TRUST SAFEGUARDING POLICY

VERSION 15

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Name of School: West Road Primary Academy

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1 Introduction and scope of policy

The Brighter Futures Learning Partnership Trust (**BFLPT**) is committed to safeguarding and promoting the welfare of children. Each student's/pupil's welfare is of paramount importance. We recognise that some children may be extremely vulnerable to abuse e.g., those with Special Educational Needs, those living in difficult circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to reach certain key milestones in their physical, social and emotional development. We acknowledge from research that some children who have experienced abuse may harm others. We will always take a measured approach to ensure that we can support all students. Our ethos prioritises prevention to ensure that children feel safe and comfortable, and that kids are aware that there are adults in the school/UTC who can help them if they are frightened or in distress. As a trust, we will strive to ensure that PSHE, SMSC, and RSE are included in the curriculum to teach students with the skills they need to stay safe, which includes our prevent duty. The procedures contained in this policy apply to all employees, visitors, Trustees and Governors of the Brighter Futures Learning Partnership Trust and are consistent with those of Doncaster Safeguarding Children Partnership (formerly DSCB).

This policy is founded on the:

1) Children Act 1989 and 2004
2) Sections 157 and 175 of the Education Act 2002, implemented June 2004
3) 'Keeping Children Safe in Education' September 2025
4) Working together to Safeguard Children 2023
5) Academy Trust Governance Guide
6) Equality Act 2010

Equality legislation

The guidance sets out the significance of the Equality Act 2010 to school safeguarding, including that schools and colleges:

- must not unlawfully discriminate against students /pupils because of their protected characteristics
- must consider how they are supporting students/pupils with protected characteristics
- must take positive action, where proportionate, to deal with the disadvantages these students /pupils face. For example, by making reasonable adjustments for disabled children and supporting girls if there is evidence they are being disproportionately subjected to sexual violence or harassment.

It is in line with the relevant Safeguarding Partnership's Child Protection Procedures and DfE guidance and will be reviewed annually by the Trust's Designated Safeguarding Leads.

The trust will work in accordance with Working Together to Safeguard Children (2023) and will support the Doncaster Early Help offer and the new locality way of working to ensure students receive the most appropriate referral and access provision. We will collaboratively work with Early

help Coordinators to actively improve outcomes for our students. Early help is the support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse.

The school / UTC will ensure it has a designated safeguarding lead (DSL), who has undertaken appropriate safeguarding (child protection training). The school setting will ensure that every member of staff and persons working on behalf of the trust.

- Read and understand Part 1 of Keeping Children Safe in Education.
- Know the names of the designated person(s) and their roles and responsibilities.
- Have an individual responsibility to refer safeguarding concerns.

This policy applies to all adults, including supply staff, students, trustees, governors, and volunteers, working in or on behalf of the Brighter Futures Learning Partnership Trust BFLPT.

Everyone in the Trust shares an objective to help keep children and young people safe in education by contributing to:

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical 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.
- Providing a safe environment for children and young people to learn.
- Identifying children and young people who are suffering or likely to suffer significant harm and take appropriate action with the aim of making sure they are kept safe both at home and in the education setting.

Safeguarding and promoting the welfare of children is everyone's responsibility. All adults who come into contact with children and their families and carers have a role to play in safeguarding children.

In order to fulfil this responsibility effectively, all professionals should make sure their approach is child focused. This means the best interest of the child should be at the heart of what every school in the Trust does.

2 Roles and responsibilities

The **Trust Board** is responsible for ensuring safeguarding policies and procedures are in place and adhered to across the Trust. They are also responsible for monitoring all safeguarding breaches across the Trust and for creating a culture and climate where the welfare of students is paramount and staff feel confident to challenge any concerns.

The Trust Board will conduct reviews of safeguarding on a regular basis across its schools/UTC reviewing all areas of set out in this policy.

Local Governing Boards will ensure that an appropriate senior member of staff from the School or UTC is appointed to the role of Designated Safeguarding Lead as set out in Annex C and will monitor safeguarding referrals.

The **CEO is** responsible for ensuring that procedures are in place for monitoring the effectiveness of this policy and that procedures are in place and adhered to across the Trust. He/She will ensure that all breaches are managed swiftly and reported into the Trust Board and that appropriate authorities are informed.

The Trust IT manager with **Headteachers/Principals** will ensure that all staff in schools understand their expectations, roles and responsibilities around filtering and monitoring as part of their safeguarding training.

The **Local Governing Boards, Executive Headteachers, Head Teachers** and **Heads of School** are responsible for implementing this policy within their respective schools; ensuring the school/UTC appoints a DSL who is a member of the senior leadership team who receives appropriate training, that safeguarding training is robust and that all staff understand their roles and responsibilities, and. They will ensure that safeguarding procedures are fully in place and comply with all safeguarding legislation. This includes the new guidance on how the trust filtering and monitoring systems work. **Local Governing Boards** will appoint a nominated governor who will undertake termly monitoring visits to ensure this policy is embedded in practice. The nominated governor will liaise with the CEO in the event of an allegation made against the Headteacher/Principal.

Headteachers and Senior Leaders are responsible for reporting any safeguarding breaches to **the CEO**.

The **Headteacher/Principal** will ensure that this policy and the Trust staff Code of Conduct policy are fully implemented by staff. This will include:

- allocating sufficient time and resource to ensure the DSL can carry out their role effectively
- updating any job descriptions to reflect the role of DSL
- ensuring the induction and training of staff
- arranging adequate and appropriate DSL cover for any out of hours or term time activities
- liaising with the LADO where there has been any allegation made against a member of staff
- ensuring that all staff feel able to raise any concerns through the Trust Whistleblowing Policy and that concerns are handled sensitively
- referring anyone who has harmed or may pose a risk to the Disclosure and Barring Service
- working closely with the Central Trust Team and CEO as required

The **Designated Safeguarding Leads (DSLs)** have a legal responsibility for overseeing all safeguarding issues and must ensure that all staff/governors are aware of this policy, ensuring that all new and existing staff are aware of safeguarding procedures and protocols. The DSL in conjunction with the Trust IT Manager takes responsibility for understanding the filtering and monitoring systems and process in place as part of their role. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection remains with the designated safeguarding lead.

Holding and Sharing Information

The **Designated Safeguarding Lead** should be equipped to:

- understand the importance of information sharing, both within the school and with other schools and colleges on transfer including in-year and between primary and secondary education and with safeguarding partners, other agencies and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation
- be able to keep detailed, accurate and 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 Programme.

All **employees** will access appropriate learning and development, ensuring their knowledge, skill and expertise is up to date. They will ensure that their statutory and mandatory training needs are met within specified timescales. Employees are responsible for actively responding to and reporting of any safeguarding incidents. If these involve the Headteacher/Principal, these will be reported directly to the CEO and the Chair of the Local Governing Board. If these involve any of the Central Trust Team, these will be reported to the CEO and the Chair of Trustees. Any safeguarding incidents which involve the CEO will be reported directly to the Chair of Trustees.

Students/Pupils are responsible for respecting others in their language, behaviours and actions and following school/UTC policy. They are encouraged to report any safeguarding concerns that they have to the Designated safeguarding Lead.

For further detail and information in terms of roles and responsibilities – please see section 3 of the policy.

3 Providing a safe and helpful environment

3.1 Recruitment and Selection

The Trust fully acknowledges the DfE guidance 'Keeping Children Safe in Education' 2025. The Trust will ensure that all appropriate measures are applied in relation to everyone who works in the BFLPT who is likely to be perceived by the pupils/students as a safe and trustworthy adult, including volunteers and staff employed by contractors. Safer recruitment practice has been fully encompassed in the BFLPT Recruitment Policy and its procedures. Safer recruitment practice includes examining applications, verifying identity and qualifications, obtaining professional and character references, checking previous employment history, and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking rigorous selection procedures and Disclosure and Barring Service (DBS) and other checks.

The following recruitment practices are in place:

- An Enhanced DBS with Barred list check is obtained for all new appointments to the Trust workforce (all Governors are also required to undertake an Enhanced DBS check which includes S128 check).

- Disclosure by Association checks undertaken for staff who are employed in relevant positions.
- Teacher Services checks are undertaken for all relevant staff, including QTS verification.
- ID and right to work in the UK is verified prior to appointment.
- Two references are taken for all appointments.
- An Enhanced DBS is obtained for volunteers and employer partners following a risk assessment considering the frequency, regularity, duration, and nature of contact with children and young people.
- Each school/UTC ensures that any contracted staff are DBS checked where appropriate.
- Maintaining a Single Central Record detailing the range of checks carried out on their staff, volunteers, governors, and regular visitors (or three times within a month).
- All new appointments to the Trust workforce are subject to identity, criminal conviction disclosure, health, and rights to work in the UK checks prior to interview.
- The Trust satisfies itself that the same level of stringent checks has been undertaken on any supply staff.
- Schools/UTC will consider online searches as part of their due diligence checks when shortlisting candidates.
- The School/UTC will inform shortlisted candidates that an online search will be carried out.

