Exceed Learning Partnership
• EVERY CHILD • EVERY CHANCE • EVERY DAY •

SAFEGUARDING AND CHILD PROTECTION POLICY CHILDREN AND YOUNG PEOPLE

Named Designated Safeguarding Lead responsible for policy: **Named Principal:**	**MRS FAYE PARISH / MRS LINDSAY SMITH** **MRS FAYE PARISH**
Approved by Designated Safeguarding Lead:	**Date: September 2021** **Signature:**
Signature of Chair of Governors:	**(One signature must be Local Governing Boards representative)**
Next Date to be reviewed Annually	**September 2022**

This policy was updated on 1st September 2021 in line with KCSIE 2021 regulations and amendments. Published guidance can be found at the link below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007260/Keeping_children_safe_in_education_2021.pdf

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Exceed Learning Partnership Statement

Academy Trust Responsibility:

Every Child, Every Chance, Every Day is the ethos of Exceed Learning Partnership Trust. Supporting all children to feel safe and happy at school is paramount. This policy is embedded within all our academies and in policies, practice and procedures. This was developed using Keeping Children Safe in Education (KCSIE) 2021.

The Directors and the Local Governing Boards will ensure this is adopted and implemented within the academies. Academies are responsible for reviewing and updating Trust safeguarding policy in line with legislative changes. All staff in the academy will ensure they will refer to the DSCP procedures on a regular basis.

http://doncasterscb.proceduresonline.com/

Exceed Learning Partnership has 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.

The Local Governing Boards approve the Section 175 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The Local Governing Boards approve the LGB, S175 or 157 and return to the Local Authority (LA) on a yearly basis. This policy demonstrates the academies commitment and compliance with safeguarding legislation.

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

Local Safeguarding and Child Protection

This policy does not replace the agreed DSCP Multi Agency Child Protection Tri-x procedures http://doncasterscb.proceduresonline.com/

Staff must ensure they refer to the DSCP procedures on a regular basis.
It is the responsibility of Governors to review the new Ofsted Education Inspection Framework (EIF) alongside Senior Leaders Schools -schools must review this policy in accordance with the new and publish their intent for safeguarding with information on how they will implement safeguarding and monitor impact.

It is the responsibility of Governors to review the new Ofsted Education Inspection Framework (EIS) alongside Senior Leaders. Each Academy will review this policy in accordance with the new legislation and publish this policy on the website. Each

Academy will implement monitoring procedures to ensure that the contents of the policy are understood by all within the organisation and reflected within practice.

It is the Exceed Learning Partnership intent that ALL educational establishments will be effective (outstanding) for safeguarding.

It is the responsibility of each academy to ensure they maintain an up to date safeguarding policy and keep in tune with the changing Government advice during Covid19 and attach amendments to this policy when statutory guidance is issued.

Each of our academies are currently operating in response to coronavirus (COVID-19) which is fundamentally different to business as usual, however, a number of important safeguarding principles remain the same:

- with regard to safeguarding, the best interests of children must always continue to come first
- if anyone in the academy has a safeguarding concern about any child they should continue to act and act immediately
- a DSL or deputy will always be available
- it is essential that unsuitable people will not be allowed to enter the children's workforce and/or gain access to children
- our children will continue to be protected when they are online

Within Exceed Learning Partnership Trust our academies take a whole institution approach to safeguarding. Any new policies and processes in response to COVID-19 do not weaken the approach to safeguarding or undermining their child protection policy. There is always a named Designated Safeguarding Lead (DSL) on site and another two appointed DSL's identified whom are part of SLT in ever the absence of the DSL.

Governors statement

- The Local Governing Board and staff of the academy 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 academy to identify, assess, and support those children who are suffering harm or who are likely to suffer harm and to keep them safe and secure whilst in our care.
- The Local Governing Board will ensure the Designated Safeguarding Lead and Deputy Designated Lead (s) have a job description in line with Keeping Children Safe in Education 2021 with dedicated time and support in place for the DSL to fulfill this duty.
- The responsibilities set out in this policy apply to all members of the academy

community including pupils, staff, governors, visitors/contractors, volunteers and trainees working within the school. It is fully incorporated into the whole academy ethos and is under pinned throughout effective leadership and supervision; the teaching of the curriculum including a well-planned and delivered programme of RSHE (Relationships, Sex and Health Education) / PSHE (Personal, Social, Health and Economic) education / SMSC (Spiritual, Moral, Social and Cultural) development and within the physical environment provided for the pupils.

- The Directors will ensure safeguarding self-evaluation takes place on a regular basis. An annual safeguarding audit will take place referred to as the statutory S175/157. The Local Governing Board require a termly safeguarding impact report to ensure all statutory requirements under KCSIE 2021 are fulfilled. Additional to this our Designated Safeguarding Governor will undertake the Level 3 Safeguarding training as well as attend in house training to support them in their role. They will continue to offer appropriate challenge to the DSL to ensure children are always at the heart of what we do. In line with KCSIE 2021 the Trust will identify a Deputy Safeguarding director in the ever absence of the Safeguarding governor so we continue to offer continuity and consistency within the academy.

- The Ofsted Inspection Handbook is benchmarked to ensure safeguarding is requirements are met in all academies. Within Exceed Learning Partnership Trust we have developed our own Safeguarding Audit framework which is carried out throughout the academic year with each DSL to ensure all statutory requirements are in practice.

- Each LGB and senior leaders/DSL will continually review all polices required by law https://www.gov.uk/government/publications/statutory-policies-for-schools

Signed CEO: B.A. Nixon

Signed Chair of Directors:

Chair of Governors Signature

Designated Safeguarding Governor Signature:

Date:

Safeguarding Children and young people Policy

Rationale:

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004, The Education Act 2002 and Working Together to Safeguard Children 2018. This policy reflects the statutory requirements within Keeping Children Safe in Education September 2021 and DSCP local policy and procedures. Including local lessons learned to ensure all children young people and families in Doncaster are supported,

EVERY CHILD, EVERY CHANCE, EVERY DAY

Children within our Trust will always be our main priority, with personalised learning as our starting point, making the challenges of 'Helping Children Achieve More' a reality.
Every child will have the opportunities to expand their horizons, and build the confidence, talents, interests, skills and qualifications to succeed as they make their way towards a fulfilling and prosperous adulthood.
The amount of time children spend in education is finite. We have a responsibility to ensure every moment a child is in an Exceed Learning Partnership School, must be spent productively.
Once wasted, it is gone forever and cannot be given back

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
- Capturing and advocating pupil voice
- Supporting children with SEND/ EHCP and additional needs
- Supporting children in Local Authority care (LAC) or placed under a Special Guardianship order
- The use of reasonable force
- Meeting the needs of pupils with medical conditions

- Providing first aid
- Educational visits
- Intimate care
- Internet or e-safety
- Appropriate arrangements to ensure school security, taking into account the local context.
- Mental health and well-being

It can involve a range of potential issues such as:

- Bullying, including cyber bullying, sexist bullying (by text message, on social networking sites, and so on) and prejudice based bullying
- LGTBQ, homophobic abuse, transgender abuse
- Racist, disability, and homophobic or transphobic abuse
- Radicalisation and extremist behaviour
- Child sexual exploitation
- Child criminal exploitation
- Sexual Violence and Harassment
- Sexting/Youth Produced Imagery
- Substance misuse
- Issues that may be specific to local area or population, for example gang activity and youth violence
- Involvement in Antisocial behaviour
- Children and families affected by Domestic Abuse
- Particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation and forced marriage
- Educating children and young people to stay safe on line during Covid19
- Children placed on asylum and families whom have no access to public resource funding

  This list is expanded within KCSIE Sept 2021 and local DSCP procedures detailing specific areas of safeguarding. All academies complies with statutory responsibilities.

KCSIE 2021 and DSCP-tri-ax Safeguarding Policy and Procedures manual both include wider safeguarding categories. All academies apply to practice. In addition
Informed Trauma and Adverse Child Experiences are demonstrated in safeguarding practice and “thinking the unthinkable” and ”it could happen here” is paramount.

PURPOSE:

Safeguarding is everyone’s responsibility and this is reflected within the policy but also in practice within each academy.

- 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, Principal or the Local Governing Boards.
- To develop and promote effective working relationships with other agencies, particularly 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 Exceed Learning Partnership – Annex 1).
- We have safe academies 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, such as:
  Local Advisory board meetings
  Local Solution groups

  Ensuring any community issues are raised in the correct forum and our children and families receive the right response at the right time and equally the right service.

Governors Responsibilities:

- The Local Governing Boards 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 2021 has been implemented and understood by all staff.

- This states that the Local Governing Boards should ensure that:
  - The academy has Child Protection procedures in place

- Review On Line security
- Have a robust PREVENT risk assessment in place
- The academy operates safe recruitment procedures and appropriate checks are carried out on new staff and adults working on the school site
- The school has procedures for dealing with allegations of abuse against any member of staff or adult on site
- The school has a member of the Leadership Team who is designated to take lead responsibility for dealing with Child Protection issues with a job description and time allocated to attend meetings and training.
- The Local Governing Boards should remedy any deficiencies or weaknesses with regard to Child Protection arrangements.
- The Local Governing Board has nominated a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Principal
-
- . *This should be the Chair of Governors or alternatively the CEO*.
- The Local Governing Board reviews its Safeguarding policy and procedures annually. RAG rating Annex 1.
- The Local Governing Boards approves the LA/DSCP annual Safeguarding Audit.
- It undertakes a review of behaviour and safety (safeguarding) as part of the Local Governing Boards self-evaluation on a regular basis.
- All members of the Local Governing Board understand and fulfil their responsibilities and discharge KCSIE 2021 requirements. They support the role of the designated safeguarding lead in managing referrals, training and raising awareness (KCSIE 2021).
- Ensuring the academy is compliant with Part 2: The Management of Safeguarding KCSIE 2021.
- The Local Governing Board has ensured all staff have read at least part 1 of the new KCSIE 2021 statutory guidance and this is now included in all staff induction and whole school training. Within the Trust all staff are required to undertake a short evaluation checking understanding of the guidance and how this is to be embedded within the academy.
- The procedures contained in this policy apply to all staff, volunteers, sessional workers, agency staff, contractors or anyone working on behalf of the Exceed Learning Partnership Trust. They are consistent with South Yorkshire Child Protection procedures/Doncaster Safeguarding Children Board (DSCP) child protection procedures.
- We fully embrace the KCSIE quotation “It could happen here” and “thinking the unthinkable”

- The Local Governing Boards are responsible for liaising with the Principal/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 DSL 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 Local Governing Board of child protection activity. The local authority annual review monitoring return for safeguarding should be sufficient as an annual report for governors.

- The DSL ensures the annual S175 review is submitted to the Local Authority. 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 academy.

- The Local Governing Board have child protection training on their strategic responsibilities in order to provide appropriate challenge and support for any action to progress areas of weakness or development in the school safeguarding arrangements.

- The chair is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Principal.

- In the event of allegations of abuse being made against the Principal or where the Principal is also the sole proprietor of an independent school, allegations should be reported directly to the local authority designated officer (LADO) without delay and within one working day.

- Under no circumstances will the Local Governing Board or Directors be given details of individual cases. Governors, will be provided with a report at the end of the academic year, outlining the number of cases dealt with and other statistics which do not identify individual children.

- The Trust will ensure that appropriate internet filters and appropriate web-use monitoring systems are in place. Children should not be able to access harmful or inappropriate material from the school or colleges IT system.

TERMINOLOGY:

Designated Safeguarding Lead (DSL) previously known as designated safeguarding officer or designated safeguarding teacher, the named person for safeguarding in education establishments. Each academy has a named Designated Safeguarding Lead which is compliant with KCSIE 2021.

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:

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 statutory guidance, DSCP, LADO, DBS and TSA and HR procedures.

A PREVENTION

Each Academy will embed our ethos Every child, Every chance, Every day where:

- Children feel secure.
- Ensure children know that there are adults in the academy who they can approach if worried or in difficulty.
- Include in the curriculum opportunities for PSHCE/SMSC/RSE to equip children with the skills needed to stay safe. This includes our PREVENT duty. http://intranet.doncaster.gov.uk/directorates/adults-health-wellbeing/preventing-people-being-drawn-into-extremism
- Include in the curriculum material, which will help children develop realistic attitudes to their responsibilities in adult life.
- It will work in accordance with 'Working Together to Safeguard Children 2018' and will support the 'Doncaster Early Help Offer' and new Localities way of working to ensure children and young people receive the most appropriate referral and access provision.
- Each academy will deliver an approved whole school safeguarding training and ensure all designated safeguarding officers/deputy safeguarding person attend three out of four annual network meetings annually, and attend refresher Designated Safeguarding Person/Lead (DSP/L) training on a two yearly basis
- Each DSL will work collaboratively and with the Local Authority Early Help Coordinators to improve outcomes for children and families.
- Our DSL will use evidence based ways such as Signs of Safety and Outcome Star as well as a multitude of other materials to capture and advocate each child's voice.

