

WOODFIELD PRIMARY SCHOOL

SAFEGUARDING CHILDREN AND YOUNG PEOPLE POLICY

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

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| PERSON RESPONSIBLE FOR POLICY: | N.FALLON |
| APPROVED: | P.STEADMAN |
| SIGNED: | ROLE: CHAIR OF GOVERNORS |
| DATE: | SEPTEMBER 2020 |
| TO BE REVIEWED: ANNUALLY | SEPTEMBER 2021 |

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

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

THIS POLICY IS IN LINE WITH KCSIE JANUARY 2020 (INCLUDING UPDATE 2021 POST EU EXIT) , AS WELL AS WORKING TOGETHER TO SAFEGUARD CHILDREN 2018

WOODFIELD PRIMARY SCHOOL

SAFEGUARDING CHILDREN POLICY

SAFEGUARDING DEFINITIONS:

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

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical 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

(KCSIE 2020)

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

- Pupil's health and safety
- The use of reasonable force
- Meeting the needs of pupils with medical conditions
- Providing first aid
- Educational visits

- Intimate care
- Internet or e-safety
- Appropriate arrangements to ensure school security, taking into account the local context.

It can involve a range of potential issues such as:

- Bullying, including cyber bullying (by text message, on social networking sites, and so on) and prejudice based bullying.
- Racist, disability, and homophobic or transphobic abuse
- Radicalisation and extremist behaviour
- Child sexual exploitation
- Sexting
- Substance misuse
- Issues that may be specific to local area or population, for example gang activity and youth violence
- Particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation and forced marriage

All staff understand the different types of abuse and neglect. In addition, all staff understand the specific safeguarding issues highlighted in Keeping Children Safe in Education 2020 (KCSIE) (Page 11-13)

RATIONALE:

At Woodfield Primary School we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interest of the child.

All children at Woodfield Primary School are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it through programmes such as Gooseberry Planet and Jigsaw Programmes as well as visits from the NSPCC and school nursing.

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004, The Education Act 2002 and Working Together to Safeguard Children 2018. This policy reflects the statutory requirements within Keeping Children Safe in Education 2020.

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

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

This policy also shows our commitment to support the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools. Schools and local authorities must have regard to it when carrying out their duties to safeguard and promote the welfare of children under section 175, of the Education Act 2002, paragraph 7(b) of Schedule 1 to the Education (Independent School Standards) Regulations 2014 and paragraph 3 of the Schedule to the Education (Non-Maintained Special Schools) (England) Regulations 2011.

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

In addition, the school assesses the risks and issues in the wider community when consider the well-being and safety of its pupils (Contextual Safeguarding).

PURPOSE:

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

- The welfare of the child is paramount;
- All children regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection
- Everyone who works with children has a responsibility to keep them safe (Working Together 2018) and understand KCSIE Sept 2020 statutory and mandatory reporting requirements.
- All staff have an equal responsibility to act on suspicion or disclosure that may suggest a child is at risk of harm, any professional with concerns about a child's welfare should make a referral to the Doncaster Children's Trust, and professionals should follow up their concerns if they are not satisfied with the response. (Working Together 2018)
- Pupils, parents and staff involved in Safeguarding issues receive appropriate support and training
- Staff to adhere to a Code of Conduct and understand what to do if a child discloses any allegations against staff working in a public capacity, including teaching staff, Principal or the Governing Body.
- To develop and promote effective working relationships with other agencies, especially the police and social care

- To ensure all staff have been recruited safely and a single central record is kept, satisfactory DBS checks are made in accordance with guidance.
- We have a safe school with confident staff, confident parent/carers and confident pupils who know how to recognise and report safeguarding concerns
- All staff understand the categories of abuse, indicators and know how, when, who and how to record and report all safeguarding concerns.
- This policy covers EYFS safeguarding provision

TERMINOLOGY:

Designated Safeguarding Lead (DSL) previously known as designated safeguarding officer or designated safeguarding teacher. The named person for safeguarding in education establishments

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

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

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

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

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

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

There are 4 main elements to the Policy:

1. Prevention – through the curriculum and pastoral support offered to pupils and through the creation and maintenance of a whole school protective ethos.
2. Procedures – for identifying and reporting cases, or suspected cases of abuse.
3. Support to Pupils – who may have been abused, including early preventative work.
4. Preventing unsuitable people working with children – by following the Department for Education (DfE) KCSIE 2020 – Part three: Safer Recruitment

statutory guidance, Safeguarding Partners & Relevant Agencies guidelines and HR procedures. The school has a clear recruitment and selection policy in place.

