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Safeguarding and Child Protection Policy (Sandringham Primary)

Status	Statutory
Version	10
Responsible Directors' Board	Delegated to Local Governing Board
Responsible Persons	Strategic Safeguarding Lead
Date Policy Reviewed	October 2024
Next Review Date	September 2025

Academy personalisation required (in highlighted fields)



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



Summary of Changes from Previous Version

Version	Date	Author	Summary of Updates
V2	26/09/2022	Dawn Slater	<ul style="list-style-type: none"> 3. Statutory Framework Reference to Sexual violence and sexual harassment between children in schools and colleges (DfE 2021) removed and replaced with KCSIE 2022. Page 22 addition of child-on-child sexual violence and sexual harassment flowchart.
V3	14/03/2023	Dawn Slater	<ul style="list-style-type: none"> Page 52 change of LADO contact email Page 43 administering of intimate care plans
V4	May 2023	A Hibbitt	<ul style="list-style-type: none"> Updated Hall Cross contact details within appendix
V5	July 2023	Dawn Slater	<ul style="list-style-type: none"> 1. Updated Rationale. 2. Governors' Statement includes reference to outside agencies delivering activities following academy safeguarding procedures. 4. Principal's role updated including supervision of DSL. 4. DSL's role updated including responsibility for filtering and monitoring. 5. Includes reference to child victims of trafficking/modern day slavery. 5. Referring to children absent from education and children missing from education. 5. Referring to children/young people who may be susceptible to radicalisation as opposed to vulnerable. 6. Includes reporting concerns re mental health. 9. Online Safety includes commitment to following the DfE standards for filtering and monitoring. 9. Definition of reasonable force included. 10. Inclusion of allegations against staff for behaviour outside of the workplace. Appendix 1. Updated contacts list
V6	Feb 2024	Strategic Safeguarding Lead	<ul style="list-style-type: none"> Updated to reflect updated guidance Working Together to Safeguard Children (December 2023) to replace previous reference to Working Together to Safeguarding Children (2018)
V7	April 2024	Strategic Safeguarding Lead	<ul style="list-style-type: none"> Key Safeguarding contacts updated within appendix 1
V8	July 2024	Strategic Safeguarding Lead	<ul style="list-style-type: none"> Change of policy owner to Matt Copestick Throughout policy – Update KCISE 2023 to KCISE 2024 Re-write of policy. Now based on City of Doncaster Council 'model safeguarding policy'



V9	September 2024	Strategic Safeguarding Lead	<ul style="list-style-type: none"> • Page 20 – Replace the requirement of informing the CEO with informing the Strategic Safeguarding Lead where there are concerns about the conduct of Principal. • Appendices added – safeguarding process flows • Clarity of language – ‘school’ replaced with ‘academy’ where appropriate ‘child’ replaced with ‘pupil’ where appropriate
V10	October 2024	Strategic Safeguarding Lead	<ul style="list-style-type: none"> • Section 11 – CIC updated to LAC. • Addition of Appendix F - DSL Job Description. • Section 8 – Reference made to Appendix B: Process flow for reporting safeguarding concerns and reference made to non-statutory guidance ‘What to do if you’re worried a child is being abused (2014).’ • Section 5 – Reference made to the DFE statutory guidance ‘Working together to improve school attendance (2024).’

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1. Rationale

This Policy has been developed in accordance with the Children Act 1989 and 2004, the Education Act 2002 and Working Together to Safeguard Children 2023. This policy reflects the statutory requirements within Keeping Children Safe in Education 2024 (KCSIE) and Doncaster Children’s Safeguarding Partnership (DSCP) local policy and procedures. It also considers local lessons learned to ensure all children, young people and families in Doncaster are supported.

2. Supporting Documents

This Policy operates in conjunction with the following academy-level and trust-wide policies:

- Child-on-child Abuse Policy
- Suspension and Exclusion Policy
- Online Safety & Security Policy
- Cyber Response Policy & Plan
- Mobile Phones in Schools Policy
- ICT Acceptable Use Policy (Pupil)
- ICT Acceptable Use Policy (Colleagues, Governors & Visitors)
- Data Protection Policy
- Photography and Filming Policy
- Whistleblowing Policy
- Safer Recruitment Policy
- Staff Code of Conduct
- Behaviour & Relationships Policy
- Low-level Concerns Policy

3. Important Safeguarding Contacts

Local Authority Designated Officer (LADO) Allegations against adults working with children referral form (LADO) - City of Doncaster Council	Milovan Orlandich LADO@doncaster.gov.uk 01302 737332
Safeguarding Adviser – Local Authority	Jo Howe Jo.howe@doncaster.gov.uk 01302 736975/07816353019
Children’s Social Care Safeguarding concern - child at risk report form - City of Doncaster Council	01302 737777 ChildrenAssessmentService@doncaster.gov.uk
Out of hours Children’s Social Care	01302 796000
Professionals line – Social Care	01302 737033
MASH Early Help	01302 734110 EarlyHelpHub@doncaster.gov.uk
Early Help Coordinators Early Help - What is it in Doncaster? - City of Doncaster Council	01302 736250 EarlyHCo@doncaster.gov.uk



Parent and Family Support Services (PAFSS)	Central - Sammy.Taylor-Brown@doncaster.gov.uk 01302 862680 North - Rebecca.Evertons@doncaster.gov.uk 01302 737994 East - Nicola.paterson@doncaster.gov.uk 01302 737686 South - Charlotte.Brookes@doncaster.gov.uk 01302 735906
Your Place, Your Family Your Place Your Family Teams Doncaster Safeguarding Children Partnership (dscp.org.uk)	Central – 01302 736409 North – 01302 736787 East – 01302 736336 South – 01302 736644 YourPlaceYourFamilyTeam@doncaster.gov.uk
Virtual School Virtual School Children in Care team - City of Doncaster Council	01302 737880
Child Missing in Education (CME) Children Missing Education - City of Doncaster Council	childrenmissingeducation@doncaster.gov.uk
Prevent	Emergency – 999 Non-emergency 101 PreventSouth@ctpne.police.uk Council contact: Rachael Long – Crime & Community Safety Theme Manager 01302 737469 Channel Helpline - 020 7340 7264
Local Police – PCSO link	
School Nursing Service	Single Point of Contact – 03000 218997 Website - Zone5-19.rdash.nhs.uk Rdash.doncasterchildrenscaregroup@nhs.net
Exceed Learning Partnership – Trust central office CEO, Deputy CEO and Director of Primary are contactable through this number	01709 805175
Exceed Learning Partnership Strategic Safeguarding Leader	Matt Copestick m.copestick@exceedlp.org.uk 07354 848159

4. Aims

Our Academy aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote pupil’s welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff are properly trained in recognising and reporting safeguarding issues.