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

SAFEGUARDING KEY CONTACT DETAILS

The Designated Senior Member of staff /lead for Safeguarding (Child Protection) is: Faye Parish Designated Safeguarding Lead (DSL) is:	**Define holiday cover arrangements** The method for contact will be via email. The named Safeguarding Lead during holiday periods representing the school / academy is: Faye Parish Principal Head@sheepdiplane.doncaster.sch.uk 01302 842464
The Single Point of Contact for Early Help / DCS Trust Multi Agency Access Point in our setting is/are:	Lindsay Smith Inclusion Manager lsmith@sheepdiplane.doncaster.sch.uk 01302 842464 **A DSL will be available at all times.** ***There will always be a named DSL available to contact. In the event of self isolation there is a clear process in place as there are other named DSL's on site.*** ***Faye Parish – Principal*** ***Alison Parkhurst – Vice Principal*** ***Lindsay Smith – Inclusion Manager*** ***Mavis Graham – Office Manager***

Operation Encompass **(any changes to be emailed to cypssafeguardingsupport@doncaster.gov.uk)**	**Named lead for Operation Encompass is** **Faye Parish – Principal**

The Deputy Designated Safeguarding Lead (s) is / are:	Lindsay Smith lsmith@sheepdiplane.doncaster.sch.uk Alison Parkhurst Aparkhurst@sheepdiplane.doncaster.sch.uk Mavis Graham mgraham@sheepdiplane.doncaster.sch.uk
The Designated Teacher for Looked After Children is: Contact Details:	Faye Parish head@sheepdiplane.doncaster.sch.uk

The Nominated Child Protection/ Safeguarding Governor is Contact Details:	Mrs S Bradley 01302 842464 sbradley@sheepdiplane.doncaster.sch.uk
The Nominated Governor for looked after children is Contact Details:	Mrs D Wright 01302 842464 dwright@sheepdiplane.doncaster.sch.uk
The named PREVENT lead is:	Lindsay Smith lsmith@sheepdiplane.doncaster.sch.uk
The named CSE lead is:	Lindsay Smith lsmith@sheepdiplane.doncaster.sch.uk
The named Mental Health First Aider is:	A Parkhurst S Sparrow K Frost
The named on-line protection officer is: Anti-bullying officer is: LGBTQ lead is:	Mrs F Parish Principal head@sheepdiplane.doncaster.sch.uk 01302 842464
The named complaints handler is:	Faye Parish
The named LAC officer is:	DMBC Virtual Team
The named staff member to support sexual violence and harassment concerns	Faye Parish

The Principal is: Faye Parish The Principal is the lead officer for all allegations against staff Contact Details: Head@sheepdiplane.doncaster.sch.uk	

Only use this email address to contact LADO office: LADO@dcstrust.co.uk Contact Details: LADO Administrator- 01302 737332	The Local Authority Designated Officer (LADO) can be contacted by email or telephone: Conference Chairs will deputise where required. Low level LADO advice to educationsafeguarding@doncaster.gov.uk
Email contact	Your Doncaster Council: Children and Young Peoples Safeguarding Manager can be contacted on 01302 736743

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B PROCEDURES

Our academy will:

- Ensure it has 2 Senior Designated Safeguarding Lead's (DSL) who have undertaken appropriate Safeguarding (Child Protection) training (see above).

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

- Understand part 1 of KCSIE 2021 and the proposed Working Together 2018 changes including the mandatory reporting duty. All our staff will complete the Evaluation/survey to counter check knowledge to be compliant.
- Knows the name of the designated person and his/her role and responsibility.
- Have an individual responsibility to refer Safeguarding (Child Protection) concerns.

- Each member of staff 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 DSL will disclose any information about a pupil to other members of staff on a need to know basis.
- The academy will undertake appropriate discussion with parents prior to involvement with other agencies unless the circumstances preclude this.
- The academy 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 know how to recognise and respond to inappropriate internet use.
- Ensure that staff will take advice from the DSL when managing complex cases.
- The Principal/DSL 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 **MASH** *(Multi Agency Access Point), which is Social Care and Early Help as one front door.*
- All staff within each academy will pass any observations leading to the suspicion of abuse, or information received about abuse, immediately to the Principal/DSL.
- In the case of serious injury, risk 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 Principal will liaise with the Children and Young Peoples Safeguarding Team to discuss the next steps.

- If the allegation is against the Principal, the CEO/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 Principal 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.
- Where an allegation is identified as serious/high level, please see LADO information/DSCP procedures - annex (P88) re protocol/thresholds and submit a referral asap
- 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 DCSTrust secure referral form. With these cases, the Doncaster Council Safeguarding Service does not need to be informed.

CHILD PROTECTION PROCEDURES

  - In the case of poorly explained serious injuries or where behaviour concerns arouse suspicion, the designated safeguarding lead will consult with the **DCSTrust MASH Service (formerly R&R/MAAP)** on 01302 737777. If out of hours, the emergency Doncaster Children's Trust Social Care out of Hours team - (ESST) 01302 796000 (after 5.00pm and before 8.30 am weekdays and weekends).
  - For urgent referrals each academy will liaise directly with the MASH Professionals' Line.
  - For advice relating specifically to concerns around the mental health of a child/young person, advice can be provided by ringing the MASH Mental Health Specialist Advice Line 01302 796191.

- All parents and carers of families can contact the general contact number on 01302 737777. All staff are aware of the new MASH/One Front Door Social Care Referral procedures. https://dscp.org.uk/report-concern
  .

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 nominal 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 MASH/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.

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

Partner intel sharing document.docx

The previous CSE team will now take on the name of CE to tackle both CSE and CE. Local procedures are still developing – all procedures, including referral pathways and services can be accessed via the DSCP procedures

http://doncasterscb.proceduresonline.com/chapters/p_gang_activity.html?zoom_highlight=CCE

http://doncasterscb.proceduresonline.com/chapters/p_child_sexual_exploit.html?zoom_highlight=CSE

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

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

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

- 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.

- 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 must be kept in the child's child protection records for future reference.

- If the child/young person already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about child exploitation.

- 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

Professionals can telephone team members for advice, numbers available through the school office or Doncaster Safeguarding Team,

- All parents and carers of families can contact the general MASH contact number on 01302 737777.

UNEXPLAINED AND SUDDEN CHILD AND YOUNG PEOPLES NOTIFIED DEATH

- In the event of an unexplained/sudden child death DSCP DCDOP procedures will be followed
  https://doncasterchildcare.proceduresonline.com/chapters/p_death_serious.html

- Following any serious untoward incidents (SUI) procedure or where `near miss' situations occur the DSL / Principal will contact the Doncaster Council Learning Provision Service, this covers health and safety related incidents where safeguarding is compromised. Notification of near miss situations can also be emailed to cypssafeguardingsupport@doncaster.gov.uk or a call to the Assistant Directors/Duty Head of Service to enable a co-ordinated response.

- The academy will have an emergency plan in place to respond to unforeseen circumstances, e.g. staff/child/ parental unexpected death, site security threats, floods; storms etc and know how to notify the LA of a critical incident.

SECURITY BREACHES / THREATS

- The academy will follow the Emergency Planning Procedures for hoax emails/threats and notify relevant Trust Officers should any significant security threats be made. Each section within the **Academy Emergency Planning Policy** includes contact details for local services available to safeguard all.

HEALTH AND SAFETY

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

Guidance around Bomb Threats
National Counter Terrorism Security Office Guidance Note:

The academy has a clear emergency plan in place this includes NaTSCO guidance (academies to cross-reference this policy to other policies)

NaCTSO Guidance Note - School Bomb

ICT security, the academy applies regular searches within the ICT infrastructure to ensure all children are safeguarded and any inappropriate material accessed is blocked, or where breaches occur the setting applies procedures set out within this policy. The annual S175/157 confirms such checks take place and toolkits are in place to enhance keeping children safe on line such as The Counter Terrorism

Internet Referral Unit (CTIRU) Filtering Tool .This tool can be accessed through the UKSIC website at http://testfiltering.com/ Exceed Learning Partnership are supported by ADEPT with responsibility for online filtering.

C SUPPORT TO PUPILS

During COVID19 Local authorities have the key day-to-day responsibility for delivery of children's social care. Social workers and Virtual School Heads will continue to work with vulnerable children in this difficult period and should support these children to access this provision. There is an expectation that children with a social worker will attend provision, unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child.

Senior leaders, especially DSLs (and deputies) know who their most vulnerable children are and have the flexibility to offer a place to those on the edges of receiving children's social care support.

Academy staff should continue to work with and support children' social workers to help protect vulnerable children. This will be especially important during the COVID-19 period.

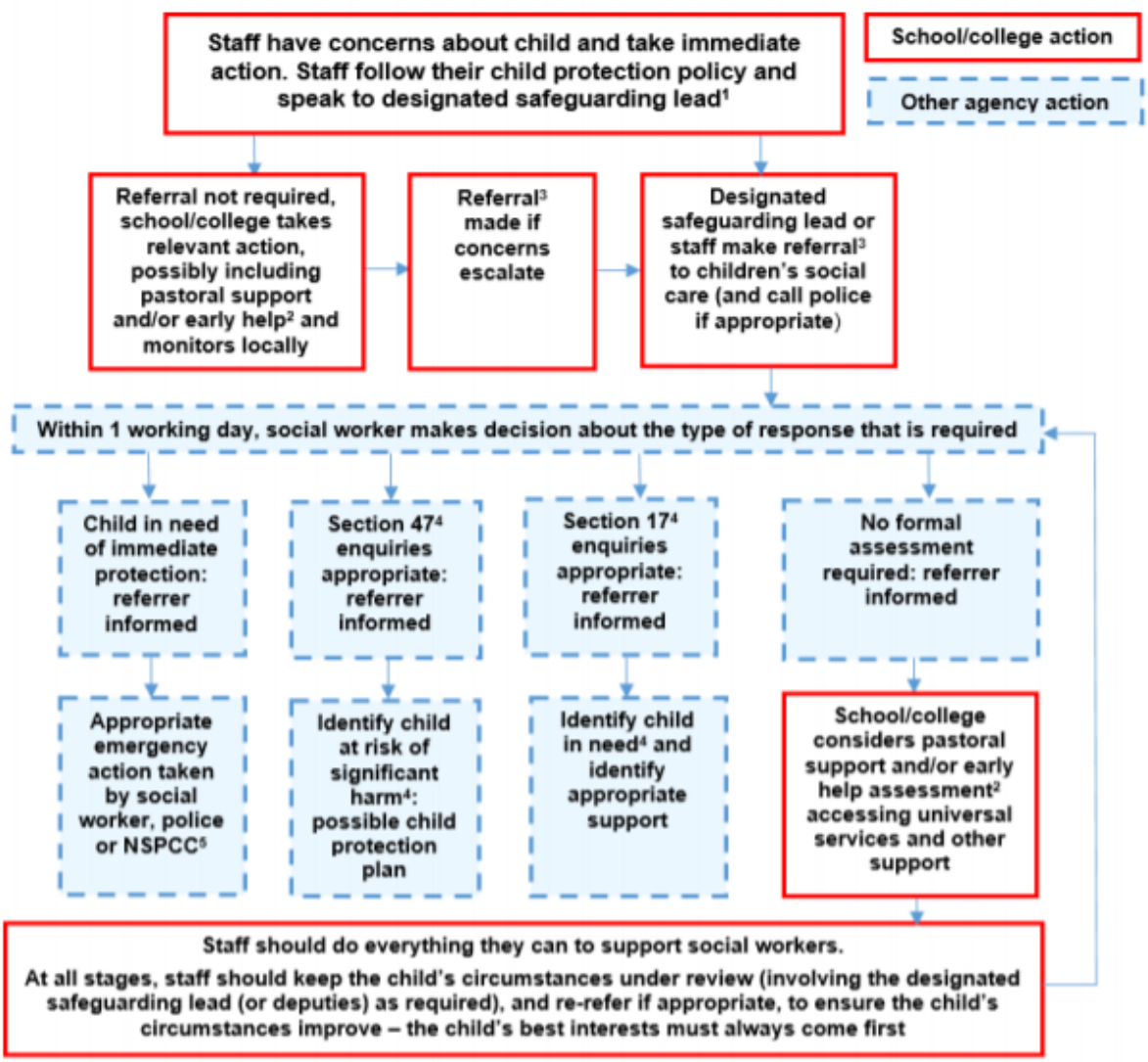
Conversations with a child who discloses abuse should follow the basic principles:

- 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 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, who will notify with the DCS Trust MASH/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.
  https://doncasterscb.proceduresonline.com/chapters/p_info_sharing.html
  (These procedures are outlined in the academy child protection policy)

Working Together (2018) and Keeping Children Safe in Education (2021) 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).

The Role of Designated Safeguarding Lead and Deputy Safeguarding Lead

In addition the example job description provided within KCSIE 2021 –

The DSL has a clear job description as outlined in Keeping Children Safe in Education 2021 and agreed safeguarding cover arrangements during school holidays for agencies to contact are in place.

- The DSL will 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, debrief and continuation of support.

- Designated staff must have a working knowledge of how local authorities conduct a child protection case conference (ICPC) and a child protection review conference (RCPC) and be able to attend and contribute to these effectively when required to do so. *(See Section 9.1)*

- Designated staff must be alert to the specific needs of children in need, those with special educational needs. LGBTQ, at risk of exploitation and young carers. Recognising adverse childhood experiences, family breakdown, bereavement and exam stress and the impact of domestic abuse and all abuse on childhood development.

- Designated staff will obtain access to resources and attend any relevant or refresher training courses.

- Designated staff will encourage a culture of listening to children amongst all staff.

- Designated staff must highlight the importance of demonstrating children's wishes and feelings and voice to all staff and that these are clearly evidenced.

- Designated Staff must ensure that they are appropriately trained and supported to fulfil this role.

- Designated staff will always follow GDPR policy and procedure.

- Designated staff will learn from serious case/practice reviews and lessons learned, know when to challenge consent and lack of engagement, understand case escalation and local procedures to challenge systems that may be failing, in the best interest of the young person.

Raising Awareness (see KCSIE 2021 job description)

- The DSL should ensure the academy's policies are known, understood and used appropriately.

- Ensure the academy'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 Trust central team regarding this.

- Ensure the safeguarding (child protection policy) is on the academy's website, available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the academy in this.

Record Keeping

Once a child protection cause for concern form has been passed to the DSL they should start a separate child protection file for the child where the form is stored and any responses and outcomes will be recorded. A chronology needs to be started and CPOMS (or equivalent) updated.

• 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. On Cpoms family members can be linked.

• Child Protection records will be stored securely on cpoms or in a central place separate from academic records. Individual files will be kept for each child; the academy 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. (See the data protection policy)

• 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**.**

https://cdn.ymaws.com/irms.org.uk/resource/collection/8BCEF755-0353-4F66-9877-CCDA4BFEEAC4/2016_IRMS_Toolkit_for_Schools_v5_Master.pdf

The academy follows the record keeping guidelines taken from Sections 1 – Child Protection and Section 4 – Pupil Records.

