Stonehill Community School</li> <li>• North Ridge Community School</li> </ul>
<b>PC 3523 Claire Lake Doncaster Central</b>	<ul style="list-style-type: none"> <li>• Outwood Academy Danum</li> <li>• Balby Carr</li> <li>• NBEC</li> <li>• Outwood Academy Adwick</li> <li>• The Levett School (Upper School)</li> <li>• The HUB</li> <li>• The Learning Centre - Balby</li> </ul>
<b>PC 3393 Cheryl Haigh Doncaster Central</b>	<ul style="list-style-type: none"> <li>• Hall Cross Academy</li> <li>• McAuley School</li> <li>• Keepmoat Learning Central</li> <li>• Doncaster Community Specialist College (aka Deaf College)</li> <li>• XP School (Keepmoat)</li> <li>• Engage</li> <li>• Enhancement</li> <li>• Oracle</li> </ul>

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

[http://www.proceduresonline.com/southyorks/sab/pdfs/doncaster\\_channel\\_process.pdf](http://www.proceduresonline.com/southyorks/sab/pdfs/doncaster_channel_process.pdf)

In Doncaster all early / low level concerns will be co-ordinated via your CYPO. 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 potting the signs.

- The school SMSC curriculum explores shared values and beliefs.
- The school includes Educate Against Hate <http://www.educateagainsthate.com/>
- School leaders have completed a PREVENT self-assessment (see engage Doncaster – PREVENT resources)

- The designated safeguarding lead will access/has accessed Home Office approved WRAP training – workshop to raise awareness of prevent.
- The LA trained trainer is [sarah.stokoe@doncaster.gov.uk](mailto:sarah.stokoe@doncaster.gov.uk)
- All staff access basic Prevent Awareness Training either through the WRAP3 offer or via the Home Office free online learning module <https://www.elearning.prevent.homeoffice.gov.uk/>
- All staff, young people and parents/carers understand how to report terrorist and/or extremist, illegal or harmful information see <https://www.gov.uk/report-terrorism>

Our trained PREVENT lead in school is (schools to update when WRAP3 training the trainer is rolled out) \_\_\_\_\_

### **33 FGM (FEMALE GENITAL MUTILATION)**

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

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

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

Under the mandatory reporting requirements teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out (either through disclosure by the victim or visual evidence) on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate (KCSiE, September 2016).

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 DSCB 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 mandatory reporting included in Keeping Children Safe in Education July 2015 – Part 1.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/447596/KCSiE\\_Part\\_1\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447596/KCSiE_Part_1_July_2015.pdf)

Designated safeguarding leads understand local DSCB procedures for reporting suspected FGM. [http://doncasterscb.proceduresonline.com/chapters/p\\_female\\_gen\\_mutilat.html](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/>

### **34 Honour Based Violence**

The police definition of Honour Based Violence is:

*'A crime or incident which has or may have been committed to protect or defend the honour of the family and or community'*

Honour Based Violence is where a person is being punished by their family or community for actually or allegedly undermining what they believe to be the correct code of behaviour. By not conforming it may be perceived that the person may have brought shame or dishonour on the family.

This type of violence can be distinguished from other forms of violence, as it is often committed with some degree of approval and/or collusion from the family and/or community.

Staff are fully aware of risks and how to report concerns to the DSL lead.

### **35 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.

### **36 Private Fostering**

## Private Fostering – A Definition

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

(National Minimum Standard for Private Fostering DFES 2005)



Think Private  
Fostering.docx

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

More information is on the website:

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

OR to notify the DCST of a private fostering arrangement or proposed arrangement, contact the Referral & Response Team on: 01302 737033

OR for general advice call or send an email to Florence – Private Fostering Co-ordinator on: 01302 737789/07881 832134 or [Florence-Juraa.Joseph@dcstrust.co.uk](mailto:Florence-Juraa.Joseph@dcstrust.co.uk)

## Domestic Violence and Abuse

[http://doncasterscb.proceduresonline.com/chapters/p\\_dom\\_viol\\_abuse.html](http://doncasterscb.proceduresonline.com/chapters/p_dom_viol_abuse.html)

\*\*\* schools to adapt

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 and if at immediate risk the DSL will liaise with the referral and response service.

We embrace best practice and offer all children a time out card (sometimes a yellow card) so they may access to pastoral care when they need to talk.

## 37 SUBSTANCE MISUSE

Schools to adapt this paragraph to match the setting or comment on a cross reference to the schools substance misuse policy at this stage/section.

