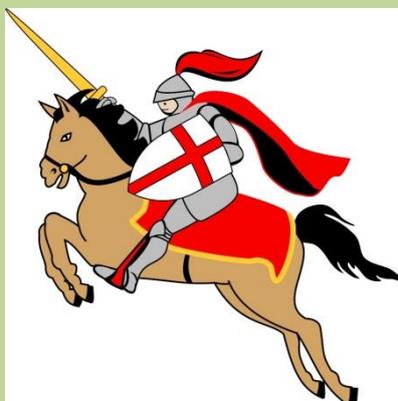


# CONISBROUGH IVANHOE PRIMARY ACADEMY



## SAFEGUARDING CHILDREN AND YOUNG PEOPLE POLICY JANUARY 2018 (INCLUDING MANAGING ALLEGATIONS AGAINST STAFF WORKING IN A PUBLIC CAPACITY)

PERSON RESPONSIBLE FOR POLICY:	KAREN WILD – DEPUTY HEAD / DESIGNATED SAFEGUARDING LEAD
APPROVED:	DATE: JANUARY 2018
SIGNED: CAROLINE LEE	ROLE: CHAIR OF GOVERNORS
TO BE REVIEWED (AT LEAST ANNUALLY):	AS SOON AS LA MODEL POLICY IS UPDATED – EXPECTED FEBRUARY 2018

This safeguarding policy is based on the Doncaster Local Authority Model Policy April 2016 and DSL additions and does not replace South Yorkshire child protection procedures. It complements the procedures and makes reference to local child protection procedures throughout.

Conisbrough Ivanhoe Primary Academy continues to access <http://doncasterscb.proceduresonline.com/> for updated procedures in respect of all safeguarding/child protection concern. This includes managing allegations against staff working in a public capacity.

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

Contact Details: 01709 862307 karen.wild@ivanhoe.doncaster.sch.uk

The Deputy Designated Safeguarding Lead is: FAYE DENIGAN

Contact Details:01709 862307 faye.denigan@ivanhoe.doncaster.sch.uk

The designated teacher for Looked After Children is: KAREN WILD

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The Nominated Child Protection/ Safeguarding Governor is: ANDREW NIXON

Contact Details: 01709 862307

The Nominated Governor for Looked After Children is: ANDREW NIXON

Contact Details:

The named PREVENT lead is: FAYE DENIGAN

The named CSE lead is: KAREN WILD

The named FGM lead is: FAYE DENIGAN

The named on-line protection officer is: KAREN WILD

The named complaints handler is: JOE BRIAN

The named mental health/CAMHS link is: KAREN WILD

The Headteacher is: JOE BRIAN

Contact Details: 01709 862307 head@ivanhoe.doncaster.sch.uk

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

Contact Details:01302 737748

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## **SAFEGUARDING CHILDREN POLICY**

### **SAFEGUARDING DEFINITIONS:**

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

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

*(Working Together to Safeguarding Children HM Government)*

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

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

It can involve a range of potential issues such as:

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

All staff understand the different types of abuse and neglect. In addition all staff understand the specific safeguarding issues highlighted in Keeping Children Safe in Education (KCSIE). All staff have read and signed to say they have understood the document and have access to both hard and electronic copies of Part 1.

## **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. This policy reflects the statutory requirements within Keeping Children Safe in Education (KCSIE).

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

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

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

Conisbrough Ivanhoe Primary Academy recognises the responsibility it has under Section 175 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The Governing Body approve the S175 or 157 and return to the Local Authority (LA) on a yearly basis. This policy demonstrates the school's commitment and compliance with safeguarding legislation.

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

## **PURPOSE:**

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

- The welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- Everyone who works with children has a responsibility to keep them safe (*Working Together*) and understand KCSIE Statutory and mandatory reporting requirements.
- All staff have an equal responsibility to act on suspicion or disclosure that may suggest a child is at risk of harm, any professional with concerns about a child's welfare should make a referral to the Doncaster Children's Trust, and professionals should follow up their concerns if they are not satisfied with the response (*Working Together*)
- Pupils, parents and staff involved in Safeguarding issues receive appropriate support and training
- Staff to adhere to a Code of Conduct and understand what to do if a child discloses any allegations against staff working in a public capacity, including teaching staff, Head teachers or the Governing Body.
- To develop and promote effective working relationships with other agencies, especially the police and social care
- To ensure all staff have been recruited safely and a single central record is kept, satisfactory DBS checks are made in accordance with guidance.
- We have a safe school with confident staff, confident parent/carers and confident pupils who know how to recognise and report safeguarding concerns
- All staff understand the categories of abuse, indicators and know when and how to record and report safeguarding concerns, and who to report them to.

## **TERMINOLOGY:**

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

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

**Safeguarding** and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the improvement of health and development,

ensuring that children growing up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

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

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

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

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

There are 4 main elements to the Policy:

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

## **1 PREVENTION:**

The school/setting will establish an ethos where:

- Children feel secure.
- Ensure children know that there are adults in the school/setting who they can approach if worried or in difficulty.
- Include in the curriculum opportunities for PSHCE/SMSC/RSE to equip children with the skills needed to stay safe. This includes our PREVENT duty.
- 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*' and will support the 'Doncaster Early Help Offer' to ensure children and young people receive the most appropriate referral and access provision.
- It will deliver the approved DSCB whole school safeguarding training and ensure all designated safeguarding officers/deputy safeguarding person attend three out of four annual network meetings and/or attend refresher Designated Safeguarding Lead (DSL) training on a two yearly basis.
- We will work in collaboratives and with our early help co-ordinators to improve outcomes for children and young people.