Academies should only keep the information they have created for 6 years, which gives the pupil and the Secondary phase time to request the information back from the primary academy if they need it. This is also in line with the financial regulations that states that claims must be made within 6 years of the incident.

For more information contact: Andy Hibbitt – The Trust Data Protection Officer
coo@exceedlearningpartnership.com

Records and Monitoring

Academies must amend the cpoms / child protection policy with the procedures

• Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Records will be signed, dated and where appropriate, witnessed. Staff understand when a verbal immediate conversation is required with the DSL then to follow up on CPOMS.

• At no time should an individual teacher/member of staff 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 cpoms outlining all concerns. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the designated person and senior leader to the concerns. The designated person and senior leader will monitor in their professional judgement and make a referral once concerns meet appropriate threshold identified by Doncaster Children's Safeguarding Board.

• Ensure that the chronology supports referral and re-referral to one front door MASH team and EHM/Mosaic is also maintained to support TAFs/CINS/CP. CPOMS records should be made available to support any referrals.

• Safeguarding, child protection and welfare concerns will be recorded and logged on CPoms and stored electronically. All staff recording on cpoms must be trained to use the appropriate codes in order to log the concerns. These can be collated and reviewed regularly in evaluation reports.

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

• The DSL will share all safeguarding information with any transfer/receiving school without delay and ensure they have the full support to ensure a smooth transition for the pupil.

• 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. Staff must be trained to record factual information and not include any emotional responses.

- Each child protection file should contain a chronological summary of significant events and the actions and involvement of the school, and recognising external/ contextualised safeguarding.

- Where children leave, the academy will ensure that the child protection file is transferred securely and separately via cpoms, from the main pupil file to the receiving school/educational establishment (where this is known), within 15 school days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes.

- Where the child has not attended the nominated school *(the original file should be retained by the school)*.

- Where there is any ongoing legal action *(the original file should be retained by the school and a copy sent).*

- Children records should be transferred in a secure manner, for example, by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school they are being transferred to must be made and a signature obtained from the receiving school as proof of receipt. If files are transferred via cpoms, then a signed copy should be received from the receiving school to state that these have been received.

- If a pupil moves from our academy, child protection records will be forwarded onto the named DSL at the new school, with due regard to their confidential nature. Good practice suggests that this should always be done with a face-to-face handover and a signed receipt of file transfer obtained for audit purposes by the delivering school.

- If sending by post, children records should be sent, "Special Delivery". A note of the special delivery number should also be made to enable the records to be tracked and traced via Royal Mail.

- For audit purposes, a note of all pupil records transferred or received will be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology sheet will also be retained for audit purposes.

- If a pupil is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded on to the relevant organisation in accordance with the 'The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records.

- If a parent chooses to electively home educate (EHE) their child, the child protection record must be forwarded to the appropriate LA person, following the above procedure for delivery of the records

- When a DSL member of staff resigns their post or no longer has child protection responsibility, there would be a full face-to-face handover/exchange of information with the new post holder.

- In exceptional circumstances when a face-to-face handover is unfeasible, it is the responsibility of the Principal and deputy DSL's to ensure that the new post holder is fully conversant with all procedures and case files.

- All DSLs receiving current (live) files or closed files must keep all contents enclosed and not remove any material.

- All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information, refer to the archiving section.

Archiving

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

- The academy 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 academy via the Local Governing Boards. 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.

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.

- The General Data Protection Regulation, which came into effect on 25th May 2018 and supersedes the Data Protection Act 1998.

- Any child who has a child protection file has a right to request access to it. In addition, the Education (Pupil Information) (England) Regulations 2005 give parents the right see their child's school records. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:
  - could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person; or
  - could reveal that the child or another person has been a subject of or may be at risk of child abuse and the disclosure is not in the best interests of the child; or
  - is likely to prejudice an on-going criminal investigation; or
  - the information about the child also relates to another person who could be identified from it, or
  - the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the Trust or the Local Authority.

- It is best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice should be sought.

- The academy's report to the child protection conference should be shared with the child, if old enough and parent at least two days before the conference. If this is the first meeting this will be 5 days prior to conference.

Safe destruction of the pupil record

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

INFORMATION SHARING

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

- On occasions when safeguarding concerns exist for a child in the context of a family situation and siblings attend other educational establishments or the children are known to other agencies, it may be appropriate for the designated safeguarding staff to consult with, on a confidential basis, their counterpart from other establishments or other agencies to share and jointly consider concerns. If in any doubt about the appropriateness of this process, advice can be sought from the MASH Team Professionals Line.

- In accordance with the Data Protection Act 2018, the Police are allowed access to school records in certain circumstances such as criminal investigations. If you have any queries regarding Police access to any school records, please contact the Safeguarding Team for advice.

- It is good practice to seek consent from the child or their parent before sharing information. Children over the age of 12 years are considered to have the capacity to give or withhold consent to share their information, unless there is evidence to the contrary; therefore, it is good practice to seek their views. If the young person is over 16, they should be involved in decision-making about information sharing, unless they do not have the capacity to give consent.

- However, consent is not always a condition for sharing and sometimes we do not inform the child or family that their information will be shared, if doing so would:
  - place a person (the child, family or another person) at risk of significant harm; or
  - prejudice the prevention, detection or prosecution of a crime; or
  - lead to unjustified delay in making enquiries about allegations of significant harm to a child or serious harm to an adult.

- Consent should not be sought if the establishment is required to share information through a statutory duty, e.g. section 47 of the Children Act 1989 as discussed above, or court order.

RECORDING PRACTICE

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

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

Considering Adverse Childhood Experiences (ACES) Contextualised Safeguarding, signs of safety and the capture of the childs voice within records. Child voice is highlighted in records.

WORKING WITH PARENTS & OTHER AGENCIES TO PROTECT CHILDREN

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

LOCAL SOLUTIONS (NEW SEPTEMBER 2021)

Four Local Solutions groups have been established across the borough to support families who may need additional support.

The Local Solutions Group is made up of a broad range of organisations who work together, Know the community, provide services to Doncaster residents that include; Health, Primary Care Trust, Family Hubs, Parent Engagement, Communities, Parenting and Family Support (PAFS), Adult Social Care, Public Health, Early Intervention, Housing , Police, Voluntary Organisations and many more. The group meet regularly to discuss local requests for support, which could be for, and individual, or family or a place based concern. They act swiftly to prevent escalation looking at local solutions for local problems for local people and place. The groups are based in each of Doncaster's locality areas, Central, North, South and East

Please note this does not replace any safeguarding referrals these must progress through the MAAP

The DSL will make referrals to the Local Solutions group with obtained consent from the family to ensure they receive the right support at the right time. The DSL will also attend the meetings and represent the family and advocate the support they require. You can do this by contacting your local group:

Central: LocalSolutionCentral@doncaster.gov.uk

North: LocalSolutionNorth@doncaster.gov.uk

East: LocalSolutionEast@doncaster.gov.uk

South: LocalSolutionSouth@doncaster.gov.uk

Information gathered to enable the referral will be the following;

Family Details: The names, dates of births of family members, address and contact phone number.

What you are worried about: A summary or bullet points of the situation or needs.

What is working well: A summary of the strengths and positive factors already in place.

What would help: Idea's from the family or yourself as to what would help improve things.

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. All enquiries are triaged by a Social Worker, where threshold for Early Help is clear contacts will be screened within the Early Help Hub, where threshold is unclear the MASH process will be used.

MAAP Early Help Hub 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 Early Help is needed, discuss the situation with the parent or 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 with this conversation. Once consent is gained, complete the online form within the Doncaster Council website: https://www.doncaster.gov.uk/Eforms/SimpleEform/Boot/2370100 and attach a copy of the consent form. 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)

EARLY HELP SUPPORT

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

The Early Help Coordinator team write and deliver training to develop skills, knowledge and confidence of practitioners providing early help to children and their families. In addition to the MAAP Early Help Enquiry process, DSLs will also liaise with Early Help Coordinators to ensure Early help assessments(EHA) are supported, implemented and reviewed of a good quality. The DSL will ensure families are included in this process and they receive a copy of the EHA and the minutes from the TAF meetings and feel they are supported. If a case is chosen by the Local Authority to carry out a multiagency audit the

DSL will engage fully in this process and will be supported by the Principal. If there are any future learning points, these will be completed in a timely manner and reviewed in the DSL's supervision to ensure quality is paramount.

Early Help Coordinator Duty Service:
Tel: 01302 736250 or Email: earlyhelpcoordinator@doncaster.gov.uk

Early Help Pathway Manager:
Tel: 01302 735395

Early Help Pathway Leads:
South: Tel: 01302 735598

Central: Tel : 01302 862682

North: Tel: 01302 737105

East: Tel: 01302 737276

Young Carers Service:

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

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

Doncaster has a team of workers who are able to support children who are identified as being Young Carers. See https://www.doncaster.gov.uk/services/schools/young-carers, tel: 01302 736099 or email young.carers@doncaster.gov.uk

CHILDREN WITH ADDITIONAL NEEDS (INCLUDING LOOKED AFTER CHILDREN)

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

PART TIME PROVISION / PART TIME TIMETABLES

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

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

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

- Where a pupil has a short-term medical condition that prevents full-time attendance for a time limited period
- As part of a staged reintegration following an extended period of absence.
- When there are behavioural difficulties and the school is trying a part-time timetable as an intervention to avoid permanent exclusion and to support self-regulation strategies / intervention
- Where a child/student has experienced a traumatic event and implementation of the timetable will support their mental health needs

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

Procedures for Part-time Timetables:

- A meeting with Parents will take place to outline the needs for the timetable
- A plan outlining the needs and the interventions to be implemented will be compiled by the academy and a copy provided for the parents
- Timescales will be outlined for the timetable and a review meeting will be undertaken every two weeks and the impact of the timetable evidenced
- The academy will steadily increase the timetable after the review meetings according to the plans outlined
- Additional support will be provided if the student / pupil requires this, to support reintegration
- Additional support will be linked to the plan, both internally and from outside agencies to support the integration to a full-timetable
- Referral will be made by the academy to the Inclusion Panel (LA) in order to gain more specialised provision

LIAISON WITH OTHER AGENCIES DURING COVID-19 PANDEMIC

Single Point of Contact

Doncaster Council have developed a single point of contact email address for any enquires related to COVID-19 and associated issues:
edulog@doncaster.gov.uk

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

Health and Well Being of all Head teachers and DSLs will be supported by DMBC – contact details available through the above email or the school office.

Initial Child Protection Conference / Reviews

Each academy 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 cypssafeguardingsupport@doncaster.gov.uk any changes to the DSL

Ensure cover is available during holidays and at all times (as per KCSIE)

- Notify any allocated Social Worker if:
- A pupil subject to a Child Protection Plan (CPP) is excluded (fixed term or permanent);
- if there is an unexplained absence of a pupil on a CPP of more than 2 days or 1 day following a weekend, or as agreed as part of a CPP.
    - Follow the LA policy and statutory guidance on Children Missing Education (CME) and Elected Home Education (EHE)

Note next review meeting set, so that if invitations are missed, there is always a noted date set in the diary of the DSL.

Child Protection Conferences and LAC reviews during COVID19

During C19 the following procedures apply for child protection conferences are (updated 9/4/2020) :

Guidance for Professionals for Ch

During C19 the following procedures apply for LAC reviews are:

COVID 19 virtual LAC reviews informa

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

MANAGING ATTENDANCE

Attendance changes during Covid -19 (C-19 academies to add their approach here if different)

Agree with families whether children in need should be attending education provision – and academy will follow up on any child that they were expecting to attend, who does not. The academy will follow up with any parent or carer who has arranged care for their children and the children subsequently do not attend.

To support the above, the academy will take the opportunity when communicating with parents and carers to confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available. In all circumstances where a vulnerable child does not take up their place at the academy, or discontinues, the academy should notify their social worker.

The department for education has introduced a daily online attendance form to keep a record of children of critical workers and vulnerable children who are attending the academy. This allows for a record of attendance for safeguarding purposes and allows academies to provide accurate, up-to-date data to the department for education on the number of children taking up places.

A child who does not attend regularly can be a potential indicator of abuse or neglect. The academy will always follow their attendance management procedures and notify the Attendance & Pupil Welfare Service in accordance with LA procedures. Further advice and guidance is available through the services Duty Hotline 01302 736504.

- The academy will have a number of contacts that are checked on a regular basis (several contacts are advised)

- Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. Staff members will follow the academy's procedures for dealing with children who are absent/go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

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

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

CHILDREN MISSING EDUCATON

The academy will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in Children Missing Education – Statutory guidance for local authorities 2016 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

CME Policy January 2020.doc

CME Procedures June 2020.pdf

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

ELECTIVE HOME EDUCATION

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

The local authority (LA) and Trust recognises the right of parents or carers to educate their children other than attending a school. Elective Home Education (EHE) is the term used by the Department for Education (DfE) to describe parents' decisions to provide education for their children at home instead of sending them to school. This is different to home tuition or alternative learning provided by through the school or via the LA, other than at school.

Home education is an option that any family may consider for their children. The reasons for deciding on this approach may be many, as are the styles of education undertaken. Some families may base their decision on their philosophical, spiritual or religious outlook. For others it may be to meet the specific needs of a child or children. Doncaster Council and Exceed Learning Partnership aim to ensure parents are making informed decisions to home educate children and prevent it becoming a temporary solution to a problem, whilst providing appropriate support to find a solution to a problem.

01. EHE Policy January 2020.docx

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 the academy 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.

- The school nurse contact details are available below:

Nurse contact list 2021.docx

CAMHS /Mental Health

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

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Teachers should be aware of this in the academy expectations of pupils' work where they are at home.