The Headteacher/Principal, members of the Senior Leadership Team and the named safeguarding governor have successfully undertaken the approved Safer Recruitment Training. **At least one member** of every interview or appointment panel has successfully completed this training.

Further details of the checks undertaken are outlined in the Trust's Safer Recruitment Policy.

3.2 Safe Practice

Each school/UTC will have undertaken Safeguarding training (including online safety) for all staff and updates this training yearly to ensure that staff are safe and aware of behaviours which should be avoided. Safeguarding training will be included as part of the induction process. This training should be regularly updated and should receive safeguarding and child protection (including online safety) updates. In addition, the BFLPT Staff Code of Conduct outlines acceptable and unacceptable behaviour towards children and young people. A summary of this is also provided in the Staff Induction Pack prior to taking up employment. Training includes personal responsibilities and information around the BFLPT Code of Conduct policy. This will include helping understand the definitions of abuse, physical abuse, emotional abuse, sexual abuse and neglect. It is important to note that some children are at greater risk of harm than others, both **online** and **offline**.

Trustees and Governors will receive appropriate safeguarding and child protection training on induction and then at regular intervals throughout the academic year. Training should provide them with the knowledge to ensure their school's safeguarding policies and procedures are effective.

Safe working practice ensures that students/pupils are safe and that all staff:

- Are responsible for their own action and behaviours and know how to avoid any conduct which could lead any reasonable person to question their motivation or intentions. working in an open and transparent way.
- Discuss and/or take advice from the Headteacher/Principal / Senior Leadership Team over any incident which may give rise to concern.
- Record any incidents or decisions made in relation to a child or young person.
- Apply the same professional standards regardless of gender or sexuality.
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
- All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside their school/UTC and or can occur between children outside of these environments.
- All staff, but especially the DSL (and Deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Children can be vulnerable to multiple harms including but not limited to sexual exploitation, criminal exploitation, and serious youth violence. If there are serious concerns, these must be dealt with in the same way that schools/UTC would deal with a safeguarding issue which occurred during the school/UTC day.
- All staff will be vigilant in identify cases of abuse at the earliest opportunity.
- Staff know how to support and respond to a student who discloses significant harm, either actual or likely. Children who are reluctant to share because they don't have the language; we would still refer to the DSL even if students haven't said anything, but their behaviour has changed.

3.3 Sharing Safeguarding Information with Pupils/ Students

The Trust is committed to ensuring that pupils/students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All students will be regularly updated with regards to identifying the staff with responsibility for child protection and know who this is. We inform pupils/students of whom they might talk to, both in and out of school/UTC, their right to be listened to and heard and what steps can be taken to protect them from harm. This now links to the compulsory teaching of PSHE from September 2020.

Information is made available to students, including NSPCC and Childline alongside other localised offers.

The Trust's provision for listening to pupils/students includes tutor groups, peer support and mentoring schemes, teaching and associate staff and pupil/student voice. We make pupils/students aware of these arrangements regularly through assemblies, information screens, letters and during lessons.

3.4 Partnership with Parents

The Trust is committed to working positively, openly, and honestly with parents/carers. We ensure that all parents/carers are treated with respect, dignity, and courtesy, providing acknowledgement and reassurance that all concerns raised by parents and children will be taken seriously. We respect parents'/carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so to protect a child. **We will share with parents/carers any concerns we may have about their child unless to do so may place the child at risk of harm.**

The Trust will endeavour to discuss all concerns with parents/carers about their child/ren. However, there may be exceptional circumstances when a member of staff will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Doncaster Safeguarding Partnership's Child Protection Procedures). The Trust will, of course, always aim to maintain a positive relationship with all parents/carers. The Trust's Safeguarding Policy is available to all parents/carers upon request and is available to view online on the Trust's website as well as each school's/UTC's.

3.5 Partnerships with Others

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who encounters them has a role to play in identifying concerns, sharing information, and taking prompt action. Although inter agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation.

The Trust recognises that it is essential to establish positive and effective working relationships with other agencies. These include the Local Authority, Social Care, Barnardo's, Police, Health, Childline, NSPCC etc.

It would be legitimate to share information without consent where it is not possible to gain consent, where a practitioner can't gain consent and the child could be at risk.

Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

3.6 School Training and Staff Induction

All staff receive appropriate safeguarding and child protection training, in addition all staff receive regular updates via email, staff briefing and E-bulletins.

The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead with Responsibility for Child Protection undertake safeguarding training every 2 years alongside annual refresher training. The Trust's Headteachers/Principal and all other staff, including associate staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is updated yearly.

All staff (including temporary staff and volunteers) are provided with a written child Safeguarding Induction prior to taking up appointment and are provided with a copy of this and other relevant policies during Induction.

School/UTC in the Trust will provide regular training on specific and relevant Child Safeguarding issues e.g., CSE, CCE, Prevent, E-Safety, Safe Practice, Record Keeping. Further training will also be provided on how the trusts provides online safety through filtering and monitoring processes.

Record keeping

All safeguarding concerns must be recorded promptly and accurately, with sufficient detail to demonstrate decision-making, actions taken, and the rationale for those actions. A chronology of significant events must be maintained within each child's safeguarding file, enabling a clear understanding of the child's history.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

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.
- If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

All staff will be made aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting, see section 5.11.

3.7 Support, Advice and Guidance for Staff

Staff will be supported by the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead in each school/UTC with responsibility for Child Protection, who will provide guidance and training where appropriate.

Advice and support are always available from the Trust, the Doncaster Safeguarding Children's Partnership, Doncaster Children's Social Care and the Police.

3.8 On-line Safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. The Trust ensures all schools/UTC have appropriate filtering and monitoring systems that meet the standards outlined in the DFEs filtering and monitoring standard (2023). Filtering and monitoring provisions will be reviewed at least annually, and Governors and Trustees will receive assurances that these systems are effective.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content**: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact**: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).

The Trust recognises the increasing risks posed by Artificial Intelligence (AI), including the creation and distribution of indecent, abusive or misleading imagery (commonly known as 'deepfakes'). Staff must remain vigilant to the use of AI technology to groom, threaten or humiliate children online. The curriculum will include education for children about the dangers of manipulated and deceptive media, and all such concerns must be treated as safeguarding matters and reported accordingly.

The School / UTC should ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement. The schools/UTC should use communications with parents and carers to reinforce then importance of children being safe online and the following:

- What systems are in place to filter and monitor online abuse
- What children are asked to do online, including the sites they will be asked to access.
- Who from the school/UTC (if anyone) their child is going to be interacting with online.

Online safety policy

Online safety and the school / UTCs approach to it should be reflected in the child protection policy. Considering the 4Cs (above) will provide the basis of an effective online policy. The school or college should have a clear policy on the use of mobile and 34 smart technologies. Amongst other things this will reflect the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G). This access means some children, whilst at school or college, sexually harass their peers via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. The schools / UTC should

carefully consider how this is managed on their premises and reflect in their mobile and smart technology policy and their child protection policy.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. The Trust has website filtering and monitoring software on all computers and devices available in its academies. Local Governing Boards and Trustees should regularly review the effectiveness of these filters and monitoring systems. They should include the leadership team and relevant staff are:

- Aware and understand the systems in place
- Manage them effectively
- Know how to escalate concerns when identified.

This will be managed by individual schools that will monitor the number of breaches and report these into Local boards and to the Trustees.

Education settings are directly responsible for ensuring they have the appropriate level of security protection procedures in place in order to safeguard their systems, staff and students and review the effectiveness of these procedures periodically to keep up with emerging cyber crime technologies.

As part of a broad and balanced curriculum, the Trust offers a curriculum which covers the need for safeguarding, including online. The curriculum offers Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils. This is covered through PSHCE, tutor time and the assembly programme. (*Please refer to the Trust's E-Safety Policy and the school's/UTC's RSE Policy)*

3.9 Related Policies

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as student health and safety and bullying and a range of other issues, for example, arrangements for meeting the medical needs of children, providing first aid, school security, drugs, and substance misuse etc. There may also be other safeguarding issues that are specific to the local area of population.