- Attend the locality based safeguarding meetings and also attend the early help area meetings to utilise the support and advice available from professionals.
- We access the school nursing universal offer for all our children and young people
- We keep our safeguarding training up to date and access DSCB training events on a regular basis and understand the safeguarding requirements for Ofsted.
- Parents, carers and families, teachers, staff and young people / agencies know how to raise any safeguarding concerns and we have a named Designated Safeguarding Lead on our senior leadership team.
- We have a clear complaints policy and all staff are aware of whistleblowing procedures.

## **2 PROCEDURES AND RECORD-KEEPING:**

Conisbrough Ivanhoe Primary Academy will follow safeguarding procedures as produced by the Doncaster Safeguarding Children's Board (DSCB)  
<http://doncasterscb.proceduresonline.com/>

Conisbrough Ivanhoe Primary Academy will:

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

### **Referral Pathway**

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

Referral to Children's Services 01302 737200

Professionals can telephone team members for advice

01302 862012 Jayne Pezzulo  
01302 736929 Carmel Bartlett

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

- The DSL and DDSL will keep all records on file in a secure, locked cupboard and secure ICT system and share concerns following information sharing protocols. We adhere to HM Government Information Sharing Advice for Practitioners.
- In the event of an unexplained/sudden child death. DSCB DCDOP procedures will be followed [http://doncasterscb.proceduresonline.com/chapters/p\\_cdop.html](http://doncasterscb.proceduresonline.com/chapters/p_cdop.html)
- Following any serious untoward incidents (SUI) procedure where `near miss` situations occur, the DSL/ Head Teacher will contact the LA Education Standards and Effectiveness Service, which covers health and safety related incidents where safeguarding is compromised. Notification of near miss situations can also be emailed to [sarah.stokoe@doncaster.gov.uk](mailto:sarah.stokoe@doncaster.gov.uk)
- Conisbrough Ivanhoe Primary Academy has an emergency plan in place to respond to unforeseen circumstances, e.g. staff / child unexpected death, site security threats, floods, storms etc. The school has clear evacuation plan for any fire/ security threats.
- Governors and senior leaders / DSL will continually review all policies required by law <https://www.gov.uk/government/publications/statutory-policies-for-schools>

### 3 ROLES AND RESPONSIBILITIES:

Conisbrough Ivanhoe Primary Academy will ensure that every member of staff and person working on behalf of the school:

- Understands part 1 of KCSIE, including the mandatory reporting duty.
- All staff have read the Child Protection Policy and follow the Code of Conduct (all staff have access to a hard and electronic copy of this).
- Knows the name of the Designated Safeguarding Lead and her role and responsibility.
- Has an individual responsibility to refer Safeguarding (Child Protection) concerns.
- Will receive training at the point of induction so that they understand what they need to know KCSIE (paragraph 12 – 34). This includes:
  - Their personal responsibility/code of conduct/teaching standards;
  - DSCB child protection procedures and knows how to access them;
  - Understands the definitions of abuse, physical abuse, emotional abuse, sexual abuse and neglect;
  - Understands the need to be vigilant in identifying cases of abuse at the earliest opportunity;
  - Understands how to support and respond to a child who discloses significant harm and take action and
  - Understands the importance of whistleblowing where appropriate.
- Knows their duty concerning unsafe practices by a colleague in regard to children.
- The DSL/DDSL will disclose any information about a pupil to other members of staff on a need to know basis.
- Conisbrough Ivanhoe Primary Academy will undertake appropriate discussion with parents prior to involvement with other agencies unless the circumstances preclude this.
- Conisbrough Ivanhoe Primary Academy will ensure that parents have an understanding of their obligations regarding Child Protection by intervention as and when appropriate.
- Understands Ofsted grade descriptors in relation to personal development, behaviour and welfare of pupils

- Monitors internet usage in accordance with PREVENT/KCSIE and knows how to recognise and respond to inappropriate internet use.

Staff are updated on safeguarding issues on a regular basis, at least annually. This is via:

- Weekly staff meetings which address any safeguarding issues arising.
- Safeguarding training for all staff at the beginning of each school year and on appointment for new staff.
- Regular training throughout the year following DSL/DDSL safeguarding network updates, and also appropriate to need and in response to the annual safeguarding audit.
- Whole School Safeguarding Training Pack when issued by DSCB.

Staff training includes:

Reminders that at no time can we promise confidentiality.

The child wishes and feelings are important.

