



THE MCAULEY CATHOLIC HIGH SCHOOL SAFEGUARDING AND CHILD PROTECTION POLICY

Named Governor responsible for policy:	DR PAT HURLEY
Named Head Teacher / Principal:	MR J ROONEY
Approved: Pending	Date Currently being updated

THE MCAULEY SCHOOL STATEMENT

- **In light of the challenges facing the School from the pandemic, the Safeguarding policy is currently being updated. The new policy will incorporate all elements of the separate addendum currently published on the School website.**
- The Governing Body and staff of The McAuley Catholic High School (hereinafter referred to as 'the school') take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.
- The responsibilities set out in this policy apply to all members of the school community including pupils, staff, governors, visitors/contractors, volunteers and trainees working within the school. It is fully incorporated into the whole school ethos and is underpinned throughout effective leadership, the teaching of the curriculum and within PHSE and within the safety of the physical environment provided for the pupils.
- The governors will ensure safeguarding self-evaluation takes place on a regular basis, a safeguarding audit has taken place and statutory S175/157 action plans are measured. The governors ask for a regular safeguarding impact report and ensure all statutory requirements under KCSIE Sept 2020 are fulfilled. The Ofsted Inspection Handbook criteria are also benchmarked to ensure safeguarding aims to be `outstanding` in this setting.

Designated Safeguarding Lead officer – Mr M Allison

Date September 2020 (Undergoing update)

SAFEGUARDING & CHILDREN PROTECTION POLICY

Safeguarding Definitions:

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

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

(Working Together to Safeguard Children 2018 HM Government)

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

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

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
- Child criminal exploitation
- Sexting
- Substance misuse
- Issues that may be specific to local area or population, for example gang activity and youth violence
- Particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation and forced marriage

RATIONALE:

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

in Education September 2020 (KCSIE 2020), in light of current circumstances this policy is under review and is linked to Child Protection and Safeguarding Addendum.

The McAuley Catholic High 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 and return to the Local Authority (LA) on a yearly basis. This policy demonstrates the school's commitment and compliance with safeguarding legislation.

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

PURPOSE:

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

- The welfare of the child is paramount.
- All children regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection.
- Everyone who works with children has a professional responsibility to keep them safe (*Working Together 2018*).
- All staff have an equal responsibility to act on suspicion or disclosure that may suggest a child is at risk of harm, any professional with concerns about a child's welfare should make a referral to the Doncaster Children's Trust, and professionals should follow up their concerns if they are not satisfied with the response. (*Working Together 2018*).
- Pupils and staff involved in safeguarding issues receive appropriate support and training outlined in the DSCP workforce development strategy and Doncaster Children and Young Peoples Plan.
- Staff to adhere to a Code of Conduct and understand what to do if a child discloses any allegations against teaching staff, Head teachers or the Governing Body.
- To develop and promote effective working relationships with other agencies, especially the police and social care.
- To ensure all staff have been recruited in accordance with safer recruitment principles and a single central record is kept to monitor that all required vetting checks have been carried out before appointments are made. These include satisfactory (enhanced) DBS (incorporating a barred list check), prohibition from teaching, prohibition from leadership and management, satisfactory references which have been validated, medical declaration, right to work in the UK, full identity information are made in accordance with guidance. Any gaps in personnel files are noted and reasonable steps are taken to rectify with on-going supervision (see DMBC update – Annex 1).
- We have a safe school with confident staff, confident parent/carers and confident pupils who know how to recognise and report safeguarding concerns.
- All staff understand the categories of abuse, indicators and know how, when, who and how to record and report all safeguarding concerns.
- Understand ward level data and local priorities linked to

There are 4 main elements to the Policy:

- A. **Prevention** – through the curriculum and pastoral support offered to pupils and through the creation and maintenance of a whole school/setting protective ethos.
- B. **Procedures** – for identifying and reporting cases, or suspected cases of abuse.
- C. **Support to Pupils** – who may have been abused, including early preventative work.
- D. **Preventing unsuitable people working with children** – by following the Department for Education (DfE) KCSIE September 2020 statutory guidance – Part three: Safer Recruitment. We also follow local Safeguarding Children Partnership (DSCP) and HR procedures.

1 PREVENTION

The school will establish an ethos where:

- Children feel secure.
- Ensure children know that there are adults in the school who they can approach if worried or in difficulty.
- Include in the curriculum opportunities for PSHE to equip children with the skills needed to stay safe. This includes our PREVENT duty.
- 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 whole school safeguarding training and ensure all designated safeguarding officers/deputy safeguarding person attend three out of four annual network meetings and/or attend refresher Designated Safeguarding Person/Lead (DSP/L) training on a two yearly basis
- We will work collaboratively and with our Early Help Co-ordinators to improve outcomes for children and young people.
- We access the school nursing universal offer for all our children and young people.
- We keep our safeguarding training up to date; access Hays online training on an annual basis as well as receiving regular safeguarding updates 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 and deputy safeguarding lead(s) on our senior leadership team.
- We have a clear complaints policy and all staff are aware of whistleblowing procedures.