5. Legislation and Statutory Guidance



This Policy is based on the Department for Education's (DfE's) statutory guidance [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/100000/Keeping_children_safe_in_education_2024.pdf) and [Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/100000/Working_together_to_safeguard_children.pdf)

This policy is also based on the following legislation / statutory guidance:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of children/young people at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children/young people
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children/young people
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children/young people
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting children/young people with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting children/young people (where we can show it's proportionate). This includes making reasonable adjustments for disabled children/young people. For example, it could include taking positive action to support girls where there's evidence that they are being disproportionately subjected to sexual violence or harassment.
- [Public Sector Equality Duty: guidance for public authorities - GOV.UK \(www.gov.uk\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment, and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some children/young people may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination.
- [Working together to improve school attendance \(2024\)](#), statutory guidance for schools and academies that outlines responsibilities for managing attendance.



All academies with children aged under 8 to include:

- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and [Childcare Act 2006](#), which set out who is disqualified from working with children

All **early years** providers to include:

This Policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

6. Definitions and terminology

Safeguarding and promoting the welfare of children and young people means:

- Providing help and support to meet the needs of pupils as soon as problems emerge.
- Protecting pupils from maltreatment, whether that is within or outside the home, including online.
- Preventing the impairment of pupil’s mental and physical health or development.
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all pupils to have the best outcomes.

Child protection is part of this definition and refers to activities undertaken to prevent children/young person suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child/young person and may involve inflicting harm or failing to act to prevent. *See Appendix 1: types of abuse.*

Neglect is a form of abuse and is the persistent failure to meet a child’s/young person’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s/young person’s health or development.

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children/young people share nude or semi-nude images, videos, or live streams.

Child/young person includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role – stepparents, foster parents, carer, and adoptive parents.

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

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the pupil involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of pupils) as, in some cases, abusive behaviour can be harmful to the alleged perpetrator too. We will decide which terms to use on a case-by-case basis.



Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) - 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.

DSCP - Doncaster Safeguarding Children Partnership

7. Equality statement

Some pupils have an increased risk of abuse, both online and offline, and additional barriers can exist for some pupils with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise pupils' diverse circumstances. We ensure that all pupils have the same protection, regardless of any barriers they may face.

We give special consideration to pupils who:

- Have special educational needs and/or disabilities (SEND) or health conditions.
- Are young carers.
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality.
- Have English as an additional language.
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence.
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation.
- Are asylum seekers.
- Are at risk due to either their own or a family member's mental health needs.
- Are looked after or previously looked after (see section 11)
- Are missing or absent from education for prolonged periods and/or repeat occasions.
- Whose parent/carer has expressed an intention to remove them from the academy to be home educated.

8. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the academy and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended academy and off-site activities.

The academy plays a crucial role in preventative education. This is in the context of a whole-academy approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia, and sexual violence/harassment. This will be underpinned by our:

- Behaviour policy
- Pastoral support system
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships
 - Boundaries and consent



- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise an abusive relationship (including coercive and controlling behaviour)
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support.
- What constitutes sexual harassment and sexual violence and why they're always unacceptable.

All staff

All staff will:

- Read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/92242/Keeping-children-safe-in-education-2024.pdf) and review this guidance at least annually
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.
- Report safeguarding concerns to the Designated Safeguarding Lead (DSL) or a Deputy in line with Appendix B of this policy.
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children/young people to do online (e.g. sites they need to visit or who they'll be interacting with online).
- Be aware of and refer to the non-statutory government advice '[What to do if you're worried a child is being abused \(2015\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/42112/What-to-do-if-youre-worried-a-child-is-being-abused-2015.pdf)' if additional guidance is needed.
- Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff behaviour policy/code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputy designated safeguarding lead (DDSL), the behaviour policy, the online safety policy and the safeguarding response to children who go missing from education.
- The Early Help assessment process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a pupil tells them they are being abused or neglected, including specific issues such as female genital mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The signs of different types of abuse, neglect and exploitation, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation



(CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines).

- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.
- The fact that pupils can be at risk of harm inside and outside of their home, in the academy and online.
- The fact that pupils who are (or who are perceived to be) lesbian, gay, bi, or trans (LGBTQ+) can be targeted by other pupils.
- What to look for to identify pupils who need help or protection

The Designated Safeguarding Lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is Vicky Ward, Safeguarding Lead. The DSL takes lead responsibility for child protection and wider safeguarding in the academy. This includes online safety and understanding our filtering and monitoring processes on school devices and academy networks to keep pupils safe online. Their job description is included in this policy in Appendix F.

During term time, the DSL will be available during academy hours for staff to discuss any safeguarding concerns.

The DSL can be contacted during the school holidays via the safeguarding@sandringham.school email address or on the safeguarding mobile 07736912657 between the hours of 10-2pm.

When the DSL is absent, the DDSL's – Chris Metcalfe, (Principal), Emily Smithard (Vice Principal), Jessica Milnthorp, (SENDCO) Joanne Howe, (Thrive practitioner) will act as cover. In addition, all members of the senior leadership team are level 3 trained.

The DSL will be given the time, funding, training, resources, and support to:

- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of pupils.
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
- Have a good understanding of harmful sexual behaviour.
- Have a good understanding of the filtering and monitoring systems and processes in place at our academy.

The DSL will also:

- Keep the Principal or Executive Principal informed of any issues.
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate.
- Be aware of and refer to the non-statutory government advice '[What to do if you're worried a child is being abused \(2015\)](#)' if additional guidance is needed.



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- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the academies policies.
- Be confident that they know what local specialist support is available to support all pupils involved (including victims and alleged perpetrators) in sexual violence and sexual harassment and be confident as to how to access this support.
- Be aware that children/young people must have an 'appropriate adult' to support and help them in the case of a police investigation or search.

The full responsibilities of the DSL and DDSL are set out in their job description (appendix F) and can also be found in KCSIE [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90122/keeping-children-safe-in-education-2024.pdf)

The Principal

The Principal is responsible for the implementation of this policy and all linked policies, including:

- Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems which support safeguarding, including this policy, as part of their induction.
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.
- Communicating this policy to parents/carers when their pupil joins the academy and via the academy website.
- Ensuring that the DSL has appropriate time, funding, training, and resources, and that there is always adequate cover if the DSL is absent.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this.
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each pupil in the Early Years Foundation Stage is assigned a key person
- Overseeing the safe use of technology, mobile phones, and cameras in the setting

The Governing Board

The governing board will:

- Facilitate a whole-academy approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development.
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation.
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our academy's local multi-agency safeguarding arrangements.
- Appoint a senior board level (or equivalent) lead (or, link governor) to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.



- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners.
- Ensure that the academy has appropriate filtering and monitoring systems in place and review their effectiveness. This includes:
 - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training.
 - Reviewing the DfE's filtering and monitoring standards and discussing with IT staff and service providers what needs to be done to support the academy in meeting these standards.
- Make sure:
 - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support.
 - Online safety is a running and interrelated theme within the whole-academy approach to safeguarding and related policies.
 - The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place.
 - The academy has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers, and contractors). Refer to the Low Level Concerns Policy for more information.
 - That this policy reflects that pupils with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- Where another body is providing services or activities (regardless of whether or not the children/young people who attend these services/activities are pupils on the academy roll):
 - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place and inspect them if needed.
 - Make sure there are arrangements for the body to liaise with the academy about safeguarding arrangements, where appropriate.
 - Make sure that safeguarding requirements are a condition of using the academy premises, and that any agreement to use the premises would be terminated if the other body fails to comply.

All governors will read Keeping Children Safe in Education in its entirety.

9. Confidentiality

The academy will ensure that:

- Timely information sharing is essential to effective safeguarding.
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of pupils.
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children/young people safe.



- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a pupil at risk
- Staff should never promise a pupil that they will not tell anyone about a report of abuse, as this may not be in the pupil's best interests.
- If a victim asks the academy not to tell anyone about the sexual violence or sexual harassment:
 - There is no definitive answer, because even if a victim does not consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies.
 - The DSL will have to balance the victim's wishes against their duty to protect the victim and other pupils.
 - The DSL should consider that:
 - Parents or carers should normally be informed (unless this would put the victim at greater risk).
 - The basic safeguarding principle is: if a pupil is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care.
 - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains.
- Regarding anonymity, all staff will:
 - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system.
 - Do all they reasonably can to protect the anonymity of any pupils involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for pupils involved.
 - Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)

10. Child Protection Procedures (including Early Help)

- If there are concerns that a pupil has experienced or is at risk of suffering significant harm, the DSL/DDSL will consult with Doncaster Children's Social Care, making an online referral or in an emergency, reporting to the police and MASH via telephone 01302 734110. <https://dscp.org.uk/report-concern>



- Parents/Carers can contact Children’s Social Care on 01302 737777.
- For advice relating specifically to concerns around the mental health of a pupil, advice can be provided by ringing the Mental Health Specialist Advice Line 01302 796191.
- All staff are aware of MASH (Multi-Agency Safeguarding Hub). The Early Help Enquiry through MASH has been established to improve communication, information sharing and to support more effective delivery of services where there is a need. All enquiries are triaged by a Social Worker, where threshold for Early Help is clear, contacts will be screened within the Early Help Hub, where threshold is unclear the MASH process will be used.
- All staff are aware that Early Help is not a service, but a way of thinking and working. It is a collaborative approach between services and families that provides support as soon as a need is identified. When a pupil or family is not achieving all outcomes within the Early Help Outcomes Framework, Early Help will be offered to support them to reach those outcomes. [Early Help | Doncaster Safeguarding Children Partnership \(dscp.org.uk\)](https://www.dscp.org.uk).
- All staff are alert to the potential need for Early Help for pupils who have ‘experienced multiple suspensions, are at risk of being permanently excluded from schools, colleges and in Alternative Provisions or a Pupil Referral Unit’.
- All staff acknowledge that Early Help is support for pupils of all ages that improves a family’s resilience and outcomes or reduces the chance of a problem getting worse.
- MASH is a multi-disciplinary team with two main functions:
 - Providing information, advice and guidance to professionals who have queries about children who may need a coordinated early help response or a social care response.
 - Screening all early help enquiry forms to ensure an appropriate level of response for the pupil and family.

The team is available from 8.30am to 5.00pm, Monday to Friday, and telephone messages will be responded to within one working day. Telephone: 01302 734110 for Early Help enquiries or for urgent social care enquiries 01302 737033.

Email: ChildrenAssessmentService@doncaster.gov.uk

11. Safeguarding issues – including local issues and guidance

Anti-Bullying including Child-on-Child abuse, Sexual Violence and Sexual Harassment

We maintain an attitude of ‘it could happen here’ and staff in our setting recognise that children and young people are capable of abusing other children and young people (including online). All our staff are clear about the policy and procedures regarding anti-bullying, child on child abuse, sexual violence, and sexual harassment.

Staff are aware of and follow the statutory guidance in KCSIE on how academies should respond to all signs, reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of the academy and/or online.



Useful links

[Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[What is sexual consent? | Rape Crisis England & Wales](#)

[Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Child Exploitation (Child Criminal Exploitation and Child Sexual Exploitation)

We recognise that child exploitation is a form of abuse. We understand that children/young people often trust their abuser and do not know that what is happening is wrong, or they feel they are unable to tell anyone due to fear, intimidation, and violence. We recognise that we all have a role to play to spot the signs and help keep children/young people safe. All our staff are clear about the policy and procedures with regards to child exploitation and will report concerns to Doncaster Children's Social Care

We understand that there is new legal requirement to report child sexual abuse for anyone working in regulated activity with children/young people. Although this is not yet in force, there is already a statutory duty under KCSIE to report child sexual abuse to the Local Authority and if necessary, the police. ***This information will be updated once the Government release further guidance.***

Useful links:

[Mandatory reporting of child sexual abuse: call for evidence - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Exploitation | Doncaster Safeguarding Children Partnership \(dscp.org.uk\)](https://dscp.org.uk)

[Child Sexual Exploitation \(proceduresonline.com\)](https://proceduresonline.com)

[Child Sexual Exploitation & How to Keep Your Child Safe | NSPCC](#)

[Child sexual exploitation - City of Doncaster Council](#)

[Child exploitation disruption toolkit - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Encouraging Potential and Inspiring Change - supporting young people - City of Doncaster Council](#)

[Stop child exploitation - SYP \(southyorks.police.uk\)](https://southyorks.police.uk)

In Doncaster, a Third-Party Intelligence Form (not a referral form) is in place. The DSL will complete this form and pass to the police should low level concerns emerge that may indicate CE.

Child Victims of Trafficking and/or Modern-Day Slavery

We recognise that 'Trafficking of persons' means the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the 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.

'Modern slavery' is a form of organised crime in which individuals including children and young people are treated as commodities and exploited for criminal and financial gain. It encompasses human trafficking, slavery, servitude and forced labour.

Children of all ages are affected and can be trafficked into, within ('internal trafficking'), and out of the UK for many reasons and all forms of exploitation.