The academy will follow DfE guidance on providing education remotely and guidance on mental health and behaviour in schools which sets out how mental health issues can

bring about changes in a young person's behaviour or emotional state which can be displayed in a range of different ways, and that can be an indication of an underlying problem. Support for pupils and students in the current circumstances can include existing provision in the academy or from specialist staff or support services. Each academy will publish the Remote Learning Policy on the academy website.

The academy has a named Mental Health First Aider : Alison Parkhurst, Sarah Sparrow and Kerry Frost

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.

Training.docx CAMHS Locality consultation pathway.(DONCASTER CAMHS School plan informatic CAMHS Pathway guidance 2019.docx

Fabricated Induced Illness

Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of their main carer and which is attributed by the adult to another cause. It is a relatively rare but potentially lethal form of abuse.
Concerns will be raised for a small number of children when it is considered that the health or development of a child is likely to be significantly impaired or further impaired by the actions of a carer or carers having fabricated or induced illness.
It is important that the focus is on the outcomes or impact on the child's health and development and not initially on attempts to diagnose the parent or carer.
The range of symptoms and body systems involved in the spectrum of fabricated or induced illness are extremely wide.
Investigation of Fabricated and Induced Illness and assessment of significant harm to a child falls under statutory framework provided by Working Together to Safeguard Children and Safeguarding Children in whom illness is fabricated or induced (Supplementary guidance to Working Together to Safeguard Children) The DfE have provided additional guidance for schools.

DSLs will liaise with professionals and follow DSCP agreed procedures

https://doncasterscb.proceduresonline.com/p_fab_ind_illness.html

Safeguarding_Child ren_in_whom_illnes:

THE CURRICULUM

- Safeguarding will be addressed through the PSHCE/RSE curriculum, 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.

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

- Each academy will also implement different projects linked to the context needs of the pupils / students in order to raise awareness of community issues which may impact on the safeguarding of pupils / students.

ON LINE SAFETY – REMOTE LEARNING

The academy adheres to COVID19 DfE guidance issued in March 2020.
The academy has devised a remote learning policy which is available on the academy website. The academy also has an online safety policy which outlines the measures put in place within the academy to safeguard pupils when learning in this environment. These measures are refreshed annually in order to be pro-active in our approach and to ensure that the protective factors are embedded for all pupils. Online safety is monitored regularly to ensure that all the IT platforms are secure and appropriate blocks are in place to protect the pupils.

The principles set out in the guidance for safer working practice for those working with children and young people in education settings published by the Safer Recruitment Consortium

We **Sheep Dip Lane Academy** ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. Each academy will report concerns following policy and procedures.

- Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic, trans, and gender related bullying.
- We record all incidents of cyber bullying in accordance with DfE Statutory Guidance.
- 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 – Children are not allowed to use personal mobile phones in school and the school's infrastructure includes a filtering system to ensure online safety. The school has an e-safety policy in place.
- Social media Responsibilities.

- The conduct of staff/pupils/parents/carers using social media are outlined in a separate social media policy
- We take part in National and local activities to reduce bullying.
- Sexting – we include reporting of any sexual images within our policy
- The CEOP eye is promoted and so all young people know how to report any inappropriate content received on-line.

SUICIDE PREVENTION

DSLs are trained in SafeTALK / suicide prevention. Trauma Informed Schools or Papyrus (Prevention of Young Suicide) training. The school has a Suicide Prevention Policy and is working towards building a suicide safer school.

Information is available from the below:

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

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

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

As an academy we also obtain resources from Grief encounters and Winstons Wish

The academies have promoted HOPELineUK (0800 068 41 41) so teachers, children/young people and parents/carers know who to contact for any support or advice for young people. https://papyrus-uk.org/hopelineuk/

GAMBLING & PROBLEMATIC GAMING

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

In addition to the above traditional forms of gambling, the use of gambling techniques as features within gaming has increased. These pose a risk as there is often no age restriction to accessing these games through i) apps via mobile phones or tablets, ii) social media platforms or iii) using video game consoles.
Some of the gambling like features in these formats are: Game apps that 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; 'Loot boxes'. These are virtual treasure chests containing undisclosed items that can be used in games. These might be ways of customising characters or weapons ('skins'). These contents may affect progress

through the game, or simply be designed to convey status. Though many young people do not experience harm from such activities, for some young people such games can be highly addictive and lead to (i) isolation and time lost to playing and (ii) financial pressure due to consistently purchasing tools to advance. Academies should include learning about digital resilience as part of Statutory Relationships and Health Education.

There are a number of evidenced resources to support learning about gaming and gambling in the UK to support professionals who work with young people with tools needed to protect people from the risks of problem gambling and gaming and information on where to go for advice and support.
YGAM offer quality assured training workshops and resources for professionals: https://www.ygam.org/book-a-workshop/

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

WHISTLE BLOWING

- We recognise that children cannot be expected to raise concerns in an environment where staff do not feel confident 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 academy, they should speak in the first instance, to the Trust Central Team, Children and Young People Safeguarding Team or LADO following the Whistleblowing Policy.
- Whistle blowing re the Principal should be made to the Chair of the Local Governing Boards 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 Trust will work with the LA should this arise
- KCSIE details Ofsted and NSPCC as additional whistleblowing options.

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 academy understands how to report any injuries to staff to the Trust Central 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.

INTERNET SAFETY

We ensure appropriate filters and monitoring are in place to protect children when they are online in the academy using IT systems or recommended resources.

- Some young people may require additional support following any blocked content coming to light and therefore all staff should report the blocked content so that Senior Leaders / DSLs can then put in place the appropriate support

- We have a named officer with the technical knowledge to maintain safe IT arrangements. Our provider Adept will respond to provide IT support in all circumstances

- The Local Governing Boards have accessed training on online safety and safeguarding in order to ensure that they hold leaders to account and check that all safety measures in place to mitigate the risks of pupils experiencing online abuse

- The UK Safer Internet Centre's professional online safety helpline also provides support for the children's workforce with any online safety issues they face. Local Authorities may also be able to provide support.

- The LOCYP Safeguarding team provides advice and guidance on all safeguarding on line concerns – email cypssafeguardingsupport@doncaster.gov.uk:

- If there are any immediate safeguarding concerns raised regarding significant harm, the safeguarding lead should follow safeguarding procedure as appropriate and contact MASH team, police, and/or South Yorkshire Prevent team following the procedures contained within the sections above.

ANTI - BULLYING

Each academy will adhere to DfE Statutory Guidance
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf (July 2017)

- Our academy 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 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf

- We record all incidents of cyber bullying in accordance with DfE Statutory Guidance https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Head Teachers_and_School_Staff_121114.pdf
- 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 academy has an e-safety policy in place.
- Abuse is Abuse and should never be passed off as 'banter' or 'having a laugh'.
- The conduct of staff/pupils/parents/carers using social media are outlined in a separate social media policy.
- We have CEOP trained staff in the academy and take part in National and local activities to reduce bullying.
- Sexting/Youth Produced Imagery – we include reporting of any sexual images within our policy.
- The CEOP eye is promoted and viable around the academy so all young people know how to report any inappropriate content received on-line.
- 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.
- The different forms of peer on peer abuse is understood i.e.:
  - sexual violence and sexual harassment http://doncasterscb.proceduresonline.com/chapters/p_sexually_harm_behav.html?zoom_highlight=sexual+harmful+behaviour
  - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
  - sexting/youth produced imagery: The school takes sexting very seriously and has a separate policy to address this. The DfE provides searching screening and confiscation advice for schools. The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published sexting advice for schools and colleges https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf ; and
  - initiation/"hazing" type of violence and rituals (forcing someone to perform humiliating/dangerous actions).
  - Upskirting – "*changes to the Voyeurism (Offences) Act 2019 criminalises the act of 'up skirting'. The Criminal Prosecution Service (CPS) defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders."*
  - Serious Violence – "*"All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant*

decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. "All staff should be aware of the associated risks and understand the measures in place to manage these."

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

Hate crime

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

LGBTQ support

- The DSL understands how to support young people and families to access LGBTQ support through family and Youth Hubs. Young people requiring additional support may access CAMHS provision or School Nursing services.
  Doncaster Support Services & Referral Pathway http://buy.doncaster.gov.uk/Page/12408

  For details of the Youth Group please email:
  LGBTQenquiries@doncaster.gov.uk

- The academy's curriculum reflects opportunity to explore difference and celebrate diversity and has resources listed on the Stonewall website.

Trans Young People - An individualised approach (updated August 2021)

Each academy plays a vital role in supporting LGBT children and young people
We create an inclusive environment where all learners feel welcome and valued.

Given the breadth of trans identities and experiences, it is important that any support offered to a trans child or young person starts with identifying their individual needs. The DSL is responsible ensuring the voice of the child/young person remains at the centre and is listened to. The DSL role, in line with DfE requirements, is to ensure staff are trained, referral pathways are available and the safeguarding procedures contained

within this policy are followed. The DSL will share all support services available to Doncaster children, young people, families and carers and may liaise with the CAMHS practitioner and named nurse where appropriate. The DSL will consider a whole school approach and seek additional advice if required from Professionals listed within LGBTQ : Doncaster Support Services & Referral Pathways http://buy.doncaster.gov.uk/Page/12408

The DSL will consider the whole school approach and seek additional advice if required by emailing: cypssafegardingsupport@doncaster.gov.uk

Stonewall also has guidance for academies on supporting LGBT children and young people, including dedicated sections on supporting trans children and young people. It can be found below. The school will continue to work in partnership with all to ensure all children and young people feel supported and our LGBTQ community feel safe
.
https://www.stonewall.org.uk/system/files/cymru_introduction_to_supporting_lgbt_young_people_english.pdf

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. [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 MASH Service or CSE team for advice.
http://doncasterscb.proceduresonline.com/
http://hopeforjustice.org/

PREVENTING 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.

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

In addition, the following advice is available.
Anti-terrorist hotline 0800789321.
DfE and
ACT

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

The South Yorkshire Police PREVENT team will also provide a response to any PREVENT related concerns - Prevent Inbox: Prevent_Inbox@southyorks.pnn.police.uk . *or complete the referral form below:*

Prevent National Referral Form FINAL

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.

Our Academies 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.

Channel Protocol - Doncaster 2018.docx

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. Academies 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.

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

Each academy have staff that are aware of spotting the signs.

- The academy SMSC curriculum explores shared values and beliefs.
- The academy includes Educate Against Hate http://www.educateagainsthate.com/
- Academy leaders have completed a PREVENT self-assessment (see PREVENT Enable Audit)
- The designated safeguarding lead will access Home Office approved WRAP training – workshop to raise awareness of prevent.
- In addition, the academy has identified staff to attend free Home Office Prevent On -Line learning courses detailed in KCSIE (3 modules are available)
- The LA have a trained trainer.
- All staff access basic Prevent Awareness Training
- Young people and parents/carers understand how to report terrorist and/or extremist, illegal or harmful information

In the event of any perceived threat or intelligence and for any advice relating to any disclosures the following Police contacts are available

South Yorkshire Police Prevent Team - Contact details
Business Hours - As below
Out of Hours - Emergency 999
Out of Hours - Non-emergency 101
Prevent Staff operate on call via the 101 - 24/7 365

Prevent internal email: Prevent_Inbox@southyorks.pnn.police.uk

Report Extremist Material : https://www.gov.uk/report-terrorism

Preventing Terrorism : www.ltai.info
Stay Safe Advice: www.npcc.police.uk/staysafe
North East Counter Terrorism Unit : www.northeastctu.police.uk
UK Anti-Terrorist Hotline Number: 0800 789 321
NaCTSO website is www.nactso.gov.uk (lockdown & protected space guidance)

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 Academy's designated safeguarding lead and involve children's social care as appropriate (KCSIE, September 2021).

The academy recognises the areas where FGM is prevalent and works in partnership with agencies to safeguard any chid 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 Academy will have access to DSCP training on FGM and the Designated Safeguarding Leader 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 MASH service. A Department for Health risk assessment is available on engage Doncaster website.

All staff have read and understand the mandatory reporting included in keeping Children Safe in Education September 2021 – Part 1.

Designated safeguarding leads understand local DSCP 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/

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 a concern.

FORCED MARRIAGE

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

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

- Forced marriage is domestic and/or child abuse. It may include physical or sexual violence, threatening behaviour, stalking/harassment, imprisonment, abduction, financial control 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.

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 is should last for 28 days or more. The period for which the child is cared for or accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break.

(National Minimum Standard for Private Fostering DFES 2005)

Think Private Fostering.docx

All staff are aware of the Think Private Fostering flowchart and how to refer any cases to the DSL lead or the Private Fostering 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:
Fostering Team Manager 01302 735060

DOMESTIC ABUSE

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

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

Our academies are clear on how to deal with reports of sexual violence and sexual harassment, whether they occur inside or outside the academy, or online. Academy staff understand how they can actively identify and respond effectively to all forms of abuse and neglect, including harmful sexual behaviour and peer-on-peer abuse, so that victims are confident action will be taken and both they, and perpetrators, will get the support they need.' VAWG Strategy 2021, page 37.

In Exceed Learning Partnership:

- All staff recognise the signs of domestic abuse and understand the impact on children. Domestic abuse is a recognised Adverse Childhood Experience and child abuse is often concurrent with domestic abuse.

- All staff know how to refer concerns to the DSL lead and to Doncaster Children's Services Trust. Academies also have knowledge of the Doncaster domestic abuse hub and can signpost anyone aged 16years and over to this service.

- DSLs will complete a DASH (Domestic Abuse Stalking and Honour Based Abuse) risk assessment with the victim wherever possible and make appropriate referrals to the domestic abuse hub or the Multi Agency Risk Assessment Conference (MARAC).

  Information on the DASH and MARAC processes are available through contacting the domestic abuse hub, visiting the domestic abuse website and by completing DASH and MARAC training.
  Domestic abuse training is provided by Doncaster Council, domestic abuse services. Details of all training and how to book can be found at Domestic Abuse - Training - Doncaster Council

- Academies will deliver awareness of domestic abuse/unhealthy relationships in compliance with mandatory requirements.