1 PREVENTION

The school will establish an ethos where:

- Children feel secure and safe.
- Ensure children know that there are adults in the school who they can approach if worried or in difficulty.
- Include in the curriculum opportunities for PSHCE/SMSC/RSE to equip children with the skills needed to stay safe. This includes our PREVENT duty (Prevent/E-Safety Scheme of Work)
- Include in the curriculum material which will help children develop realistic attitudes to their responsibilities in adult life.
- It will work in accordance with 'Working Together to Safeguard Children 2018' and will support the 'Doncaster Early Help Offer' to ensure children and young people receive the most appropriate referral and access provision.
- It will deliver the approved DONCASTER'S SAFEGUARDING PARTNERS & RELEVANT AGENCIES whole school safeguarding training and ensure all designated safeguarding officers/deputy safeguarding person attend three out of four annual network meetings and/or attend refresher Designated Safeguarding Lead (DSL) training on a two yearly basis
- We will work in collaboratives and with our early help co-ordinators to improve outcomes for children and young people.
- Attend the locality based safeguarding meetings and also attend the early help area meetings to utilise the support and advice available from professionals.
- We access the school nursing universal offer for all our children and young people
- We keep our safeguarding training up to date and access Doncaster's Safeguarding Partners and Relevant Agencies training events on a regular basis and understand the safeguarding requirements for Ofsted
- Parents, carers and families, teachers, staff and young people / agencies know how to raise any safeguarding concerns and we have a named designated/deputy safeguarding lead on our senior leadership team.
- We have a clear complaints policy and all staff are aware of whistleblowing procedures.

2 PROCEDURES AND RECORD-KEEPING

Reporting Concerns

When adults in the school have a concern about a child or young person they should:

Complete a CPOMS/Low Level Concern form and take directly to the DSL/DDSL. If both of these are unavailable it should be taken to an Advanced Safeguarding person in school. (Mrs Hope, Mrs Miller or Miss Cotton.)

Concern Forms can be found in the staff communal areas for each phase in addition to the Inclusion Room and staff room.

If unavailable, the DSL/ DDSL should be informed that a concern has been raised asap via a conversation

Any CPOMS/ Low Level Concern sheets should also be passed on to the DSL/DDSL for records. CPOMS will be used when required by the DSL/DDSL or an Advanced Safeguarding staff member.

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

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| The Designated Senior Member of staff for Safeguarding (Child Protection) / Designated Safeguarding Lead (DSL) is: Nicky Fallon Contact Details: 01302 853289 |
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| The Deputy Designated Safeguarding Lead is: Tracey Lawes Contact Details: 01302 853289 |
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| The designated teacher for looked after children is: Nicky Fallon Contact Details: 01302 853289 |
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| The Nominated Child Protection/ Safeguarding Governor is: David Longley Contact Details: 01302 853289 |
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| The Nominated Governor for looked after children is: Mr D Longley Contact Details: 01302 853289 |
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| The named PREVENT lead is: Nicky Fallon |
| The named CSE lead is Nicky Fallon |
| The named FGM lead is Nicky Fallon |
| The named on-line protection officer is: Nicky Fallon |
| The named complaints handler is: Kate Hope |
| The named mental health/CAMHS link is: Nicky Fallon |
| The Head Teacher is: Kate Hope Contact Details: 01302 853289 |
| The Local Authority Designated Officer (LADO) is: Jim Foy Contact Details:01302 737748 |

THE SCHOOL WILL:

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

Referral Pathway

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

Referral to Children's Services 01302 737200

Professionals can telephone team members for advice

01302 862012 Jayne Pezzulo
01302 736929 Carmel Bartlett

- In the case of poorly explained serious injuries or where behaviour concerns arouse suspicion, the designated teacher will consult with Referral & Response Service Professional Advice Lines on 01302 737722/7376361/737033. If out of hours, the emergency Doncaster Children's Trust Social Care out of Hours team - (ESST) 01302 796000 (after 5.00 pm and before 8.30 am weekdays and weekends). All parents, carers of families can contact the general contact number on 01302 737777.
- The DSL will keep all records on file in a secure locked filing cabinet or secure ICT system and share concerns following information sharing

protocols. We adhere to HM Government Information Sharing Advice for Practitioners 2015