Parents, carers, or family members may exploit children and young people. Often the child or young person will not realise that family members are involved in the exploitation.

Modern slavery and trafficking are child abuse, and any potential victim of child trafficking or slavery, servitude, or forced or compulsory labour should immediately be referred to Children's Social Care, as they may be suffering significant harm.



Pupils missing

Our procedures are designed to ensure that a missing pupil is found and returned to effective supervision as soon as possible. If a pupil goes missing, we will:

- Inform the Designated Safeguarding Lead.
- Staff will use professional judgement and risk assess the urgency of the situation to help inform the timeframe required in establishing the pupils' whereabouts before notifying the Police.
- Timescales for referral to the Police should be on a case by case basis.
- Designated Safeguarding Lead should, together with the class teacher (Primary) or Year Manager (Secondary), assess the pupil's vulnerability. Academy staff will try to locate the pupil and try to establish the whereabouts of them.
- Academy staff will contact home and try to contact the pupil via their mobile telephone if known.

If there are significant concerns for a pupil's safety, we will call the police using 101 or in an emergency 999. Children's social care will also be informed.

Children Missing Education (CME)

We recognise that all children/young people, regardless of their circumstances, are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude, and any special educational needs they may have.

We also recognise that being absent as well as missing from education can be a warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation, or child criminal exploitation.

We will comply with our statutory duty to inform the Local Authority of any child/young person identified as CME following the DSCP procedures and statutory guidance outlined in children missing education – statutory guidance for local authorities 2016.

KCSIE 2024 – refers to the term 'deliberately missing in education' being replaced with 'unexplainable and/or persistent absences from education'.

Useful links:

[Children Missing Education \(proceduresonline.com\)](https://www.proceduresonline.com)

[Children missing education - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[CME Policy January 2020.doc \(live.com\)](#)

[Microsoft Word - CME Procedures June 2020 V2.docx \(windows.net\)](#)

Looked after children (LAC)

We recognise that looked after children are likely to have experienced some form of abuse, neglect, or trauma prior to entering care and be living with those consequences.

Within the Local Authority and wider area, the terms 'Child in Care (CIC)' or 'Child Looked After (CLA)' may be used to reference looked after children.



Looked after children are given the highest priority within academy admission arrangements and we are guided by the requirements set out in the 'school admissions code' [School admissions code - GOV.UK \(www.gov.uk\)](https://www.gov.uk) We have a Designated Teacher (DT) who is responsible for championing the needs of children in care in our academy Jessica Milnthorp.

Dangerous Dogs

We are aware of the Dangerous Dogs Practice Guidance and the definition of dangerous dogs as follows:

The Dangerous Dogs Act (1991) prohibits persons from having in their possession or custody dogs belonging to types bred for fighting, enables restrictions to be imposed in relation to other types of dogs which present a serious danger to the public and makes further provision for securing that dogs are kept under proper control.

More information can be found here - [Dangerous Dogs Practice Guidance \(proceduresonline.com\)](https://proceduresonline.com)

Any member of staff who becomes aware of a dog that could be prohibited or considered dangerous should use the **Assessing Dogs which may pose a risk to children checklist.**

[dogs_pose_risk_ch_risk_assess.docx \(live.com\)](#)

We will also collect the following information:

- The dog's name and breed.
- The owner's details.
- The reason for keeping the dog and information about other family members, particularly young children.

This information will then be shared with the Police and/or the Children's Social Care without delay.

Where there is a report of a pupil having been injured by a dog (or exposed to the risk of injury/significant harm either directly due to the dog's behaviour or indirectly due to the dog's impact on hygiene in the home) a referral to Children's Social Care will be considered. In deciding whether to make a referral, consideration will be given to:

- The nature of the injuries.
- The circumstances of the attack / incident.
- Whether the parents or dog owner sought medical advice.
- Whether the dog has previously shown any aggression; and
- What action the pet owner has taken to prevent a recurrence of any attack.

If staff have reason to believe that a dog in the household is prohibited or presents a risk to a child/young person, the Police and/or Children's Social Care will be contacted immediately.

Useful links:

[14865_proof_4LR_WEB.pdf \(bluecross.org.uk\)](#)

[Dog Help and Advice | Dogs Trust](#)

[Pet advice | Battersea Dogs & Cats Home](#)

[Safe and Sound Award Scheme | Dog training | The Kennel Club](#)

Domestic Abuse

We recognise that prolonged or regular exposure to domestic abuse can have a serious impact on a child's/young person's development and emotional well-being, despite the best efforts of the non-

abusing parent to protect the child. We recognise that witnessing ill treatment of others is harmful to children including where children can see, hear or experience its effects.

Domestic abuse impacts on pupils in a number of ways. The impact of domestic abuse is likely to be exacerbated when combined with any form of substance misuse or mental ill health.

For pupils living in situations of domestic abuse, the effects may also result in behavioural issues (including anti-social behaviour), absence from the academy, difficulties concentrating, lower academic achievement, ill health, bullying, substance misuse, self-harm, running away, anti-social behaviour, depression and anxiety and physical injury.

If we become concerned that a pupil is suffering or is at risk of suffering significant harm, we will make a referral to Children's Social Care. We will ensure that pupils in our setting receive the appropriate support and will use the Domestic and Sexual Abuse Toolkit for Education to identify abuse and teach about healthy relationships.

We are aware of the MARAC (Multi Agency Risk Assessment Conference) process and work with the Local Authority to ensure relevant information is shared in respect of children in our academy who are linked to those being discussed at the MARAC panel.

Appropriate staff understand Operation Encompass, have accessed the appropriate training, and signed the agreement in order to receive notifications of domestic abuse.

Useful links

[Domestic Abuse - City of Doncaster Council](#)

[Domestic Abuse Protocol - City of Doncaster Council](#)

[MARAC - Doncaster Council](#)

Elective Home Education (EHE)

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

We respect that parent's may decide to educate their children/young people at home. However, we recognise that home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

If we become concerned that a pupil is suffering or is at risk of suffering significant harm, we will make a referral to Children's Social Care.

Useful links

[Educating your child at home - City of Doncaster Council](#)

[EHE Policy January 2020.docx \(live.com\)](#)

Female Genital Mutilation (FGM) and Breast Ironing (or flattening)

We recognise that FGM is illegal in the UK and section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover FGM appears to have been carried out on a girl under 18. We also

recognise that this does not replace safeguarding children actions, therefore a referral will also be made to Children's Social Care.

All staff have received FGM awareness training as part of the whole academy safeguarding training.

We also recognise that Breast Flattening is child abuse, illegal and as with female genital mutilation it is pre-pubescent girls that are most at risk.