- Schools substances misuse policy should incorporate the possession and or use of such drugs in school, during the school day or while travelling to/from school is inappropriate. The drugs/substances covered by this policy are not to be bought, sold or otherwise exchanged or brought onto school premises during the school day, or while pupils are on school visits. Individual exceptions may be made for pupils who require prescription medicines where appropriate. This policy should set out the school's approach to NPS and volatile substances. Both pupils and staff should be aware of how these products are regarded and treated by the school.
- Schools should have a 'Smoke Free Environment policy' that includes banning the use of e-cigarettes on school premises and grounds.
- Schools should include evidenced based and quality marked drugs, alcohol and tobacco education as part of the PSHE curriculum, such as the Mentor ADEPIS resources and/or those quality assured by Doncaster Public Health and the PSHE association. Visit: [mentor-adepis.org/](http://mentor-adepis.org/) | [pshe-association.org.uk/](http://pshe-association.org.uk/)
- For support on the above issues CONTACT PUBLIC HEALTH: [publichealthenquiries@doncaster.gov.uk](mailto:publichealthenquiries@doncaster.gov.uk) | Tel: 01302 734581

### **38 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 Help 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](http://doncasterscb.proceduresonline.com/chapters/p_work_substance_misuse_parent.html)

### **39 PROCEDURE FOR MANAGING ALLEGATIONS AGAINST STAFF, CARERS AND VOLUNTEERS**

- The school follows the agreed DCSB local procedures for Procedure for Allegations Against Staff, Carers and Volunteers  
[http://doncasterscb.proceduresonline.com/chapters/p\\_alleg\\_staff\\_vols.html](http://doncasterscb.proceduresonline.com/chapters/p_alleg_staff_vols.html)
- Procedures in the event of an allegation against a member of staff or person in school. Please also refer to the [DCSB LADO page](#)
- These procedures must be followed in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:-
  - behaved in a way that has harmed a child or may have harmed a child
  - possibly committed a criminal offence against or related to a child
  - behaved in a way that indicates s/he is unsuitable to work with children

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

- Physical includes, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- Emotional includes, for example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, disability or sexuality.
- Sexual includes, for example, sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.
- Neglect: may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.

A safeguarding complaint that meets the above criteria must be reported to the Headteacher immediately. If the complaint involves the Headteacher the allegation must be passed to the Chair of Governors without delay. For all concerns the head teacher should carry out an urgent initial consideration/fact find in order to establish whether there is substance to the allegation. The Head teacher **should not** carry out the investigation itself or interview pupils without LADO advice. As part of this initial consideration, the Head teacher should consult with their schools HR Advisor/provider/contact who will then contact the Local Authority Designated Officer (LADO), **within one working day**.

A multi-agency strategy meeting may be arranged to look at the complaint in its widest context. The Headteacher/Chair of Governors (where appropriate) must attend this meeting, which will be arranged by the LADO. All issues must be recorded and the outcome reached must be noted to ensure closure.

In many cases it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about the expectations for their conduct.

In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific

training and support. In cases where children/young people may be at further risk and/or evidence/witnesses may be compromised and/or the allegations are so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the school's Disciplinary Policy.

Any staff/volunteers who are dismissed by the school for gross misconduct or cumulative misconduct relating to safeguarding of children/young people will be referred to the DBS for consideration of barring. Similarly, where the school has a reasonable belief that the member of staff/volunteer would have been dismissed by the school had they been employed at the time of the conclusion of investigations will be referred to the DBS. The school will keep written records of all of the above.

**39.1 LADO Contacts: Jim Foy on 01302 737748/Education related concerns can be emailed to [educationsafeguarding@doncaster.gov.uk](mailto:educationsafeguarding@doncaster.gov.uk)**

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, staff can contact any of the professionals named in the above paragraph, in addition to other whistleblowing channels which may be open to them.

### **39.2 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/setting will operate safe recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks according to DBS and DfE procedures. The single central record meets Ofsted recommended practice contained within the KCSIE September 2016.
- The named person to manage all allegations is the Head teacher (unless the allegation is against the Head) the LADO advice is sought.

- The school/setting will ensure that staff adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/on-line conduct.
- The school/setting will ensure any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance “Working Together to Safeguard Children 2015” and “Keeping Children Safe in Education 2016”. We follow DSCB, LADO and HR Policy and Procedures.
- The school/setting 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. .
- All staff are aware of their Duty of Care and know how to respond to medical/first aid needs.

## **40 GOVERNING BODY RESPONSIBILITIES**

### **A safer school culture**

Governors have agreed and ratified the following policies which must be read in conjunction with this policy.

#### **40.1 Safer Recruitment, selection and pre-employment vetting**

- The school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSiE (2016).
- The school will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK. Governors check the SCR against personnel files on a regular basis.
- All recruitment materials will include reference to the school’s commitment to safeguarding and promoting the wellbeing of pupils.
- The school will ensure that all recruitment panels include at least one person that has undertaken safer recruitment training as recommended by the Local Authority
- The school will ensure that a person who is prohibited from teaching will not be appointed to work as a teacher in the school.
- The school will ensure that where relevant employed individuals are not disqualified under the Childcare (Disqualification) Regulations 2009.
- The school will ensure that appropriate DBS risk assessments will be undertaken as required. Advice and support for carrying out risk assessments can be accessed through the schools HR Advisor/Provider/Contact.