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

3 ROLES AND RESPONSIBILITIES

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

- Understand part 1 of KCSIE 2020, including the mandatory reporting duty as well as Annex A.
- All staff have read the child protection policy and have a staff behaviour policy (sometimes called the code of conduct)
- Knows the name of the designated safeguarding lead / person and her role and responsibility.
- Have an individual responsibility to refer Safeguarding (Child Protection) concerns.
- Will receive training at the point of induction so that they understand what they need to know KCSIE 2020 (paragraph 12 – 34). This includes:
 - Their personal responsibility/code of conduct/teaching standards;
 - DONCASTER'S SAFEGUARDING PARTNERS & RELEVANT AGENCIES child protection procedures and know how to access them;
 - Understand the definitions of abuse, physical abuse, emotional abuse, sexual abuse and neglect
 - The need to be vigilant in identifying cases of abuse at the earliest opportunity;
 - How to support and respond to a child who discloses significant harm and take action
 - Whistleblowing
- Knows their duty concerning unsafe practices in regard to children by a colleague.
- The designated person will disclose any information about a pupil to other members of staff on a need to know basis.

- The school will undertake appropriate discussion with parents prior to involvement with other agencies unless the circumstances preclude this.
- The school will ensure that parents have an understanding of their obligations regarding Child Protection by intervention as and when appropriate.
- Understand Ofsted grade descriptors in relation to personal development, behaviour and welfare of pupils
- Monitors internet usage in accordance with PREVENT/KCSIE and knows how to recognise and respond to inappropriate internet use.

4 MENTAL HEALTH

- All staff at Woodfield Primary School are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.
- Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy through a direct conversation or a CPOMS/Low Level Concern sheet.

HEALTH AND WELL-BEING + CLINICS

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

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

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

Staff training includes:

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

This includes:

Reminders that at no time can we promise confidentiality

The child wishes and feelings are important.

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

- listen rather than directly question, remain calm
- never stop a child who is recalling significant events
- make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words)
- advise you will have to pass the information on
- avoid coaching/prompting
- never take photographs or videos of any injury
- allow time and provide a safe haven/quiet area for future support meetings
- share all concerns no matter how trivial they may seem to the DSL lead who will notify and follow up with the referral and response service any significant concerns immediately, without delay (do not wait for 24 hours) in writing
- For children with CP plans where new information is shared by the young person, the DSL will ensure information is shared with the social worker and not withheld until core/review meetings take place.

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

Sharing information

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

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

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

5 DEFINITIONS OF ABUSE

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

Neglect: 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, for example, 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 and 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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Safeguarding

SEND pupils

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- difficulties may arise in overcoming communication barriers.

At Woodfield Primary School we identify pupils who might need more support to be kept safe or to keep themselves safe by:

Ensuring any potential Safeguarding issues are discussed at meetings.

Talking to and actively listening to the child (This includes the use of the One Page Profile and any wishes, views and feelings **proformas**)

Seeing behaviour as communication so that any changes in behaviour can be explored by a member of the Inclusion Team.

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6 RECORD KEEPING

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

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

Records and Monitoring

- The DSL has security of information and data protection training
- Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed.
- At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures.
- A chronology will be kept in the main school file prior to the commencement of a concern file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the designated person should the number of concerns rise or, in their professional judgement, become significant.
- At the point at which a concern file (see below) is commenced then the chronology can be transferred to the concern file.

- Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file 'concern' file, some schools still refer to this as a child protection file, which will be securely stored and away from the main pupil file.
- Files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

Why recording is important?

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

CPOMS: confidential record

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

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

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

It is suggested that within a child's 'confidential' 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 MASH/Children's Trust Referral and

Response Service (or similar) immediately but these records will be kept within the separate concerns file.

- Records will be kept up to date and reviewed regularly by the Senior Designated Person to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.
- The confidential file can be active or non-active in terms of monitoring i.e. a child is no longer LAC, subject to a child protection plan and this level of activity can be recorded on the front sheet as a start and end date. If future concerns then arise it can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.
- If the child moves to another school, the concern file will be sent or taken, as part of the admission/transition arrangements, to the Senior Designated Person at the new establishment/school. There will be a timely liaison between each school Senior Designated Person for Safeguarding to ensure a smooth and safe transition for the child.
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Recording Practice

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

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

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

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

contribute to assessments of need and support multi-agency plans for those children.