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

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

[http://doncasterscb.proceduresonline.com/chapters/p\\_info\\_sharing\\_conf.html](http://doncasterscb.proceduresonline.com/chapters/p_info_sharing_conf.html)

### **Sharing information**

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

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

## 4 RECORD KEEPING:

[http://www.irms.org.uk/images/resources/infoguides/records\\_management\\_toolkit\\_for\\_schools\\_version\\_4\\_may\\_2012.pdf](http://www.irms.org.uk/images/resources/infoguides/records_management_toolkit_for_schools_version_4_may_2012.pdf)

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

### Records and Monitoring

- The DSL and DDSL have security of information and data protection training.
- Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed.
- At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person. This type of behaviour could lead to the staff member being taken into managing allegations procedures.
- **A chronology will be kept in the main school file prior to the commencement of a concern file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the DSL/DDSL should the number of concerns rise or, in their professional judgement, become significant. ALL CONCERNS DEEMED SUFFICIENTLY SIGNIFICANT TO BE WRITTEN DOWN ARE LOGGED ON A SAFEGUARDING CONCERN FORM AND GIVEN TO THE DSL/DDSL. A DATED ENTRY IS MADE IN THE CLASS FILE THAT A CONCERN HAS BEEN LOGGED. CONCERNS ARE MONITORED CAREFULLY AND JUDGEMENT MADE REGARDING THE POINT AT WHICH EARLY HELP/INTERVENTION SHOULD BE CONSIDERED.**
- **At the point at which a concern file (see below) is commenced then the chronology can be transferred to the concern file.**
- Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure 'concern' file, some schools still refer to this as a child protection file, which will be securely stored and away from the main pupil file. **Within the main CLASS file, pupil files should have a red C in the top right hand corner to denote a separate file exists for that child.**
- Files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

## Why recording is important

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

## The Concerns File

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

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

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

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

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

- If the child moves to another school, the concern file will be sent or taken, as part of the admission/transition arrangements, to the Senior Designated Person at the new establishment/school. There will be a timely liaison between each school Senior Designated Person for Safeguarding to ensure a smooth and safe transition for the child.

## **Recording Practice**

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

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

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

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

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

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

- Cascading lessons learned from serious case reviews (SCRs) to all staff.
- Considering key learning into practice for example, from Danial Pelka, Baby P and local SCRs.
- Checking how staff understand and demonstrate professional curiosity and healthy scepticism when faced with facts and information from parents/carers not matching what staff are observing in practice.
- Understanding and following the DSL key roles and responsibilities contained within KCSIE (Annex B).
- Referring a child if there are concerns about possible abuse, to the Early Help Hub or Doncaster Children's Trust Referral and Response Service Professional advice lines.
- The DSL will act as a focal point for staff to discuss concerns KCSIE (p 10) Referrals should be made in writing, following a telephone call using the Early help Module / Doncaster Children's Trust referral and Response Service referral form or the CSE referral form depending on the nature of the referral.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Having a clear job description and time to attend statutory meetings and regular training and network meetings in line with KCSIE proposals for annual training.
- Ensuring that all such records are kept confidentially and securely and are **separate** from pupil records, until the child's 25<sup>th</sup> birthday, and are copied on to the child's next school or college.
- Ensuring that an indication of the existence of the additional file (in 3 above) is marked on the pupil records.
- Liaising with other agencies and professionals/accessing local networks.
- Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents/carers.
- Ensuring that any pupil currently with a Child Protection Plan who is absent in the educational setting without explanation is referred to their key worker's Social Care Team.
- Organising child protection / safeguarding induction for all new staff, and updating whole school training every year (and on a regular basis via staff meetings) All DSLs attend 3 out of 4 the designated safeguarding network meetings/DSCB lunchtime seminars on a regular basis 3 out of 4 meetings a year. If unable to do this, refresher training will be attended every 2 years.
- Providing, with the Head Teacher, an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised). This supports the S175 annual safeguarding report.
- Understand Children in Need / children on Protection Plans and support all Looked After Children Personal Education Plans (PEPs.).
- Providing information and audits to the LA and DSCB when required.
- Attending local DCST / early help weekly trust meetings to discuss any cases/share knowledge and also access any support in relation to safe practice.

Out of hours and in holiday cover arrangements:

Mr Brian (Head Teacher), Mrs Wild (Deputy Head/DSL) and Miss Denigan (DDSL) will check emails every week during school holidays unless on holiday themselves. Any family who needs to contact us may do so via our email addresses which can be found on the front page. Contact will then be made as appropriate. Families can also obtain help via the Early Help Hub or Social Services Referral and Response Team, and these numbers can be found in this document.

**In keeping with the KCSIE arrangements – The academy/school has considered adequate and appropriate cover arrangements for availability out of school hours/term time.**

In this policy “availability” is defined as:

Mrs Wild and Miss Denigan will attend Child Protection Conferences which fall during the school holidays wherever possible. Should there be any actions arising from Core Group Meetings, a message may be left on our emails requesting contact to be made as soon as possible.

## **6 LIAISON WITH OTHER AGENCIES**

Conisbrough Ivanhoe Primary 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 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).
- Follow our policy on Uncollected Children in the event of children not collected from school and school’s inability to contact parents or named contacts.
- Parents will be telephoned immediately and the police informed should a child leave school intentionally and without permission.

## **7 SUPPORTING PUPILS AT RISK**

Conisbrough Ivanhoe Primary Academy will endeavour to support vulnerable pupils through:

- Its ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- Its behaviour policy aimed at supporting vulnerable pupils in school. All staff will agree a consistent approach which focuses on the behaviour or breach of school rules committed by the Child.
- Liaison with other appropriate agencies which support the pupil.

