

LONG TOFT PRIMARY SCHOOL



SAFEGUARDING AND CHILD PROTECTION POLICY

CHILDREN AND YOUNG PEOPLE

Including managing allegations against staff working in a public capacity
and Mandatory reporting duties under Prevent and FGM

Signed: Safeguarding Governor	JANICE LYONS
Signed: Headteacher	ALISON BUXTON
Signed: Chair of Governors	GENNY BRADLEY
Approved	
To be reviewed: Annually	

This School follows the Doncaster Safeguarding Children Board's procedures for protecting children from harm, which can be found by accessing this link: <http://doncasterscb.proceduresonline.com/>

<p>The Designated Senior Member of staff for Safeguarding (Child Protection) / Designated Safeguarding Lead (DSL) is:</p> <p>Mrs Alison Buxton head@longtoft.doncaster.sch.uk</p>
<p>The Deputy Designated Safeguarding Lead is:</p> <p>Mrs Julie Robinson Julie.robinson@longtoft.doncaster.sch.uk</p>
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<p>The Nominated Child Protection/ Safeguarding Governor is</p> <p>Mrs Janice Lyons</p>
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<p>The named PREVENT leads are:</p> <p>Mrs Alison Buxton head@longtoft.doncaster.sch.uk</p> <p>Mrs Julie Robinson Julie.robinson@longtoft.doncaster.sch.uk</p>
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<p>The named on-line protection officer is:</p> <p>Mrs Laura Beresford laura.beresford@longtoft.doncaster.sch.uk</p>
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The Local Authority Designated Officer (LADO) is:

Jim Foy:

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1. Aims

Long Toft Primary School is committed to safeguarding all children and we aim to create a culture of vigilance and recognition that “it could happen here”.

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues
- The curriculum ensures that our children are taught how to keep themselves safe through a variety of means e.g. visitors to school, pupil voice sessions, targeted lessons
- Pupils are safe online during school time by not allowing pupil's to use their own devices
- We develop and promote effective working relationships with other agencies including the police and social care.
- Safer recruitment practices are followed

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education](#) 2018 and [Working Together to Safeguard Children 2018](#). We comply with this guidance and the procedures set out by Doncaster Safeguarding Children Board (DSCB).

This policy is also based on the following legislation:

Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils

[The School Staffing \(England\) Regulations 2009](#), which sets out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques

[The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children

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

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

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

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

3. Definitions

Safeguarding and promoting the welfare of children means:

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

Taking action to enable all children to have the best outcomes

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

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is 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. Appendix 1 defines neglect in more detail.

Children includes everyone under the age of 18.

4. Equality statement

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

We give special consideration to children who:

Have special educational needs or disabilities

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

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of Doncaster Safeguarding Children Board (DSCB). Our policy and procedures also apply to extended school and off-site activities.

5.1 All staff

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff will be aware of:

Our systems which support safeguarding, including the staff Code of Conduct, the role of the Designated Safeguarding Lead (DSL), the Behaviour Policy, and the safeguarding response to children who go missing from education

The Early Help process (sometimes known as the Common Assessment Framework (CAF)) 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 child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals

The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM) and radicalisation.

Section 12 and appendix 4 of this policy outline in more detail how staff are supported to do this.

5.2 The Designated Safeguarding Lead (DSL)

The DSL takes lead responsibility for child protection and wider safeguarding.

Our DSL is: **Alison Buxton (Headteacher)**

We also have a Deputy DSL: **Julie Robinson (Safeguarding & Welfare Officer)**

When the DSL is absent, the Deputy DSL will act as cover.

During term time, and during school hours the DSL and Deputy DSL will be available for staff to discuss any safeguarding concerns. Outside of these hours the DSL can be contacted by mobile phone by all staff. Staff also have responsibility to report safeguarding concerns either by phone or on-line - follow flowchart/self-refer appropriately.

The DSLs 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 children

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

The DSLs will also keep the Headteacher informed of any issues, and liaise with Local Authority case managers and designated officers for child protection concerns as appropriate.

5.3 The Governing Body

The Governing Body will approve the Safeguarding Policy at each review, and hold the Headteacher to account for its implementation.