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

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

- manage referrals from school staff or any others from outside the school;
 - work with external agencies and professionals on matter of safety and safeguarding;
 - undertake training;
 - raise awareness of safeguarding and child protection amongst the staff and parents; and
 - ensure that child protection information is transferred to the pupil's new school
 - be aware of pupils who have a social worker
 - help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff.
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- Cascading lessons learned from serious case reviews (SCRs) to all staff. Considering key learning into practice for example, from Daniel Pelka, Baby P and local SCRs. Checking how staff understand and demonstrate professional curiosity and healthy scepticism when faced with facts and information from parents/carers not matching what staff are observing in practice.
 - Understanding and following the DSL key roles and responsibilities contained within KCSIE 2020 (Annex B).
 - The DSL will act as a focal point for staff to discuss concerns KCSIE 2020 (p 10)
Referrals should be made in writing, following a telephone call using the Early help Module / Doncaster Children's Trust referral and Response Service referral form or the CSE referral form depending on the nature of the referral.
 - Keeping written records of concerns about a child even if there is no need to make an immediate referral.
 - Having a clear job description and time to attend statutory meetings and regular training and network meetings in line with KCSIE 2018 proposals for annual training.
 - Ensuring that all such records are kept confidentially and securely and are **separate** from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college.

- Liaising with other agencies and professionals/accessing local networks.
- Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents/carers.
- Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation is referred to their key worker's Social Care Team.
- Organising child protection / safeguarding induction for all new staff, and updating whole school training every 3 years (or on a regular basis via staff meetings) All DSLs attend training every 2 years or attend the designated safeguarding network meetings/DONCASTER'S SAFEGUARDING PARTNERS & RELEVANT AGENCIES lunchtime seminars on a regular basis. 3 out of 4 meetings a year.
- Providing, with the Principal, an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised). This supports the S175 annual safeguarding report.
- Understand children in need / children on protection plans and support all looked after children PEPs.
- Providing information and audits to the LA and DONCASTER'S SAFEGUARDING PARTNERS & RELEVANT AGENCIES when required.
- Attending local DCST / early help weekly trust meetings to discuss any cases/share knowledge and also access any support in relation to safe practice.

Out of hours and in holiday cover arrangements

In keeping with the KCSIE arrangements – The school has considered adequate and appropriate cover arrangements for availability out of school hours/term time. Staff are to contact Nicky Fallon or Tracey Lawes if at all possible. If child is at risk of significant harm, normal referral process to R&R is to be followed.

8 LIAISON WITH OTHER AGENCIES

The school will:

- Work to develop effective links with relevant agencies in relation to Safeguarding (Child Protection).
- Send representatives to case conferences, core groups and Child Protection review meetings.
- Notify any allocated Social Worker if:
 - A pupil subject to a Child Protection Plan (CPP) is excluded (fixed term or permanent);
 - if there is an unexplained absence of a pupil on a CPP of more than 2 days or 1 day following a weekend, or as agreed as part of a CPP.
- Follow the LA policy and statutory guidance on Children Missing Education (CME).

9 SUPPORTING PUPILS AT RISK

The school will endeavour to support vulnerable pupils through:

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

- School/setting staff are aware of the DONCASTER'S SAFEGUARDING PARTNERS & RELEVANT AGENCIES Neglect policy and toolkit available from DONCASTER'S SAFEGUARDING PARTNERS & RELEVANT AGENCIES website to help identify and recognise any child subject to neglect.
- At Woodfield Primary School we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.
- This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.
- We take these needs into account when making plans to support pupils who have a social worker.
- In doing so the school will endeavour to work closely with social care, keeping them up to date with any changes or developments at school which may support their work with the child or family.

10 EARLY IDENTIFICATION, RECOGNISING AND RESPONDING TO SAFEGUARDING NEEDS

Early Help Hub

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

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

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

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

Telephone: 01302 734110

Email: earlyhelphub@doncaster.gov.uk

Or

Earlyhelphub@gcsx.gov.uk

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

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

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

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

Telephone: 01302 737777 (available 8.30 am – 5.00 pm Monday to Friday)
 Telephone: 01302 796000 (outside office hours)
 Email: referral&responseteam@doncaster.gov.uk

Infrastructure to support Lead practitioners with early help pathway and processes

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

Your Early Help coordinators are :

North:

Natasha Abbott (07738 888 218) natasha.abbott@doncaster.gov.uk
Davey Mitchel (01302 735302) davey.mitchel@doncaster.gov.uk

East:

Christian Brownless (07810 153 716) christian.brownless@doncaster.gov.uk
 Carl Shillito (07747 008 255) carl.shillito@doncaster.gov.uk

South:

Lindsey Swain (07717 320 478) lindsey.swain@doncaster.gov.uk
 Dean Mangham (07776 454 314)dean.mangham@doncaster.gov.uk