2 PROCEDURES AND RECORD-KEEPING

The McAuley Catholic High School will follow safeguarding/child protection procedures as produced by the Doncaster Safeguarding Children Partnership (DSCP)

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

Mr M Allison
mallison@mcauly.org.uk

01302 537396

The Single Point of Contact for Early Help / DCS Trust Multi Agency Access Point in McAuley are:

Mr M Allison & Ms T Newcombe

The Deputy Designated Safeguarding Lead (s) is:

Ms J Allport - jallport@mcauley.org.uk

01302 537396

Child Protection Officer

Ms T Newcombe – tnewcombe@mcauley.org.uk

01302 537396

The Designated Teacher for Looked After Children is:

Mr M Allison
mallison@mcauly.org.uk

01302 537396

The Nominated Child Protection/ Safeguarding Governor is

Dr P Hurley

phurley@mcauley.org.uk

01302 537396

The Nominated Governor for looked after children is

Dr P Hurley
phurley@mcauley.org.uk

01302 537396

The named complaints handler is:

Mr P Cleary – pcleary@mcauley.org.uk

Emmaus Team
Mental Health, LGBT and Welbeing & Anti Bullying Support

Mrs S Hibbert – shibbert@mcauley.org.uk
Mrs C Roberts – croberts@mcauley.org.uk

The Head Teacher is:
Mr J Rooney
jrooney@mcauley.org.uk
01302 537396

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

Contact Details: 01302 737748

Your Doncaster Council: Children and Young Peoples Safeguarding Manager is :
Sarah Stokoe 01302 736743
Doncaster Council: Children and Young Peoples Safeguarding Officer is:
Gill Whiteman 01302 862115

Please direct any online protection queries to Sarah or Gill and for any general safeguarding enquires (not LADO)

Email contact: CYPSSafeguarding@doncaster.gov.uk

Contact during out of School times and holidays

- **The DSL will provide all staff with an out of hours number for any staff who have concerns about a pupil. Contact details are available on the School website for parents or members of the public who have concerns about a child, including MAAP contact number on 01302 737777.**

The school will:

- Ensure it has a senior Designated Safeguarding Lead (DSL) who has undertaken appropriate Safeguarding (Child Protection) training.
- Ensure that designated staff will take advice from a Safeguarding (Child Protection) specialist when managing complex cases.
- The school will liaise with the LADO/ Children's and Young People's Safeguarding Team before investigating any allegation involving actual or suspected abuse of a child within 24 hours of disclosure and follow up referral in writing, using relevant contact pathways for the **MAAP** (*Multi Agency Access Point*), which is *Social Care and Early Help as one front door*.
- All school staff will pass any observations leading to suspicion of abuse, or information received about abuse, immediately to the Designated Safeguarding Lead, deputy Designated Safeguarding Lead or a member of the Safeguarding School Team.
- In the case of serious injury or allegation, the DSL will contact The Doncaster Children's Trust Multi Agency Access Point without delay.

- If the allegation of abuse is against the deputy or designated safeguarding person, the Head Teacher will speak with the Children and Young Peoples Safeguarding Team to discuss the next steps.
- If the allegation is against the Head Teacher, the Chair of Governors should be contacted immediately and advice from the Doncaster Council Children and Young Peoples Safeguarding Team sought within 24 hours. If the allegation is against both the Head Teacher and Chair of Governors the Doncaster Council Children and Young Peoples Safeguarding Team will be contacted. No member of staff will conduct their own investigation or pass on information to the alleged perpetrator.
- The emergency social services team should be contacted outside normal working hours 01302 796000. All staff will contact the LADO immediately to report any 'high level' concerns that meet the threshold for LADO and complete the DCS Trust secure referral form. With these cases, the Doncaster Council Safeguarding Service does not need to be informed.
- CE (CSE/CCE) – All staff are aware via whole school training on the signs of Child Sexual Exploitation and Child Criminal Exploitation and seek advice without delay. Please contact below:

CE 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

CCE Referral Pathway

Professionals to refer concerns to Targeted Youth Support contact number

Referral to children's services 01302 737200

- All parents and carers of families can contact the general contact number on 01302 737777. All staff are aware of the new MAPP/One Front Door Social Care Referral procedures. <https://dscp.org.uk/report-concern>
- 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 DSCP DCDOP procedures will be followed http://doncasterscb.proceduresonline.com/chapters/p_cdop.html
- Following any serious untoward incidents (SUI) procedure or where 'near miss' situations occur the DSL / Head Teacher will contact the Doncaster Council Learning Provision Service, this covers health and safety related incidents where safeguarding is compromised. Notification of near miss situations can also be emailed to sarah.stokoe@doncaster.gov.uk and paul.ruane@doncaster.gov.uk
- The school has an emergency plan in place to respond to unforeseen circumstances, e.g. staff/child unexpected death, site security threats, floods, storms etc.

- The school follows the Doncaster Council emergency procedures for hoax emails/threats and notify relevant officers should any email threats be made.
- Governors and senior leaders/DSL will continually review all policies required by law

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 and the Working Together 2018 changes including the mandatory reporting duty.
- Knows the name of the designated person and his role and responsibility.
- Have an individual responsibility to refer Safeguarding (Child Protection) concerns.
- Will receive training at the point of induction so that they know:
 - Their personal responsibility/code of conduct/teaching standards
 - DSCP child protection procedures and know how to access them
 - Understand the definitions of abuse, physical abuse, emotional abuse, sexual abuse and neglect
 - The need to be vigilant in identifying cases of abuse at the earliest opportunity
 - How to support and respond to a child who discloses significant harm (either actual or likely)
- Knows their duty concerning unsafe practices in regard to children by a colleague.
- The designated person will disclose any information about a pupil to other members of staff on a need to know basis.
- The school 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.
- Monitors internet usage in accordance with PREVENT/KCSIE and knows how to recognise and respond to inappropriate internet use.