The Governing Body has appointed a Governor with responsibility for safeguarding: Mrs Janice Lyons who can be contacted through the school office. Part of her role will be to monitor the effectiveness of this policy in conjunction with the full Governing Body.

The Chair of Governors will act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, where appropriate (see appendix 3).

5.4 The Headteacher

The headteacher is responsible for the implementation of this policy, including:

Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction

Communicating this policy to parents when their child joins the school and via the school website

Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent

Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly

Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)

Ensuring that the curriculum guarantees opportunities for children to learn about how to keep themselves safe in the real world and online.

6. Confidentiality

School takes confidentiality very seriously and has policies and procedures in place to protect personal data and information of all staff, pupils, parents and carers. The school has two specific policies that set out how school does this; the Confidentiality Policy and the Data Protection Policy. However school will share information if circumstances indicate that to withhold information would place an individual at risk.

In doing so school is aware that:

Timely information sharing is essential to effective safeguarding

Information must only be shared on a 'need-to-know' basis, but you do not need consent to share information if a child is suffering, or at risk of, serious harm

Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests

Confidentiality is also addressed in this policy with respect to record-keeping in section 11, and allegations of abuse against staff in appendix 3

7. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

7.1 If a child is in immediate danger

See the DSL - or deputy DSL **immediately**.

If none of these people are available in school, see the most senior person in school or make a referral yourself following the flow chart of the red cards around school.

Make a referral to children's social care and/or the police **immediately** if a child is in immediate danger or at risk of harm.

Any concerns raised with the DSLs in school will also be reported using this mechanism should the concern lead to a referral being made.

Anyone can make a referral. Tell the DSL (see section 5.2) as soon as possible if you make a referral directly.

Urgent safeguarding concerns

Where you believe there is immediate risk of significant harm the police should be contacted on 999.

For urgent safeguarding concerns please call the Duty team, on 01302 737777. If this concern is not deemed to be immediate you will be directed to make your referral using the link below:

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

This is the Doncaster Children's Service's Trust online referral system "One Front Door" that can be accessed by any individual.

Urgent concerns regarding a child or young person's mental health

If you have urgent concerns regarding a child or young person's mental health, please call the duty team on (01302) 796191

7.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

Listen to and believe them. Allow them time to talk freely and do not ask leading questions

Stay calm and do not show that you are shocked or upset

Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner

Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret

Write up your conversation on a Cause for Concern as soon as possible in the child's own words. Stick to the facts, and do not re-phrase or explain anything that has been disclosed

Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so.

7.3 If you discover that Female Genital Mutilation (FGM) has taken place or a pupil is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

Any teacher who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. **This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.**

The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

Any member of staff who suspects a pupil is *at risk* of FGM must speak to the DSL and follow our local safeguarding procedures.

[http://doncasterscb.proceduresonline.com/pdfs/app_b_risk_fgm.pdf?zoom_highlight=FGM#search="FGM"](http://doncasterscb.proceduresonline.com/pdfs/app_b_risk_fgm.pdf?zoom_highlight=FGM#search=)

7.4 If you have concerns about a child (as opposed to a child being in immediate danger)

Figure 1 illustrates the procedure to follow if you have concerns about a child's welfare and the child is not in immediate danger

Where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly (see 'Referral' below).

You can also contact the charity NSPCC on 0808 800 5000 if you need advice on the appropriate action.

Early Help

If Early Help is appropriate, the DSL will liaise with other agencies and set up an Early Help Assessment as appropriate through the "One Front Door". earlyhelpclub@doncaster.gov.uk or Earlyhelpclub@gcsx.gov.uk

Phone contact: 01302 734110

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 concerns that a child is at risk of harm you must follow the safeguarding procedures and make a referral to Children's Social care on 01302 737777 or 01302 796000 (out of hours).

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

7.5 If you have concerns about extremism

All Prevent-related matters must be directed to the Police Prevent Team in the first instance (numbers below).