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

Operation Encompass

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

SUBSTANCE MISUSE

Academies are to adapt this paragraph to match the setting or cross reference to the Substance Misuse Policy at this stage/section.

Substances covered by the term drugs here include illegal drugs, tobacco, alcohol, solvents and prescription or over-the-counter-medicines (used for purposes other than those for which they were prescribed/intended).

Managing Drug Related Incidents

If a person is suspected of being under the influence of drugs or alcohol on academy premises, the academy must prioritise the safety of the person and those around them. If necessary, it should be dealt with as a medical emergency, administering First Aid and summoning appropriate support.

Any response to drug-related incidents needs to balance the needs of the individual pupils concerned with the wider school community. Exclusion should not be the automatic response to a drug incident. Drug use can be a symptom of other problems and academies should be ready to involve or refer pupils to other services when needed.

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

A spiral programme of PSHE should be delivered by staff who are trained to deliver the subject and have the knowledge, confidence and skills to deal with subject matter that can be sensitive and personal. Drugs, alcohol and tobacco education is a requirement as part of Health Education (Statutory from September 2020). Academies should include evidenced based and quality marked content and resources. Where academies choose to invite external agencies/ speakers to contribute to the programme of learning, the academy must ensure they add value to the programme and avoid negative impacts on learning.

Pupils will have a range of experience and understanding of legal and illegal drugs, and some may have families that have been affected by substance use. Some pupils may have increased vulnerability to experiencing stigma in relation to their family circumstances. Academies should ensure that safeguards are in place, such as: alerting and liaising with relevant pastoral and safeguarding staff prior to teaching about alcohol

and other drugs, a chance to withdraw from the lesson if appropriate, and signposting sources of support to staff and pupils.
The Doncaster Public Health team collate quality assured resources for use in academies, links are available through the Doncaster Healthy Learning, Healthy Lives programme; www.healthylearningdoncaster.co.uk

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

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

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

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/MASH service and work with partner agencies and Project 3 so children in these circumstances can be responded to appropriately.

Families where parents/carers drink problematically, use illicit drugs or misuse prescribed medication can still provide a safe, secure and supportive family environment for children. However, 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.

Parental alcohol misuse (PAM) can negatively affect children's physical and mental health and other outcomes including educational attainment and behaviour. Effects can be acute when experienced in conjunction with other adverse experiences such as

domestic abuse, marital conflict, and deprivation. PAM is also a common feature in child protection and care proceedings, and places a considerable burden on social services.

It is estimated that 20% of dependent drinkers have a child living with them. In Doncaster that equates to over 800 children and if we include the parents who are drinking at very harmful levels but not dependent it will be in the many 1,000's of children adversely affected.

It is therefore essential that the implications for each child in the family are carefully assessed and guidance followed as detailed in the Doncaster Hidden Harm Strategy:

https://doncaster.moderngov.co.uk/documents/s8608/R8%20Hidden%20Harm%20Strategy.pdf

D - PROCEDURE FOR MANAGING ALLEGATIONS AGAINST STAFF, CARERS AND VOLUNTEERS

- The academy follows the agreed DSCP local procedures for Procedure for Allegations Against Staff, Carers and Volunteers: https://dscp.org.uk/professionals/allegations-against-people-who-work-children
- Procedures in the event of an allegation against a member of staff or person in the academy. 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 Local Authority Designated Officer (LADO) is set out in statutory guidance (*Working Together to Safeguard Children 2018 and Keeping Children Safe in Education September 2021*) and included within the wider framework for inter-agency cooperation as set out in Section 11 Children Act 2004.

Doncaster Safeguarding Children Partnership reviews procedures on a regular basis – All procedures are available on-line. Section 3.2 (on-line procedures) refers to the procedure for responding to allegations against staff, carers and volunteers, provides guidance on how to deal with allegations against staff
https://dscp.org.uk/professionals/allegations-against-people-who-work-children

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

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

LADO arrangements in Doncaster

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

Direct referrals to the LADO will be made by the Principal of the academy, usually 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. Referrals will be made without undue delay.

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

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

All staff understand the new procedures outlined in the leaflet (Appendix A)

Principals or other education staff should not investigate the matter by interviewing the person against whom an allegation has been made, the child or potential witnesses, but

should only gather sufficient information to establish whether there is enough credible information to determine whether the criteria for referral have been met (this is known as a 'fact find'). ***Where there is a concern a child may be at risk of harm, referrals must not be delayed in order to gather information***:

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

Academy Referrals

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

If advice is required at the initial stage the Doncaster Council Children and Young People Safeguarding service can be contacted at:
EducationSafeguarding@doncaster.gov.uk
or to speak to team staff directly:

Safeguarding Manager on 01302 736743.

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

It is the responsibility of the Head Teacher or Principal (or in their absence the Deputy Head or Deputy Principal) to make the referral.

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

The LADO will not be able to respond to referrals made by designated school staff as it will always be expected that referrals will be made either by the Head Teacher, Principal, Deputy Head or Deputy Principal or Chair of Governors, Board or Committee. This is in line with current statutory guidance and will ensure that accountabilities are maintained.

Where academies have identified other issues, but there is doubt that the criteria set out above for direct referral to the LADO have not been met, further advice can also be obtained from the Doncaster Council Children and Young People Safeguarding Service. It should be noted that this is not the LADO service (as this is commissioned by the council from the Trust in accordance with the arrangements set out above). However, the Children and Young People Safeguarding service is available to provide advice and guidance on matters of concern where it is not felt they meet the criteria for direct LADO referral. This service is not established to provide immediate feedback to schools and this should be borne in mind when contacts are made. Staff within the Doncaster Council: Children and Young People Safeguarding service will maintain a rota of availability in order to respond to contacts within a reasonable time.

Where contacts are made and it is felt that the information provided indicates that the criteria for LADO referral are met, the matter will be referred by the school / academy direct to LADO.

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

Contacts

LADO, Mary Woollett Centre, Danum Road, Doncaster, DN4 5HF

Tel: 01302 737748 or 01302 737332 Email: LADO@dcstrust.co.uk

Recording, monitoring and tracking

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

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 (See Annex A)

- The academy will operate safe recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks according to DBS and DfE procedures. The single central record meets Ofsted recommended practice contained within the KCSIE September 2021.
- The named person to manage all allegations is the Principal (unless the allegation is against the Principals) the LADO advice is sought.
- The academy will ensure that staff adhere to Exceed's code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/on-line conduct.
- The academy will ensure any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance "Working Together to Safeguard Children 2018" and "Keeping Children Safe in Education 2021". We follow DSCP, LADO and HR Policy and Procedures.
- The academy 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 Exceed Code of Conduct. Adequate risk assessments are in place for extended school activities, volunteer and holiday activities.
- Staff are confident to report any misconduct.
- All staff are aware of their Duty of Care and know how to respond to medical/first aid needs.
- In the event of allegations of abuse being made against the Principal, allegations should be reported to the Chair of the LGB and/or the CEO or the Trust so these can be reported directly to the local authority designated officer (LADO) without delay and within one working day.

Safer Recruitment, selection and pre-employment vetting – COVID19

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. If academies are recruiting new staff, they should continue to follow the Safer Recruitment Policy, including, as appropriate, relevant sections in part 3 of KCSIE. In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where academies are utilising volunteers, they should continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

The trust workforce already engaging in regulated activity and who already have the appropriate DBS check, there is no expectation that a new DBS check should be obtained where that member of the workforce temporarily moves or works in another academy within the Trust as long as the DBS is transferred to the academy single central record as it is part of the trust single central record.

Academies must continue to follow their legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

The Trust will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral. During the COVID-19 period all referrals will be made by emailing Misconduct.Teacher@education.gov.uk. All referrals received by the TRA will continue to be considered. Where referrals on serious safeguarding matters are received and it is deemed that there is a public interest in doing so consideration will be given as to whether an interim prohibition order (IPO) should be put in place. The TRA will continue to progress all cases but will not schedule any hearings at the current time.

Whilst acknowledging the challenge of the current environment, it is essential from a safeguarding perspective that the academy is aware, on any given day, which staff/volunteers will be in the building, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, academies must continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE. The SCR provides the means to log everyone that will be working or volunteering in the academy on any given day, including any staff who may be seconded from other academies or working within the Trust Central Team. The SCR should be used to log details of any risk assessments carried out on volunteers and staff seconded from other academies or the Trust Central Team.

- The academy must implement and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSIE (2021), including the recommendation of Section 128 checks for Governors and/or those responsible for the management of the academy.

- The academy 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 (LGBs) will check the SCR against personnel files on a regular basis. The Central Team will carry out internal audits to support the academy with maintaining these processes.

- All recruitment materials will include reference to the Trust's commitment to safeguarding and promoting the wellbeing of pupils.

- The academy will ensure that all recruitment panels include at least one person that has undertaken safer recruitment training. The training **must** be updated with the changes to KCSIE updated guidance.

- The academy will ensure that a person who is prohibited from teaching will not be appointed to work as a teacher in the academy.

- The academy 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 Trust 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. Academies 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, 2020) 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 academy needs to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2009.

SAFEGUARDING TRAINING & SUPPORT – for staff during COVID 19

Every year all existing staff will have attended safeguarding training and have read part 1 of KCSIE.

Where new staff are recruited, or new volunteers enter the academy, they should continue to be provided with a safeguarding induction. An up to date child protection policy will support this process as will part 1 of KCSIE.

The trust workforce may move between the academies on a temporary basis in response to COVID-19. The receiving academy should judge, on a case-by-case basis, the level of safeguarding induction required. In most cases, the existing workforce will already have received appropriate safeguarding training and all they will require is a copy of the receiving academies child protection policy, confirmation of local processes and confirmation of DSL arrangements

Any safeguarding training requests can be emailed to the Trust Central Team admin@exceedlearningpartnership.com

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

We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from (names of designated safeguarding staff). The Trust has access to occupational health, counselling and well-being support. In each academy there is a well-being champion and mental health lead.

Annex B provides DSCP guidance "Guidance on Supporting Adults who disclose non recent (historical) child/young person sexual abuse support for staff".

- Designated Safeguarding staff must have attended the mandatory DSCP modules and 8 hours learning over 2 years. They will attend DSL network meetings to ensure they meet the KCSIE `regular refresh` requirement. The DSL will undertake Prevent Awareness Training to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

- The academy will ensure all staff including temporary and volunteers, will receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the academy. All staff will access refresher training at least every three years and regular safeguarding and child protection updates annually to provide them with relevant skills and knowledge to safeguard children effectively.

- The Principal will attend appropriate safeguarding training on a regular basis (if designated) or termly attend the recommended training sessions/network meetings.

- Local Governing Board, including the nominated Governor will attend specific training for their role to maintain Level 3 Safeguarding status. Designated Safeguarding Lead Network Meetings can be part of this training.

- The academy will keep a log of all training completed with dates completed and when the review of this will be required.

- Any training accessed through third party/independent providers must reflect the protocols and the minimum standards checklist of the Doncaster Children's Safeguarding Board. This training should be recorded on a separate database and maybe cross referenced to the single central register SCR.

HEALTH & SAFETY

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

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

In line with HSE & DfE guidance for academies on first aid provision and reporting and recording accidents including RIDDOR, staff will implement the reporting mechanisms as advised by the Trust Health and Safety Advisor.

Managing medicines

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

- See also managing medicines policy

MONITORING AND EVALUATION

- Safeguarding 'Keeping Children Safe in Education 2021 procedures will be monitored and evaluated by:
- S175/157 action plan
- SEF/Governors toolkit linked to personal development, behaviour and safeguarding
- Prevent risk assessment
- Training and development (section 3 s175)
- Complaints linked to safeguarding concerns
- CP case file auditing
- Ofsted `quantifiable complaints` Ofsted parental complaints received via the LA
- Using the new Ofsted Inspection Handbook to review what constitutes `outstanding in safeguarding`
- Ofsted parental dashboard
- Local Governing Boards visits to the school
- Trust audit reports
- Safeguarding audit tools
- Anti-Bullying audit tools (ABA website)
- CPOMS data (if applicable)
- SLT 'drop ins' and discussions with children and staff:
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of GB minutes
- Logs of bullying (including homophobic)/racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires.
- Review of the use of nurture room and fun club at lunchtime.
- Reviewing risk assessments for holiday club activities run on school sites
- First aid procedures and health care plans

This safeguarding policy and links to other Policies

- Complaints policy
- Staff Recruitment and retention – safer recruitment

- Managing long term medical conditions/medical conditions
- Behaviour
- Staff Behaviour/Code of Conduct
- Social Media
- E-Safety Policy – on line protection
- Children Missing Education
- Whistleblowing
- Anti-bullying
- Health & Safety
- Allegations against staff
- Parental concerns/Complaints
- Attendance
- Safeguarding Curriculum
- PSHCE
- SMSC – Including Fundamental British Values
- Sex and Relationship Policy
- Teaching and Learning
- Administration of medicines
- Drug/alcohol/substance misuse
- Hidden Harm
- Relationships and Sex Education
- Physical intervention
- Social Media Policy
- Risk Assessment
- Recruitment and Selection
- Child Criminal/Sexual Exploitation
- Children Missing Education
- Part time Timetables
- Inclusion
- Emergency Plans
- Bereavement Support
- Mental Health and Well-being
- Young Carers

Policy ratified on _____

To be reviewed on _____

Signed _____ Principal

_____ Chair of Local Governing Board

Appendix 1:Academy Audit

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

LEGALLY REQUIRED (DfE statutory/ recommended policies and procedures highlighted in RED)	Notes - (suggested details)	In place?	Name of Policy (if different)	Person(s) responsible	Review Date
Action Plan following OfSTED Inspection	Address any issues relating to safeguarding Speak with your lead governor and map Working Together and Keeping Children Safe in Education –RAG rate per section Virtual College S175/157 annual safeguarding report – check actions from previous years and agree any development for safeguarding Consider Full Health Check to review safeguarding via PiL or Sarah Stokoe DSL uses Buy Doncaster resources and also attends relevant training - see CPD guide – additional training sought to ensure ` regular updates are provided to all the school community.				
Register of pupils' attendance Attendance Policy	Include targets and links with safeguarding CME				

Register of pupils admission to schools	CiC / LAC EHE Managed Moves Several contact numbers for each child (Sept 2018 requirement for improving attendance) Support for the inclusion charter mark Patterns of absence explored in the context of safeguarding – DSL meets key professionals in school, e.g SENCO				
GDPR Freedom on Information	Security of information. Named data controller. Record keeping. Sharing of information. Security of information Safe storage of records Encrypted emails				
Single Central Record of Recruitment and Vetting Checks	Ensure all crb references removed from current policies – now the DBS service. KCSIE and DBS checking requirements Recruitment and retention policy – safer recruitment, gaps in employment? Risk assessment in place Regular audit of staff personnel files conducted and SCR signed termly by Chair of Governors?				