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

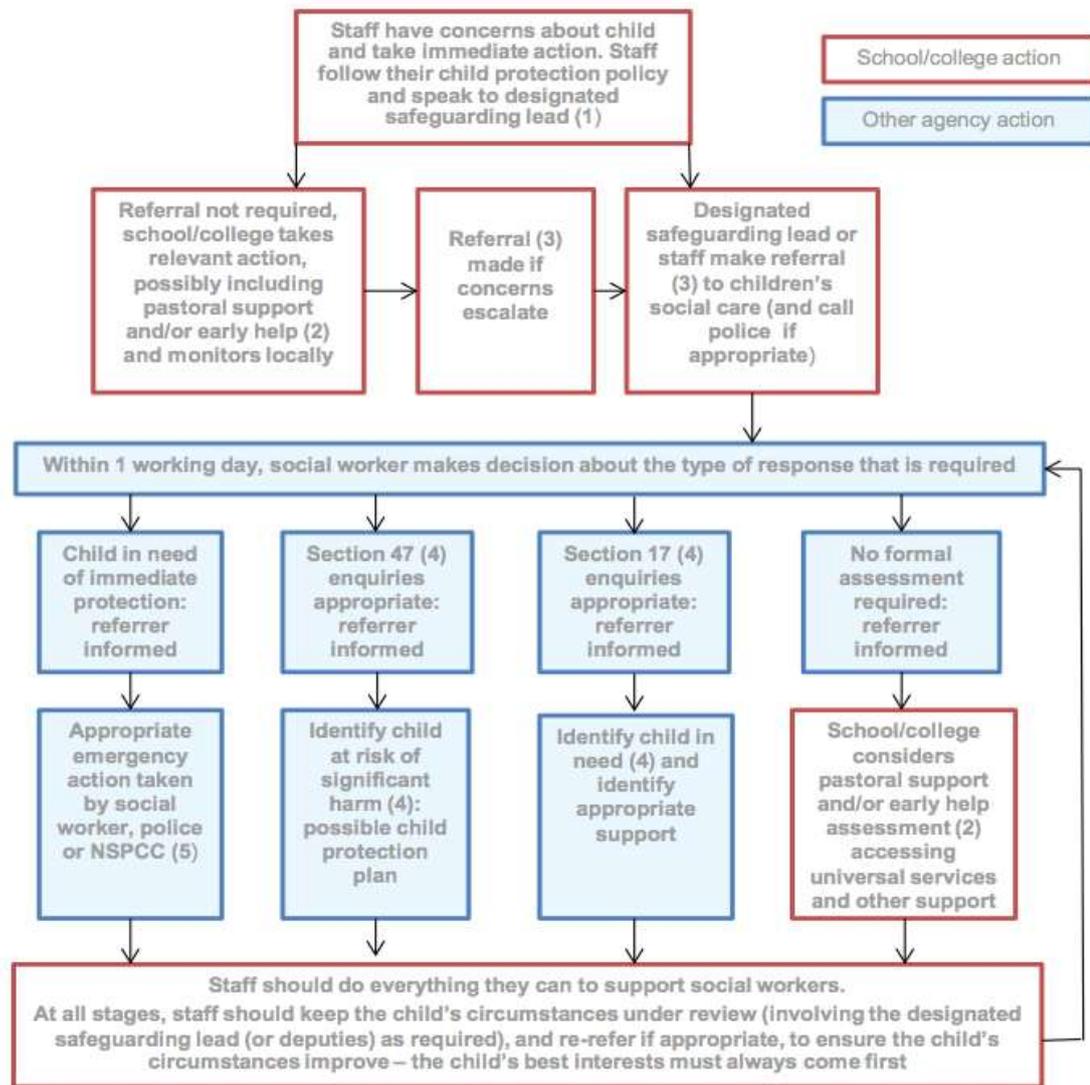
- Listen rather than directly question; remain calm.
- Never stop a child who is recalling significant events.
- Make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words), all this information should be placed on CPOMS.
- Advise that 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 or the Safeguarding Team, who will notify with the DCS Trust MAAP/One Front Door Referral Procedure and follow up any child protection concern immediately in writing

- For children with CP plans/named lead practitioner/named social worker (CIN) where new information is shared by the young person, the DSL will ensure information is shared with the social worker and not withheld until core/review meetings take place.
- At no time promise confidentiality.

Working Together (2018) and Keeping Children Safe in Education (2019) provides a diagram to show the expected response to raising any safeguarding concerns.

See table below:

Actions where there are concerns about a child



- (1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
- (3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).
- (5) This could include applying for an Emergency Protection Order (EPO).

4 RECORD KEEPING

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

secondary school whilst the Primary School should keep a copy of the child protection element for the prescribed timescale

4.1 Records and Monitoring (see also Section 16)

- 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 recorded on CPOMS and members of the safeguarding team alerted, both via CPOMS and in person.
- 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. The chronology is automatically created on CPOMS and Cause for Concerns highlighted.
- Any issue that arise that are 'Cause for Concern' and not viewed as direct safeguarding concern should be highlighted on CPOMS as 'Cause for Concern'.
- Files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

4.2 Why recording is important

- The DSL will share **all** safeguarding information with any transfer/receiving school without delay.
- Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages are from serious case reviews are in terms of recording and sharing information.

5 In-school procedures for protecting children

All staff will:

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

6 Responsibilities of the Designated Safeguarding Lead/Officer

The DSL Mr M Allison has a clear job description as outlined in Keeping Children Safe in Education 2020 and agreed safeguarding cover arrangements during school holidays for agencies to contact are in place.

The method for contact will be central School email published on the School website safegaruding@mcauley.org.uk The named Safeguarding Lead during holiday periods representing the school / academy is:

Mr M Allison - this will be communicated to the DCST Child Protection Team.