Other related Policies and Protocols that should be referred to include:

- Health and Safety Policy. (Trust)
- Anti-Bullying Policy. (School)
- E-Safety Policy. (Trust)
- Recruitment Procedure. (Trust)
- Staff Code of Conduct. (Trust)
- Whistleblowing Procedure. (Trust)
- Educational Visits Policy. (Trust)
- Equal Opportunities Policy. (Trust)
- Work Placement/Experience Policy. (School)
- SEND Policy. (School)
- RSE Policy. (School)

- Prevent Policy (School)
- Visitors Speaking Policy (Trust)
- Volunteers Policy (Trust)

3.10 Student/Pupil Information

To keep children safe and provide appropriate care for them the Trust requires accurate and up to date information regarding:

- Names (including any previous names), address and date of birth of child.
- Names and contact details of persons with whom the child normally lives.
- Names and contact details of all persons with parental responsibility (if different from above).
- Whether the child is Looked After.
- Emergency contact details.
- Details of any persons authorised to collect the child from the school/UTC.
- Any relevant court orders in place including those which affect any person's access to the child (e.g., Residence Order, Contact Order, Interim or Full Care Order, Injunctions etc).
- If the child is or has a Child Protection Plan (formerly known as being on the Child Protection Register).
- Name and contact details of any key persons from other agencies, including GP.
- Any other factors which may impact on the safety and welfare of the child.

3.11 Roles and Responsibilities of the Governing Board

The governing body fully recognises its responsibilities with regards to safeguarding and promoting the welfare of children and has ensured at least part 1 of DFE Keeping Children Safe in Education 2025 has been implemented and understood by all staff. Governors should have the knowledge to provide strategic challenge.

Section 175 of the Education Act 2002, places a duty on the Governing board to have arrangements in place to ensure that:

- One of the key aspects is that the Governing Board will appoint a lead governor to monitor the implementation of this policy in conjunction with the full Governing Board.
- The Governing Board, along with the School's/UTC's Senior Leadership Team, are responsible for satisfying themselves and obtaining written assurances from any relevant school lettings and alternative/off site providers and provisions that their safeguarding arrangements are secure and in keeping with KCSIE. This includes responding to allegations relating to incidents occurring when an individual or organisation uses the schools/UTCs premises. As will all safeguarding allegations schools/UTCs should follow the Trusts safeguarding policy and procedures, including informing the Local Authority Designated Officer (LADO).
- The Link governor will work closely with the DSL to ensure oversight and scrutiny of all safeguarding practices.

- Carry out their functions with a view to safeguarding and promoting the welfare of children.
- Have regard to statutory guidance issued by the Secretary of State in considering what arrangements they need to make for purpose of that section.
- The Local Governing Body (LGB) should ensure that the School / UTC has a member of the Leadership Team who is designated to take the lead responsibility for dealing with Child Protection issues when a job description and time allocated to attend meetings and training.
- The Governing Body should remedy any deficiencies or weaknesses with regards to Child Protection arrangements.
- It is essential the Governing Body ensure that procedures contained in this policy apply to all staff, volunteers, seasonal workers, agency staff, contractors or anyone working on behalf of the Trust. They are consistent with South Yorkshire Child Protection procedures / Doncaster's Safeguarding Children Partnership (DSCP) child protection procedures.
- The governing board fully embraces the KCISE quotation ''It could happen here'' and ''thinking the unthinkable''.

The full responsibilities of the Trust and Governing body are set out in Part Two of KCSIE – The management of safeguarding. All Trustees and Governing Bodies should read Part Two of KCSIE in order to ensure that the Trust schools/UTC are fully compliant with their statutory safeguarding responsibilities.

The Headteacher/Principal will ensure that:

- This Child Safeguarding policy and procedures are fully implemented in accordance with the Safeguarding Partnership guidance and locally agreed interagency procedures, and the policy is made available to parents/carers upon request.
- That the Trust's recruitment and selection policy is fully implemented, which includes safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children.
- A senior member of the Leadership Team is designated to take lead responsibility for Safeguarding (and a Deputy).
- Staff undertake appropriate safeguarding training, including at least annual updates either through on-line or face to face training.
- He/She remedies, without delay, any deficiencies, or weaknesses regarding child protection procedures.
- Where services or activities are provided on a school's/UTC's premises by another body, the body concerned has appropriate policies and procedures in place regarding safeguarding children and child protection and liaises with the school/UTC on these matters where appropriate.
- Ensure the Safeguarding Policy is reviewed annually and work with the CEO regarding this. Governing Boards and proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information as provided for in the data protection act 2018 and UK GDPR to comply with DPA/UKGDPR requirements. This should include confidence in processing conditions and the implications of safeguarding of children and individuals at risk. This

includes not handing over pupil personal data to a person that does not satisfy the harm test.

- Appropriate online filtering and monitoring is in place and is kept up to date, whilst not preventing access to online learning opportunities.
- The policies and procedures are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities.
- Appropriate levels of qualified staff are maintained within the school/UTC to ensure that there is always an adequate level of safeguarding practitioners.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice regarding children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the BFLPT Whistleblowing Policy.

Each Designated Safeguarding Lead (DSL) will:

- Liaise with the three safeguarding partners and work with other agencies in line with Working together to safeguard children. The DSL should refer to the (National Police Chiefs' Guidance) NPCC guidance for further information about when to call the police. **https://www.npcc.police.uk/**
- Take advice from a safeguarding specialist, when manging complex cases.
- In the case of serious injury or risk of serious injury or allegation the DSL will contact The Doncaster Children's Social Care Multi Agency Safeguarding Hub (MASH) immediately.
- The DSL should have an understanding of what the appropriate adult role within the school setting.
- The DSL should ensure with school leaders that children have an opportunity to learn about safeguarding and this should explicitly link to the PSHE programme.
- The DSL will keep written records of all concerns, discussions and decisions, including the rationale for those decisions, including where referrals were or were not made to external agencies.

In addition, leaders and governors will work with the Trust and the DfE Data Protection guidance for schools to understand how to comply with data protection law, knowing what staff and pupil data to keep and follow good practices for preventing personal data breaches. Data protection in schools - Guidance - GOV.UK (www.gov.uk)

Referrals

- Refer cases of suspected or alleged abuse to the relevant investigating agencies.
- Act as a source of support, advice, and expertise within the school/UTC.
- Liaise with DUTC Headteacher/Principal to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.
- Refer cases to Channel programme where there is radicalisation concern as required. Anyone referred to Channel will be required to provide their consent before any support is provided through the programme.
- Act as a point of contact with the 3 Safeguarding partners.

Challenge

- If an employee is unhappy with the outcome of any referrals, actions or advise taken, a concern should be raised in the first instance with the Headteacher/Principal and/or DSL.
- Subsequently if the Headteacher/Principal is concerned with any of the actions and/or advise, the Headteacher/Principal will inform the agencies involved and the CEO of the Brighter Futures Learning Partnership Trust.
- The Headteacher/Principal and/or DSL will act on any feedback provided from the CEO and/or Trust board.

Training

- The DSL and Deputy DSLs should undergo Safeguarding training every 2 years and undertake Prevent Awareness Training
- Knowledge and skills to be refreshed through meeting with other DSLs, external training provides and internal planned CPD.
- To recognise how to identify signs of abuse and when it is appropriate to make a referral.
- Have a working knowledge of how the child protection cases operate, the conduct of a child protection case conference and be able to attend and contribute to these.
- Ensure that all staff have access to and understand the Trust's Safeguarding and Child Protection Policy.
- Ensure that all staff have induction training.
- Circulate relevant information and guidance to staff on a regular basis.
- Keep detailed and accurate secure written records and/or concerns.
- Can 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 in school/UTC.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses at least every two years.

Raising Awareness

- Help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children, including children with a social worker are experiencing, or have experienced, with teachers and leadership team.
- Encourage a culture of listening to children among all staff.
- Ensure parents/carers are made aware of the Child Safeguarding Policy which alerts them to the fact that referrals may be made and the role of the school/UTC in this to avoid conflict later.
- Ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements

with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. He/She will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

- Where a child leaves the school/UTC, ensure the Child Safeguarding file is sent to the new establishment ASAP and is transferred to the new school separately from the main student file. If a child goes missing or leaves to be educated at home, then the child protection file should be copied, and the copy forwarded to the Local Authority.

All staff and volunteers will:

- Read KCSIE 2024 Part 1 and Annexe B and be able to demonstrate they understand it and review it annually.
- Have an awareness of safeguarding issues that can put children and young people at risk. Behaviours linked to issues such as drug taking, alcohol misuse, unexplainable or persistent absences from education, serious violence, radicalisation and consensual and non-consensual sharing of nude and semi-nude images or videos.
- Be made aware of the local early help process and understand their role in it, understand the indicators that may suggest a young person is suffering or is at risk of suffering abuse, neglect or harm and they take appropriate and necessary action in accordance with the school/UTC and Trust policies and procedures and statutory guidance.
- Attend appropriate training.
- Know what to do if a child tells them, they are being abused or neglected.
- Inform the Designated Safeguarding Lead of any concerns.
- Understand the process for making referrals to children's social care and for statutory assessment under the Children Act.
- Record any potential safeguarding incidents appropriately.

3.12 Early Years Foundation Stage (EYFS)

The Trust and its schools fully comply with the safeguarding and welfare requirements set out in the statutory **Early Years Foundation Stage (EYFS) Framework**, which is effective from **4 September 2024**. These requirements apply to all early year's provision within the Trust and must be adhered to at all times.