- 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.
- This states that the Governing Body should ensure that:
  - The school/setting has Child Protection procedures in place
  - The school/setting operates safe recruitment procedures and appropriate checks are carried out on new staff and adults working on the school site
  - The school/setting has procedures for dealing with allegations of abuse against any member of staff or adult on site
  - The school/setting has a member of the Leadership Team who is designated to take lead responsibility for dealing with Child Protection issues with a job description and time allocated to attend meetings and training.
  - The Governing Body should remedy any deficiencies or weaknesses with regard to Child Protection arrangements.
  - The Governing Body has nominated a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Headteacher which should be the Chair of Governors.
  - The Governing Body reviews its Safeguarding policy and procedures annually,
  - The Governing Body approves the LA/DSCB annual Safeguarding Audit.
  - It undertakes a review of behaviour and safety (safeguarding) as part of the Governing Body self-evaluation on a regular basis.
  - All members of the governing body understand and fulfil their responsibilities and discharge KCSIE 2016 requirements. They support the role of the designated safeguarding lead in managing referrals, training and raising awareness (p52 KCSIE).
  - Ensuring the school/academy is compliant with Part 2: The Management of Safeguarding (Page 18) 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 procedures contained in this policy apply to all staff, volunteers, sessional workers, agency staff, contractors or anyone working on behalf of the Doncaster school/setting. They are consistent with South Yorkshire Child Protection procedures/Doncaster Safeguarding Children' Board (DSCB) child protection procedures.
  - We fully embrace the KCSIE quotation "It could happen here" and "thinking the unthinkable"
- The Governing Body are responsible for liaising with the Headteacher/Designated Staff over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils.
- The nominated Safeguarding Governor will support the designated safeguarding lead in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity.

- The DSL and named safeguarding governor are responsible for providing an annual report to the governing body of child protection activity. The local authority annual review monitoring return for safeguarding should be sufficient as an annual report for governors.
- The DSL must ensure that the annual review child protection monitoring submission is completed and returned in a timely manner to the local authority/LSCB. The return must be signed by the Chair of Governor's to confirm that it is an accurate reflection of the safeguarding arrangements of the school/college.
- The governing body should have child protection training on their strategic responsibilities in order to provide appropriate challenge and support for any action to progress areas of weakness or development in the school/college's safeguarding arrangements.
- The chair is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher, the principal of a college or proprietor or member of governing body of an independent school.
- In the event of allegations of abuse being made against the head teacher and/or where the head teacher is also the sole proprietor of an independent school, allegations should be reported directly to the local authority designated officer (LADO) without delay and within one working day.
- Under no circumstances should the establishment's governors or trustees be given details of individual cases. Governors may, however, be provided with a report at the end of the academic year, outlining the number of cases dealt with and other statistics which do not identify individual children.
- Governors will ensure that appropriate internet filters and appropriate web-use monitoring systems are in place. Children should not be able to access harmful or inappropriate material from the school or colleges IT system.

## **41 Training and Support**

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

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

- Designated Safeguarding staff must have attended the mandatory DSCB modules and 8 hours learning over 2 years. They will attend DSL network meetings to ensure they meet the KCSIE `regular refresh` requirement. Buy Doncaster contains all training for

schools. The DSL will undertake Prevent Awareness Training to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

- The school will ensure all staff including temporary and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the school. All staff will access refresher training at least every three years and regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Access to training can be via the DSCB Training page or Buy Doncaster.
- The Head teacher will attend appropriate safeguarding training at least 2 years (if designated) or annually attend the recommended training sessions/network meetings.
- Governors, including the nominated Governor will attend specific training for their role based on the DSCB pick and mix to ensure all training needs are identified and supported.
- A print out of the school's training history can be obtained from the school.
- Any training accessed through third party/independent providers must reflect the LSCB protocols and the LSCB minimum standards checklist. This training should be recorded by the school on a separate database.

## **42 HEALTH & SAFETY**

Our Health & Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits. There is an adequate first aid risk assessment in place. This includes how to access the Emergency Care Practitioner 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 [simon.wade@doncaster.gov.uk](mailto:simon.wade@doncaster.gov.uk) or [lyn.ellis@doncaster.gov.uk](mailto:lyn.ellis@doncaster.gov.uk)

If in doubt or to report serious notifiable injuries.