- Developing supportive relationships.
- Recognition that children living in difficult home environments are vulnerable and in need of support and protection.
- Monitoring pupil welfare, keeping accurate records and notifying appropriate agencies as and when necessary.
- Allowing designated staff opportunities to attend face to face DSCB multi-agency training, (sexual exploitation, FGM, neglect, PREVENT domestic violence, drugs/alcohol substance misuse etc.).
- Recognising, reporting and responding any behaviours consistent with radicalisation/extremist behaviours.
- Recognising, reporting and responding to any suspected FGM practice.
- The school works with a variety of agencies and arranges opportunities for young people to discuss and understand a wide range of specific safeguarding issues.
- The Designated Safeguarding Lead will cascade information to all staff in relation to specific safeguarding concerns listed in KCSIE. This includes information on:
  - Bullying, CME, CSE, Domestic abuse, drugs, fabricated illness, faith abuse, FGM, forced marriage, gangs and youth violence, VAWG, hate, mental health, CME, private fostering, preventing radicalisation, relationship abuse, sexting, trafficking, LGBTQ support.
- Conisbrough Ivanhoe Primary Academy staff are aware of the DSCB Neglect policy and toolkit available from DSCB to help identify and recognise any child subject to neglect.

## **8 EARLY IDENTIFICATION, RECOGNISING AND RESPONDING TO SAFEGUARDING NEEDS**

### Early Help Hub

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

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

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

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

Telephone: 01302 734110

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

Or

[Earlyhelphub@gcsx.gov.uk](mailto:Earlyhelphub@gcsx.gov.uk)

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

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

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

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

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

Telephone: 01302 796000 (outside office hours)

Email: [referral&responseteam@doncaster.gov.uk](mailto:referral&responseteam@doncaster.gov.uk)

Infrastructure to support Lead practitioners with early help pathway and processes

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

Your Early Help co-ordinators are:

North:

Natasha Abbott (07738 888 218) [natasha.abbott@doncaster.gov.uk](mailto:natasha.abbott@doncaster.gov.uk)

Davey Mitchel (01302 735302) [davey.mitchel@doncaster.gov.uk](mailto:davey.mitchel@doncaster.gov.uk)

East:

Christian Brownless (07810 153 716) [christian.brownless@doncaster.gov.uk](mailto:christian.brownless@doncaster.gov.uk)

Carl Shillito (07747 008 255) [carl.shillito@doncaster.gov.uk](mailto:carl.shillito@doncaster.gov.uk)

South:

Lindsey Swain (07717 320 478) [lindsey.swain@doncaster.gov.uk](mailto:lindsey.swain@doncaster.gov.uk)

Dean Mangham (07776 454 314) [dean.mangham@doncaster.gov.uk](mailto:dean.mangham@doncaster.gov.uk)

Central:

David Hamilton (07776 454 318) [david.hamilton@doncaster.gov.uk](mailto:david.hamilton@doncaster.gov.uk)

Stephanie Armstrong (07970 226 004) [stephanie.armstrong@doncaster.gov.uk](mailto:stephanie.armstrong@doncaster.gov.uk)

Early help Network Meetings:

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

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

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

#### Early Help Training:

New training programme for Early Help Practitioners, courses can be accessed via <https://www.engagedoncaster.co.uk/dscb>

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

#### Quality Assurance and Tracking:

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

**The DSL/DDSL attend the Early Help Network support sessions to access support provided to ensure child's needs are met to prevent escalation.**

## 9 SCHOOL NURSING – ACCESS TO UNIVERSAL PROVISION

- If health needs are identified, the DSL will contact the school nursing service for information and advice. Where a new diagnosis is received and further advice and support are required school may contact the designated school nurse by telephone on 01302 384138 or email [cyp&fschoolnurses@rdash.nhs.uk](mailto:cyp&fschoolnurses@rdash.nhs.uk)
- The school nurse will offer guidance and support in the form of signposting to specialist practitioners; where appropriate and advice with regard to care planning. The school nursing service can offer early identification cases (pre-caf EHA) where some concerns are being raised, help with managing healthy weight/lifestyles, CSE, domestic abuse, FGM, childhood illnesses and support managing medicines and health care plans / allergies. The service also provides training for staff.

The school nurse contact details are available from [cyp&fschoolnurses@rdash.nhs.uk](mailto:cyp&fschoolnurses@rdash.nhs.uk)

## 10 HEALTH AND WELL-BEING + CLINICS

All pupils are able to access Nurture Groups within school where relevant and following discussion of need with staff and parents/carers. Children are made aware of SRE information as appropriate to age and maturity, and Y6 pupils access information regarding alcohol and drug abuse.

All Y6 pupils will be made aware of the Respect Yourself Doncaster app where appropriate to maturity and need and are aware of the support available inside and outside education/school.

## **11 CHILD SEXUAL EXPLOITATION (CSE)**

Child sexual exploitation is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

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

Child sexual exploitation has been shown to affect:

- • Physical (including sexual) and mental health and well-being;
- • Education and training and therefore future employment prospects;
- • Family relationships;
- • Friends and social relationships, current and as adults; and
- • Their relationship with their own children in the future.

All staff understand CSE and are vigilant for signs of abuse and will follow procedures should any concerns be raised as all children and young people have a right to be safe and should be protected from harm.

## **12 GAMBLING AND SOCIAL GAMING**

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

the increasing availability of online gambling and the presence of high street bookmakers, gaming is more prevalent in society today.

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

- Are male and aged 13 – 18 years.
- Use gambling to cultivate status among peers.
- Fallen out with family, truant from school or college.
- Low self-esteem, but irrational behaviour.
- Preoccupied on mobile, restless or irritable.
- Lies to family members, friends and college staff to conceal behaviour.
- Never has no money.