At least one member of staff holding a full and current **Paediatric First Aid (PFA)** certificate must always be present on the premises when children are in attendance. This includes during breaks, off-site activities, and extended or wrap-around provision.

Staff working in early years must remain alert to any signs of abuse, neglect, or harm, and report any concerns immediately to the Designated Safeguarding Lead (DSL) or deputy DSL. Staff must also ensure that their supervision of children is appropriate to their age, stage of development, and

individual needs, and that statutory staffing ratios are always maintained to support children's safety and welfare.

All individuals who work in, or live on, the premises must be **suitable to do so** and must not pose a risk of harm to children. Enhanced DBS checks and suitability assessments are completed as required.

The use of mobile phones, cameras, and personal devices must comply fully with the mobile phone policy relevant to each setting as outlined to parents**,** to ensure children's privacy and dignity are protected at all times.

All staff working in early years settings are required to undertake appropriate induction, ongoing safeguarding training, and supervision to ensure they understand and can fulfil their safeguarding responsibilities effectively.

The Trust is committed to ensuring that early year's provision offers a safe, secure, and child-centred environment, in which safeguarding is embedded in all aspects of daily practice.

4 Identifying children and young people who may be suffering significant harm

Staff and other adults in school or UTC are well placed to observe any physical, emotional, or behavioural signs that indicate that a child may be suffering significant harm. The relationships between staff, students, parents, and the public that foster respect, confidence, and trust can lead to disclosures of abuse and/or trust staff being alerted to concerns. Harm can include ill-treatment that is not physical as well as witnessing the treatment of others, e.g., the impact of domestic abuse.

Safeguarding children is defined in 'Working together to safeguard children', as:

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical 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.

Working Together to Safeguard Children 2023 (page 6).

Child Protection is defined as:

- Part of safeguarding process
- It focuses on protecting a child who has been identified as suffering or is likely to suffer significant harm
- Serious risk of harm may arise from a single event or a series of concerns over time

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

- Pupils' health and safety
- The use of reasonable force
- Meeting the needs of children with medical conditions
- Providing first aid
- Educational visits
- Intimate care
- Internet or E-safety
- Appropriate arrangements to ensure school security, considering the local context
- Mental Health of students and staff

Safeguarding can involve a range of potential issues such as:

- Child on child abuse
- Serious violence
- Bullying, including cyber bullying (by text message, on social networking sites, etc) and prejudice-based bullying
- Racist homophobic or transphobic abuse
- Sexual harassment, such as casual comments, remarks, jokes, and online sexual harassment, which may be stand alone or part of a broader pattern of abuse
- Sexting
- Voyeurism / (up-skirting)
- Issues affecting children including domestic violence, female genital mutilations, honour-based abuse, breast ironing and forced marriage
- Exploitation

The updated guidance makes it clear that being subjected to harassment, violence and or abuse, may breach children's rights, as set out in the Human Rights Act.

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Mental Health is now recognised as something that can impact on student attendance. The Trust recognises the important role we all have in supporting the mental health and wellbeing of our pupils/students.

Child Protection Procedures

- If there are concerns that a child has experienced or is at risk of suffering significant harm, or as a professional you have concern around a student's behaviour or poorly explained injuries, the designated safeguarding lead will consult with Doncaster Children's Social Care (DCSC) on 01302 737777
- If out of hours, the emergency Doncaster Children's Social Care out of Hours team - (ESST) 01302 796000 (after 5.00pm and before 8.30 am weekdays and weekends)
- For advice relating specifically to concerns around the mental health of a child/young person, advice can be provided by ringing the Mental Health Specialist Advice Line 01302 796191
- All parents and carers of families can contact the general contact number on 01302 737777. All staff are aware of the One Front Door Social Care Referral procedures. https://dscp.org.uk/report-concern

4.1 Definitions

As in the Children Act of 1989 and 2004, a child is defined as anyone who has not yet reached his/her 18th birthday.

Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge (this bullet point is new)
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Making sure 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

Harm means ill treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another. **Development** means physical, intellectual, emotional, social, or behavioural development. **Health** includes physical and mental health. **Ill- treatment** includes sexual abuse and other forms of ill treatment which are not physical.

Abuse is 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g., via the internet). They may be abused by an adult or adults or another child or children.

Domestic abuse has been added to the list of safeguarding issues that all staff should be aware of. The guidance makes it clear that domestic abuse:

- can be psychological, physical, sexual, financial, or emotional
- can impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships. **Operation encompass** provides an efficient / confidential channel of communication between police forces and key adults within schools.

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.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g., rape, buggery or oral sex) or non-penetrative acts. They may include non- contact activities, such as involving children in looking at or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse. Women can commit acts of sexual abuse as can other children. The sexual abuse of children by other children is a specific safeguarding issue in Education (see 5.11/5.12).

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, 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, though it may occur alone.

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 car givers).
- ensure access to appropriate medical care or treatment.

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

Sexting

Sexting is when people share a sexual message and/or a naked or semi-naked image, video or text message with another person. It's also known as nude image sharing. If sexting is reported to the police, they will make a record but may decide not take any formal action against a young person.

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the young person humiliation, distress, or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Whilst the above are the legal definitions, staff must also be aware of other forms of harm including forced marriage, radicalisation, honour-based abuse, and female genital mutilation.

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, exploitation, including where they see, hear or experience its effects, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools' guidance. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children.

Your Family Local solutions

We recognise that every family is different; we provide support and information that is unique to families and residents, when everyday issues become difficult. This is part of our local help offer.

- Your Family Triage, reach out to the Local Solutions Teams as a response to needs. Local Solutions Teams are made up of a broad range of organisations who work together, know the community and provide services to Doncaster residents that include Health, Primary Care Trust, Family Hubs, Parent Engagement, Communities, Parenting and Family Support (PAFS), Adult Social Care, Public Health, Early Intervention, Housing, Police, Voluntary Organisations and many more.

- The teams meet regularly to discuss local requests for support, which could be for an individual or family or a place based concern. They act swiftly to prevent escalation, looking at local solutions for local problems for local people and place. The teams are working across the borough in each locality Central, North, South and East.

To make referrals into Local Solutions
Please note, this does not replace any safeguarding referrals, these must progress through the One Front Door.

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

Central: LocalSolutionCentral@doncaster.gov.uk
North: LocalSolutionNorth@doncaster.gov.uk
East: LocalSolutionEast@doncaster.gov.uk
South: LocalSolutionSouth@doncaster.gov.uk

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

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

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

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

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

Early Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment. Staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs
- Has special educational needs (whether or not they have a statutory education, health and care plan)
- Has a mental health need
- Is a young carer
- Is frequently missing/goes missing from education, care or home
- Is misusing drugs or alcohol
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse and/or has returned home to their family from care
- Has experienced multiple suspensions, is at risk of being permanently excluded from the school/UTC and in alternative provision or a pupil referral unit
- Has a parent or carer in custody or is affected by parental offending
- Is at risk of so-called 'honour-based' abuse such as Female Genital Mutilation or Forced Marriage
- Is at risk of being radicalised or exploited
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines

Early Help enquiry

The Early Help Enquiry through MASH (Multi Agency Safeguarding Hub) 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.

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.

- Screening all early help enquiry forms to ensure an appropriate level of response for the child and family.

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

If school believe that Early Help is needed, we will discuss the situation with the parent or carers and gain their signed consent to make the Early Help Enquiry through MASH. Once consent is gained, we will complete the online form within the Doncaster Council website: https://www.doncaster.gov.uk/Eforms/SimpleEform/Boot/2370100 and attach a copy of the consent form. MASH will screen the enquiry to establish the threshold of need and who would be the most appropriate Lead Practitioner.

MASH will assess the case and inform school of the action required. This could be:

- If an Early Help Assessment (EHA) has already been completed or there is an existing Team around the Child/Family (TAC/F), school will be asked to share information and join the TAC/F
- Single agency response for a specific piece of work – Lead Practitioner identified
- EHA required – lead practitioner identified
- No further action
- Escalation to Children's Social Care if they already know this case or the information gathered during screening indicates escalation is required.

The Early Help process does not replace the existing 'front door' arrangements for children's social care in Doncaster. If at any stage, we have any concerns that a child is at risk of harm we will follow our safeguarding procedure and make a referral to Children's Social Care MASH Service on:

Telephone: 01302 737777 (available 8:30am – 5pm Monday to Friday)
Telephone: 01302 796000 (outside office hours)

Early Help Support

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

The Early Help Coordinator team write and deliver training to develop skills, knowledge and confidence of practitioners providing early help to children and their families. In addition to the MASH Early Help Enquiry process, DSLs will also liaise with Early Help Coordinators to ensure early help assessments are supported, implemented, and reviewed.