- The DSL is supported by the following appropriately trained designated staff: Child Protection Officer Ms T Newcombe, Deputy Designated Safeguarding Lead Ms J Allport and Headteacher Mr J Rooney, they are responsible for co-ordinating all child protection activity.
- The DSL must ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues; have access to regular safeguarding supervision.
- Where the school has concerns about a child, the DSL will act as a source of support, advice and expertise to staff on matters of safety and safeguarding, and when deciding whether to make a referral by liaising with relevant agencies.
- The DSL and Child Protection Officer are responsible for referring all cases of suspected abuse to the one front Door Doncaster Children Services Trust. KCSiE (DfE 2020) states that anyone in the school setting can make a referral. If this is the case the DSL should be informed as soon as possible, that a referral has been made.
- The DSL will liaise with the head teacher to inform him or her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to meet the needs of an individual child and /or family.
- Once a child protection cause for concern form has been passed to the DSL or Safeguarding Team, they will create a new incident on CPOMS. If pupils are open to EHA the case file will to be updated.
- Designated staff must keep detailed, accurate, secure written records of concerns and referrals, which clearly reflect the wishes and feelings of the child. This should all be recorded on CPOMS, any supporting documents uploaded.
- If concerns relate to more than one child from the same family at the establishment, a separate file for each child should be created and cross-referenced to the files of other family members. Common records, e.g. child protection conference notes, should be duplicated for each file. Students will be linked on CPOMS.
- Child Protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child; school will not keep family files. Original files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation. The

School uses CPOMS where possible, however, when a file is transferred to the School it will be held in the secure filing cabinet.

- Access to these files by staff other than the designated staff will be restricted, and a written record will be kept of who has had access to them and when. This is done through CPOMS and is noted on the audit.
- Designated staff must understand the assessment process for providing Early Help and intervention, for example through locally agreed common and shared assessment processes such as Early Help assessments.
- Designated staff have a working knowledge of how local authorities conduct a child protection case conference (ICPC) and a child protection review conference (RCPC) and will attend and contribute to these effectively when required to do so.
- Designated staff ensure all adults including each member of staff, trainee and volunteer has access to and understands the school's child protection policy and procedures, including new and part time staff.
- Designated staff must be alert to the specific needs of children in need, those with special educational needs and young carers.
- The Safeguarding team encourage a culture of listening to children amongst all staff.
- The Safeguarding team ensure that they are appropriately trained to fulfil this role.

6.1 Raising Awareness

- The DSL will ensure the school policies are known, understood and used appropriately.
- Ensure the school's safeguarding and child protection policy is reviewed annually and the procedures and their implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- This policy is linked with the local authority and DSCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Child protection records are held securely, with access being restricted to the Safeguarding Team. The following information must be kept securely with restricted access, via CPOMS:
 - Chronology
 - cause for concern highlighted were appropriate.
 - Any child protection information received from the child's previous educational establishment (When this comes in paper form this will be referred to on CPOMS)
 - Records of discussions, telephone calls and meetings with colleagues and other agencies or services
 - Professional consultations

- Letters sent and received relating to child protection matters
 - Referral forms sent to DCST other external agencies or education-based services.
 - Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate
 - Formal plans for or linked to the child, e.g. child protection plans, Early Help (previously known as CAF's), risk assessments etc.
 - A copy of the support plan for the young person
- When a child leave, the school will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known), within 15 schools days.
 - The school does keep copies of the child protection file and the chronology summary. The school sends the originals and requests a receipt of Handover
 - If a pupil is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded on to the relevant organisation in accordance with the 'The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records.
 - If a parent chooses to electively home educate (EHE) their child, the child protection record must be forwarded to the EHE team at DSCB , following the above procedure for delivery of the records

6.2 Archiving

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

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

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

- A pupil or their nominated representative has the legal right to request access to information relating to them. This is known as a subject access request. Therefore, it is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.
- Any child who has a child protection file has a right to request access to it. In addition, the Education (Pupil Information) (England) Regulations 2005 give parents

the right see their child's school records. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:

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

7 Information sharing

- When there is a concern that a child is at risk of significant harm, all information held by the School will be shared with Children's Social Care, Police and Health professionals. Section 47 of the Children Act 1989 and sections 10 and 11 of the Children Act 2004 empower all agencies to share information in these circumstances.
- On occasions when safeguarding concerns exist for a child in the context of a family situation and siblings attend other educational establishments or the children are known to other agencies, it may be appropriate for the designated safeguarding staff to consult with, on a confidential basis, their counterpart from other establishments or other agencies to share and jointly consider concerns. If in any doubt about the appropriateness of this process, advice can be sought from the MAAP Team Professionals Line on 01302 737033
- In accordance with the Data Protection Act 2018, the Police are allowed access to school records in certain circumstances such as criminal investigations. If you have any queries regarding Police access to any school records.
- It is good practice to seek consent from the child or their parent before sharing information. Children over the age of 12 years are considered to have the capacity to give or withhold consent to share their information, unless there is evidence to the contrary; therefore, it is good practice to seek their views. If the young person is over 16, they should be involved in decision-making about information sharing, unless they do not have the capacity to give consent.

- However, consent is not always a condition for sharing and sometimes we do not inform the child or family that their information will be shared, if doing so would:
 - place a person (the child, family or another person) at risk of significant harm; or
 - prejudice the prevention, detection or prosecution of a crime; or
 - lead to unjustified delay in making enquiries about allegations of significant harm to a child or serious harm to an adult.
- Consent should not be sought if the School is required to share information through a statutory duty, e.g. section 47 of the Children Act 1989 as discussed above, or court order.

8 Working with parents and other agencies to protect children

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

9 Early Help Enquiry

The Early Help enquiry through MAAP (Multi Agency Access Point) has been established to improve communication, information sharing; and to support more effective delivery of services where there is a need. MAAP is composed of the Early Help Hub and Social Care team.

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

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

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

Email: earlyhelphub@doncaster.gov.uk

If you believe that an early help is needed, discuss the situation with the parent/carers and gain their signed consent to make the Early Help Enquiry through MAAP. The 'Early Help for your Family' information and consent leaflet will help you have this conversation. Once consent is gained, complete the online form within the DSCP website <https://dscp.org.uk/professionals/early-help> and attach a copy of the consent form. The Early

Help Hub within MAAP will screen your enquiry to establish the threshold of need and who would be the most appropriate Lead Practitioner.