The Department for Education also has a dedicated telephone helpline, **020 7340 7264** that school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

Think someone is in immediate danger

Think someone may be planning to travel to join an extremist group

See or hear something that may be terrorist-related

If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) they should seek advice appropriately with the DSL who should contact, for low level advice:

Local Authority Prevent Lead

The Safeguarding Manager

Safeguarding Officers

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Doncaster Channel Procedure is available at:

<http://buy.doncaster.gov.uk/Page/7561>

Additional Resources / References:

Prevent Tragedies: www.preventtragedies.co.uk

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

Preventing Terrorism: www.ltai.info

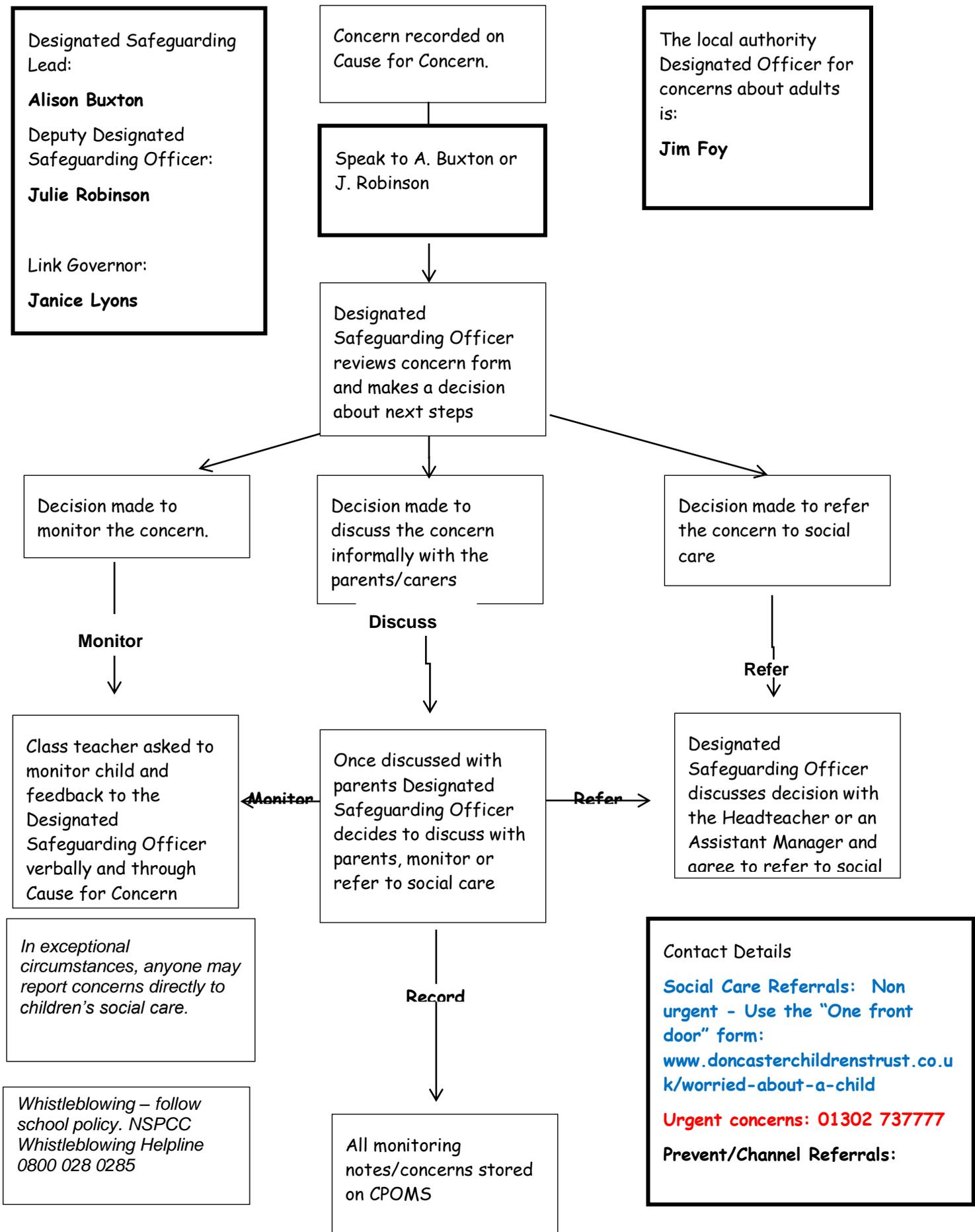
Stay Safe Advice: www.npcc.police.uk/staysafe

North East Counter Terrorism Unit: www.northeastctu.police.uk

UK Anti-Terrorist Hotline Number: 0800 789 321

NaCTSO website is www.nactso.gov.uk (lockdown & protected space guidance)

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



7.6 Concerns about a staff member or volunteer

If you have concerns about a member of staff or volunteer, speak to the headteacher. If you have concerns about the headteacher, speak to the chair of governors.