Useful links

[Female Genital Mutilation \(FGM\) \(proceduresonline.com\)](https://proceduresonline.com/fgm)

[Mandatory reporting of female genital mutilation: procedural information - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/mandatory-reporting-of-female-genital-mutilation-procedural-information)

[Female Genital Mutilation - Prevent & Protect | NSPCC](https://www.nspcc.org.uk/keeping-children-safe/child-abuse-and-neglect/female-genital-mutilation/)

<https://safeguardinghub.co.uk/breast-ironing-a-guide/>

Forced Marriage

We recognise that, in a forced marriage, one or both spouses do not consent to the arrangement of the marriage and some elements of duress are involved. Duress can include physical, psychological, financial, sexual, and emotional pressure. Forced Marriage is an abuse of human rights and, where a child is involved, an abuse of the rights of the child.

Where there are concerns about the welfare or safety of a pupil, we will report this immediately to Children's Social Care.

Useful links

[Forced Marriage \(proceduresonline.com\)](https://proceduresonline.com/forced-marriage)

[HM Government Multi-agency practice guidelines: Handling cases of Forced Marriage \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414447/hm-government-multi-agency-practice-guidelines-handling-cases-of-forced-marriage.pdf)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a pupil's welfare.

The DSL is aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a pupil has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

Useful links:

[St.Leger Homes | St.Leger Homes | Home Options \(stlegerhomes.co.uk\)](https://www.stlegerhomes.co.uk/)

[Doncaster Homelessness Outreach Services - Riverside](https://www.doncaster.gov.uk/services/housing/homelessness/)

[Housing other vulnerable groups - City of Doncaster Council](https://www.doncaster.gov.uk/services/housing/other-vulnerable-groups/)

Honour Based Abuse

We recognise that Honour based Abuse is a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and / or community by breaking their honour code.

For young victims it is a form of child abuse and a serious abuse of human rights.

Any suspicion or disclosure of violence or abuse against a pupil in the name of honour will be referred to Children's Social Care.

Useful links

[Tackling violence against women and girls strategy - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/tackling-violence-against-women-and-girls-strategy)

['Honour' Based Abuse \(proceduresonline.com\)](https://proceduresonline.com/honour-based-abuse)

LADO (Local Authority Designated Officer) – Managing allegations against staff, carers, and volunteers.

We understand that relevant procedures should be applied when there is an allegation that a person who works with children has:

- Behaved in a way which has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against, or related to, a child.
- Behaved towards a child or children in a way that indicates that they may pose a risk of harm to children.
- Behaved, or may have behaved, in a way towards a child or adult that indicates they may pose a risk of harm to children.

The issue could also be about the behaviour of an individual outside of their work environment, and which would raise concerns about their suitability to work with children. For example, where a domestic abuse incident has taken place or where there are concerns about the individual's own children.

We will follow DSCP procedures and where appropriate will make a referral to LADO within 24 hours/1 working day of the allegation being made. If the concerns are more urgent in regard to the safety of the child, a referral to the Police and/or Children's Social Care will be made.

Where there is uncertainty as to if LADO thresholds have been met, we will call the LADO for advice.

Refer to the Low level concerns policy for further guidance

All staff have a duty to report concerns about staff / visitor / contractor conduct to the Principal, unless these concerns are about the Principal. Where there are concerns about the conduct of a Principal the Strategic Safeguarding Lead must immediately be informed.

Useful links

[Responding to Allegations Against Staff, Carers or Volunteers \(proceduresonline.com\)](https://proceduresonline.com/responding-to-allegations-against-staff-carers-or-volunteers)

[Allegations against adults working with children referral form \(LADO\) - City of Doncaster Council](#)

[Local Authority Designated Officer - City of Doncaster Council](#)

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/keeping-children-safe-in-education)

LGBTQ+ support

The DSL understands how to support young people and families to access LGBTQ+ support through family and Youth Hubs. Young people requiring additional support may access CAMHS provision or School Nursing services.

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

The academy curriculum reflects opportunity to explore difference and celebrate diversity.

Our Academy plays vital role in supporting LGBTQ+ pupils. We create an inclusive environment where all learners feel welcome and valued.

- The fact that a pupil may be LGBTQ+ is not in itself an inherent risk factor for harm. However, pupils who are LGBTQ+ can be targeted by other pupils. In some cases, a child who is perceived by other pupils to be LGBTQ+ (whether they are or not) can be just as vulnerable as pupils who identify as LGBTQ+
- Risks can be compounded where pupils who are LGBTQ+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.
- LGBTQ+ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and our school/setting will access the range of support available to help counter homophobic, biphobic and transphobic bullying and abuse.

The organisation 'Stonewall' also has guidance for schools and settings on supporting LGBTQ+ children and young people. The school will continue to work in partnership with families and agencies to ensure all pupils feel supported and our LGBTQ+ community feel safe.

Useful links

[Schools & colleges | Stonewall](#)

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#)

Low Level Concerns (concerns that do not meet the harm threshold)

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the academy may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority (LADO)

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with pupils
- Having favourites
- Taking photographs of pupils on their mobile phone
- Engaging with a pupil on a one-to-one basis in a secluded area or behind a closed door
- Humiliating pupils

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children/young people.



All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and actions taken.

Staff should refer to the Low Level Concerns policy for further guidance.

Useful links:

[Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Online Safety

We will ensure that in accordance with KCSIE, appropriate filters and monitoring systems are in place and regularly reviewed to protect pupils when they are online in the academy. We will follow the guidance in KCSIE and ensure that all staff will receive training on the expectations, applicable roles, and responsibilities in relation to filtering and monitoring on academy devices and networks. With support from the Governors/Trustees and Senior Leadership Team, the DSL will take responsibility for understanding the filtering and monitoring systems and processes in place.

[Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

We will adhere to the filtering and monitoring standards set by The Department for Education. [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet their safeguarding needs.

If there are any immediate safeguarding concerns in respect of online usage, the DSL will follow the appropriate safeguarding procedures.

Please see the Online Safety and Security Policy for more information.

Useful links

[Appropriate Filtering and Monitoring - UK Safer Internet Centre](https://www.nen.gov.uk/)

<https://www.nen.gov.uk/>

[Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Cyber security training for school staff - NCSC.GOV.UK](https://www.ncsc.gov.uk)

[Keeping children safe online | NSPCC](https://www.nspcc.org.uk)

Operation to support Afghan and Ukrainian arrivals in the UK

DSLs will consult with appropriate professionals regarding Afghan and Ukrainian arrivals following guidance, which can be found at: [Education and childcare: Homes for Ukraine - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

For more information about supporting Ukrainian arrivals in the UK: [Situation in Ukraine: Information for guests, sponsors and families - City of Doncaster Council](https://www.doncaster.gov.uk)

Our academy:

- Provide pastoral care for those pupils who need it.