	Name, email and contact no.
Children's Social Care Safeguarding concern - child at risk report form - City of Doncaster Council	01302 737777 ChildAs@doncaster.gov.uk
Out of hours Children's Social Care	01302 796000
MASH Early Help Early Help Coordinators Early Help - What is it in Doncaster? - City of Doncaster Council	01302 734110 EarlyHelpHub@doncaster.gov.uk 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

A Child in Need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services. or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under Section 17 of the Children Act 1989.

5 Taking action to ensure that children are safe at school/UTC and at home

It is not the responsibility of Trust staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of students will be recorded and discussed with the Designated Safeguarding Lead with responsibility for child protection (or another senior member of staff in the absence of the DSL) prior to any discussion with parents/carers.

5.1 Staff will immediately report to the Designated Safeguarding Lead

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings, writing or acts).
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
- Any concerns that a child is presenting signs or symptoms of abuse of neglect.
- Any significant changes in a child's presentation, including non-attendance.
- Any hint or disclosure of abuse from any person.
- Any concerns regarding person(s) who may pose a risk to children (e.g., living in a household with children present).
- Staff should be aware that children with SEND may face additional safeguarding challenges and should ensure that any potential barriers to them reporting concerns are removed.
- If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the Designated Safeguarding Lead, who will inform the Police. Referrals to the police will be made by telephoning 101. However, if there is a risk to life a call to 999 must be made.
- Any children who they believe may benefit from early help, this includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- Any concerns that a child is at risk of, or involved in, serious violent crime.

Concerns will be recorded on CPOMS. If the system is unavailable for any reason, Appendix A should be used, copies of this form can be found on reception, in the staff room or from a member of the safeguarding team.

5.2 Responding to Disclosure

Disclosures or information may be received from students, parents/carers, or other members of the public. The Trust recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, staff will handle

disclosures with sensitivity. Staff are reminded that children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused.

Such information cannot remain confidential, and staff will immediately communicate what they have been told to the DSL and make an accurate record.

Principles

Staff will not investigate but will, wherever possible, gain enough information to pass on to the Designated Safeguarding Lead in order that s/he can make an informed decision of what to do next. The School/UTC will ensure that the right culture is embedded so staff feel comfortable discussing safeguarding matters in and outside of work, including online.

Staff will:

- Stay calm.
- Listen to and take seriously any disclosure or information that a child may be at risk of harm.
- Try to ensure that the person disclosing does not have to speak to another member of trusts staff.
- Try to keep questions to a minimum and of an 'open' nature e.g., 'can you tell me what happened?' rather than 'did X hit you?'
- Try not to show signs of shock, horror, or surprise.
- Not express feelings or judgements regarding any person alleged to have harmed the child.
- Explain sensitively to the child that they have a responsibility to refer the information. to the Designated Safeguarding Lead.
- Reassure and support the child as far as possible.
- Explain that only those who 'need to know' will be told.
- Explain what will happen next and that the child will be involved as appropriate.
- Record everything that has been said in the students' own words. The Trust uses CPOMS to record and monitor all incidents.

5.3 Action by the Designated Safeguarding Lead (or other senior person in their absence)

Following any information raising concern, the Designated Safeguarding Lead will consider:

- Any urgent medical needs of the child.
- Making an enquiry to the Central Database (formerly the Child Protection Register)
- Discussing the matter with other agencies involved with the family.
- Consulting with appropriate persons e.g., Police, Children's Social Care etc. (see NPCC guidance on when to call the police)
- The child's wishes.
- Any suspicion of female genital mutilation of a girl under 18 years of age will be reported to the Police and Children's Social Care.

Then decide:

- Wherever possible, to talk to parents/carers, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk.
- Whether to make a child protection referral to Children's Social Care or the Police because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.

OR

- Not to make a referral at this stage.
- If further monitoring is necessary.
- If early help is appropriate the Designated Safeguarding Lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate and then ensure the case is kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving or is getting worse.
- If it would be appropriate to undertake an Early help assessment and/or make a referral for other services.

The Designated Safeguarding Lead should ideally make referrals. In their absence, anyone can make a referral, and their absence must not prevent appropriate actions from being taken. Parents will be notified before any social care referral is made, unless it is deemed that doing so could pose significant harm to the child/children. Advice can be sought from Doncaster Children's safeguarding partnership before a referral is made to ensure the correct actions are taken. Following notification of any social care referral to parents, a follow-up email outlining the reasons for the referral should be sent to the parent(s) or carer(s). If possible, this should be done immediately following the phone call or meeting; however, if this is not possible, an email with a read receipt should be sent within 24 hours of communicating with the parent(s) or carer(s). If an email is not possible for any reason, a letter should be crafted and posted recorded delivery to ensure parents have a copy of the concerns raised. The Designated Safeguarding Lead should be notified as soon as possible if referrals are not made by the Designated Safeguarding Lead.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Social Care will be accompanied by the online standard referral form. Children's social care assessments should consider where children are being harmed in contexts outside the home (contextualised safeguarding), so it is important that the school / UTC provides as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

5.4 Action following a child protection referral

The Designated Safeguarding Lead or other appropriate member of staff will:

- Make regular contact with Children's Social Services

- Contribute to the Strategy Discussion and Initial Assessment.
- Provide a report for, attend, and contribute to any subsequent Child Protection Conference.
- If the child or children have a Child Protection Plan, contribute to the Child Protection Plan, and attend Core Group Meetings and Review Child Protection Conferences.
- Share all reports with parents prior to the meetings.
- Where there is a disagreement with a decision made e.g., not to apply Child Protection Procedures or not to convene a child Protection Conference, discuss this with the Chair of the safeguarding panel and follow procedures as outlined in 3.10.
- Where a child is having a Child Protection Plan moves from a school or goes missing, immediately inform the key worker in Social Services.

5.5 Recording and Monitoring

Each school/UTC will record:

- Information about the child: name, address, D.O.B, those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from the school/UTC, any court orders, if a child has been subject to a Child Protection Plan.
- Key contacts in other agencies including GP details.
- Any disclosures/accounts from child or others, including parents/carers (and keep original notes).
- All concerns, discussions, decisions, actions taken (dated, timed, and signed) and arrangements for monitoring/reviewing.

All records should be objective and include:

- Statements, facts, and observable things (what was seen/heard).
- Diagram indicating position, size, colour of any injuries (photographs if appropriate).
- Word's child uses (not translated into 'proper' words).
- Non-verbal behaviours.

All child protection documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Headteacher/Principal and designated safeguarding lead. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for the attention of the Designated Safeguarding Lead with Responsibility for Child Protection' or files transfer from CPOMs to CPOMS if the receiving school have this in place. Safeguarding files will also be transferred securely via the Egress system.

If the child goes missing from education or is removed from roll to be educated at home, then any Child Protection file should be copied, and the copy sent to the Local Authority via the LAGAN portal.

The School/UTC will retain all original copies of child protection files until the child's 25th birthday.

The School/UTC will monitor:

- Attendance.
- Changes e.g., mood/academic functioning.
- Relationships.
- Language.
- Behaviour.
- Demeanour and appearance.
- Statements and comments.
- Medicals.
- Stories, 'news', drawings.
- Response to PE/sport.
- Family circumstances.
- Parental behaviours/care of child.

5.6 Supporting the Child and Partnership with Parents/Carers

- The Trust recognises that the child's welfare is paramount, however, good child protection practice and outcomes rely on a positive, open, and honest working partnership with parents/carers.
- Whilst we may, on occasion, need to make referrals without consultation with parents/carers, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.
- We will provide secure, caring, supportive and protective relationships for the child.
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents/carers. The Designated Safeguarding Lead will determine which members of staff 'need to know' personal information and what they 'need to know' for the purpose of supporting and protecting the child.
- The DSL may decide to refer the child to the school Counsellor if it is deemed appropriate.
- A confidential email address for parents or students has been set up to promote online support and to facilitate disclosures **safeguarding@westrd.doncaster.sch.uk**

5.7 Allegations regarding Person(s) working in or on behalf of the Trust (Including supply teachers and volunteers)

Where an allegation is made against any person working in or on behalf of the Trust, that he or she has:

- If an allegation of abuse is made against the Headteacher/Principal, the Chief Executive Officer (CEO) will act as the 'case manager'.
- Behaved in a way that has harmed a child or may have harmed a child.

- Possibly committed a criminal offence against or related to a child.
- Has behaved towards a child or children in a way that indicated s/he is unsuitable to work with children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. E.g., a member of staff involved in domestic violence at home. E.g., A member of staff involved in an incident outside of school which did not involve children but could have an impact to their suitability to work with children.

Detailed records will be made to include decisions, action taken and the reasons for these. The template for "Investigating safeguarding allegations against staff, can be found on the HR portal (a hardcopy will be available via the Headteacher/Principal). All records will be retained securely as mentioned above.