	Safer recruitment training undertaken				
Child Protection Policy (safeguarding)and Procedures	Detailed procedures familiar to **all** staff, Governors and volunteers, all of whom have a copy All staff know how to access DSCP on line procedures Model Trust safeguarding policy adapted or adopted in the setting Updates accessed via buy Doncaster DSL resource bank.				
Complaints Procedure Statement	Principal, Vice Principal, Chair and Vice-Chair of Governors to be thoroughly versed Clear policy available on the academy website for all Serious untoward incidents reported to the Trust / LA Any ESFA/Ofsted complaints notified via the Trust and clear response in place.				
Equality Information and Objectives (Public Sector Equality Duty) statement of publication	Includes all protected characteristics Includes reporting and recording incidents (homophobic, race, SEN, disability etc.)				
Academy Behaviour Policy Behaviour Principles written statement	Include measures taken for safeguarding children; cross-reference to physical restraints policy/positive handling Staff code of conduct				

	Rewards/Sanctions Could link Anti-Bullying Policy here* however recommended to have separate policy by ABA lead.				
Health and Safety	Include measures taken for safeguarding children First Aid. Administration of medicines. RIDDOR and reporting incidents. Access to ECPs or 999 for injuries. First Aid Risk Assessment in place Risk Assessments include measures taken for safeguarding children; evidence of a clear procedure and record keeping systems				
Home-School Agreements	Include measures taken for safeguarding children				
Minutes of and papers considered at meetings of the Local Governing Boards and its Committees	Includes reviewing and monitoring of safeguarding procedures as a regular item.				
Premises management documents	Visitor protocols Uncollected children protocol Volunteers and contractors in school				
Prospectus	Include information on academy duties and procedures regarding safeguarding children; include name of Designated Officer(s)				
Academy Information published on website	Latest safeguarding policy is up to date (no more than 1 year old)				
The Safeguarding Curriculum This could link to: Relationship and Sex Education (RSE) SMSC Curriculum	Include how curriculum contributes to safeguarding children. In addition, a school flow chart for staff to prevent, recognise and respond to: Domestic Abuse Young Carers Child Sexual Exploitation				

	Forced Marriage FGM Domestic Violence Lesbian/Gay/Bi/Questioning-challenging Homophobic, Transphobic or bi-phobic language Drug/Alcohol/Substance misuse Risky Behaviours Teenage Pregnancy Obesity Mental health Self-harm/eating disorders etc. Link to healthy schools / PSHE curriculum Primary school safeguarding training for young people via the NSPCC On line safety included CEOP Think u Know resources or training accessed				
Special Educational Needs	Include reference to safeguarding children, particularly regarding identifying safeguarding needs of individuals				
Young Carers	Include how young carers are identified supported and referred to the young carers support service				
Statement of procedures for dealing with allegations of abuse against staff Managing Allegations of abuse against staff Staff Discipline, Conduct and Grievance Procedures)	Include details of procedures that must be followed if allegations of abuse are made and information for staff involved. Clear LADO procedures in place and Principal is the main contact under KCSIE for all allegations against staff (unless against the Head) DSCP on line procedures accessed and clear immediate referral to LADO if thresholds are met.				

Code of Conduct	In line with the recommended Trust Code of Conduct All staff receive a copy Safer working practice guidelines in place to				
Managing Long Term Illness Managing Medical Conditions .	DfE templates used Specialist training in place Triangulation with named school nurses / parents to implement health care plan.				
Suicide Prevention Policy	Papyrus (Prevention of Young Suicide) Safer Schools Guidance is implemented.				
PREVENT	Self-assessment in place Filtering system in place on all ICT equipment Staff have received WRAP training Trained trainers in place (if applicable) School curriculum reflects fundamental British Values				
Emergency Planning	The academy has a robust Emergency Plan in place				
Serious Untoward Incident (SUI)	The academy is aware of how to investigate any near misses and completes the LA SUI where appropriate				

DONCASTER RECOMMENDED CROSS REFERENCING OF SAFEGUARDING POLICY TO THE FOLLOWING:					
Anti-Bullying Policy	Agreed academy definition in line with DSCP/Trust definition Doncaster anti-bullying charter mark Peer mentoring policy				

	Policy makes reference to homophobic bullying Reporting and recording procedures in place Common staff approach in tackling homophobic language and any incidents of bullying				
Safe working practices for the protection of children and staff in education settings - boundaries to professional behaviour Trust Code of conduct	*include in department handbooks guidance about which behaviours constitute safe practice and which behaviours should be avoided. Conduct and what constitutes a referral to LADO				
Internet access and use e-safety E-SAFETY POLICY	Include clear rules regarding what is permissible for staff and pupils and pupil supervision requirements Social media policy communicated with parents Staff clear on how to stay safe on line DSL aware of legal support where needed				
Loss/Divorce/Separation Bereavement Policy					
Suicide Prevention Policy					
Support for Mental Health and Well being Policy					
Out of school visits After school clubs	Include explicit references to safeguarding children Care Taken within risk assessments to rooms, transport arrangements etc Clear registers and communication between class and club in place and parents provide emergency contact number				

Use of photography and video recording	Include protocols for displaying photographs, publication in prospectuses, newspapers and guidelines for parents at school events. Parental consent to the use of photographs should be obtained (See DSCP policies and procedures) Clear to protect LAC/CiC Safe entry/exit at key times of the year to ensure children always leave with the appropriate adult				
Recruitment Procedures	Have rigorous procedure, as detailed in DfE Safer Recruitment and Safeguarding Children in Education. On-going observations/staff supervision. Holiday clubs/extended school activities also considered. CPD training record.				
Staff and departmental handbooks	Induction guide – specific for safeguarding children available (safeguarding policy front sheet). Example lanyard/poster in reception. Include measures school takes for safeguarding children				
Positive Handling	Clear procedures based on Team-Teach principles or similar should be referenced for more extreme behaviours. Clear recording systems should be in place				
Whistleblowing	Clear information for staff on steps to take if they have concerns about persons working in school. Ofsted whistleblowing procedures				

Please note this table only contains a checklist for safeguarding against National and Local (DfE and DSCP) guidance.

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

The Directors and Local Governing Boards are required to hold each of these policies and other documents, as outlined, however:

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

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

Review Date: September 2022

APPENDIX 2:OPTIONAL FRONT SHEET FOR SAFEGUARDING

Academy Name:

Safeguarding Children Policy Front Sheet

Name of Academy:
Academic year: 2021

We all have a statutory duty to "safeguard and promote the welfare of children".
If you have any concerns about the health and safety of a child at this academy or feel that something may be troubling them, you should share this information with an appropriate member of staff straight away.
Some issues e.g. a child's appearance, hygiene, general behaviour, can be shared with any teacher or member of support staff in this setting. Do not worry that you may be reporting small matters – we would rather that you tell us things which turn out to be small than miss a worrying situation.
However, if you think the matter is very serious and may be related to a child protection concern, e.g. physical, sexual, emotional abuse or neglect, you must talk to one of the people below immediately. If you are unable to contact them, you can ask the school office staff to find them and ask them to speak to you straight away about a confidential and urgent matter.
The people you should talk to at this academy are:

Put photo here

The Designated Safeguarding Lead / Child Protection Lead is: Mrs F Parish
Their tel no:/mobile is…01302 842464

The Deputy Designated Safeguarding Lead (s)is
Name: Mrs L Smith Inclusion Manager
Their tel no:/mobile no is 01302 842464

Put photo here

Your named School Nurse is Pat Kemp

Your named CAMHS worker is Helen Hickling

Put photo here

Any allegation or disclosure involving someone who works with children in a paid or voluntary capacity must be reported directly to the Principal or Senior Manager, unless it involves them and then it should be reported directly to the Chair of the Local Governing Board
If it involves them, it should go direct to the CEO of the Trust who will report to the Local Authority Designated Officer. If in any doubt refer to the DSCP Policies and Procedures and contact the LADO.

The Safeguarding Children Team in your academy includes:

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

Name: Faye Parish Tel no: 01302 842464

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

Name: Faye Parish Tel no: 01302 842464

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

Name: Lindsay Smith Tel no: 01302 842464

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

Name: Alison Parkhurst Tel no: 01302 842464

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

Name: Lindsay Smith Tel no: 01302 842464

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

Name: Faye Parish Tel no: 01302 842464

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

Name: F Parish/ C Broxholme Tel no: 01302 842464

Your Safeguarding Children Team also links in with the:

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

Name: S Bradley Tel no: 01302 842464

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

Name: C Lambert Tel no: 01302 842464

APPENDIX 3: BEST PRACTICE RECORD KEEPING – DOCUMENT EXAMPLES

(All our academies use CPOMS)

INFORMATION / FRONT SHEET EXAMPLE

Name:	**DOB:**	**Class/Form:**	**Ethnicity:**
Home Address:		**Telephone:** **e mail:**	
Status of file and dates:			
OPEN			
CLOSED			
TRANSFER			
Any other child protection records held in school relating to this child/child closely connected to him/her? **YES/NO WHO?**			
Members of household			

Name	Age/DOB	Relationship to child	Home work	Contact No

Significant Others (relatives, carers, friends, child minders, etc.)			
Name	Relationship to child	Address	Tel No

Other Agency Involvement				
Name of officer/person	Role and Agency	Status of Child i.e. EHAF/CPP/LAC/CiN	Tel No	Date

APPENDIX 4: Example Chronology

CONFIDENTIAL

All our academies use CPOMS

Sheet Number:

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

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

APPENDIX 5: Logging a concern about a child's safety and welfare

These documents must be uploaded to CPOMS as a record

Part 1 (for use by any staff)

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

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

Please pass this form to your Designated Person for Child Protection.

Part 2 (for use by Designated Person)

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

APPENDIX 6: External concern shared

These documents must be uploaded to CPOMS

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

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

APPENDIX 7:EXAMPLE SUMMARY SHEET

Cpoms can be used for these records

Name of Child	DOB Form	Home Address	Parents/carer contact details	Name of Social worker and contact details	Other Agencies	Type of Plan CP/CIN/ ECAF/SEN Health care plan PEP	Dates of: Conferences, Reviews and Meetings

APPENDIX 8: Safeguarding Children Data Base (example template)

Based on Nottingham Best Practice

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

APPENDIX 9: Body Map Guidance for Academies

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

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

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

***At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. MASH or the child's social worker if already an open case to social care.**

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

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

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

Ensure First Aid is provided where required and record

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

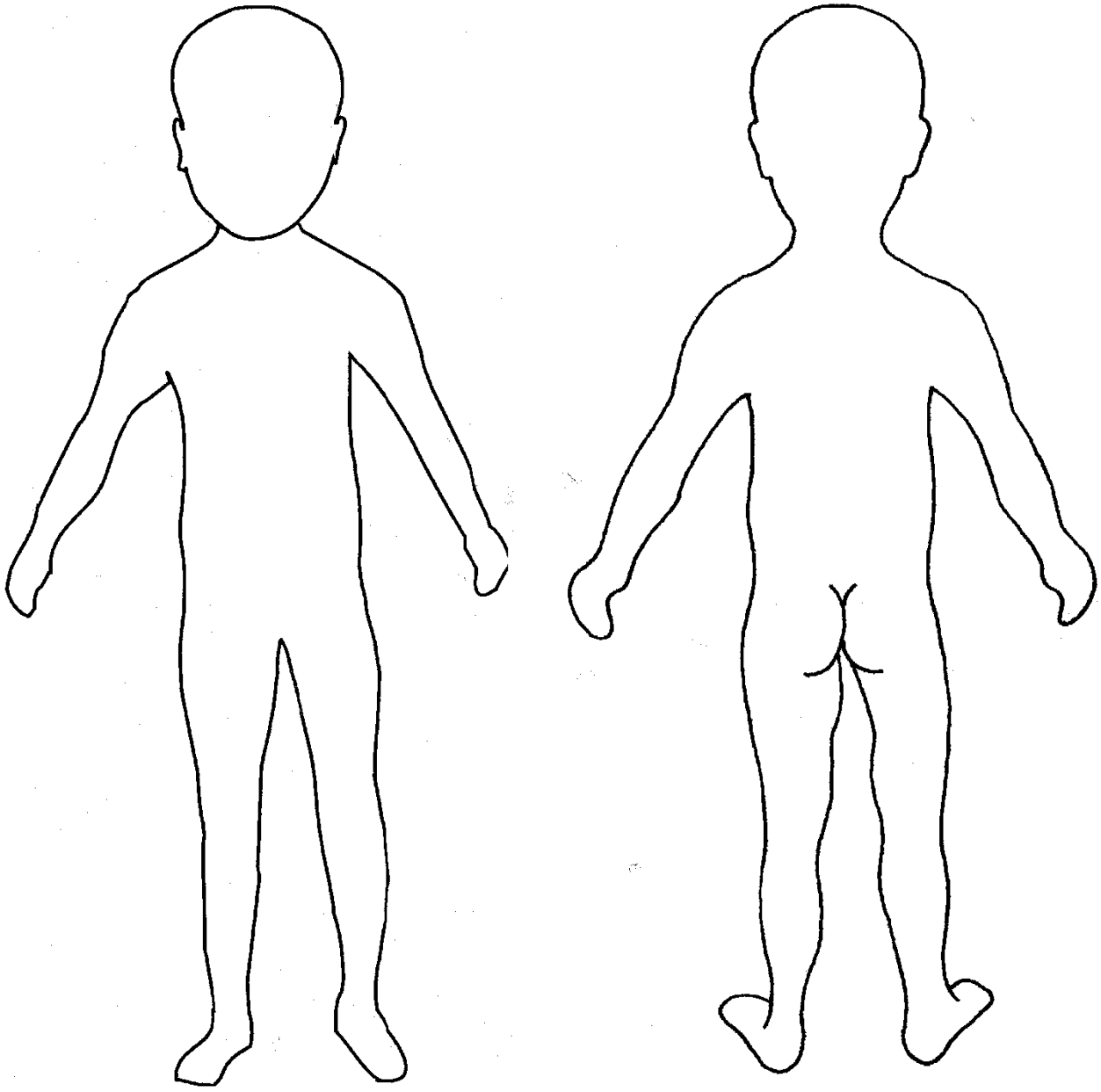
BODYMAP

(This must be completed at time of observation)