You can also discuss any concerns about any staff member or volunteer with the DSL.

The headteacher/chair of governors/DSL will then follow the procedures set out in appendix 3, if appropriate.

See the school's whistle blowing policy for further information.

7.7 Allegations of abuse made against other pupils: Peer on Peer abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up".

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

Is serious, and potentially a criminal offence

Could put pupils in the school at risk

Is violent

Involves pupils being forced to use drugs or alcohol

Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

You must tell the DSL and record the allegation, but do not investigate it

The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence

The DSL will put a risk assessment and support plan into place for all children involved - both the victim(s) and the child(ren) against whom the allegation has been made - with a named person they can talk to if needed

Ensure that the pupils do not have any further contact in school until there has been an investigation and recommendations of the investigation have been put into practice

The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

Challenging any form of derogatory or sexualised language or behaviour

Being vigilant to issues that particularly affect different genders - for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing (Hazing is a ritual practiced in some universities/groups/gangs, in which a new member is humiliated or abused) type violence with respect to boys

Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent

Ensuring pupils know they can talk to staff confidentially by ensuring that all pupils know that they can talk to any member of staff if they are concerned or worried. This will be taught explicitly and as part of the PHSE curriculum.

Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

See:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. We understand that reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

8. Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

9. Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils. Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

Photographs that are taken as part of school, work and activities must be taken using only the school's cameras and ipads. They must only be stored on school computers and only shared with other parties in accordance with the school's data protection policies and parental use of images agreements.

All visitors to school must not use mobile phones in school. Visitors will not be allowed to take photographs inside the school building or on the school site unless specific permission has been obtained in advance.

10. Complaints and concerns about school safeguarding practices

10.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

10.2 Other complaints

The school has a Complaints Procedure and anybody wishing to raise a complaint can do so by following the guidance and procedures set out in this policy. A copy can be found on the school website or a hard copy can be obtained from the school office.

10.3 Whistle-blowing

School has a Whistle-blowing Policy. Anybody who has a concern which they feel is not being addressed can "whistle-blow" by passing their concerns to another appropriate person or body. A copy of the Whistle-blowing Policy can be found on the school website or a hard copy can be obtained from the school office.

11. Record-keeping

Child Protection records and Special Needs records are kept until the pupil reaches the age of 25. When a pupil leaves the school a copy of the records will be made and retained securely. The original documents will be transferred securely to the receiving school.

Those members of staff who have access to CPOMS will ensure that all safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded on CPOMS. If you are in any doubt about whether to record something, discuss it with the DSL. School uses CPOMS, an online platform that staff can access to record information regarding behaviour, cause for concern or child protection purposes. Retrieval of information is restricted to the person who made the initial record and DSLs unless there is a reason for it to be shared more widely. The information is securely stored using two-factor authentication. This is the school's preferred method of recording and storing this data however some documents are received or generated in hard copy. These will be scanned into CPOMS. Some historical documents of a confidential nature will be stored in a locked filing cabinet in the Deputy Designated Safeguarding Officers office. Only those staff authorised to do so access will be able to access them.

School will share data in accordance with the school's Data Protection Policy where it has permission to do so; however data will be shared without permission where it is considered that to restrict access would place, or potentially place a child at risk of harm or significant harm.

In addition:

Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks

Appendix 4 sets out our policy on record-keeping with respect to allegations of abuse made against staff

12. Training

12.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from our local safeguarding children board.

All staff will be made aware of the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually. Safeguarding will be a standing item on all staff CPD agendas.

Volunteers be made aware of the school's safeguarding procedures and will receive appropriate training, if applicable.

12.2 The DSL and Deputy DSLs

The DSL and Deputy DSLs will undertake advanced child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through internal bulletins, DSL network meetings, reading weekly emails from Safeguarding Pro, taking time to read and digest safeguarding developments and accessing Level 1 Child Protection training.