Whilst we acknowledge that such allegations (as all others) may be false, malicious, or misplaced, we also acknowledge that they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures. The school/UTC will take the lead with regards to allegations about supply staff and liaise directly with the LADO and will notify employers. Any allegations which should be reported to the Headteacher / Principal and CEO even if it is unlikely that the allegation would be substantiated. Headteachers / Principal will need to ensure that all allegations are fully documented and that the outcomes are recorded with any lessons learnt. The paperwork should be retained in line with the Trusts' record policy. It should be clear that learning lessons applies to all cases not just those which are concluded and found to be substantiated.

Initial Action

- The person who has received the allegation or witnesses an event will immediately inform the Headteacher/Principal and make a record.
- The Headteacher/Principal will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs.
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children.
- The Headteacher/Principal may need to clarify any information regarding the allegation; however, no person will be interviewed at this stage.
- The Headteacher/Principal will consult with the Local Authority Designated Officer (LADO) in order to determine if it is appropriate for the allegation to be dealt with by Trust or if there needs to be a referral to Social Services and/or Police for investigation.
- Consideration will be given throughout to the support and information needs of students, parents, and staff.
- The Headteacher/Principal will inform the Chief Executive Officer (CEO) of any allegation.
- Where there is an allegation regarding the Headteacher/Principal, the matter should be referred immediately to the CEO who will inform the Chair of the Local Board.

Where a staff member feels unable to raise an issue with their Headteacher/Principal, Designated Safeguarding Lead, or other senior colleague, or feels that their genuine concerns are not being addressed, they should refer to the BFLPT Whistleblowing Procedure.

Required further investigations, including suspensions, and any relevant referrals will be managed by the Headteacher/Principal in conjunction with the CEO.

5.8 Low level concerns

What is a low-level concern?

The term *'low-level' concern* does not mean that it is insignificant; rather, it refers to behaviour towards a child that does not meet the threshold. A low-level concern is any concern, however minor, and even if no more than causing a sense of unease or a 'nagging doubt' that an adult working in or on behalf of the school/UTC or Trust 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 warrant a referral to the Local Authority Designated Officer (LADO).

Staff must report all such concerns, however minor, which may indicate a breach of professional boundaries or inappropriate conduct. These concerns must be recorded promptly and managed in accordance with the Trust's low-level concerns procedure, ensuring compliance with data protection and confidentiality requirements, and ensuring that records are retained securely.

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

- being over friendly with children.
- having favourites.
- taking photographs of children on their mobile phone.
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating, or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

It is crucial that any such concerns, including those which do not meet the harm threshold, are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

LADO arrangements in Doncaster

If advice is required at the initial stage, call on 01302 737332 or email LADO@Doncaster.gov.uk

Lado Contact Details:
LADO 01302 737332

The LADO referral form can be accessed from the on-line DSCP procedure manual
Responding to Allegations Against Staff, Carers or Volunteers (proceduresonline.com)
Urgent child protection concerns

If you are worried about a child that might be at immediate risk of harm or if the situation is an emergency do not wait to contact the LADO and contact either Children's Services and/or the Police straight away.

The LADO can then be contacted after the child is safe.

	Name, email and contact no.
Children's Social Care Safeguarding concern - child at risk report form - City of Doncaster Council	01302 737777 ChildAs@doncaster.gov.uk
Out of hours Children's Social Care	01302 796000
ESST (Emergency Social Care Team)	01302 736000
Police	Phone 101 or in an emergency 999

5.9 Looked After Children and Previously Looked After Children and those with a Social Worker

The most common reason for children becoming looked after is as a result of abuse or neglect. DUTC will ensure that appropriate staff have information about a child's looked after status and care arrangements including contact. The Designated Teacher for Looked After Children and Designated Safeguarding Leads have details of the child's social worker, as well as the name and contact details of the local authority's virtual head for children in care. They will work with the virtual head to discuss how funding can be best used to support the progress of all children with a Social Worker and meet the needs in their PEP (Personal Education Plan).

https://www.gov.uk/government/publications/promoting-the-education-of-looked-afterchildren https://www.gov.uk/government/publications/designated-teacher-for- looked-afterchildren

5.10 Work Experience

Where schools/UTC deploy students on work experience, they will have detailed procedures to safeguard students undertaking work experience, including arrangements for checking people

who provide placements and supervise students on work experience which are in accordance with the guidance in Keeping Children Safe in Education. These are detailed within schools'/UTC's Work Experience Policy.

5.11 Staying with Host Families

Schools/UTC may make arrangements for students to stay with a host family during a foreign exchange trip or sports tour. In such circumstances this may amount to Private Fostering and the schools/UTC follow the guidance in Keeping Children Safe in Education to ensure that hosting arrangements are as safe as possible.

Some overseas students may reside with host families in the UK. These parents, and all in the home over 18 years of age, will be subject to a no cost enhanced DBS with barred list check.

5.12 Child on Child Abuse

This is most likely to include, but may not be limited to:

- Bullying, including cyber bullying (by text message, on social networking sites, etc) and prejudice-based bullying.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm.
- Racist homophobic or transphobic abuse.
- Sexual violence, such as rape, assault by penetration and sexual assault.
- Sexual harassment, such as casual comments, remarks, jokes, and online sexual harassment, which may be stand alone or part of a broader pattern of abuse.
- Sexting (Sharing nudes/Semi Nudes)
- Initiation / hazing type violence and rituals.
- Upskirting (typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the young person humiliation, distress, or alarm).
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

Issues which may be specific to a local area or population, for example gang activity and serious youth violence. Staff will need to recognise possible signs of a child being at risk of or involved in youth violence, such as lack of guilt and empathy, physical violence/aggression, positive attitude towards delinquency, previous criminal activity, unexplained money or new expensive possessions, unexplained physical injuries, and regular truancy. The is covered by the Voyeurism (Offences) Act also identifying that any gender is a victim.

Sexting (Sharing nudes/semi nudes)/bullying/sexual assaults/physical assault/hazing or initiating child on child abuse, will always be taken seriously, and acted upon, under the appropriate policy e.g., safeguarding, behaviour, not dismissed as 'banter' or 'part of growing up'. These issues will be addressed as part of PSHE programme, young people will be supported through the safeguarding/pastoral team.

Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, likely, adversely affect their educational attainment and will be exacerbated if the alleged young person(s) attends the same school or college. As set out in Part one of this guidance, schools and colleges should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college, including intimate personal relationships. Young people will be supported through the safeguarding/pastoral teams.

A dedicated NSPCC helpline is now available to support anyone who has experienced sexual abuse in an education setting or has concerns about someone the number is **0800 136663**

5.13 Child on Child Sexual Violence and Harassment

The DfE advice on sexual violence and sexual harassment between children in school and colleges (DFE 2021) has been merged into Keeping Children Safe in Education 2025. As part of this merger the term ‘‘Child on Child Abuse’’ will be used rather than ‘‘Peer on Peer abuse’’. Sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of ‘it could happen here’. Schools and colleges should be aware of and respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school/college. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school’s / UTC initial response. Important considerations will include:

- the wishes of the young person in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Young people would be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. Children can ask for information of sexual violence to be anonymous, but we must recognise this and take into account whether this is appropriate. This will however need to be balanced with the school’s or college’s duty and responsibilities to protect other children.
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed.
- the ages of the children involved.
- the developmental stages of the children involved.
- any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the young person have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature);
- that sexual violence and sexual harassment can take place within intimate personal relationships between peers.
- are there ongoing risks to the young person, other children, adult students or school or college staff; and,
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

- Understand intra-familial Harms, and any necessary support for siblings following incidents.
- The need for the schools/UTC to be part of discussions with statutory safeguarding partners.
- Once an incident has occurred, it is appropriate to look at completing a risk assessment to learn from each case e.g. making a location safer.

When the school / UTC has concerns about the welfare of a child, all staff should act in the best interests of the child. In all cases, schools and colleges should follow general safeguarding principles as set out throughout this guidance. Immediate consideration should be given as to how best to support and protect the young person and the alleged perpetrator(s) (and any other children involved/impacted on).

We will:

- Never tolerate or normalise this behaviour and are very clear is not an inevitable part of growing up.
- Not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”.
- Challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting skirts.
- Understand that all the above can be driven by wider societal factors beyond the school/UTC, such as everyday sexist stereotypes and everyday sexist language, therefore a whole school approach is important.
- Encourage children and young people to tell someone about abuse (Beyond Referral Programme) see Appendix L for a Continuum of Behaviours.
- Deal with any reports or disclosures in line with this policy and refer to the DSL (or Deputy) and collect all data and report to OFSTED.
- We recognise children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children.