Online gaming can also have serious safeguarding risks as children may ‘play’ online with other players from around the world with no knowledge of who they really are. All children at Conisbrough Ivanhoe Primary Academy are taught in PSHE lessons how to keep themselves safe online and what to do should they feel threatened.

Advice or help can be accessed via:

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

## **13 WHISTLE BLOWING**

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Lead Advisory Officer for Education Safeguarding or LADO following the Whistleblowing Policy.
- Whistle-blowing re the Head Teacher should be made to the Chair of the Governing Body whose contact details are readily available to staff (as pertinent to setting).
- Ofsted also may wish the LA to investigate any whistleblowing concerns and the school/setting will work with the LA should this arise
- Staff understand KCSIE requirements and know they can raise concerns also with the NSPCC.

## COMPLAINTS

Staff are aware of how to handle parental complaints and how to offer parents the school/academies complaint procedure. The Complaints Policy is available on our website. This follows gov.uk/ofsted or EFA guidelines.

### 14 PHYSICAL INTERVENTION

- We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- Staff who are likely to need to use physical intervention will be appropriately trained in the Team Teach technique or equivalent training.
- We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- The school understands how to report any injuries to staff to the health and safety team.
- We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary and a clear Code of Conduct is in place for all staff.

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

### 15 ANTI-BULLYING / INTERNET SAFETY / SOCIAL MEDIA

- Our Behaviour and Anti-Bullying Policy and E-Safeguarding Policies are set out in separate documents and acknowledge that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic, transphobic, bi-phobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse. We keep a record of bullying incidents and follow DfE statutory guidance to prevent and tackle bullying.
- Internet Safety/E-Safety – The school has an e-safeguarding policy in place and all pupils, staff, volunteers, students and governors sign an Acceptable Use Agreement for social media. The DSL will follow DSCB procedures to refer any on-line safety concerns to the relevant bodies

[http://doncasterscb.proceduresonline.com/chapters/p\\_child\\_abuse\\_esafety.html?zoom\\_highlight=child+to+child+abuse](http://doncasterscb.proceduresonline.com/chapters/p_child_abuse_esafety.html?zoom_highlight=child+to+child+abuse)

Staff Training – On-line Safety (KCSIE) Governors and proprietors in this academy/school have ensured staff are trained and that on-line safety is integrated, aligned and considered as part of the overarching safeguarding approach. Children are made aware of how to keep themselves safe on-line through PSHE lessons and regular reminders throughout the school year, including taking part in activities during Safer Internet Week. Online safety tips are also shared with parents at least annually.

### Social Media Responsibilities.

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

In line with Keeping Children Safe in Education all staff:

- Recognise peer on peer abuse and make it clear abuse is abuse and should not be tolerated or passed off as banter.
- Sexting is defined within anti-bullying and social media policy so staff can challenge what is often deemed as `banter`.
- The academy follows searching and confiscation advice.
- The academy's social media/anti-bullying/e-safeguarding policy links to the CEOP and UK council for Child Internet Safety to policy and practice.

### Peer on Peer Abuse

- Any concerns will be passed to the DSL lead and the DSCB peer on peer abuse policy and procedures will be followed.

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

[http://doncasterscb.proceduresonline.com/chapters/p\\_risk\\_gang\\_activity\\_involve.html?zoom\\_highlight=peer+on+peer+abuse](http://doncasterscb.proceduresonline.com/chapters/p_risk_gang_activity_involve.html?zoom_highlight=peer+on+peer+abuse)

[http://doncasterscb.proceduresonline.com/pdfs/if\\_only\\_someone\\_had\\_listened.pdf?zoom\\_highlight=peer+abuse#search="peer abuse"](http://doncasterscb.proceduresonline.com/pdfs/if_only_someone_had_listened.pdf?zoom_highlight=peer+abuse#search=\)

### Abuse of Disabled Children

The available UK evidence on the extent of abuse among disabled children suggests that disabled children are amongst the most vulnerable in society and are at increased risk of abuse, and that the presence of multiple disabilities increases the risk of both abuse and neglect.

Disabled children may be especially vulnerable to abuse for a number of reasons. Some disabled children may:

- Have fewer outside contacts than other children;
- Receive intimate personal care possibly from a number of carers, which may both increase the risk of exposure to abusive behaviour, and make it more difficult to set and maintain physical boundaries;
- Have little or no choice about who provides them with intimate care;
- Have an impaired capacity to resist or avoid abuse;
- Have communication difficulties which may make it difficult to tell others what is happening;
- Be more vulnerable than other children to abuse by their peers;

- Not understand or be aware of what is or is not appropriate behaviour.

All staff are aware of the increased risk of abuse of disabled children and will follow procedures should any concerns be raised. A Personal Care Plan will be created and followed for any child requiring intimate care.

## **16 HAZING**

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

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

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

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

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

## **18 LGBTQ SUPPORT**

- The DSL understands how to support any young person requiring LGBTQ support and will encourage access to youth groups. The Early Help team may support with youth support access to groups etc.
- The school curriculum reflects opportunity to explore difference and celebrate diversity.
- The DSL will seek professional advice where there is additional risk posed, for example self-harm, isolation, bullying etc to ensure a team around a child meeting is in place for young people and families.
- Safe places and `straight allies` groups may be supported in the school/academy to include all young people and also recognise the individual needs of LGBTQ young people.

- SIMS will acknowledge preferred names and risk assessments completed (where appropriate) to ensure gender norms are challenged and the environment supports all young people including LGBTQ young people.