- Provide a Key Person in the academy who will liaise with families and their sponsors as required.
- Be aware of vulnerabilities for the pupils and seek advice where needed.

Power to Search – searching, screening and confiscation

We recognise that pupils may bring prohibited items onto the academy site. To ensure the safety of all pupils and staff on site, Principals and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Academy staff can also search a pupil for any item if the pupil agrees.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that is suspected to have been used or is likely to be used to commit an offence, or to cause personal injury to or damage to the property of any person.

Banned items are detailed in the academy Behaviour and Relationships Policy.

Academy staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to academy discipline.

Where there are safeguarding concerns, staff will follow the appropriate safeguarding procedures and where required will call the police.

Refer to the DFE guidance ‘Searching, Screening and Confiscation in Schools’ (2014) for more information.

[Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Prevent

We recognise that all academies are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

All DSL/DDSL and Senior Leaders have familiarised themselves with

[Prevent duty guidance: Guidance for specified authorities in England and Wales \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk) and are aware of local procedures for making a referral.

All staff know how to recognise and respond to any behaviour that could link to radicalisation/extremism. Any concerns will be reported using the appropriate safeguarding procedures.

Useful links

<http://www.elearning.prevent.homeoffice.gov.uk/>

<https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals>



https://www.elearning.prevent.homeoffice.gov.uk/channel_awareness/01-welcome.html

<https://educateagainsthate.com/>

<http://preventforfeandtraining.org.uk/>

Private Fostering

If a pupil, anyone aged under 16 years old or 18 years old if they are disabled, is being cared for by someone other than a parent or close relative for more than 28 days then they are being privately fostered. Legally, parents must inform the Local Authority if their child is living with a private foster carer six weeks prior to the arrangement beginning, or within 48 hours in emergency situations.

Staff recognise that they have a statutory duty to encourage parents to notify the Local Authority of a private fostering arrangement and to follow this up by reporting to the Local Authority.

Useful links

[Private Fostering in Doncaster A guide for professionals.pdf \(windows.net\)](#)

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)

Reporting systems for our pupils

Where there is a safeguarding concern, we will take the pupils wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse.
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils.
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback.

Sharing of nudes and semi-nudes ('sexting')

If staff are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery,' they will report it to the DSL immediately.

Staff will **not**:

- View, copy, print, share, store or save the imagery, or ask a pupil to share or download it (if staff have already viewed the imagery by accident, they must report this to the DSL).
- Delete the imagery or ask the child/young person to delete it.
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility).
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.
- Say or do anything to blame or shame any pupils involved.

Staff will explain that they need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL.



For more detailed guidance please use the link below.

Useful links:

[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)

Suicide Prevention *(please adapt as appropriate to your setting)*

Staff are trauma informed and know where to signpost to support pupils and families who are affected by suicide.

Useful Links

[Papyrus UK Suicide Prevention | Prevention of Young Suicide \(papyrus-uk.org\)](https://www.papyrus-uk.org/)

[Contacting Childline | Childline](https://www.childline.gov.uk/)

[Doncaster Samaritans](https://www.doncastersamaritans.org/)

[Support After Suicide](https://www.supportaftersuicide.org.uk/)

[Get help now. Free and confidential, for as long as you need it. \(amparo.org.uk\)](https://www.amparo.org.uk/)

Supporting pupils

We recognise that both pupil's mental and physical health are relevant to safeguarding. Staff should consider when mental health issues might become a safeguarding concern.

We also recognise the additional safeguarding challenges SEND pupils can face and the potential barriers to identifying abuse and neglect in this group of pupils. This might include:

- assumptions that indicators of abuse such as behaviour, mood and injury relate to the pupil's disability without further exploration.
- the potential for pupils with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The use of 'reasonable force' in our academy

We recognise that there are circumstances when it is appropriate for staff the academy to use 'reasonable force' to safeguard pupils. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain pupils. This can range from guiding a pupil to safety by the arm, to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

[Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/114244/keeping-children-safe-in-education-2024.pdf)

We will:

- Only use 'reasonable force' as a last resort, and the staff who are likely to use 'reasonable force' will be appropriately trained.
- Log all incidents where 'reasonable force' has been used and inform parents/carers.
- Recognise the additional vulnerability of pupils with SEND, mental health problems or medical conditions when using 'reasonable force.'



Useful links

[Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Reducing the need for restraint and restrictive intervention - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Visitors to the academy

All visitors will be required to verify their identity to the satisfaction of staff. All visitors will be provided with safeguarding information on their arrival.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors to the academy who are visiting for a professional purpose, will be asked to show photo ID and are expected to sign the visitor's book and wear a visitor's badge.

All visitors, including visiting speakers, will be accompanied by a member of staff at all times unless appropriate assurance is provided such as evidence of DBS.

We will not invite into the academy any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using academy facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Whistleblowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and know that such concerns will be taken seriously by the leadership team.

All staff are aware of the Whistleblowing policy and know what to do if there are concerns about safeguarding practices within the setting.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them.

- Contact the Safeguarding Adviser or LADO at City of Doncaster Council.
- If the concerns relate to the Headteacher/Principal, these should be raised with the Chair of Governors.
- Ofsted may request that the Local Authority investigate any whistleblowing concerns.

Useful links

[Whistleblowing Advice Line | NSPCC](#)

[Whistleblowing procedure for maintained schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Young Carer's Service

We recognise that a young carer is a child or young person who provides regular and on-going care and emotional support to a family member with physical or mental health problems, has a disability, or misuses drugs or alcohol.

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

Staff are aware that Doncaster has a team of workers who can support pupils who are identified as being Young Carers. They can be contacted on 01302 736099 or by email young.carers@doncaster.gov.uk

Useful links

[Young Carers - City of Doncaster Council](#)

[Young carers | Barnardo's \(barnardos.org.uk\)](http://barnardos.org.uk)