  These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration.
- See the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs. and communication barriers and difficulties overcoming these barriers.
- Reports of abuse involving children with SEND will involve liaison with the Designated Safeguarding Lead (or deputy) and the SENCO.
- Children who are lesbian, gay, bi, or ‘gender questioning’ can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+. LGBTQ+ students and staff will be provided with a ‘’safe space’’ for them to speak out or share their concerns with members of staff. This may include open access to a concern box, an opportunity to raise concerns with the Leaning Manager or Head of Year or through the student /pupil council.

https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-betweenchildren-in-schools-and-colleges

5.14 Physical Intervention and Use of Reasonable Force

All staff are encouraged to use de-escalation techniques and creative alternative strategies that are specific to the child. Restraint will only be used as a last resort and all incidents of this are reviewed, recorded, and monitored. Reasonable force will be used in accordance with government guidance and the schools'/UTC 's Positive Handling Policy. Reasonable adjustment will be taken into account when restraint is used on SEND students. With SEND students we will ensure that positive handling strategies are visible in their Individual Educational Plans (IEPs). Staff will identify key triggers and ensure that de-escalation and positive strategies are explicit in provision maps alongside risk assessment in partnership with students and parents.

Acceptable forms of intervention to avoid physical handling include:

- Leading and guiding a pupil by the hand or arm or shepherding them with a hand in the centre of their back.
- Holding a pupil who has lost control until they are calm and safe.
- Physically moving between and separating pupils.
- Blocking a pupil's path.
- Where there is immediate risk of injury, any necessary action that is consistent with the concept of 'reasonable force' -for example to prevent a pupil running into a busy road or hitting or hurting someone.
- Using more restrictive holds in extreme circumstances

5.15 Alternative Provision

Where a child attends an alternative provision or out-of-school setting, the Designated Safeguarding Lead (DSL) is responsible for ensuring that the safeguarding arrangements in that setting have been appropriately assessed and are robust. The DSL retains overall responsibility for the child's safeguarding and will maintain regular communication with the alternative provider to monitor the child's welfare. The school/UTC must seek written assurances from the alternative provider confirming that all staff and volunteers have undergone the same safer recruitment checks as required by the school/UTC.

The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to. The department has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard:

- Alternative provision - GOV.UK (www.gov.uk) DFE statutory guidance
- Education for children with health needs who cannot attend school - GOV.UK (www.gov.uk)– DFE statutory guidance.

5.16 Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents. it does not include great-aunts or uncles, great grandparents, or cousins.) Schools/UTC will work within the guidance from the Local Authority.

5.17 Enhanced remote learning

As our online use increases at home the risks of children and young people increase at home too. The Trust acknowledges that safeguarding principles remain the same and are in the best interest of pupils/students.

- If anyone in school has a safeguarding concern about any child, they should continue to act immediately.
- A DSL or deputy should be available.
- It is essential that unsuitable people are not allowed to enter the
- children's workforce and or gain access to children.
- Children should continue to be protected when online.

The schools'/UTC's Risk Assessments for COVID will take into account online dangers and risk mitigations will be identified to keep children safe whilst online.

Safeguarding protocols for remote learning

- Always follow protocols within the Trust's Acceptable Use Policy.
- Only communicate with students using school/UTC equipment and programmes.
- Key communication should be restricted to working hours unless there is a safeguarding concern raised, which should be communicated using the school / UTCs protocol.
- If any contact causes safeguarding concerns, you should report these immediately to the DSL or a member of the safeguarding team.
- Ensure you have a suitable background that does not pose a cause for concern.
- If lessons are recorded, students must be made aware.
- You should not use social media platforms that are not authorised by the school/UTC, including Facetime.
- Where possible, try to ensure that you are not interrupted by other members of your household. Language used must be professional and appropriate, including that used by any other adult or child.
- Wear suitable clothing and remember you are visible at all times.
- Address students by their name and always sign off using your professional title.

Appendix A

SAFEGUARDING INCIDENT RECORDING SHEET

THIS IS ONLY TO BE USED WHEN CPOMS IS UNAVAILABLE

(Once completed pass to Designated Safeguarding Lead with responsibility for Child Protection or the Headteacher/Principal)

Full name of Young Person	
Date of Birth and Address	
Year & VMG Group	
Date of Incident (day/month/year)	
Time of Incident (24-hour clock)	
Location	
Observed by (full name and position)	
Detailed Observation	
Concerns	
Have you spoken to the young person?	
What was said? (Please record in the young person's own words)	
Have you spoken to the parents/carers?	
What was said? (include full name of parent/carer spoken to)	
Referred to	
Your Name	
Your Position	
Signed	
Date and Time of Record	

Appendix B

NOTIFICATION OF SUSPECTED/ADMITTED/KNOWN ABUSE OF CHILD(REN) TO SOCIAL SERVICES

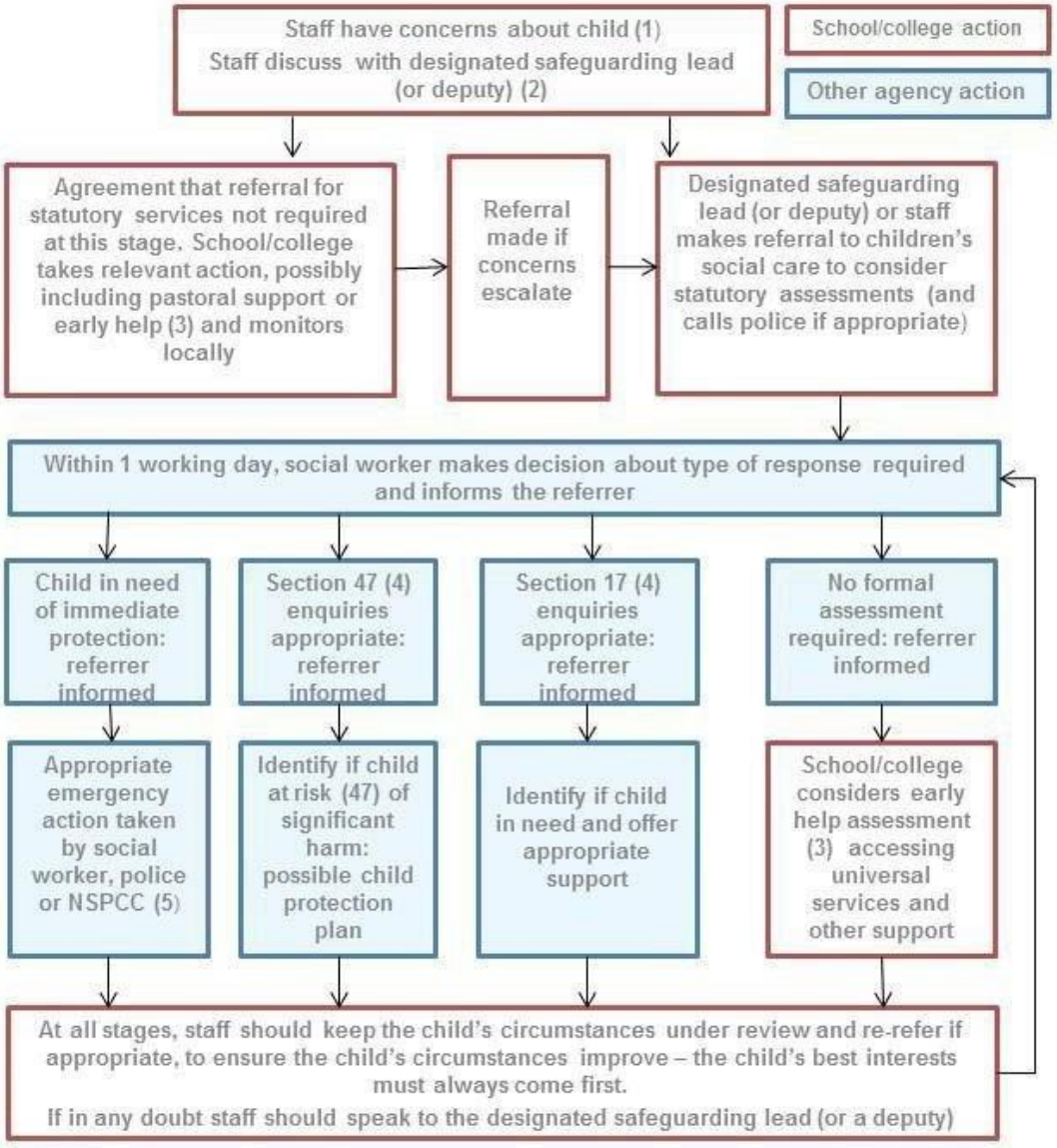
This form should be completed by the **Designated Safeguarding Lead with responsibility for child protection** on the basis of information readily available and should not be delayed on the basis of incomplete information.