They will also undertake Prevent awareness training.

12.3 Governors

All Governors will access Safeguarding training. The Governing Body will appoint a governor with specific responsibility for safeguarding. This governor will receive the same level of advanced safeguarding training as the DSLs and this will be updated every two years. This governor will provide the Governing Body with updates with regards to safeguarding and its impact in school.

12.4 Recruitment – interview/appointment panels

At least one person on any interview/appointment panel for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and be in line with local safeguarding procedures.

13. Monitoring arrangements

This policy will be reviewed annually by the DSL. At every review, it will be approved by the full governing board. The DSL will update the policy between formal reviews where legislation or procedures are change or amended.

School has Safeguarding Action Plan which is evaluated termly and the Safeguarding Link Governor makes a termly report to governors.

14. Links with other policies

This policy links to the following policies and procedures:

Absconding Policy
Anti-Bullying Policy
Attendance Policy
Behaviour Policy
Complaints Procedure
Confidentiality Policy
Curriculum Policies
Data Protection Policy
First Aid Policy
Health and Safety Policy
Intimate Care Policy
Lockdown Policy
Managing Medicine and Medical Conditions Policy
Privacy Notices
Recruitment Policy
School Educational Visits Policy
SEND Policy
Sex and Relationships Education Policy
Social Media Guidance
Staff Code of Conduct
Whistle Blowing Policy

These appendices are based on the Department for Education's statutory guidance, *Keeping Children Safe in Education*.

Appendix 1: types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

Physical abuse 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 is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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

Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate

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 participating in normal social interaction

Seeing or hearing the ill-treatment of another

Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing

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 (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect is 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 as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

Provide adequate food, clothing and shelter (including exclusion from home or abandonment)

Protect a child from physical and emotional harm or danger

Ensure adequate supervision (including the use of inadequate care-givers)

Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2: safer recruitment and DBS checks – policy and procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

Appointing new staff

When appointing new staff, we will:

Verify their identity

Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months

Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available

Verify their mental and physical fitness to carry out their work responsibilities

Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards

Verify their professional qualifications, as appropriate

Ensure they are not subject to a prohibition order if they are employed to be a teacher

Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent

Check that any governor is not or has been in the past are subject to a prohibition from management (section 128) direction made by the secretary of state

Ask for written information about previous employment history and check that information is not contradictory or incomplete

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)

Where the individual has received a caution or conviction for a relevant offence

If there is reason to believe that the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#)

If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

An enhanced DBS check with barred list information for contractors engaging in regulated activity

An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006.

Volunteers

We will:

Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity

Obtain an enhanced DBS check with barred list information for all volunteers

Governors

All governors will have an enhanced DBS check with barred list information it will include a section 128 check.

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Appendix 3: allegations of abuse made against staff

The school will follow the Doncaster Safeguarding Children's Board procedures when dealing with allegations against staff or volunteers in school

http://doncasterscb.proceduresonline.com/chapters/p_alleg_staff_vols.html?zoom_highlight=allegations

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or**
- Possibly committed a criminal offence against or related to a child, or**
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children**

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned**
- Providing an assistant to be present when the individual has contact with children**
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children**
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted**

Definitions for outcomes of allegation investigations

- Substantiated: there is sufficient evidence to prove the allegation**
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive**
- False: there is sufficient evidence to disprove the allegation**

Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the Headteacher (or chair of governors where the Headteacher is the subject of the allegation) - the 'case manager' - will take the following steps:

Immediately discuss the allegation with the designated officer at the local authority (LADO).

This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer - for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)

Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies

Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate

If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details

If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation

If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate

Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and consider what other support is appropriate. The individual will be advised of their

right to seek independent advice and guidance from any professional body of which they may be a member or legal advice.

Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice

Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)

Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the National College for Teaching and Leadership.