### **42.1 Managing medicines**

- Managing Long Term Illness / Managing Medicines - The procedures are outlined in the Managing Medicines Policy. All children with an identified illness have a detailed healthcare plan in line with the DfE requirements

## 43 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
- Safeguarding audit tools
- Anti-Bullying audit tools (ABA website)
- CPOMS data (if applicable)
- SLT 'drop ins' and discussions with children and staff:
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of 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 fun club at lunchtime.
- Reviewing risk assessments for holiday club activities run on school sites
- First aid procedures and health care plans

### 43.1 This safeguarding policy also links to our policies on: (school to adapt) – Or see Annex 1

- Complaints policy
- Staff Recruitment and retention – safer recruitment
- Managing long term medical conditions/medical conditions
- Behaviour
- Staff Behaviour/Code of Conduct
- Social Media
- E-Safety Policy
- Children Missing Education
- Whistleblowing
- Anti-bullying
- Health & Safety
- Allegations against staff
- Parental concerns/Complaints

- Attendance
- Safeguarding Curriculum
- PSHCE
- SMSC – Including Fundamental British Values
- Teaching and Learning
- Administration of medicines
- Drug/alcohol/substance misuse
- Hidden Harm
- Relationships and Sex Education
- Physical intervention
- Social Media Policy
- Risk Assessment
- Recruitment and Selection
- Child Sexual Exploitation
- Children Missing Education
- Part time Timetables
- Inclusion
- Emergency Plans

\*If using a front sheet the school/setting does not need to complete the grid below.

Policy ratified on \_\_\_\_\_

To be reviewed on \_\_\_\_\_

Signed \_\_\_\_\_ Headteacher

\_\_\_\_\_ Chair of Governors



--	--	--	--	--

**Example Chronology**

**CONFIDENTIAL**

Sheet Number:

Complete for all incidents of concern including where a 'logging the concern' sheet has not been completed. If one has been completed then add a note to this chronology to cross reference (significant information may also be added).

Name:		
DOB:		Form:
Date	Information/Details of concerns or contact	Print Name and Signature

# Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

<b>Pupil's Name:</b>	<b>Date of Birth:</b>	<b>FORM:</b>
<b>Date and Time of Incident:</b>	<b>Date and Time (of writing):</b>	
<b>Name:</b> ..... .....		
<b>Print</b>	<b>Signature</b>	
<b>Job Title:</b>		
<b>Note the reason(s) for recording the incident.</b>		
<b>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?</b>		
<b>Professional opinion where relevant (how and why might this has happened)</b>		
<b>Note actions, including names of anyone to whom your information was passed.</b>		
<b>Any other relevant information (distinguish between fact and opinion).</b>		

Check to make sure your report is clear to someone else reading it.

**Please pass this form to your designated Person for Child Protection.**

Part 2 (for use by Designated Person)

<p><b>Time and date information received by DP, and from whom.</b></p>	
<p><b>Any advice sought by DP (date, time, name, role, organisation and advice given).</b></p>	
<p><b>Action taken (referral to MASH/children's social care/monitoring advice given to appropriate staff/ecaf etc.) with reasons.</b></p> <p><b>Note time, date, names, who information shared with and when etc.</b></p>	
<p><b>Parent's informed Y/N and reasons.</b></p>	
<p><b>Outcome</b></p> <p><b>Record names of individuals/agencies who have given information regarding outcome of any referral (if made).</b></p>	
<p><b>Where can additional information regarding child/incident be found (egg pupil file, serious incident book)?</b></p>	
<p><b>Should a concern/confidential file be commenced if there is not already one? Why?</b></p>	
<p><b>Signed</b></p>	
<p><b>Printed Name</b></p>	

## External concern shared

Logging concerns/information shared by others external to the school (Pass to Designated Person)

<b>Pupil's Name:</b>	<b>Date of Birth:</b> <b>FORM:</b>
<b>Date and Time of Incident:</b>	<b>Date and Time of receipt of information:</b> <b>Via letter / telephone etc.</b>
<b>Recipient (and role) of information:</b>	
<b>Name of caller/provider of information:</b>	
<b>Organisation/agency/role:</b>	
<b>Contact details (telephone number/address/e-mail)</b>	
<b>Relationship to the child/family:</b>	
<b>Information received:</b>	
<b>Actions/Recommendations for the school:</b>	
<b>Outcome:</b>	
<b>Name:</b>	
<b>Signature:</b>	
<b>Date and time completed:</b>	
<b>Counter Signed by Designated Person</b>	
<b>Name:</b>	
<b>Date and time:</b>	



Safeguarding Children Data Base (example template)  
Based on Nottingham Best Practice

Name of Child	DOB Form	Home Address	Parents/carer contact details	Name of Social worker and contact details	Other Agencies	Type of Plan	Dates of: Conferences, Reviews and Meetings
<b>Michael Smith</b>	17-4-1999 7EJ	8 Fair View Carlton Nottingham. NG Tel:-	Sue, Dave Green Tel:- mobile	Andrew Jones Sir John R Way Tel: 0115 843564	Lucy Grey EP Tel:- 01623 433433  John Newton ISS Tel:- 01623 433433	Child Protection	<b>ICPC</b> 28-6-2010 <b>RCPC</b> 15- 12 2010  <b>Core group Mtgs</b> 14-7-2010 2.30pm at school. 9-9-2010 15-10-2010
<b>Amy Plant</b>	14-10- 1999 8PT	9 Loveday Road, Carlton Nottingham NG Tel:-	Mrs Shirley Plant Mr Peter Plant Tel:- P Plant Mob:-		Jane Forbes EWO Tel:-01623 4334332 Julie Walters S Nurse Tel:- 0115 954335	Child Protection  Child In Need	<b>ICPC</b> 12-11-2009 <b>RCPC</b> 23-3-2010  <b>CiN</b> 12-5-2010 21-7-010
<b>Neil Brooks</b>	23-7-1995 10KL	22 Sandy Lane Arnold Nottingham NG Tel:- <b>Respite Care</b> 75 Green Lane Edwinstowe Notts	Mr Bob Brooks Mrs Jill Brooks Bob Mob:-  Jill Mob:-  Robin, Daisy Hood	Andrew Cool Meadow House Mansfield Tel:- 01623 433498 T Manager:-Steve Parks	Julie Brown EP Tel:- Hayley Barr ISS Tel:- Joe Brown Health Tel:- Gay Taylor Physio Tel:-	Child in Need  Statement of SEN	<b>CiN</b> 22-7-2010  <b>SEN Review</b> 19- 9-2010.