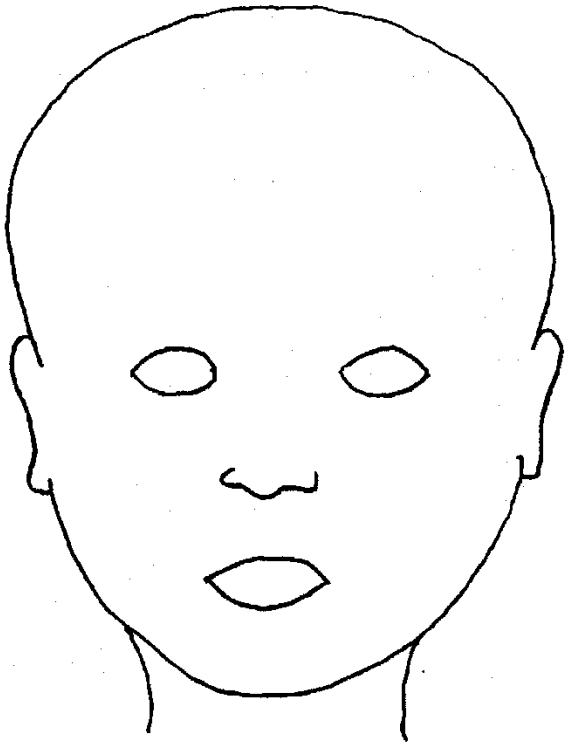
Names for Child: _____ Date of Birth: _____

Name of Worker: _____ Agency: _____

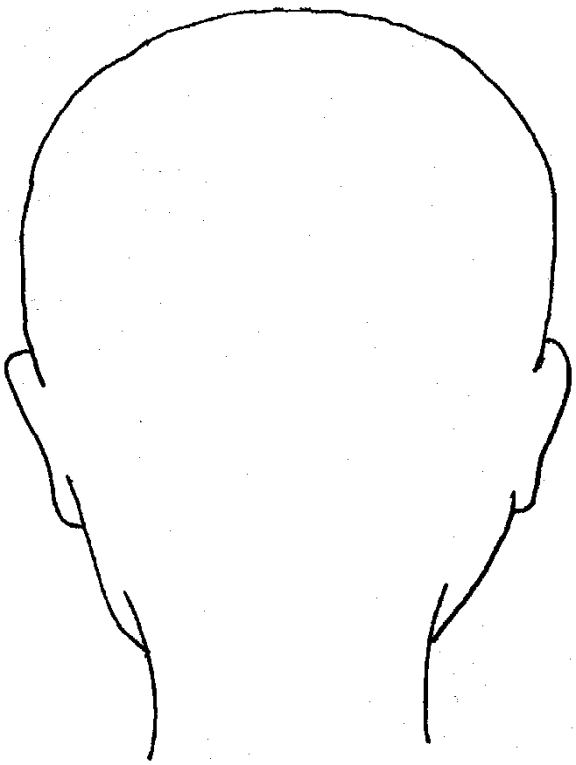
Date and time of observation: _____



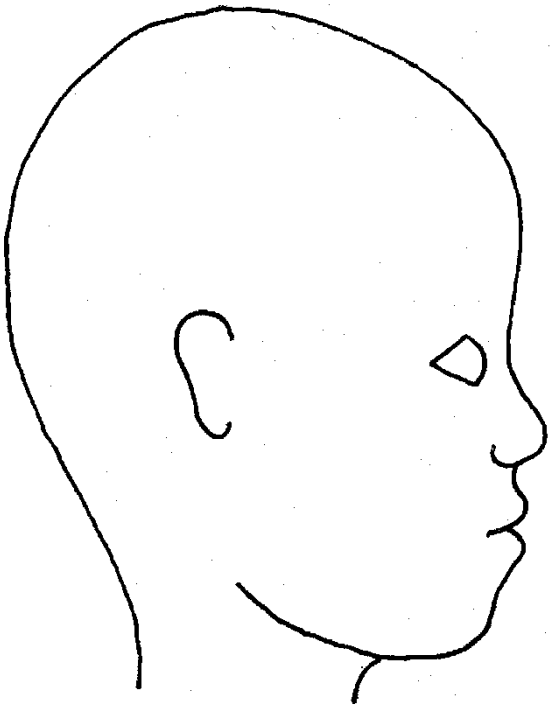
Name of Child: Date of observation:



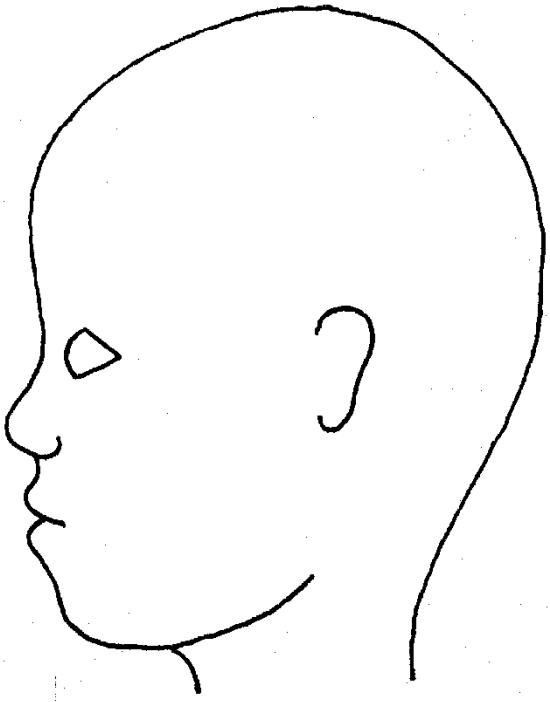
FRONT



BACK

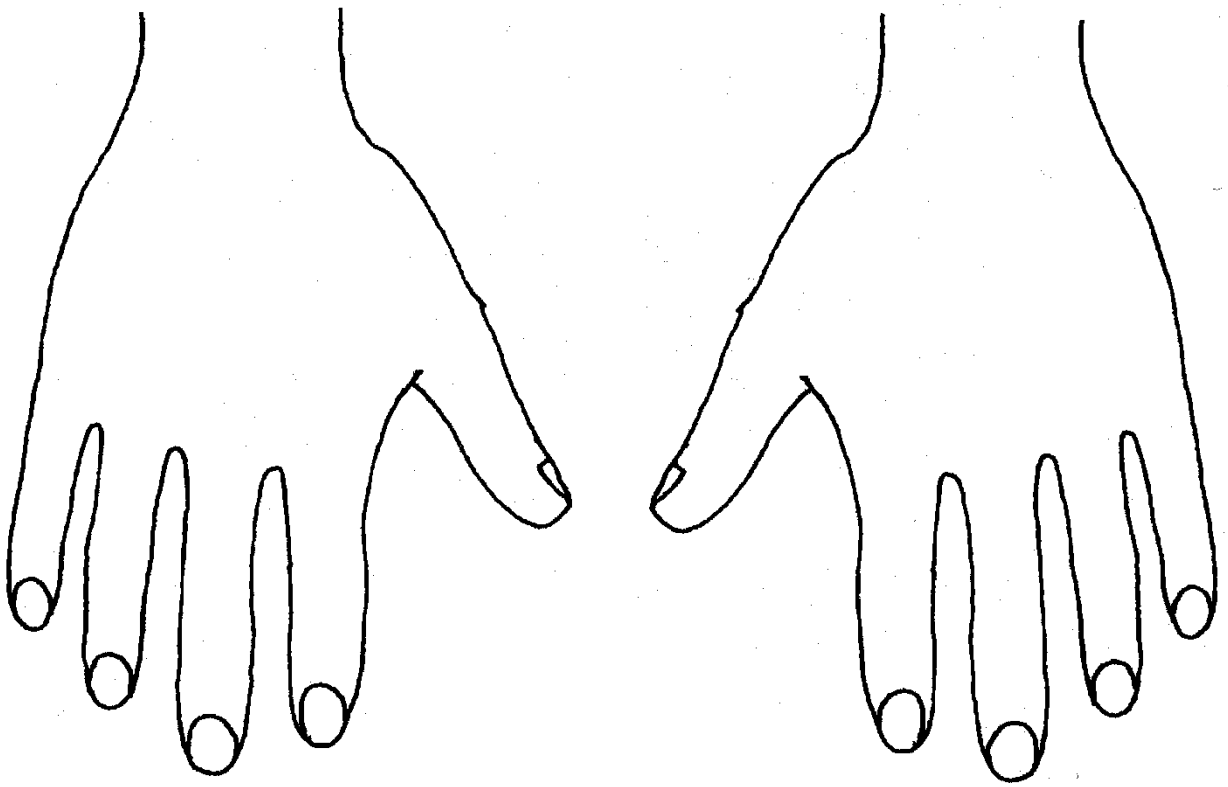


RIGHT



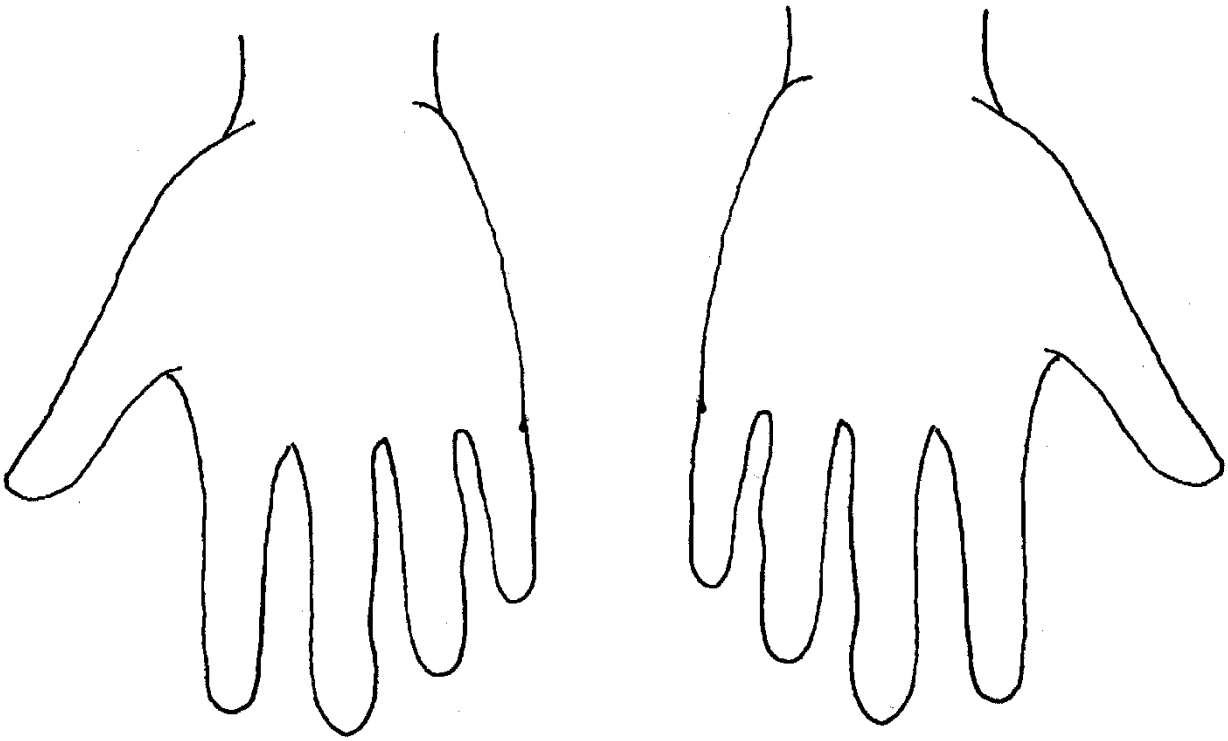
LEFT

Name of Child: Date of observation:



R **L**

BACK

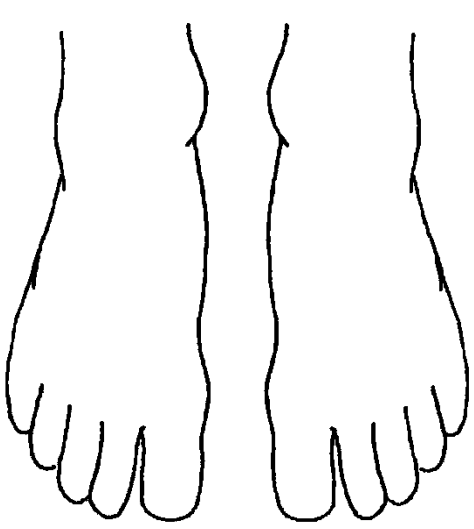


R **L**

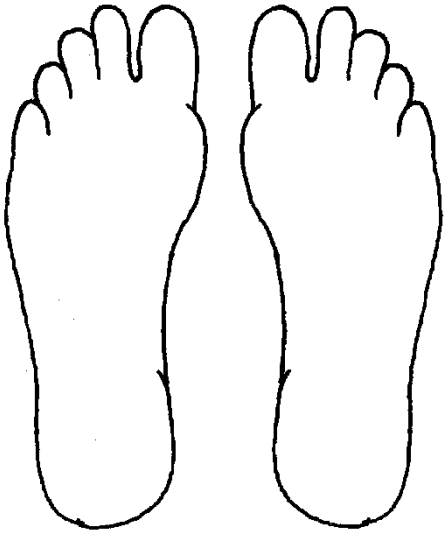
PALM

Date of observation: .....