Where the police are involved, wherever possible the Governing Body will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Timescales

Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week

If the nature of an allegation does not require formal disciplinary action, we will initiate appropriate action within 3 working days

If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the NCTL to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the Headteacher, or other appropriate person in the case of an allegation against the Headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

Who needs to know about the allegation and what information can be shared

How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality

What, if any, information can be reasonably given to the wider community to reduce speculation

How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

A clear and comprehensive summary of the allegation

Details of how the allegation was followed up and resolved

Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual. We will retain these records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the LADO to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

Issues arising from the decision to suspend the member of staff

The duration of the suspension

Whether or not the suspension was justified

The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

Appendix 4: specific safeguarding issues

Children missing from education

School will follow DSCB's procedures for dealing with Children Missing from Education:

http://doncasterscb.proceduresonline.com/chapters/p_ch_missing_educ.html?zoom_highlight=CME

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect**
- Come from Gypsy, Roma, or Traveller families**
- Come from the families of service personnel**
- Go missing or run away from home or care**
- Are supervised by the youth justice system**
- Cease to attend a school**
- Come from new migrant families**
- Are at risk of Female Genital Mutilation**

We will follow the Local Authority's and the DfE's procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

At Long Toft we:

Endeavour to hold at least 2 emergency contact phone numbers for all children

Will contact parents if a child does not attend school.

Issue letters to parents if there are concerns about attendance.

Invite parents into school to discuss concerns

Follow LA procedures for poor attendance and for CME.

Further information

Child sexual exploitation

School will follow DSCB's procedures for dealing with Child sexual exploitation:

http://doncasterscb.proceduresonline.com/chapters/p_child_sexual_exploit.html?zoom_highlight=%22Child+Sexual+Exploitation%22

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status.

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 Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation. DfE February 2017*).

Doncaster Child Sexual Exploitation Strategy defines CCE as:

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

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- **Appearing with unexplained gifts or new possessions**
- **Associating with other young people involved in exploitation**
- **Having older boyfriends or girlfriends**
- **Suffering from sexually transmitted infections or becoming pregnant**
- **Displaying inappropriate sexualised behaviour**
- **Suffering from changes in emotional wellbeing**
- **Misusing drugs and/or alcohol**
- **Going missing for periods of time, or regularly coming home late**
- **Regularly missing school or education, or not taking part in education**

Where child sexual exploitation or child criminal exploitation, or the risk of it, is suspected, frontline practitioners should speak to the designated member of staff for child protection or contact the Child Exploitation Team.

Female genital mutilation (FGM)

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- **A pupil confiding in a professional that FGM has taken place**
- **A mother/family member disclosing that FGM has been carried out**
- **A family/pupil already being known to social services in relation to other safeguarding issues**
- **A girl:**
 - Having difficulty walking, sitting or standing, or looking uncomfortable**
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating**
 - Having frequent urinary, menstrual or stomach problems**
 - Avoiding physical exercise or missing PE**
 - Being repeatedly absent from school, or absent for a prolonged period**
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour**
 - Being reluctant to undergo any medical examinations**
 - Asking for help, but not being explicit about the problem**
 - Talking about pain or discomfort between her legs**

Potential signs that a pupil may be at risk of FGM include:

- **The girl's family having a history of practising FGM (this is the biggest risk factor to consider)**
- **FGM being known to be practised in the girl's community or country of origin**
- **A parent or family member expressing concern that FGM may be carried out**
- **A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues**
- **A girl:**
 - ❖ **Having a mother, older sibling or cousin who has undergone FGM**
 - ❖ **Having limited level of integration within UK society**
 - ❖ **Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"**
 - ❖ **Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period**
 - ❖ **Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM**
 - ❖ **Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)**

- ❖ **Being unexpectedly absent from school**
- ❖ **Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication**

The above indicators and risk factors are not intended to be exhaustive.

Honour Based Violence

The police definition of Honour Based Violence is:

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

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

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

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

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

If a member of staff suspects that a pupil is being forced into marriage, they will then report this to the DSL.