## 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.

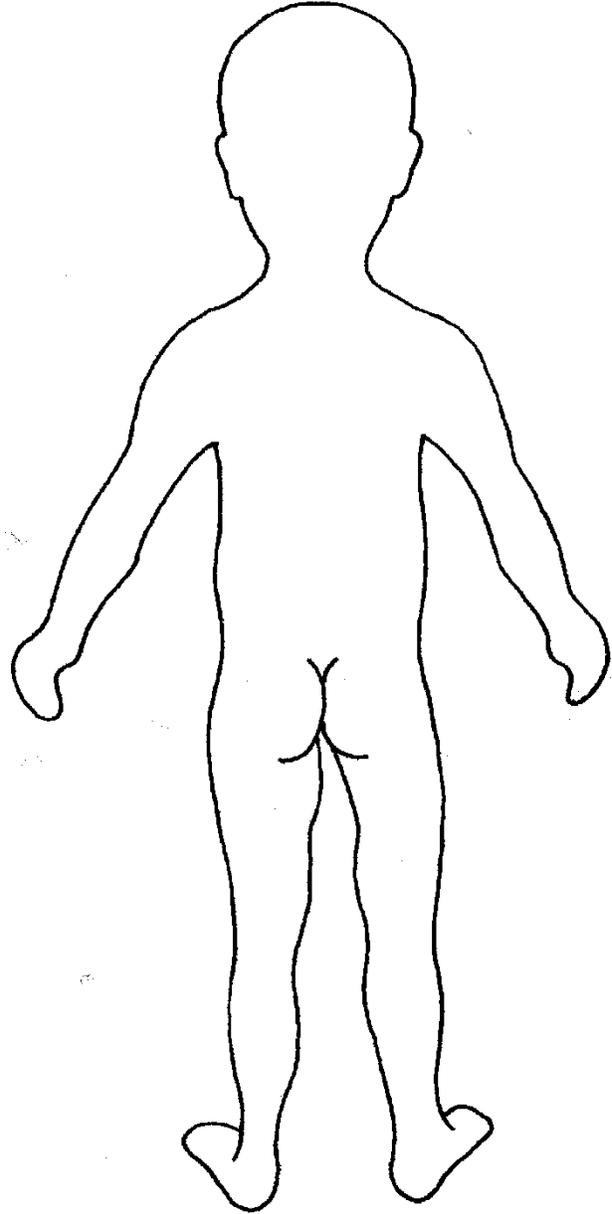
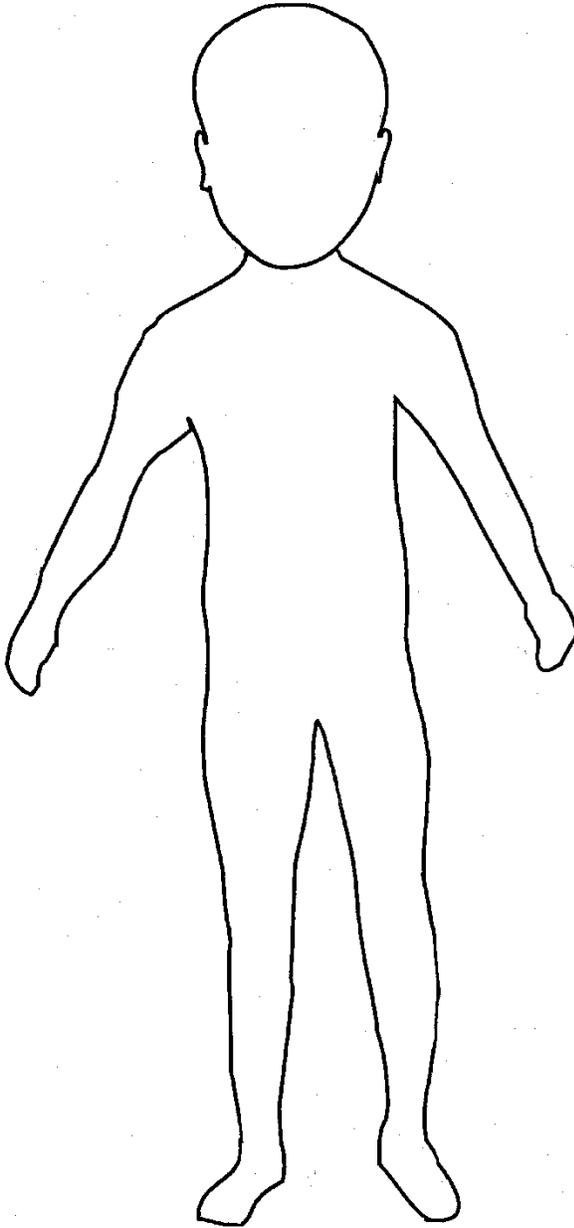
# BODYMAP