Central:

David Hamilton (07776 454 318) david.hamilton@doncaster.gov.uk
 Stephanie Armstrong (07970 226 004)
stephanie.armstrong@doncaster.gov.uk

Early help Network Meetings:

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

- Early Help Pathway, processes and time frames
- Thresholds
- Early Help Assessments
- SMART, outcome focused plans
- Team Around the Child (TAC/F) processes and effective meetings
- Working with Children, Young People and Families
- Case work advice and 'stuck cases'
- Community services
- Closures
- EHM system use

Early Help Training:

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

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

Quality Assurance and Tracking:

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

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

11 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 designated school nurse by telephone on 01302 384138 or email cyp&fschoolnurses@rdash.nhs.uk
- The school nurse will offer guidance and support in the form of signposting to specialist practitioners; where appropriate and advice re care planning. The school nursing service can offer early identification cases (pre-caf) where some concerns are being raised. Help with managing healthy

weight/lifestyles, CSE, domestic abuse, FGM, childhood illnesses and support managing medicines and health care plans / allergies. The service also provides training for staff.

The school nurse contact details are available from cyp&fschoolnurses@rdash.nhs.uk

12 GAMBLING AND SOCIAL GAMING

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

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

- Be male and aged 13 – 18 years.
- Use gambling to cultivate status among peers.
- Fallen out with family, truant from school or college.
- Low self-esteem, but irrational behaviour.
- Preoccupied on mobile, restless or irritable.
- Lies to family members, friends and college staff to conceal behaviour.
- Never has any money.

Advice or help can be accessed via:

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

13 WHISTLE BLOWING

At Woodfield Primary School we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay (or where that is not possible, to the Designated Safeguarding Lead); any concerns about the head teacher should go to the Chair of Governors who can be contacted by telephone.

- 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 Head Teacher should be made to the Chair of the Governing Body whose contact details are readily available to staff.
- Ofsted also may wish the LA to investigate any whistleblowing concerns and the school will work with the LA should this arise
- Staff understand KCSIE requirements and know they can raise concerns also with the NSPCC.
- Doncaster's Safeguarding Partners & Relevant Agencies' procedures have been updated for whistleblowing. For more information/guidance – go to <http://doncasterscb.proceduresonline.com>.

The guidance in KCSIE (Part Four) will be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers 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 may pose a risk of harm to children;

or behaved or may have behaved in a way that indicates they may not be suitable to work with children. This is in regard to a person's conduct outside school, and need not include a child, for example, domestic abuse of a partner.

COMPLAINTS

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

14 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.
- For children with SEND who may sometimes need physical intervention, individual plans are created in order to minimise the amount of physical methods.

All staff are aware of the role of LADO and what constitutes a referral to LADO following any allegation of using force or restraint.

15 ANTI-BULLYING / INTERNET SAFETY / SOCIAL MEDIA

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils are able to access the internet using their own data plan. To minimise inappropriate use, as a school we use the Gooseberry Planet Programme which educates both children and their parents of the dangers of social media and internet use whilst ensuring they understand how to keep themselves safe.

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

http://doncasterscb.proceduresonline.com/chapters/p_child_abuse_esafety.html?zoom_highlight=child+to+child+abuse

[\(Updates include links to DFE resources for Parents and Schools on cyberbullying.\)](#)

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

Social Media Responsibilities.

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

In line with Keeping Children Safe in Education 2020 all staff:

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

16 PEER ON PEER ABUSE

At Woodfield Primary School staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence
- sexting (also known as youth produced sexual imagery); and
- initiation-type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At Woodfield Primary School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

At Woodfield Primary School we will support the victims of peer on peer abuse by working closely with the child and their family putting in place systems and procedures to ensure they are able to feel safe.

Referring to any external support services that can support them, such as CAMHs, counselling services and school nursing.

Sexting

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

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

This could include gang related pressure, bullying, physical abuse, sexual violence/sexual harassment, sexting, initiation ceremony's or child on child abuse.

Victims and perpetrators will be supported in school by the inclusion team, providing an individual support programme to meet the needs of the child. Parents will be informed of this.

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

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

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

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

Linking to peer on peer abuse / peer pressure, all children are advised on how to recognise and report any concerns. In addition we have healthy messages in school and any new social media trends are reported to public health. We have effective transition arrangements in place and follow DONCASTER'S SAFEGUARDING PARTNERS & RELEVANT AGENCIES safeguarding procedures in line with KCSIE 2020.