12. Appendix A – Types of Abuse

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

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

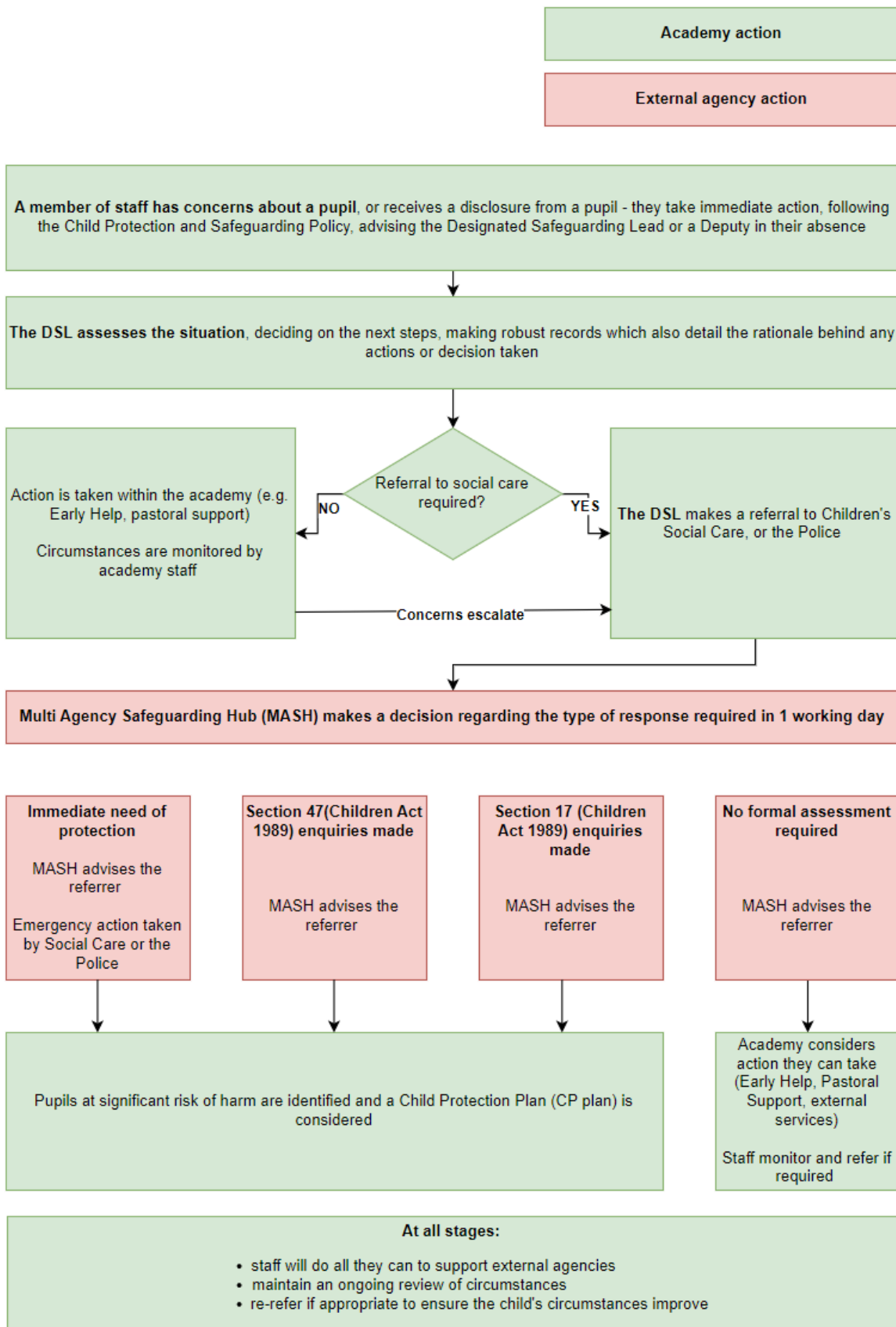
Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex)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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

KCSIE 2024 – reflects that pupils may experience 'abuse, neglect and exploitation' rather than solely 'abuse and neglect'.