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

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

The Early Help process 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 MAAP Service on:

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

Telephone: 01302 796000 (outside office hours)

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

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

9.1 Multi-agency work

We work in partnership with other agencies in the best interests of the children. Therefore, school will, where necessary, liaise with the school nurse, family GP, Childminder/Early Years provider; Short Breaks or Out of School Club provider; MAAP Service etc. Requests for MAAP Service should (wherever possible) be made by the Safeguarding Designated Staff to the MAAP Service on 01302 737777. Where a child already has a child protection social worker, the school will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker.

- We will co-operate with MAAP Services in accordance with the requirements of the Children Act and allow access to child and child protection records for them to conduct section 17 or section 47 assessments.
- The school will ensure representation at appropriate inter-agency meetings (such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings) at all times.
- The school will provide reports as required for these meetings. If school is unable to attend, a written report will be sent in time to support the meeting. The report will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- Where a child in school is subject to an inter-agency child protection plan or any multi-agency risk management plan school will contribute to the preparation, implementation and review of the plan as appropriate.

10 The Curriculum

- Relevant issues are addressed through the PSHE curriculum and form activities, including self-esteem, emotional literacy, assertiveness, power, sex and relationship education, online safety, online bullying, sexting, child exploitation (CE) , Child criminal exploitation, child sexual exploitation (CSE), sexual harassment, female genital mutilation (FGM), preventing radicalisation, peer on peer abuse and anti-bullying.
- Relevant issues will be addressed through other areas of the curriculum, including, English, Science, History, Drama, PSHE, Art and assemblies.

11 Other areas of work

- Our safeguarding/child protection policy is not separated from the general ethos of the school, which should ensure that children are treated with respect and dignity, feel safe, and are listened to.

12 Our role in supporting children

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

In cases where children have experienced abuse/abused others, an individual pastoral support plan will be devised, implemented and reviewed regularly should the pupil require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e. Key worker, Head of Year, EMMAUS Team) and the child's wishes and feelings. A written outline of the individual support plan will be kept on CPOMS.

13 Children with additional needs (including LAC)

When the school is considering excluding, either fixed term or permanently, a vulnerable pupil and/or a pupil who is either subject to a S47 Child Protection plan or there are/have previously been child protection concerns, the Head will be made aware of all concerns. If the pupil has a social worker they will be informed and in the case of LAC pupils the Virtual School will be informed and a copy of the exclusion letter sent to them.

14 Part time provision / timetables

There are rare and exceptional circumstances where it may be necessary for a student to be placed on a part-time timetable for a limited period. The statutory guidance says:

“In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil's individual need. For example, where a medical condition prevents a pupil from attending full-time education and a part time package is considered as part of a reintegration package. A part-time timetable must not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit

by which point the pupil is expected to attend full-time or be provided with alternative provision. (p14, School Attendance, DfE)”

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

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

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

15 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 on CPOMS 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.

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 Children’s Services Trust MAAP Service in line with the Early Help model.

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

The Senior Designated Person will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an on-going dialogue with pastoral staff through Year Team meeting and COS meetings). 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 Multi Agency Access Point (MAAP) 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.

16 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.
- Children Missing Education (CME) will be referred to the LA as soon as the School are aware of they are missing. The Parent Support Officer will log and CME and track their progress once referred to the LA.
- Elected Home Education (EHE) If a parent/carer elects to EHE then the School will try and meet with them to discuss the reason for this and offer alternatives. If the parents decides to proceed, the School will do a home visit prior to completing the application to ensure no safeguarding concerns.

17 SUPPORTING PUPILS AT RISK (Including SEND and LAC)

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 appropriate face to face Safeguarding training
- When a pupil on the Child Protection register transfers to another school/setting, information will be transferred safely and securely to the new school/setting immediately
- Recognising, reporting and responding any behaviours consistent with radicalisation/extremist behaviours
- Recognising, reporting and responding to any suspected FGM practice
- The school acknowledges serious case review findings and shares lessons learned with all staff to ensure no child falls through the gap

- The school knows how to identify and respond to the four main categories of abuse. All staff understand the main categories of abuse from the whole school training; Physical, Emotional, Sexual and Neglect
- All staff are aware and understand of the definitions by reading Part 1, KCSIE 2019:
- 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.

18 Early Help Support

The Early Help Coordinators will support with TAF meetings, Lead Professional roles, Stepping cases up to social care under section 17 and provide case advise / guidance. In addition to the Early Help Enquiry 'One Front Door' DSLs will also liaise with Early Help Coordinators to ensure early help assessments are supported, implemented and reviewed.

- Early Help Coordinator contacts:
Tel: 01302 736250 or Email: earlyhelpcoordinator@doncaster.gov.uk
- Early Help Pathway Leads:
North & South - Cheryl Duffield Tel: 01302 735598 or
email: cheryl.duffield@doncaster.gov.uk

Central & East – Emma McDonagh Tel : 01302 862682 or
email: emma.mcdonagh@doncaster.gov.uk
- Early Help Pathway Manager:
Dawn Lawrence Tel: 01302 734946 or email: dawn.lawrence@doncaster.gov.uk

19 Children Missing Education

- A child going missing from education is a potential indicator of abuse or neglect. School staff members must follow the Doncaster safeguarding Children Partnership and LA procedures for children missing education and notify the APSW team in accordance with LA procedures.
- The school will have a number of contacts that are checked on a regular basis and home visits completed.
- Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. School staff members should follow the school's procedures for dealing with children who are absent/go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- We will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in Children Missing Education – Statutory guidance for local authorities 2016

- Where child sexual exploitation or child criminal exploitation, or the risk of it, is suspected, frontline practitioners should complete a cause for concern form and pass onto the designated member of staff for child protection or contact the Child Exploitation Team. Education contacts are Carmel Bartlett/Jayne Pezzulo.
- The DSL should complete the CE checklist tool (see below) for partners and refer to the table at the end of the tool to help decide how to proceed; a copy of the completed tool will be kept in the child's child protection records for future reference.
- If the child/young person already has an allocated social worker, the DSL will contact them (or their team manager) to discuss any concerns about child exploitation.
- A copy of the CE checklist tool for partners can be obtained from:
<http://www.DSCP.co.uk/sexual-exploitation>
http://doncasterscb.proceduresonline.com/chapters/p_gang_activity.html?zoom_highlight=CCE
- We will ensure the school works in partnership with parents/carers and other agencies as appropriate. This includes facilitating return to home interviews as requested.