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

- Our policy on Equality, Inclusion and Diversity and our PSED duty includes racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents and incidents reportable under the Equality Act 2010.
- We use a reporting system to record any incidents in line with the latest DfE guidance.
- The DSL understands how to record and report and support children and families encountering hate crime.

19 LGBTQ SUPPORT

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

18 • TRANS YOUNG PEOPLE

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

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

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

The DSL has received training on supporting Trans young people.

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

20 HUMAN TRAFFICKING

The Trafficking Protocol defines human trafficking as:

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

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

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

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

<http://hopeforjustice.org/>

21 PREVENT DUTY– MANDATORY DUTY TO REPORT

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups

- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

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

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

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

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

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

All staff via the DSL understand the Doncaster Channel Protocol.



Channel Protocol -
Doncaster.docx

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

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

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

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

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

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

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.

- frequent urinary, menstrual or stomach problems.
 - prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
 - reluctance to undergo normal medical examinations.
 - confiding in a professional without being explicit about the problem due to embarrassment or fear.
 - talking about pain or discomfort between her legs
-
- The school recognises the areas where FGM is prevalent and works in partnership with agencies to safeguard any child at risk of FGM. The designated safeguarding lead understands this is classed as child abuse in the UK and will report any risk to 101 immediately. The school have access to DONCASTER'S SAFEGUARDING PARTNERS & RELEVANT AGENCIES' training on FGM and the designated safeguarding teacher includes FGM in whole school safeguarding training. Any children attending/starting school from one of the most prevalent areas where this is practiced will seek advice from school nursing / referral and response service. A Department for Health risk assessment is available on engage Doncaster website.
 - All staff have read and understand the FGM fact sheet and mandatory reporting included in Keeping Children Safe in Education Sept 2020
 - The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure (unlike in the medical profession where an observation may have been made).
 - Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases
 - Designated safeguarding leads understand local DONCASTER'S SAFEGUARDING PARTNERS & RELEVANT AGENCIES procedures for reporting suspected FGM.
http://doncasterscb.proceduresonline.com/chapters/p_female_gen_mutilat.html

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

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

23 HONOUR BASED ABUSE– MANDATORY DUTY TO REPORT

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as

breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

The police definition of Honour Based Violence is:

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

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

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

Staff are fully aware of risks and how to report concerns to the DSL lead. The DSL will consider and take immediate action to protect if HBV is possible.

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

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

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

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

24 FORCED MARRIAGE

Forced Marriage is defined as 'a marriage conducted without the valid consent of one or both parties, where duress is a factor'.

Duress involves emotional pressure as well as criminal actions such as an assault or abduction.

Forced marriage is domestic and / or child abuse. It may include physical or sexual violence, threatening behaviour, stalking / harassment, imprisonment, abduction, financial control any other form of demeaning or humiliating behaviour or control.

A Forced Marriage is distinct from an Arranged Marriage, which is arranged by families but the choice remains with the individuals who give full and free consent.

Other provisions include making the use of a deception in order to entice someone abroad so that they can be married against their will an offence and giving protection to those lacking mental capacity to make an informed decision about whether to marry or not.

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

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

Virtual school for Gypsy, Roma and Travelling Children

If the DSL is concerned about any Roma children being forced into marriage they can contact the Virtual School for Gypsy, Roma and Traveller Children. If they need any training to spot any common factors or indications that this is

happening or need any advice around the issue or further information – contact 01302 734225

Ethnic Minority & Traveller Service (EMTAS)

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

Email: shafqat.sultan@doncaster.gov.uk

Website: www.doncaster.gov.uk/emtas

25 CHILD MISSING IN EDUCATION

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2020) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards); or

e. are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

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



A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

More information is on the Doncaster Children's Services Trust website
<http://www.doncasterchildrenstrust.co.uk/private-fostering>

Or

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

Or

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

27 DOMESTIC ABUSE

The definition of Domestic Abuse is:

any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

(See KCSIE (2020) page 86)

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

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

(noting the referral section 1.2.2.and backing up the referral to childrensassessmentservice@doncaster.gcsx.gov.uk

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

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

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

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



The key objectives are:

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

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

28 SUBSTANCE MISUSE

Definition of a drug

A drug is a substance that effects the way in which the body functions physically, emotionally or mentally. This definition includes illegal substances and also legal

substances such as tobacco and alcohol, volatile substances, solvents, over the counter and prescription medicines.