The DSL will then activate the local safeguarding procedures and refer the case to the local authority's designated officer

Child criminal exploitation:

County lines criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- **can affect any child or young person (male or female) under the age of 18 years;**
- **can affect any vulnerable adult over the age of 18 years;**
- **can still be exploitation even if the activity appears consensual;**
- **can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;**
- **can be perpetrated by individuals or groups, males or females, and young people or adults;**
- **is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due**

to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- **Refusal to engage with, or becoming abusive to, peers who are different from themselves**
- **Becoming susceptible to conspiracy theories and feelings of persecution**
- **Changes in friendship groups and appearance**
- **Rejecting activities they used to enjoy**
- **Converting to a new religion**
- **Isolating themselves from family and friends**
- **Talking as if from a scripted speech**
- **An unwillingness or inability to discuss their views**
- **A sudden disrespectful attitude towards others**
- **Increased levels of anger**
- **Increased secretiveness, especially around internet use**
- **Expressions of sympathy for extremist ideologies and groups, or justification of their actions**
- **Accessing extremist material online, including on Facebook or Twitter**
- **Possessing extremist literature**
- **Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations**

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour - staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including the E-safety Policy and the Behaviour and Exclusions Policy and the school's Prevent Risk Assessment.

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

Hidden Harm

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

Anti-bullying – homophobic language/Trans Young People

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic, trans, and gender related bullying. 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:

steve.tudberry@doncaster.gov.uk

The school curriculum reflects opportunity to explore difference and celebrate diversity and has access to stonewall resources listed on the Stonewall website.

The DSL will liaise with the CAMHS named nurse to support, where needed any young person identifying as trans and ensure we acknowledge the voice of the child and ensure smooth and effective transition. We follow National guidance and seek professional advice. Signposting is also available to the local LGBTQ youth group

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

A trans inclusive toolkit is available to support schools/academies.



Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the Administration staff

Visitors are expected to sign in and wear a lanyard which will be either red or blue which will identify them as a visitor.

All visitors to our setting, including visiting speakers, will be accompanied by a member of staff at all times.

Authorised visitors are those individuals who visit the school on a regular basis and for whom DBS checks have been completed satisfactorily.

Non-collection of children

If a child is not collected at the end of the session/day, we will:

Contact the parents and carers of the pupil to establish when the child can be collected and arrange supervision for that child in the interim.

If the parents or carer cannot be contacted we will then contact those persons named as emergency contacts on the school records.

Pupils will not be released to a friend or relative or any other person related or unrelated to the pupil unless specific prior permission has been received from the parents or carers or unless parents give consent over the phone e.g. if a parent is delayed due to traffic and gives explicit information regarding collection.

If no authorised carer can be contacted then school will contact Doncaster Social Care Team.

Missing pupils

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

If during the school day we will follow the guidance in the school's Absconding Policy and inform the police as soon as the pupil is confirmed to be missing.

If a child does not arrive at school and the parents or carers have not informed school of an absence then the parents and carers will be contacted by phone. If the parents or carers cannot be contacted or it transpires the child has not arrived safely at school the police will be informed immediately.

If a parent or carer informs school that a child has not arrived home from school and is no longer on the school premises after the end of the school day, school staff will search school and the locality of the school and then the police will be informed immediately.

Phone numbers and Contact Details:

Referral to Children's Services 01302 737200

CE Referral pathway

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

One Front Door / DCSTrust Referral & Response Service

<http://www.dscb.co.uk/reporting>

In the case of poorly explained serious injuries or where behaviour concerns arouse suspicion, the designated teacher will consult with the One Front Door / DCSTrust Referral & Response Service Professional Advice Lines on:

- 01302 737777, 01302 737722, 01302 7376361, 01302 737033.

If out of hours, the emergency Doncaster Children's Trust Social Care out of Hours team -

- (ESST) 01302 796000 (after 5.00pm and before 8.30 am weekdays and weekends).

All parents, carers of families can contact the general contact number on 01302 737777.

Private Fostering Co-ordinator:

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



Think Private
Fostering.docx

Domestic Violence and Abuse:

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

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 and if at immediate risk the DSL will liaise with the referral and response service. Children are given support in school as required.

substance misuse:

- CONTACT PUBLIC HEALTH: publichealthenquiries@doncas

SCHOOL NURSING - ACCESS TO UNIVERSAL PROVISION

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

The school nurse contact details are available from the following directory.



List of SN Doncaster
Staff.docx

CAMHS

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



Pathway guidance -
traffic lights.pub



Training.docx



DONCASTER CAMHS
School plan informati

Doncaster Safeguarding Children Board (DSCB) Procedure for Allegations Against Staff, Carers and Volunteers can be found at:

- http://doncasterscb.proceduresonline.com/chapters/p_alleg_staff_vols.html