## 19 TRANS YOUNG PEOPLE

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

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

The DSL and DDSL will familiarise themselves with the National trans inclusive toolkit (which will be available to all DSL leads produced by Stonewall).

The DSL/DDSL will attend further training on supporting Trans young people (the LA will offer this).

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

## 20 HUMAN TRAFFICKING and MODERN SLAVERY

The Trafficking Protocol defines human trafficking as:

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

Modern slavery is a form of organised crime in which individuals including children and young people are treated as commodities and exploited for criminal gain. Traffickers and gang masters trick, force and/or persuade children and/or their parents to let them leave their homes. Grooming methods are used to gain the trust of a child and their parents, eg the child is promised a better life or

education, but is actually forced into a life of abuse, servitude and inhumane treatment.

Staff will be vigilant for signs of modern slavery and the appropriate steps will be taken in line with Doncaster Safeguarding Children guidelines. Local authorities have a duty to notify the Home Office about any potential victims of modern slavery.

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

[http://doncasterscb.proceduresonline.com/chapters/p\\_safe\\_child\\_trafficked.html?zoom\\_highlight=human+trafficking](http://doncasterscb.proceduresonline.com/chapters/p_safe_child_trafficked.html?zoom_highlight=human+trafficking)

[http://doncasterscb.proceduresonline.com/chapters/p\\_safe\\_child\\_from\\_abroad.html?zoom\\_highlight=modern+day+slavery](http://doncasterscb.proceduresonline.com/chapters/p_safe_child_from_abroad.html?zoom_highlight=modern+day+slavery)

<http://hopeforjustice.org/>

## **21 PREVENTING RADICALISATION – MANDATORY DUTY TO REPORT**

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

Our setting knows how to recognise and respond to any behaviour that could link to radicalisation/extremism. Our Children and Young Persons Police Officer – CYPO is the first point of contact and any staff or pupil's behaviour that may point to radicalisation/extremism are discussed with the CYPO immediately. If unavailable, the DSL/DDSL would call 101. If travel abroad is suspected / immediate threat, staff are aware to call 999 and they also have access to the confidential anti-terrorist hotline 0800 789321.

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

[http://doncasterscb.proceduresonline.com/chapters/p\\_protect\\_child\\_vulner\\_violent\\_ext.html?zoom\\_highlight=prevent](http://doncasterscb.proceduresonline.com/chapters/p_protect_child_vulner_violent_ext.html?zoom_highlight=prevent)

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

All staff via the DSL understand the Doncaster Channel Protocol.



Channel Protocol -  
Doncaster.docx

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

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

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

- The school SMSC curriculum explores shared values and beliefs. This includes Educate Against Hate <http://www.educateagainsthate.com/>
- School leaders have completed a PREVENT self-assessment (see engage Doncaster – PREVENT resources)
- The designated safeguarding lead will access/has accessed Home Office approved WRAP training – workshop to raise awareness of prevent.
- All staff have accessed the home office on-line resource/ have attended a WRAP 3 workshop

- The LA trained trainer / Education lead is [sarah.stokoe@doncaster.gov.uk](mailto:sarah.stokoe@doncaster.gov.uk)

**Our trained Home Office approved WRAP 3 PREVENT lead in school is Faye Denigan – Deputy Designated Safeguarding Lead.**

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

- The school recognises the areas where FGM is prevalent and works in partnership with agencies to safeguard any child at risk of FGM. The designated safeguarding lead understands this is classed as child abuse in the UK and will report any risk to 101 immediately. The school have access to DSCB training on FGM and the designated safeguarding teacher includes FGM in whole school safeguarding training. Any children attending/starting school from one of the most prevalent areas where this is practiced will seek advice from school nursing / referral and response service. A Department for Health risk assessment is available on engage Doncaster website.
- All staff have read and understand the FGM fact sheet and mandatory reporting included in Keeping Children Safe in Education)
- Designated safeguarding leads understand local DSCB procedures for reporting suspected FGM.  
[http://doncasterscb.proceduresonline.com/chapters/p\\_female\\_gen\\_mutilat.html](http://doncasterscb.proceduresonline.com/chapters/p_female_gen_mutilat.html)

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

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

## **23 HONOUR BASED VIOLENCE – MANDATORY DUTY TO REPORT**

The police definition of Honour Based Violence is:

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

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

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

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

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

## 24 FORCED MARRIAGE

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

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

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

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

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

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

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

### **Virtual school for Gypsy, Roma and Travelling Children**

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

### **Ethnic Minority & Traveller Service (EMTAS)**

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

**Email:** [shafqat.sultan@doncaster.gov.uk](mailto:shafqat.sultan@doncaster.gov.uk)

**Website:** [www.doncaster.gov.uk/emas](http://www.doncaster.gov.uk/emas)

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

### Private Fostering – A Definition

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

(National Minimum Standard for Private Fostering DFES 2005)



Think Private  
Fostering.docx

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

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

Or

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

Or

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

## 26 DOMESTIC VIOLENCE AND ABUSE

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

The Early Help Hub acts as a gatekeeper to all referrals. The DSL will liaise with the Early Help Co-ordinator and follow the early help module and procedures to secure support for the young person experiencing domestic abuse. If the child is at significant risk / harm the DSL will follow local procedures and refer to the referral and response service. Where significant harm is suspected, The DSL will make contact with the professional advice line contained in this safeguarding policy. Following this professional discussion you may refer following the DSCB /South Yorkshire Child protection procedures  
[http://doncasterscb.proceduresonline.com/chapters/p\\_dom\\_viol\\_abuse.html](http://doncasterscb.proceduresonline.com/chapters/p_dom_viol_abuse.html) (noting the referral section 1.2.2.and backing up the referral to [childrensassessmentservice@doncaster.gcsx.gov.uk](mailto:childrensassessmentservice@doncaster.gcsx.gov.uk)

We embrace best practice and offer all children time out so they may access to pastoral care when they need to talk. In addition, we will signpost parents to the Doncaster Domestic Violence Helpline for advice and support.