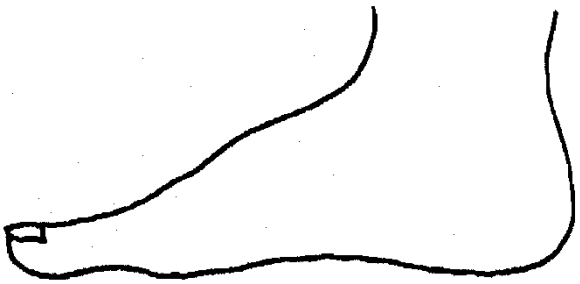
Name of Child: .....



R TOP L



R BOTTOM L



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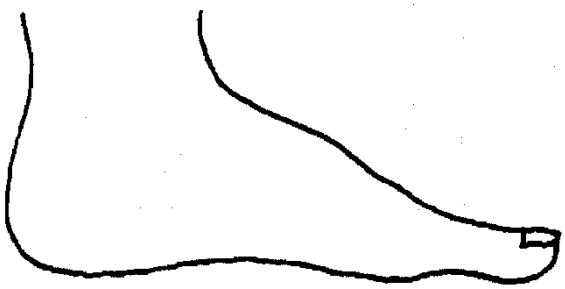
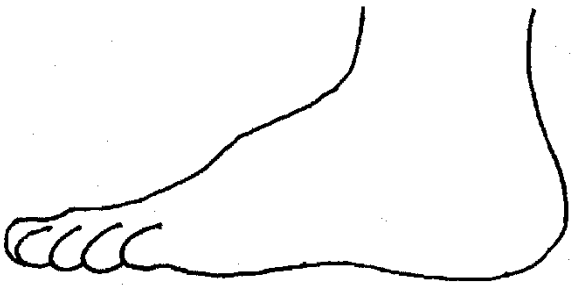


L

INNER

R



L

OUTER

Printed Name and Signature of worker: .....

Date: .....

Time: .....

Role of Worker .....

Other information: .....

APPENDIX 10: Auditing of Pupil Records

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

Governor Compliance

Auditing your school's record keeping.

Good record keeping is not bureaucracy - it is safeguarding!

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

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

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

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

Checklist:

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

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

Is there evidence that school staff have weighed up the information they have about a child of concern, discussed it appropriately with others and then taken appropriate action such as sharing information with another agency, completing an ECAF or referral to another agency. Have these actions been followed through?		
If meetings relating to the child and their family have been called did school: i) send a report if requested ii) send a representative iii) receive minutes of the meeting iv) complete any actions they were assigned by the meeting v) ensure that other key people in school were aware of any important issues.		
If injuries to the child have been noted by school, did staff use the body map recording form and were the records clear?		
Moving between schools can be a time of risk as children may be leaving a school where they and their family are known well, to attend one where they may not be known. It would be wise to include in the audit a consideration of a child who has 'moved in' recently and one who has 'moved out'. i) If the pupil concerned has transferred in from another school is there evidence that the Senior Designated Person from this school and previous school discussed the pupil at transfer and that a note was made of that discussion. ii) For a pupil of concern who moved out recently did the Senior Designated Person make contact with the new Senior Designated Person at the new school? Is there a note to that effect? Was the pupil's concern file delivered to the new school? Is there evidence that the file was received?		

Learning from the audit

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

Doncaster Children's Services Trust

ANNEX A: Allegations Against Staff, Carers and Volunteers

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

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

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

When is it necessary to contact the LADO?

Who is covered by the allegations against staff process?

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

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

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

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

The LADO can be contacted as follows:

LADO
Mary Woollett Centre
Danum Road
Doncaster
DN4 5HF

LADO Tel: 01302 737748
LADO Administrator Tel: 01302 737332
email: LADO@dcstrust.co.uk

Education related enquiries may be emailed to
educationsafeguarding@doncaster.gov.uk

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

within one working day, where it is alleged that someone has:

• behaved in a way that has harmed a child, or may have harmed a child;

• possibly committed a criminal offence against or related to a child;

• behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

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

What happens when I contact the LADO?

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

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

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

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

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

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

A LADO strategy discussion or initial evaluation can be conducted by way of a series of video/telephone calls with a dedicated minute taker wherever practicable.

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

The LADO should regularly monitor the progress of cases either by:
• Holding review LADO strategy discussions/meetings; or

• By liaising with the police and/or children's social care, employers and any other relevant parties.

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

There should be an identified outcome for all allegation investigations:
Substantiated: there is sufficient identifiable evidence to prove the allegation;
False: there is sufficient evidence to disprove the allegation;
Malicious: there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false;
Unsubstantiated: this is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation; the term therefore does not imply guilt or innocence.

Will suspension be necessary?

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

The possible risk of harm to children posed by an accused person needs to be evaluated and managed effectively - in respect of the children involved in the allegations, and any other children in the individual's home, work or community life.

In some cases, this requires the employer to consider suspending the person. Suspension should be considered in any case where;

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

• The allegation warrants investigation by the police; or

• The allegation is so serious that it might be grounds for dismissal.

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

How long will an allegation take to investigate?

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

Key points

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

Doncaster Children's Services Trust

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

If you are worried about a child in an emergency

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

Outside of these hours call
01302 796000
or
Children's Services
Multi Agency Access Point
01302 737777

ANNEX B

ANNEX B: Guidance on Supporting Adults who disclose non recent (historical) child/young person sexual abuse

DOCUMENT CONTROL

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6) Responses to a disclosure of non-recent sexual abuse

7) Timescale

The Joint DSCP and DSAB Safeguarding Strategic Plan 2019:

Joint DSCB DSAB Safeguarding Strategi

South Yorkshire Principles and Approaches for Safeguarding Adults 2019:

SY Principles and Approach V8 Final.pdf

1) Acknowledgements

We would like to thank C who has bravely shared her experiences and supported the development of this guidance.

2) Rationale

This guidance has been developed as a result of a brave individual who shared her experience of sexual abuse as a young adult. Nationally there is a growing recognition of child sexual abuse and that it is not uncommon for individuals not to disclose until their adult years. The National Inquiry into Child Sexual Abuse is underway and a number of high profile cases have reinforced the extent and long term impact of abuse in childhood/ adulthood.

It is very difficult for individuals to speak out about the abuse they have suffered and it takes courage to come forward and share their experiences. The response and support individuals receive is crucial and it is incumbent on agencies to ensure that staff are trained and demonstrate compassion and competence in knowing where to report and how to support an individual who makes a disclosure.

There is a large amount of literature on the negative consequences of untreated trauma of abuse. The impact of sexual abuse on mental health can be long term and profound particularly if people do not get a helpful response when they disclose.

3) Principles applying to disclosures of non-recent (historical) sexual abuse

- Historical allegations of abuse should be responded to in the same way as contemporary allegations
- Abuse can be reported regardless of how long ago it happened
- Abuse is never the fault of the victim
- Individuals who make allegations of non-recent abuse will be believed and supported to seek the help they wish
- It is important to consider whether the alleged offender could still pose a possible risk to children or vulnerable adults, if so safeguarding procedures should be followed
- The individual who made a disclosure should always be fully informed regarding the process
- The individual who made a disclosure should have one consistent staff member to support them

- Consideration should be given to whether the individual who made the disclosure wants a male or female supporter allocated and this should be facilitated wherever possible
- Support for individuals should be coordinated and independent support outside of the organization where a concern is raised about a professional within it, should be incorporated into the package
- In all cases there should multi agency consideration of the issues which will involve joint discussion and liaison between agencies.
- The Local Authority Designated Officer (LADO)/ People in Positions of Trust (PiPOT) Lead has a specific response to historical allegations against people who work or worked with children, young people/ vulnerable adults
- The individual who made the disclosure should have regular contact with the same person at intervals agreed with the individual

4) <u>Definition of non-recent (Historical abuse) sexual abuse</u>

An allegation of sexual abuse made by or on behalf of someone who is now 18 years or older, relating to an incident which took place in their childhood or early adult years.

Abuse will often involve the corruption of a trusting relationship through a process commonly termed as 'grooming'.

People may perpetrate abuse for many years and they can abuse the same victim or a number of victims over a period of time.

It is common for offenders to seek a position of trust either in their personal lives or through employment which allows them to gain access to children and young people.

5) <u>Reasons why individuals may be reluctant to disclose their experiences of abuse</u>

- Fear of not being believed
- Fear of being blamed by others for what has happened
- Feeling shame about what has happened to them
- Fear caused by threats
- Love or attachment to the person who abuse them
- Being in denial about what has happened or experiencing dissociation triggered by memories of abuse
- Feeling that they are the only person this has happened to
- Feeling scared that the family will break up as a result of disclosure
- Fear of racism
- Gender stereotyping

- Fear of exclusion from the community
- Fear they may lose their job, damage their career
- Fear of re victimisation
- Fear of court

6) Responses to a disclosure of non-recent sexual abuse

When an adult makes a disclosure to a professional that he/she has suffered abuse as a child/young person the professional to whom the disclosure is made should:

- Clarify whether there are any children/ young people or adults who may currently be at risk from the alleged perpetrator
- Ascertain whether the adult is aware of the alleged perpetrators recent or current whereabouts and any contact the alleged perpetrator may have with children/ young people/ adults
- Advise the adult to make a formal complaint to the police and offer the individual support in making the formal complaint to the police
- A referral can be made to children or adult social care and where it is believed that the alleged perpetrator has contact with children/ young people a referral to children's social care should be made. Equally if it is believed that the alleged perpetrator has contact with vulnerable adults then a referral to adult social care should be made.
- It is recognised that disclosure can be anxiety provoking for individuals, however feedback given by victims of abuse identify the reason for their disclosure is that they do not want others to suffer the same experiences as they did and are prepared to pass on information to protect others.
- In the circumstance where the adult does not wish to report to the police, but it is believed other children/ young people or vulnerable adults could be at risk, it should be explained to the individual the professional's duty to refer to social care to safeguard other individuals.
- The professional should record the discussion in detail
- If the individual wishes to remain anonymous, where possible this will be respected.
- The professional receiving the disclosure should liaise with the named safeguarding professional in their organisation for advice and guidance and to ensure a comprehensive package of support can be put into place

The two main referral points for receiving non recent allegations of abuse are the police and adult or children's social care services.

Upon receipt of an allegation of non-recent abuse it is important that agencies come together to consider the parameters of multi-agency support for the

individual alongside the criminal investigation. In order to facilitate this, a historical abuse strategy/planning meeting will be called by either the police/ social care/ LADO/ PIPOT Lead.

Relevant agencies will be invited to participate in the historical abuse strategy/planning meeting through:

- Sharing all the relevant information
- Ensuring that all safeguarding checks and any resulting actions have been completed or are in the process of
- Ensure all appropriate support is in place for the victim
- Consider advocacy for the individual ensuring that it is informed through discussion with them
- Decide on how best to progress the case
- Consider if the there are several unrelated children/ young people/vulnerable adults and/or more than one perpetrator and the Investigating Complex (organised or multiple) Abuse procedure should be followed
- Agree a plan for any further work
- Agree when the alleged perpetrator should be made aware of the allegation
- Consider if a referral needs to be made to a regulatory body
- Consider if a further meeting is required
- Arrange independent support for the individual e.g. DRASACS

7) Conflicts of Interest

It is recognised that there may be occasions where an individual receives or is made aware of a disclosure and there could be a conflict of interest due to a personal connection to the person whom is alleged to have perpetrated abuse. It is important that this is disclosed to a manager/ member of the safeguarding team immediately. Action can then be taken to remove the individual affected by the conflict of interest from further enquiries/ investigation/ support regarding the disclosure made.

8) Timescales

Disclosures of non-recent abuse where there are concerns about other potential victims should be reported to either the police or social care services within 1 working day.

Timescales for action will follow the statutory guidance being applied e.g. Working Together to Safeguard Children 2018, the Care Act 2014

Annex C: New 2021 LOCAL SOLUTIONS

Four Local Solutions groups have been established across the borough to support families who may need additional support.

The Local Solution groups are made up of a range of practitioners (further details below), who come together regularly to meet the needs of children, young people and their families. The groups are based in each of Doncaster's locality areas, Central, North, South and East so that practitioners can be on the 'ground', and work with communities, building on the many strengths and assets already in place.

How to make referrals into Local Solutions

If you feel a family you are working with would benefit from the support of the local solutions group, you can make a referral into the Local Solutions Group. You can do this by contacting your local group:

Central: LocalSolutionCentral@doncaster.gov.uk

North: LocalSolutionNorth@doncaster.gov.uk

East: LocalSolutionEast@doncaster.gov.uk

South: LocalSolutionSouth@doncaster.gov.uk

When you make contact with your Local Solution Group it is important to send the information needed to progress the referral:

Family Details: The names, dates of births of family members, address and contact phone number

What you are worried about: A summary or bullet points of the situation or needs

What is working well: A summary of the strengths and positive factors already in place

What would help: Idea's from the family or yourself as to what would help improve things