- Possession and or use of such drugs in school, during the school day or while travelling to/from school is inappropriate. The drugs/substances covered by this policy are not to be bought, sold or otherwise exchanged or brought onto school premises during the school day, or while pupils are on school visits.
- Individual exceptions may be made for pupils who require prescription medicines where appropriate. Please see separate Medicines Policy for information on prescription medicines.
- School have a 'Smoke Free Environment policy' that includes banning the use of e-cigarettes on school premises and grounds.
- If any pupil or adult on school premises is found in possession of an unauthorised drug it will be confiscated if possible and if the drug is suspected to be illegal the school may wish to contact the police. Staff are to report immediately to the DSL for these actions to be put in place.
- For support on the above issues CONTACT PROJECT 3: 01302 640032

29 HIDDEN HARM

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

For some of these vulnerable children, attendance at school provides a respite from difficult home circumstances. For others, the consequences of family substance misuse include poor attendance, lack of progress with their education and failure to develop the necessary social and behavioural skills. This can be particularly difficult for children if they are also taking on a carer role for parents or siblings. Children can "act out", through challenging behaviour, or "act in", through withdrawal or self-harming behaviours, the distress that they are experiencing due to difficulties at home.

The DSL will refer any concerns to the early hub and referral and response service and work with partner agencies and Project 3 so children in these circumstances can be responded to appropriately.

Families where parents/carers drink problematically, use illicit drugs or misuse prescribed medication can still provide a safe, secure and supportive family environment for children. However for some families, drug and/or alcohol misuse can become the central focus of the adults' lives, feelings and social behaviour, and has the potential to impact on a child at every age from conception to adulthood. It is therefore essential that the implications for each child in the family are carefully assessed, see

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

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

The Governing Body complies with the statutory requirements contained in KCSIE 2018

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

3.2 Procedure for Allegations Against Staff, Carers and Volunteers

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

The aim of the procedure is to:

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

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

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

- The school will ensure that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents following the model LA Code of Conduct. Adequate risk assessments are in place for extended school, volunteer and holiday activities. Staff are confident to report any misconduct.
- The school has a whistleblowing policy in line with the LA model policy and includes this within staff safeguarding training/induction. Staff also know they can report "whistleblowing concerns" to Ofsted or the NSPCC.
- All staff are aware of their Duty of Care and know how to respond to medical /first aid needs.
- Staff have risk assessments and are aware of activities not during the normal school day, e.g morning, afternoon, evening and holiday clubs and activities where additional risk may be identified.

- Staff are aware of safer working practice and how to safeguard themselves from allegations.
- Doncaster's Safeguarding Partners and Relevant Agencies have updated its online procedures confirming the circumstances when these procedures should be applied, importance about confidentiality when recording information about allegations of child's and adult's files and to confirm retention periods is also given

31 GOVERNING BODY RESPONSIBILITIES

- The Governing Body fully recognises its responsibilities with regard to Safeguarding and promoting the welfare of children and has ensured at least part 1 of DfE Keeping Children Safe in Education 2020 has been implemented and understood by all staff.
- KCSIE Part 2: The Management of Safeguarding outlines the responsibility of governing bodies, proprietors and management committees.
- This states that the Governing Body should ensure that:
- The Governing Body reviews its Safeguarding (child protection) policy and procedures annually,
- The Governing Body approves the LA/DONCASTER'S SAFEGUARDING PARTNERS & RELEVANT AGENCIES Annual Safeguarding Audit.
- Reviews the role of the DSL and ensure the DSL has a clear job description (Annex B KCSIE 2018)
- 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 2018 requirements. They support the role of the designated safeguarding lead in managing referrals, training and raising awareness.
- Ensuring the school is compliant with Part 2: The Management of Safeguarding KCSIE 2020.
- The Governing Body has ensured all staff have read at least part 1 of the new KCSIE 2018 statutory guidance and this is now included in all staff induction and whole school training.
- The governing body will check site security on a regular basis (including signing in procedures)
- We fully embrace the KCSIE quotation "It could happen here" and "thinking the unthinkable"

32 HEALTH AND SAFETY

- Our Health and Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment. It follows HSE guidance on administering first aid in schools. We have in place robust risk assessments from the school and when undertaking school trips and visits and understand disability discrimination act etc when planning school trips. There is an adequate first aid risk assessment in place. This includes how to access the Emergency Care Practitioner Service or 999 and when to contact parents/carers.