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

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

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



The key objectives are:

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

*Schools may wish to add here assemblies, carousels and links to roots of empathy etc.*

## 27 SUBSTANCE MISUSE

- Conisbrough Ivanhoe Primary Academy deems the possession and/or use of alcohol and/or drugs or other substances on school premises as completely inappropriate. The DSL/DDSL will immediately call Referral and Response and seek medical attention as appropriate should any child be deemed under the influence of drugs and/or alcohol in school. See Substance Misuse Policy.
- The Managing Medicines in School Policy addresses the management of prescribed medicinal drugs.
- Schools should have a 'Smoke Free Environment policy' that includes banning the use of e-cigarettes on school premises and grounds.

- For support on the above issues CONTACT PROJECT 3: 01302 640032

## **28 HIDDEN HARM**

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

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

The DSL will refer any concerns to the Early Help Hub and Referral and Response service and work with partner agencies and Project 3 so children in these circumstances can be responded to appropriately.

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

[http://doncasterscb.proceduresonline.com/chapters/p\\_work\\_substance\\_misuse\\_parent.html](http://doncasterscb.proceduresonline.com/chapters/p_work_substance_misuse_parent.html)

## **29 FABRICATED OR INDUCED ILLNESS**

Fabricated or induced illness by parents or carers (FII) can cause significant harm to children. FII involves a well child being presented by a parent or carer as ill or disabled, or an ill child being presented with a more significant problem than he/she has in reality and suffering harm as a consequence.

The term Fabricated and Induced Illness was first described as Munchausen's Syndrome by Proxy; it was later explicitly defined as a form of child abuse.

Should staff suspect a child is being abused through over-administration of medication, poisoning, neglect of medical conditions and so on, the DSL/DDSL would, in the first instance, request a Strategy Discussion with health professionals, who may then conduct an investigation.

## **30 CHILD AND ADULT MENTAL HEALTH**

The latest government figures estimate that one in ten children and young people have a diagnosable mental disorder – the equivalent of three pupils in every classroom across the country. It is vital, therefore, that schools promote positive mental wellbeing in children, young people and their families. To that end we:

- Support the development of emotional literacy and resilience to help pupils to explain, understand and find ways to manage their emotions and mental health through class PSHE lessons and individual work with pupils where appropriate.
- Guide parents/families to appropriate support through the Early Help system.

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

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

- In addition, the school follows the agreed DSCB local procedures for Procedure for Allegations Against Staff, Carers and Volunteers

[http://doncasterscb.proceduresonline.com/chapters/p\\_alleg\\_staff\\_vols.html](http://doncasterscb.proceduresonline.com/chapters/p_alleg_staff_vols.html)

#### **3.2 Procedure for Allegations Against Staff, Carers and Volunteers**

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

The aim of the procedure is to:

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

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

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

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

## 32 GOVERNING BODY RESPONSIBILITIES

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

## 33 HEALTH AND SAFETY

- Our Health and Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children within the school environment. It follows HSE guidance on administering first aid in schools. We have in place robust risk assessments from the school and when undertaking school trips and visits and consider the Disability Discrimination Act and Equality Act when planning school trips. There is an adequate first aid risk assessment in place. This includes how to access the Emergency Care Practitioner Service or 999 and when to contact parents/carers.  
The ECP contact number is 08448 706800 (minor injuries)

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

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

- Violence and aggression – All acts of violence and aggression between pupils either in a supervised situation or violence and aggression against employees must be reported to the Corporate Health and Safety using the AIR1 format and investigated by the appropriate manager / Headteacher. Violence and aggression can be either be physical or verbal and may include physical assault or verbal threats of violence or intimidation. Employees must inform their immediate line manager if they believe they have suffered injury or feel intimidated or threatened following an incident. Employees are not expected to go alone into a potentially dangerous situation or unnecessarily put themselves at risk.

## 34 MONITORING AND EVALUATION

Safeguarding 'Keeping Children Safe in Education' 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
- Governing Body visits to the school
- DSCB Safeguarding audit tools
- Anti-Bullying audit tools (ABA website)
- CPOMS data (from other schools as 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 Nurture Groups.
  - Reviewing risk assessments for wrap-around and/ after school club activities run on school sites
  - First aid procedures and health care plans

**This safeguarding policy also links to our policies on:**

- Complaints policy
- Staff Recruitment and retention – safer recruitment
- Managing long term medical conditions/medical conditions Policy for Supporting Medical Needs
- Behaviour and Anti-bullying Policy
- Code of Conduct for Working with Children
- Social Media Guidance
- E-Safeguarding Policy
- Children Missing Education
- Whistleblowing
- Health & Safety
- Allegations against staff
- Attendance
- PSHCE (including safeguarding)
- SMSC – Including Fundamental British Values
- Teaching and Learning
- Administration of medicines