(This must be completed at time of observation)

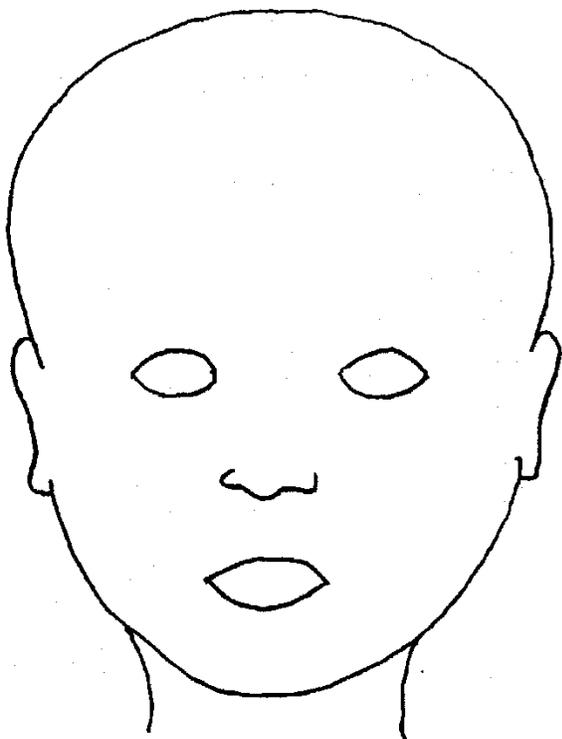
Names for Child: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Name of Worker: \_\_\_\_\_ Agency: \_\_\_\_\_

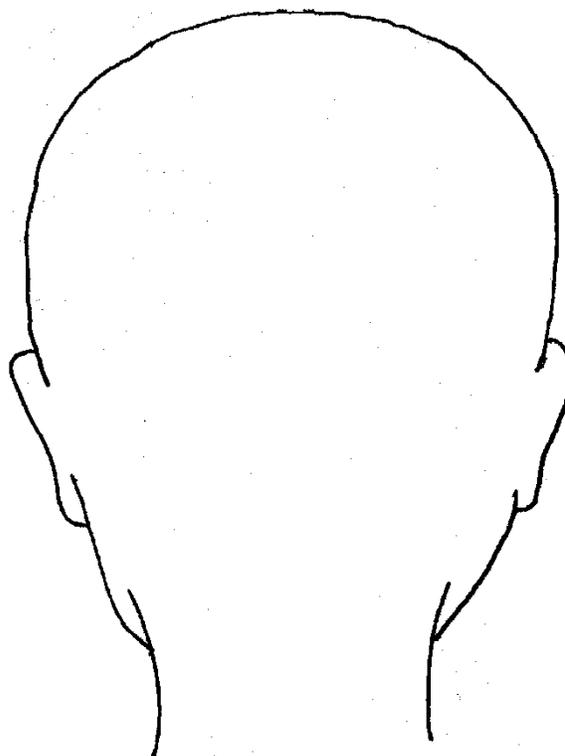
Date and time of observation: \_\_\_\_\_



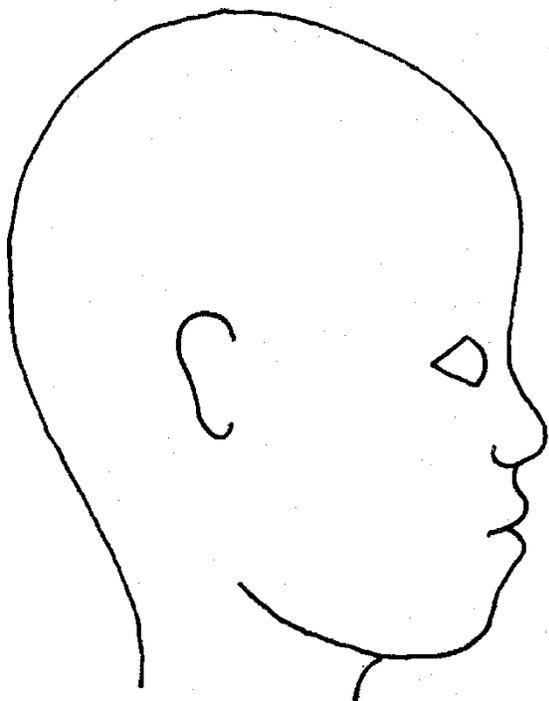
Name of Child: \_\_\_\_\_ Date of observation: \_\_\_\_\_