The ECP contact number is 08448 706800 (minor injuries)

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

- Managing Long Term Illness / Managing Medicines - The procedures are outlined in the Medicines Policy. All children with an identified illness have a detailed healthcare plan in line with the DfE requirements.
- Violence and aggression – All acts of violence and aggression between pupils either in a supervised situation or violence and aggression against employees must be reported to the Corporate health and Safety using the AIR1 format and investigated by the appropriate manager/Principal. Violence and aggression can be either be physical or verbal and may include physical assault or verbal threats of violence or intimidation. Employees must inform their immediate line manager if they believe they have suffered injury or feel intimidated or threatened following an incident. Employees are not expected to go alone into a potentially dangerous situation or unnecessarily put themselves at risk.

Safeguarding Children from Dangerous Dogs Practice Guidance

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

33 CHILD SEXUAL EXPLOITATION (CSE)

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

The definition, **which can be found on KCSIE (2020) page 84,** is

Child sexual exploitation is a form of child sexual abuse. It occurs where an

individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Indicators of child sexual exploitation may include:

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

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability
 - Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;

- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in:

Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

Sexual violence and sexual harassment between children in schools and colleges (May 2018)– Statutory Status (KCSIE 2018)

(Advice taken from ‘Sexual violence and sexual harassment between children in schools and colleges (May 2018)’)

‘Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

What schools and colleges should be aware of :

Schools and colleges should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; and
- understanding that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language. This is why a whole school/college approach (especially preventative education) is important.

Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers.

Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- communication barriers and difficulties overcoming these barriers. Any reports of abuse as well as ones involving children with SEND will therefore require close liaison with the Designated Safeguarding Lead. Children who are lesbian, gay, bi, or trans (LGBTQ) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBTQ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ.

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

34 CHILD CRIMINAL EXPLOITATION (CCE)

Criminal exploitation of children and vulnerable adults is a geographically widespread form of harm that is a typical feature of county lines activity. It is a harm which is relatively little known about or recognised by those best placed to spot its potential victims. This guidance is intended to explain the nature of this harm to enable practitioners to recognise its signs and respond appropriately so that potential victims get the support and help they need.

The definition of Child Criminal Exploitation, **which can be found on KCSIE (2020) page 83**, is:

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
 - children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

What is county lines exploitation?

County Lines' is:

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

See KCSIE (2020) page 85.

Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'. County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

The signs and vulnerabilities to look out for are the same as Child Sexual Exploitation; (sometimes the two can come hand in hand) which staff are fully briefed on. If staff suspect CCE is happening then they should inform the DSL immediately.

Resolving Professional Difference Protocol

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

35 MONITORING AND EVALUATION

- Safeguarding 'Keeping Children Safe in Education 2020' procedures will be monitored and evaluated by:
 - S175/157 action plan
 - SEF/Governors toolkit linked to personal development, behaviour and safeguarding
 - Prevent risk assessment
 - Training and development (section 3 s175)
 - Complaints linked to safeguarding concerns
 - CP case file auditing
 - Ofsted 'quantifiable complaints' Ofsted parental complaints received via the LA
 - Using the new Ofsted Jan 2016 Inspection Handbook to review what constitutes outstanding in safeguarding
 - Ofsted parental dashboard
 - Governing Body visits to the school
 - DONCASTER'S SAFEGUARDING PARTNERS & RELEVANT AGENCIES Safeguarding audit tools
 - Anti-Bullying audit tools (ABA website)
 - CPOMS data
 - SLT 'drop ins' and discussions with children and staff
 - Pupil surveys and questionnaires
 - Scrutiny of Attendance data
 - Scrutiny of range of risk assessments
 - Scrutiny of GB minutes
 - Logs of bullying (including homophobic)/racist/behaviour incidents for SLT and GB to monitor
 - Review of parental concerns and parent questionnaires.
 - Review of the use of nurture room and homework club
 - Reviewing risk assessments for holiday club activities run on school sites
 - First aid procedures and health care plans

This safeguarding policy also links to :

- Keeping Children Safe in Education (2020) [Part One]; and school leaders and staff that work directly with children should also read Annex A
- Staff Code of Conduct
- Safeguarding and Child Protection Policy
- Behaviour and Inclusion Policy

- Children Missing Education Policy
- Complaints Policy
- Staff Recruitment and retention – safer recruitment
- Medicines Policy
- E-Safety & Social Media Policy
- Children Missing in Education
- Whistleblowing Policy
- Anti-bullying Policy
- Health & Safety Policy
- Parental concerns/Complaints Policy
- Attendance Policy
- Safeguarding Curriculum Policy
- PSHCE Policy
- SMSC – Including Fundamental British Values Policy
- Teaching and Learning Policy
- Physical intervention Policy