- Drug Policy
- Relationships and Sex Education
- Social Media Agreement
- Uncollected Children Policy and Procedures
- Code of Conduct for Parents Policy and Procedures is in draft form

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

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

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

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

LEGALLY REQUIRED (DfE statutory/ recommended policies and procedures highlighted in RED)	Notes - (suggested details)	In place?	Name of Policy (if different)	Person(s) responsible	Review Date
8.1 Action Plan following OfSTED Inspection	Address any issues relating to safeguarding	Y	School Improvement Plan	Joe Brian	July 2017
8.2 Register of pupils attendance Attendance Policy Register of pupils admission to schools	Include targets and links with safeguarding CME CiC	Y	Attendance Policy	Joe Brian	Live Document
8.3 Data Protection Freedom on Information	Security of information. Named data controller. Record keeping. Sharing of information.	Y	Data Protection Policy	Joe Brian	July 2017
Central Record of Recruitment and Vetting Checks	Ensure all CRB references removed from current policies – now the DBS service. Ofsted Inspecting Safeguarding Briefing Paper 2014 and DfE safeguarding website for DBS checking requirements	Y		Joe Brian and Christine Foster	Live Document
Child Protection Policy and Procedures	Detailed procedures familiar to <b>all</b> staff, Governors and volunteers, all of whom have a copy	Y	Safeguarding Policy	Karen Wild	December 2018
Complaints Procedure Statement	Headteacher, Deputy Headteacher, Chair and Vice-Chair of Governors to be thoroughly versed	Y	Complaints Policy	Joe Brian	2018
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.)	Y	Equality Policy	Karen Wild	2018
School Behaviour Policy Behaviour Principles written statement	Include measures taken for safeguarding children; cross-reference to physical restraints policy/positive handling Staff code of conduct Rewards/Sanctions	Y	Behaviour and Anti- Bullying Policy	Karen Wild	2018

	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	Y	Health and Safety Policy	Christine Foster	2018
Home-School Agreements	Include measures taken for safeguarding children	Y		Joe Brian	2018
Minutes of and papers considered at meetings of the Governing Body and its Committees	Includes reviewing and monitoring of safeguarding procedures	Y		Christine Foster	Live Document
Premises management documents	Visitor protocols Uncollected children protocol Volunteers and contractors in school	Y		Christine Foster	Live Document
Prospectus	Include information on school's duties and procedures regarding safeguarding children; include name of Designated Officer(s)	Y	Information for Parents	Joe Brian	2017
School/setting Information published on website	Latest safeguarding policy is up to date (no more than 1 year old)	Y		Joe Brian	Live Document
The Safeguarding Curriculum	Include how curriculum contributes to safeguarding children. In addition a school flow chart for staff to prevent, recognise and respond to:	Y	Safeguarding Policy	Karen Wild	December 2018
Relationship and Sex Education (RSE)	Child Sexual Exploitation Forced Marriage FGM	Y	RSE Policy	Paula Gathercole	2018
SMSC Curriculum					

	<p>Domestic Violence          Lesbian/Gay/Bi/Questioning-challenging          Homophobic language          Drug/Alcohol/Substance misuse          Risky Behaviours          Teenage Pregnancy          Obesity          Mental health          Self-harm/eating disorders etc.          Link to healthy schools / PSHE curriculum          Primary school safeguarding training for young people via the NSPCC</p>				
Special Educational Needs	Include reference to safeguarding children, particularly regarding identifying safeguarding needs of individuals	Y		Karen Wild	2018
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.	Y	Safeguarding Policy	Karen Wild	2018
Code of Conduct	In line with the recommended LA Code of Conduct	Y	Code of Conduct	Joe Brian	2018
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.	Y	Supporting Pupils with Medical Needs	Karen Wild	2018
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	Y	Safeguarding Policy	Karen Wild	2018

## **CONISBROUGH IVANHOE PRIMARY ACADEMY**

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

<b>DONCASTER RECOMMENDED CROSS REFERENCING OF SAFEGUARDING POLICY TO THE FOLLOWING:</b>					
Anti-Bullying Policy	Agreed school definition in line with DSCB/LA definition Doncaster anti-bullying charter mark Peer mentoring policy Policy makes reference to homophobic bullying Reporting and recording procedures in place Common staff approach in tackling homophobic language and any incidents of bullying	Y		Karen Wild	2018
Safe working practices for the protection of children and staff in education settings - boundaries to professional behaviour LA Code of conduct	*include in department handbooks guidance about which behaviours constitute safe practice and which behaviours should be avoided.	Y		Joe Brian	2018
Internet access and use e-safety  E-SAFETY POLICY	Include clear rules regarding what is permissible for staff and pupils and pupil supervision requirements	Y		Karen Wild	2018
Out of school visits	Include explicit references to safeguarding children	Y		Karen Wild	2018
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 DSCB policies and procedures)	Y		Karen Wild	2018
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.	Y	Safer Recruitment Policy	Karen Wild	2018
Staff and departmental handbooks	Induction guide – specific for safeguarding children available (safeguarding policy front sheet). Example lanyard/poster in reception.	Y		Christine Foster	2018

	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	Y	Reference made in Safeguarding Policy	Karen Wild	2018
Whistleblowing	Clear information for staff on steps to take if they have concerns about persons working in school. Ofsted whistleblowing procedures	Y		Joe Brian	2018

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

When reviewing all your school policies schools/settings 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.

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

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

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