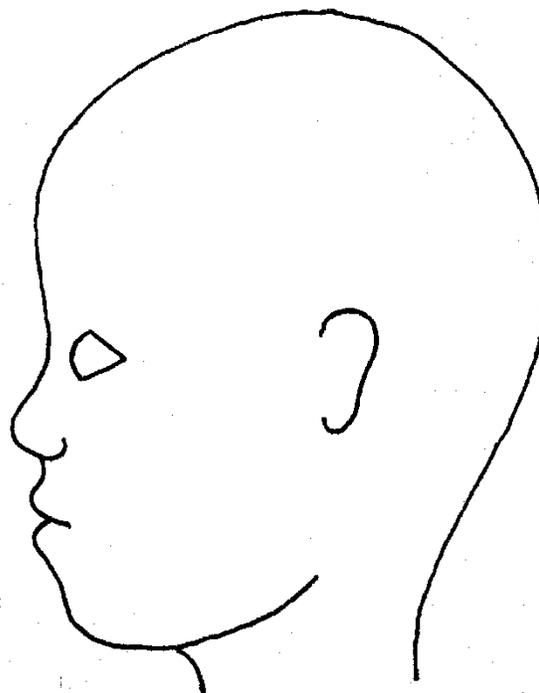
**FRONT**



**BACK**

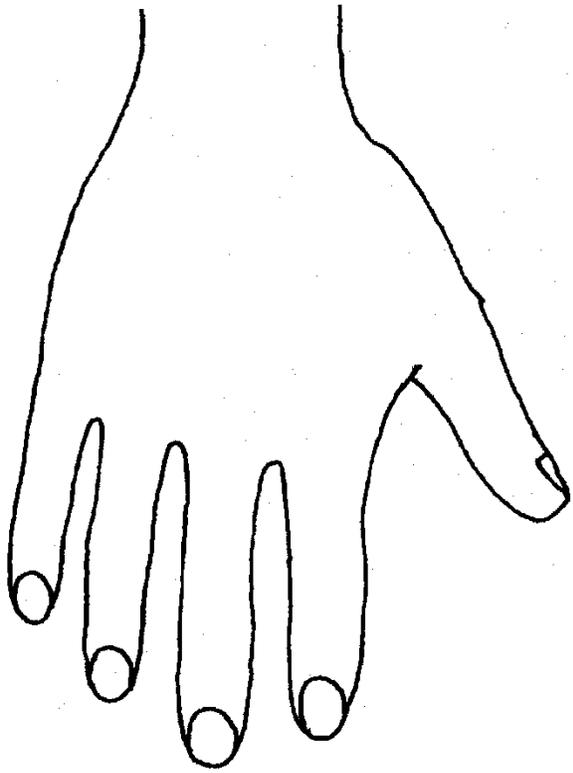


**RIGHT**

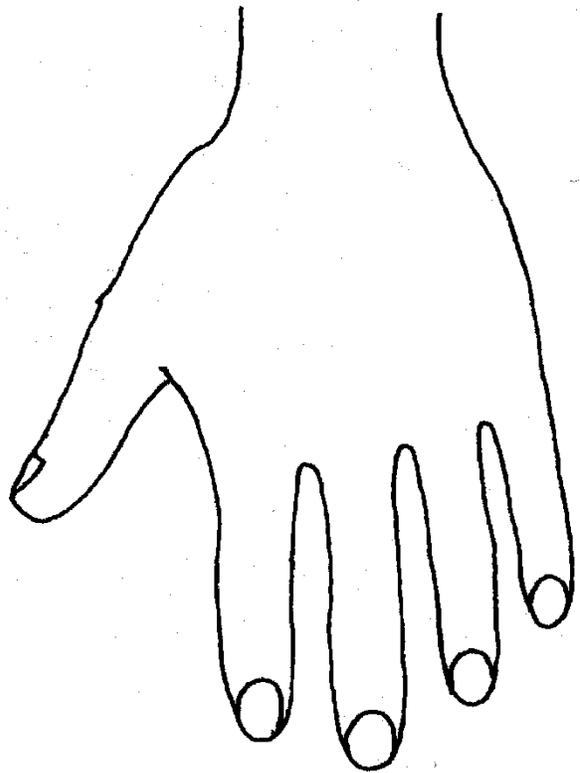


**LEFT**

Name of Child: \_\_\_\_\_ Date of observation: \_\_\_\_\_



R



L

BACK



R

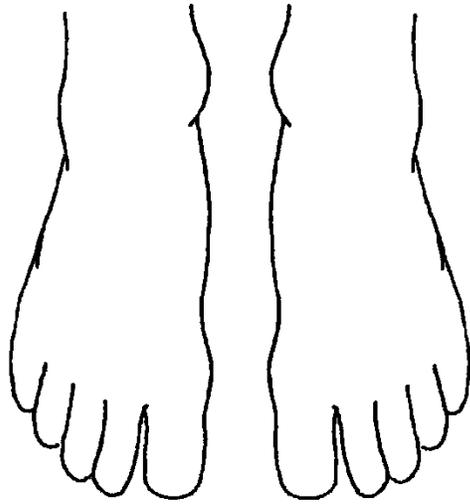


L

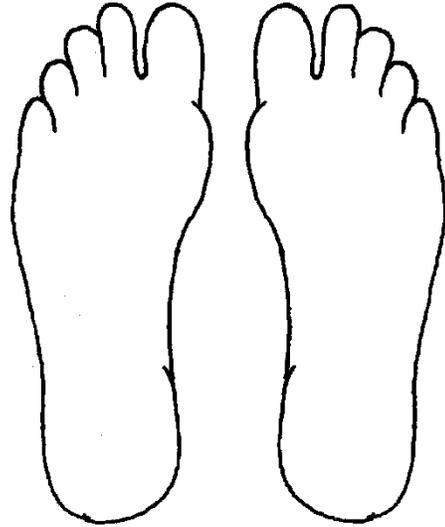
PALM

Name of Child: \_\_\_\_\_

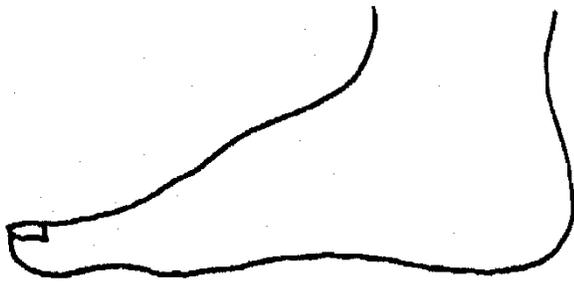
Date of observation: \_\_\_\_\_



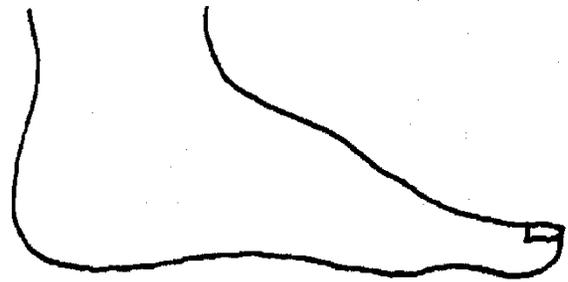
R TOP L



R BOTTOM L

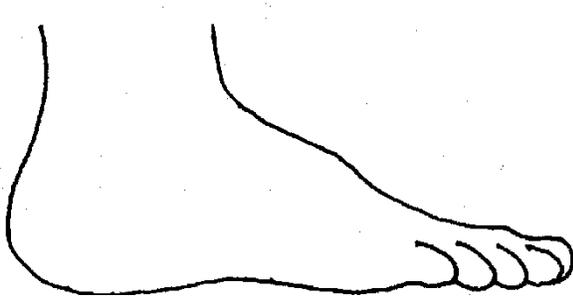


R

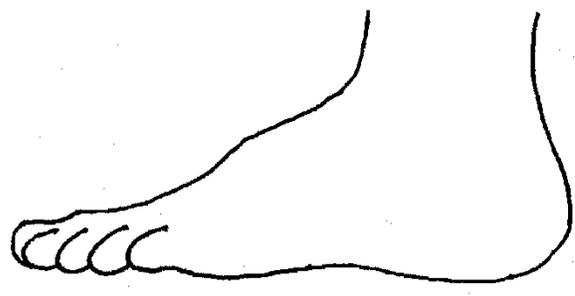


L

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.

	<b>Yes/No</b>	<b>Follow up action/further information</b>
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 an 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,		

<p>completing an ECAF or referral to another agency. Have these actions been followed through?</p>		
<p>If meetings relating to the child and their family have been called did school:</p> <ul style="list-style-type: none"> <li>i) send a report if requested</li> <li>ii) send a representative</li> <li>iii) receive minutes of the meeting</li> <li>iv) complete any actions they were assigned by the meeting</li> <li>v) ensure that other key people in school were aware of any important issues.</li> </ul>		
<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"> <li>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.</li> <li>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?</li> </ul>		

## 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 18years 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.

### 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](mailto:Jim.Foy@dcstrust.co.uk)  
or [LADO@doncaster.gcsx.gov.uk](mailto:LADO@doncaster.gcsx.gov.uk)

Education related enquiries may be emailed to [educationsafeguarding@doncaster.gov.uk](mailto:educationsafeguarding@doncaster.gov.uk) or contact Sarah Stokoe or Lucy Grimes

### **When is it necessary to contact the LADO?**

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**

or  
**Children's Services  
Referral and Response Team  
01302 737777**



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/>