20 SCHOOL NURSING – ACCESS TO UNIVERSAL PROVISION

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

21 Mental Health Support and CAMHS

The Schools EMMAUS Centre offers support to pupils who struggle with mental health, they do this with targeted work on a range of areas such as self-esteem, anxiety, anger management, etc. There is also a triage service period one of every School day for any pupils who need additional support.

The EMMAUS also offer Support through Hallam Care services, who offer bespoke support to students with the School.

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

22 SUICIDE PREVENTION

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

23 WHISTLE BLOWING

- We recognise that children cannot be expected to raise concerns in an environment where staff fails 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 Doncaster Council, Children and Young People Safeguarding Team or LADO following the Whistleblowing Policy.
- Whistle blowing re the Head Teacher should be made to the Chair of the Governing Body whose contact details are readily available to staff (as pertinent to setting).
- Ofsted also may wish the LA to investigate any whistleblowing concerns and the school will work with the LA should this arise
- KCSIE details Ofsted and NSPCC as additional whistleblowing options.

24 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.
- We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- The school understands how to report any injuries to staff to the health and safety team.

- We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary and a clear Code of Conduct is in place for all staff. All staff are aware of the role of LADO and what constitutes a referral to LADO following any allegation of using force or restraint.

25 ANTI-BULLYING / INTERNET SAFETY / SOCIAL MEDIA/ PEER ON PEER ABUSE

- We adhere to DfE Statutory Guidance
- Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic, trans, and gender related bullying.
- We are guided by DfE documentation Teaching Online Safety in Schools
- We record all incidents of cyber bullying in accordance with DfE Statutory Guidance
- We keep a record of known bullying incidents. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse. We keep a record of bullying incidents.
- Internet Safety/E-Safety – The school has an e-safety policy in place (See E-Safety Policy)
- We have CEOP trained staff in school and take part in National and local activities to reduce bullying, Including the School Buddies.
- The CEOP eye is promoted and viable around school so all young people know how to report any inappropriate content received on-line.
- Abuse is Abuse and should never be passed off as 'banter' or 'having a laugh'.
- We have recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously; and
 - the different forms peer on peer abuse can take, such as:
 - sexual violence and sexual harassment
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - sexting/youth produced imagery: ; and
 - initiation/"hazing" type of violence and rituals (forcing someone to perform humiliating/dangerous actions).
 - Upskirting
 - Serious Violence

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

Hate crime

- Our policy on Equality, Inclusion and Diversity 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.
- The School CPOMS system is used a reporting system to record any incidents in line with the latest DfE guidance.
- The DSL understands how to report Hate Crime.

- The DSL understands how to support young people and families to access LGBTQ support through family and Youth Hubs. Young people requiring additional support may access CAMHS provision or School Nursing services. The Schools EMMAUS team also support pupils to access support.
- The school curriculum reflects opportunity to explore difference and celebrate diversity and has resources listed on the Stonewall website.

26.1 Trans Young People

The School gives consideration to using non-specific gender language in school. 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. The Schools works with parents/carers to ensure the child's needs are met.

27 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 less than eighteen years of age.

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

28 PREVENTING RADICALISATION

Our setting knows how to recognise and respond to any behaviour that could link to radicalisation/extremism. Our Children and Young Persons Police Officer (CYPO) is the first point of contact and any behaviour from staff or pupils that may point to concerns relating to radicalisation/extremism will be discussed with the CYPO immediately, or if unavailable to call 101. If travel abroad is a suspected/immediate threat, staff are aware to call 999/MAAP one front door service and they also have access to the confidential anti-terrorist hotline 0800789321. The South Yorkshire Police PREVENT team will also provide

a response to any PREVENT related concerns - Prevent Inbox:

Prevent_Inbox@southyorks.pnn.police.uk .

38.1 Radicalisation

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

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

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include family members or friends, direct contact with members, groups and organisations or, increasingly, through the internet, including through social media sites. This can put children and young people at risk of being drawn into criminal activity and has the potential to cause significant harm. Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right (UK) and international terrorist organisations such as Al Qaeda and the Islamic State.

Potential indicators identified include:

- Use of inappropriate language
- Possession of violent extremist literature
- Changes in behaviour, language, clothing or appearance
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

29 PREVENT

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

29.1 Responding to concerns

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

For all other matters, contact the South Yorkshire Police PREVENT team direct
Schools and colleges are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting

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

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

How to report on-line extremist material is available and visible in our school.

<https://www.gov.uk/report-terrorism>

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

In Doncaster, all early / low-level concerns will be co-ordinated via your CYPO. Staff know how social media can be used to encourage travel to Syria and Iraq and what to do if they suspect travel to areas where travel warnings are in place. The school has undertaken a prevent self-assessment and all staff are aware of spotting the signs.

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

31 FGM (FEMALE GENITAL MUTILATION)

Female Genital Mutilation: The Mandatory Reporting Duty

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

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

Under the mandatory reporting requirements, teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out (either through disclosure by the victim or visual evidence) on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate (KCSiE, September 2020).

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

All staff have read and understand the mandatory reporting included in keeping Children Safe in Education September 2020 – Part 1.