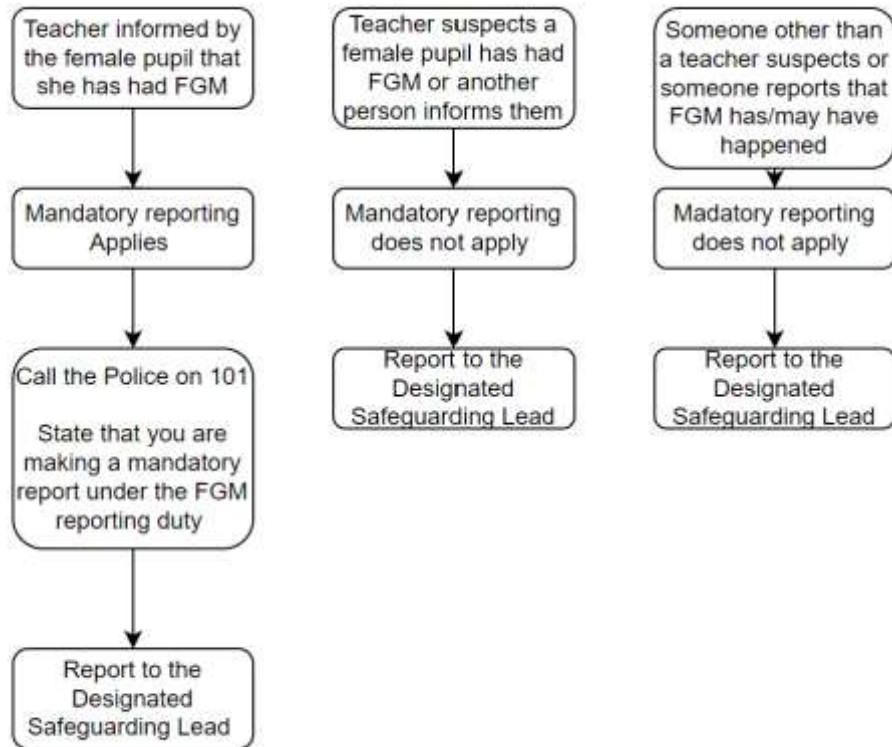


13. Appendix B: Process flow for reporting safeguarding concerns



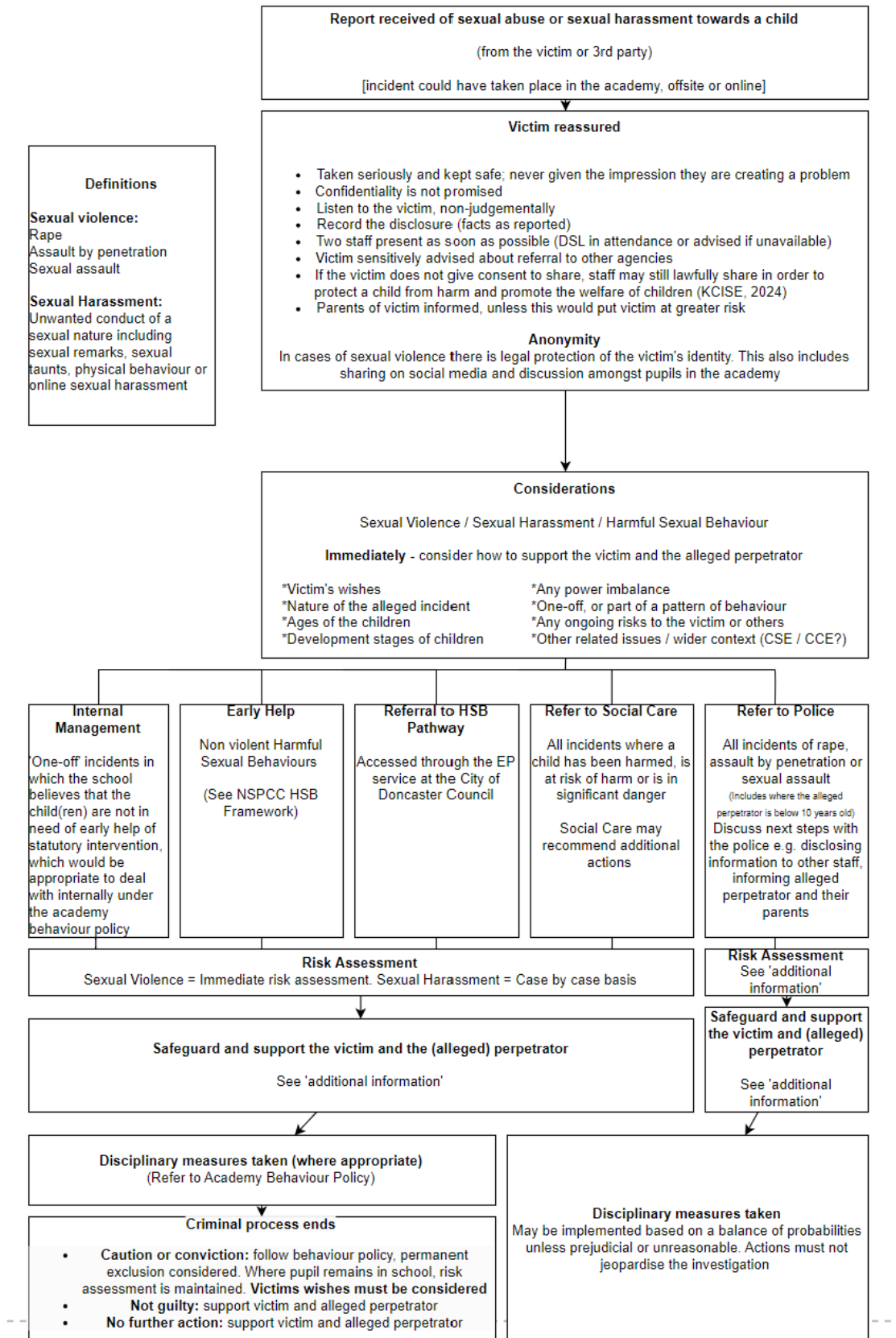


14. Appendix C: Process flow for responding to concerns of FGM





15. Appendix D: Process flow for responding to reports of sexual violence and sexual harassment





16. Appendix E: Additional information for responding to reports of sexual violence and sexual harassment

Safeguarding and supporting victims and alleged perpetrators

Victim	Alleged Perpetrator	Other children
<ul style="list-style-type: none"> • needs and wishes of victim are paramount • not made to feel they are the problem • consider proportionality of response • aim for victim to carry out normal routine • recognise that they may struggle in class and may need time out (if they wish) • be aware that they may not disclose the whole picture immediately • prepare for support over a long period and consider who is involved (internal and external) • if victim moves school, the Designated Safeguarding Lead (DSL) informs the new school of the need for continued support 	<ul style="list-style-type: none"> • possible tension between discipline and support (these are not mutually exclusive) • consider age/ developmental stage/any SEND • proportionate response • consider unmet needs (for example, harmful sexual behaviours (HSB) in younger children may be a sign or abuse or trauma) • if (alleged) perpetrator moves school, the Designated Safeguarding Lead (DSL) informs the new school of the issues and transfers the child protection file 	<ul style="list-style-type: none"> • witnesses may need support (especially in cases of sexual violence) • avoid allowing pupils to 'take sides' • minimise potential for bullying or victimisation in school and on school transport • be aware of any social media use and inappropriate or even illegal posts (especially in cases of criminal investigation where anonymity is legally guaranteed) • develop safeguarding culture • constantly review reporting procedures and responses • consider potential for systematic and environmental weaknesses



17. Appendix F: Designated Safeguarding Lead – Job Description

Job Description and responsibilities - **Designated Safeguarding Lead**

The contents of this job description are based on Annex C of the statutory guidance 'Keeping Children Safe in Education' (2024).

Rationale:

Governing bodies and proprietors should ensure an appropriate senior member of staff, from the academy leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder's job description.

The designated safeguarding lead should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual academies within the trust as to whether they choose to have one or more deputy designated safeguarding leads. Academies must ensure that there is adequate onsite safeguarding leadership (from either the DSL or DDSL) during all hours where pupils are on site - this should be taken into consideration when deciding how many deputies to have.

Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during academy hours) for staff in the academy to discuss any safeguarding concerns.

It is expected that during usual circumstances, a DSL or DDSL is available in person in the academy. In exceptional circumstances it may be necessary for a DSL or DDSL to be available via telephone or video call. Where this is the case, this must be agreed by both the DSL and the academy Principal. It is a



matter for individual academies and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities

Management of referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and
- where a crime may have been committed to the Police as required. [NPCC guidance](#) - When to call the police should help understand when to consider calling the police and what to expect when working with the police

Working with others:

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners
- liaise with the Principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE Code C 2019](#).
- as required, liaise with the "case manager" (as per Part four of KCSIE 2024) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the Principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.

This includes:

- o ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
- o supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information sharing and managing child protection files



The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely, Exceed academies will use CPOMS to manage their child protection files, ensuring that different children have their own file.

Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome

They should ensure the file is only accessed by those who need to see it and where the file or content within is shared, this happens in line with information sharing advice set out in Parts one and two of this guidance KCSIE (2024)

Where children leave the academy (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. Where electronic transmission by CPOMS is not possible, this should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the academy child protection policy and procedures, especially new and part-time staff
- ensure the academy child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with Trust leadership around this
 - ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the academy in this
 - link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
 - help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff

Training, knowledge and skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead (and any deputies) should also undertake Prevent awareness



training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
 - understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
 - understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
 - are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
 - understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
 - understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
 - are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
 - can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
 - obtain access to resources and attend any relevant or refresher training courses
 - encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes, and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this KCSIE (2024), and therefore the designated safeguarding lead should be equipped to:



- understand the importance of information sharing, both within the academy, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
- be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

September 2024

Policy reviewed: September 2024

Signed CEO:

Signed Chair of Directors:

Policy to be reviewed: September 2025