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

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

32 Honour Based Violence

The police definition of Honour Based Violence is:

- *‘A crime or incident which has or may have been committed to protect or defend the honour of the family and or community’*
- Honour Based Violence is where a person is being punished by their family or community for actually or allegedly undermining what they believe to be the correct

code of behaviour. By not conforming it may be perceived that the person may have brought shame or dishonour on the family.

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

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

33 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.

34 Private Fostering

Private Fostering – A Definition

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

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

More information is on the website:

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

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

Katie Fisher – Fostering Team Manager 01302 735060 Katie.Fisher@dcstrust.co.uk

Domestic Violence and Abuse

All staff recognises the signs of domestic abuse and knows how to refer concerns to the DSL lead. The early hub acts as a gatekeeper to all referrals and if at immediate risk the DSL will liaise with the MAAP service.

We embrace best practice and offer all children a time out card, so they may access to pastoral care when they need to talk. This maybe through the EMMAUS team/Hallam Care Services or the Year head.

35 SUBSTANCE MISUSE

- Schools has a 'Smoke Free Environment' this includes a ban the use of e-cigarettes on school premises and grounds.
- The School address key issues to do with substance misuse including alcohol, drugs and tobacco use. This is addressed through a range of Subject as well as the School's PSHE curriculum and form time activities.

36 Hidden Harm

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

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

The DSL will refer any concerns to the Early Help Hub/MAAP 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.

37 CE - Child Exploitation (CCE and CSE)

The Doncaster Definition of Child Criminal Exploitation is:

- *Child Criminal Exploitation relates to any activity where a child, or vulnerable young adult up to the age of 21 (if they are also Care Leavers or accessing a service from the Children with Disabilities team), is coerced, groomed, incentivised or threatened to become involved in criminal activity where they are too fearful to refuse the activities requested of them.*
- *Child Criminal Exploitation may also apply to socially- isolated young people who feel a kinship to other young people, adults or groups who offer inclusion into a group in exchange for engaging in criminal activities, which they otherwise would not have done.*
- *Child Criminal Exploitation should also be considered in the cases of children whose parents are organised crime nominals and who are therefore exposed to criminal activity, whether they are engaged in it themselves, or observe it, as a consequence of residing in that household and the child's emotional, mental or physical health is impacted upon as a result.*

It is important to have a clear definition of what constitutes CE if we are accurately to gauge the scale of the issue locally. The following is an extract from the Doncaster Child

Sexual Exploitation Strategy where it seeks to define CCE:

Child Exploitation relates to any activity where a child, or vulnerable young adult up to the age of 21 (if they are also Care Leavers or accessing a service from the Children with Disabilities team), is coerced, groomed, incentivised or threatened to become involved in criminal activity where they are too fearful to refuse the activities requested of them.

Indicators of involvement in child criminal exploitation:

- Child withdrawn from family;
- Sudden loss of interest in school. Decline in attendance or academic achievement (although it should be noted that some gang members will maintain a good attendance record to avoid coming to notice);
- Being emotionally 'switched off', but also containing frustration / rage;
- Starting to use new or unknown slang words;
- Holding unexplained money or possessions;
- Staying out unusually late without reason, or breaking parental rules consistently;
- Sudden change in appearance – dressing in a particular style or 'uniform' similar to that of other young people they hang around with, including a particular colour;
- Dropping out of positive activities;
- New nickname;
- Unexplained physical injuries, and/or refusal to seek / receive medical treatment for injuries;
- Graffiti style 'tags' on possessions, school books, walls;
- Constantly talking about another young person who seems to have a lot of influence over them;
- Breaking off with old friends and hanging around with one group of people;
- Associating with known or suspected gang members, closeness to siblings or adults in the family who are gang members;

- Starting to adopt certain codes of group behaviour e.g. ways of talking and hand signs;
- Going missing;
- Returning home looking dishevelled;
- Being found by Police in towns or cities many miles from home;
- Expressing aggressive or intimidating views towards other groups of young people, some of whom may have been friends in the past;
- Being scared when entering certain areas;
- Concerned by the presence of unknown youths in their neighbourhoods.

An important feature of gang involvement and child exploitation is that, the more heavily a child is involved, the less likely they are to talk about it.

If there is any concern that a child/ young person is being criminally exploited there is a duty to safeguard their well- being. Early intervention is key to prevent escalation. A referral to children's services is necessary or if the child/ young person is thought to be at immediate danger then DCST MAAP/One Front Door and or the Police need to be informed without delay. Prompt response may prevent them or others being harmed.

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

38 PROCEDURE FOR MANAGING ALLEGATIONS AGAINST STAFF, CARERS AND VOLUNTEERS

- The school follows the agreed DSCP local procedures for Procedure for Allegations Against Staff, Carers and Volunteers
- Procedures in the event of an allegation against a member of staff or person in school. Please also refer to the DCSP LADO page as above.
- These procedures must be followed in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:-
 - behaved in a way that has harmed a child or may have harmed a child
 - possibly committed a criminal offence against or related to a child
 - behaved in a way that indicates s/he is unsuitable to work with children

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

- Physical includes, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- Emotional includes, for example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, disability or sexuality.
- Sexual includes, for example, sexualised behaviour towards pupils, sexual

harassment, sexual assault and rape.

- Neglect: may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.

The role and function of the LADO is set out in statutory guidance (*Working Together to Safeguard Children 2018 and Keeping Children Safe in Education September 2020*) and included within the wider framework for inter-agency cooperation as set out in Section 11 Children Act 2004.

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

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

The LADO role is also established to provide advice and guidance to schools, colleges and academies to help them decide whether a referral is necessary in accordance with the criteria above, or whether other action is more appropriate given initial findings. Where referral criteria are met, the LADO role facilitates a monitoring and tracking process, arranges strategy meetings and liaises with the police and other agencies in accordance with individual circumstances.

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

LADO arrangements in Doncaster

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

Direct referrals to the LADO must be made by the Head Teacher in consultation with the designated safeguarding lead, where there is reasonable cause to believe that one or more of the criteria set out above are met. It is important that referrals are made by the Head Teacher to ensure that accountability requirements are maintained in accordance with current statutory guidance. Referrals must be made without undue delay.

The LADO referral form can be accessed from the on-line DSCP procedure manual
http://doncasterscb.proceduresonline.com/chapters/p_alleg_staff_vols.html?zoom_highlight=managing+allegations+against+staff

Where the concern relates to the Head Teacher the rule of upward reporting prevails and it will be the responsibility of the Chair of Governors, Board or Committee to refer to the LADO as above.

Concerns regarding the immediate safety of children and young people must be referred to the Children's Services Trust without unnecessary delay. Or if not response is available and an immediate significant threat is posed via direct contact with the Police / NSPCC. In normal circumstances, it is expected that sufficient information is obtained by the Head Teacher, without embarking on formal interviews, regarding the exact circumstances of the concern about an adult to ensure that reasonable decisions can be taken with regard to further action. Where there is doubt about meeting the criteria for direct referral to the LADO, initial advice should be sought from the Doncaster Council: Children and Young Peoples Safeguarding Service. Where necessary, referrers can seek advice from the LADO service to determine whether an immediate referral is warranted or whether additional steps are required first in order to gather more information.

The Doncaster Council Children and Young People Safeguarding Inbox details are EducationSafeguarding@doncaster.gov.uk

Head Teachers or other education staff should not investigate the matter by interviewing the person against whom an allegation has been made, the child or potential witnesses, but should only gather sufficient information to establish whether there is enough credible information to determine whether the criteria for referral have been met (this is known as a 'fact find'). ***Where there is a concern a child may be at risk of harm, referrals must not be delayed in order to gather information:***

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

Contacts

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

Tel: [01302 737748](tel:01302737748) or [01302 737332](tel:01302737332)

Email: LADO@dcstrust.co.uk

Doncaster Council: Children and Young People Safeguarding Service

EducationSafeguarding@doncaster.gov.uk (monitored daily)

Sarah Stokoe on 01302 736743

Gill Whiteman on 01302 862115

Recording, monitoring and tracking

The LADO service will maintain a confidential system to monitor and track the progress of referrals in line with Data Protection requirements. Referral information relating to schools, colleges and academies will be routinely shared with the Head of Service for LOCYP. The Schools will ensure that the records they keep meet confidentiality standards which respect the confidentiality of the alleged victim(s) and/or the alleged adult perpetrator of harm to a child(ren). Records should only contain factual information about the alleged perpetrator and care must be taken not to incorporate information about the alleged victim(s) into this record (which should be kept separate).

39 GOVERNING BODY RESPONSIBILITIES

A safer school culture

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

39.1 Safer Recruitment, selection and pre-employment vetting

- The school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSiE (2020), including the recommendation of Section 128 checks for Governors and/or those responsible for the management of a school setting.
- The school will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK. Governors check the SCR against personnel files on a regular basis.
- All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.
- The school will ensure that all recruitment panels include at least one person that has undertaken safer recruitment training as recommended by the Local Authority
- The school will ensure that a person who is prohibited from teaching will not be appointed to work as a teacher in the school.
- The school will ensure that appropriate DBS risk assessments will be undertaken as required. Advice and support for carrying out risk assessments can be accessed through the schools HR Advisor/Provider/Contact.
- A change in the law means that Disqualification by Association will only apply on domestic premises. However, Disqualification under the Childcare Act 2006, still applies to staff themselves. Schools must no longer ask about the cautions or convictions of someone living or working in their household. Disqualification under the Child Care Act still applies to staff themselves who work in a child care capacity, whether paid, volunteer or are on work placements. Relevant staff are those working in child care, or in a management role because they are: working with reception age children at any time; or working with children older than reception until age eight, outside school hours. Keeping Children Safe in Education (DfE, 2019) paragraph 136 also refers to disqualification: "For staff who work in childcare provision or who are directly concerned with the management of such provision, the

school needs to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2009”

- The Governing Body are responsible for liaising with the Head Teacher/Designated Staff over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils.
- The nominated Safeguarding Governor will support the designated safeguarding lead in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity.
- The DSL and named safeguarding governor are responsible for providing an annual report to the governing body of child protection activity. The local authority annual review monitoring return for safeguarding should be sufficient as an annual report for governors.
- The DSL must ensure that the annual review child protection monitoring submission is completed and returned in a timely manner to the local authority/LSCB. The return must be signed by the Chair of Governor’s to confirm that it is an accurate reflection of the safeguarding arrangements of the school.

40 HEALTH & SAFETY

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

41 MONITORING AND EVALUATION

- Safeguarding ‘Keeping Children Safe in Education 2020’ procedures will be monitored and evaluated by:
 - S175/157 action plan
 - CP case file auditing
 - Ofsted ‘quantifiable complaints’ Ofsted parental complaints received via the LA
 - Using the new Ofsted Inspection Handbook to review what constitutes ‘outstanding in safeguarding’
 - Ofsted parental dashboard
 - Governing Body visits to the school
 - Safeguarding audit tools
 - Anti-Bullying audit tools
 - 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.
- First aid procedures and health care plans

41.1 This safeguarding policy also links to our policies on:

- Complaints policy
- Behaviour
- Code of Conduct
- E-Safety Policy – on line protection
- Whistleblowing
- Anti-bullying
- Health & Safety
- Attendance
- British Values
- Teaching and Learning
- Administration of medicines
- Drug/alcohol/substance misuse
- Risk Assessment
- Emergency Plan