Information about the Child	
Child(ren)'s surname	
Child(ren)'s forename(s)	
Child(ren)'s date of birth	
Other name(s) by which the child(ren) may be known	
Present location	
Home address of child	
Information about Parent/Guardian	
Parent/Guardian's surname	
Parent/Guardian's forenames	
Address	
Tel No	
Does this person have parental responsibility	
If not, insert the names and addresses of those with parental responsibility	
Surname/forenames, date of birth or age of any siblings/co-resident children	

GP Information	
GP's name	
Address	
Tel No	
Professional agencies known to be involved with the family: (contact name, address and tel no)	
Reason for Referral	
Reason for referral:	
Action already taken	
Referred in writing/by telephone to:	
On what date:	
Parents advised of referral?	
Child/young person advised of referral?	
Name of Designated Person	
Signature	
Date	

Appendix C

Actions where there are concerns about a child



1) In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2) If, for any reason, the Designated Safeguarding Lead (or deputy) is not available, this should not delay appropriate action being taken.
3) Chapter 1 of Working together to safeguard children provides detailed guidance on the early help process.
4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 and section 47 assessment. Chapter 1 of Working together to safeguard children provides detailed guidance on statutory assessments. 5) This could include applying for an Emergency Protection Order (EPO).

Appendix D **ALLEGATIONS AGAINST TRUST STAFF**

You have become aware that a member of staff (including supply teachers and volunteers) has:

- **Behaved in a way that may have harmed a child**
- **Possibly committed a criminal offence**
- **Behaved towards a child or children in a way that indicates they may not be suitable to work with children**

The child and/or the alleged abuser SHOULD NOT be questioned but a recording made of what has been reported

Report immediately to the Headteacher/Principal (or in their absence the Designated Safeguarding Lead), wh inform the Chief Executive Officer and unless there is evidence to prove the allegation is incorrect will:

Report to the LADO (Local Authority

Take Advice from Central Trust HR

If the DfE procedures are NOT to be followed, the LADO will agree with you and appropriate response (e.g. the school to undertake investigation).

If the DfE procedures are followed a strategy meeting will normally be held by phone or in person. Normally the Headteacher/Principal, LADO, HR and often police are invited. Information is shared and risks to children considered and appropriate action agreed. A record of the meeting will be made, and further meetings will be held every 4 weeks until a conclusion is agreed.

What happens when I contact the LADO?

We work in collaboration with Doncaster Children's Social Care: www.doncasterchildrenstrust.co.uk

- Referrers will be asked to complete a referral form and where necessary provide other supporting information.
- Information should not be disclosed to the accused person until discussions have taken place with the LADO, the police and / or LA children's social care as this may hinder investigations.
- The LADO will review the information and may need to hold a LADO strategy meeting. The accused adult will not be invited to this meeting, but all other relevant people will be invited.
- The LADO will normally chair the LADO strategy meeting and the participants should be sufficiently senior to contribute all relevant available information about the allegation, child and accused person and make decisions on behalf of their agencies.

Appendix E

Adult Access to Students

1.1 The word **ADULT** applies to anyone who is NOT a teacher, or whose employment by the Trust gives them specific approval to have direct contact with children. It also includes ex-students who may have recently left.

1.2 Any visitors to school/UTC will be signed in through reception, visitor/s that provide current, DBS checks will be issued with the appropriate colour for that school/UTC. Any visitor/s without a current DBS check will be issued a red lanyard. Visitors with red lanyards will be escorted to and from the area they are due to attendance and will be always supervised by the key member of staff. Any visitor/s attending on a regular basis (once per week or 3 times per month) will be added to the single central record.

1.3 If any adult reports to reception asking to see a student, the request must be referred directly to the Headteacher/Principal.

1.4 The Headteacher/Principal or member of Senior Leadership Team will decide on what action to take, bearing in mind the following: No Adult (including the Police, but see also later) is allowed to have access to a child without the specific approval of the parents/carers.

1.5 No adult is allowed to have access to a child without the continuous presence of an appropriate employee or the child's parents/carers.

1.6 No adult will be given access to a child, even with parents'/carers' approval, if the business Is not directly related to the child's education or to events which have taken place on school/UTC site. Priority should be given to the continuation of student education with minimum disturbance.

1.7 If the Police request to see a student, this request will not normally be granted if the investigation relates to matters when the child was in the care of their parents/carers.

1.8 If Police wish to interview a child about events which have taken place on the school/UTC site, during or outside the school day, the Police may well be arriving at our invitation, and we would in any case wish to help the Police enquiries.

1.9 The only exception of item (5.5) would be if the Police were able to convince us that they were investigating serious criminal activity where speed was an essential part of their enquiries. In this case, if parents/carers could not be contacted, the Headteacher / Headteacher/Principal would normally accept responsibility "in loco parentis" and inform the parents/carers afterwards.

1.10 Serious criminal activity would include certain types of child abuse. In these cases, it would be a matter of professional judgement and liaison with the appropriate agencies as to how and when parents/carers would be informed.

1.11 These policy arrangements may occasionally mean that visitors asking to see a student may be required to wait for some considerable period of time. A genuine visitor will appreciate the rigour with which we protect the security of our students.

Appendix F

Prevent Duty and Radicalisation

The Trust adheres to the updated Prevent duty guidance (2023, effective from January 2024), which emphasises a proportionate approach, the use of local risk assessments, and appropriate referrals. DSLs will ensure that all staff understand how to identify and refer concerns about radicalisation and that referrals are made via appropriate local authority pathways.

Children or people are susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of a school/UTC safeguarding responsibility.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

- **Radicalisation** is the process of a person legitimising support for, or use of, terrorist violence. It refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There are now duties imposed on schools and other agencies in relation to the **DfE guidance The Prevent Duty** . The prevent duty is now out lined in the school/UTC Preventing Radicalisation Policy.

Further advice in relation to this is within Keeping Children Safe in Education 2025 in relation to:

- Risk assessment (page 5).
- Working in partnership (page 7).
- Staff training (page 7).
- IT policies (page 8).
- Building children's resilience to radicalisation (page 8).

Where we are concerned about individual children, we will follow the referral pathway defined.

The essence of our policy, however, is that we seek to protect children and young people from being drawn into, and against, the messages of all violent extremism and the need to prevent people from becoming terrorists or supporting terrorism. This includes and is not restricted to

ISIL, AQ, Far Right, Neo Nazi, White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The use of social media and the internet as tools to radicalise young people cannot be underestimated. We recognise that those that seek to recruit young people to follow extremist ideology often target those who are already vulnerable in some way and that exposure to extreme views can make young people vulnerable to further manipulation and exploitation.

The Trust is clear that we have a duty to safeguard young people from such dangers and we will actively promote resilience to such risks through the RSE curriculum, SEND policy, assembly, and tutor programme, our SMSC and anti- bullying work and our ICT Acceptable Use Policy.

Appendix G

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

The Trust adheres to the relevant Safeguarding Partnership's procedure in relation to child sexual exploitation. This is our policy to summarise our position.

We recognise that child sexual exploitation is a high-profile issue both nationally and locally.

The Trust recognises that both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coherence, manipulate or deceive into sexual or criminal activity.

Child sexual exploitation can happen in several ways to both boys and girls, for example it can happen in the virtual world through various social media, and this can still cause significant harm. It can happen though inappropriate relationships such as older boy/girlfriends or through parties, gangs, or organised abuse. Some children will be particularly vulnerable to being exploited, for example if they have had a chaotic upbringing or if they are in care or go missing, involved in gangs, or being bullied. The Trust recognises however that any child can become a target for exploitation, particularly where the internet and social media are involved. This is because the normal life events that go with being a child or teenager in today's age can be a challenge and make them susceptible to being groomed and exploited.

Some of the following signs may be indicators of CSE:

- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation.
- Children who have older boyfriends or girlfriends.
- Children who suffer from sexually transmitted infections or become pregnant.
- Children who suffer from changes in emotional well-being.
- Children who misuse drugs and alcohol.
- Children who go missing for periods of time or regularly come home late.
- Children who regularly miss school or education or do not take part in education.

Child Criminal Exploitation (CCE) is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity.

- In exchange for something the young person wants.
- For financial or other advantage of the facilitator.
- Through violence or threat of violence.

The young person may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact but can occur using technology. It can include children being forced to work in cannabis factories or being coerced into moving drugs or money across the country (County lines), forced to shoplift or pickpocket or threaten young people.

Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation.
- Children who suffer from changes in emotional well-being.
- Children who misuse alcohol and drugs.
- Children who go missing for periods of time or regularly come home late.
- Children who regularly miss school or education or do not take part in education.

The Trust recognises that prevention is the best position about CSE and CCE. We seek to support children to develop confidence and build resilience. We will endeavour to support their age-appropriate knowledge and raise awareness and understanding of what CSE and CCE are, to understand the risks of both and to spot the warning signs for themselves and their friends and peers and by doing so keep safe.

If prevention is not possible, we aim to identify children who are at risk of or being exploited very early. Early intervention is key to effectively working with the child to prevent or reduce the level of risk. Once they have been groomed some children will find it difficult to withdraw from their abusers and we need to contribute to helping to protect them. Some children feel that they are in a relationship with these people. We commit to working with our inter-agency partners to safeguard and protect children.

Much of this work will be through programmes of personal, social and health education (PSHE) or through our Relationships and sex education (RSE) work.

An important part of educating our children is focussing on what is a healthy relationship and issues of consent. This will also target potential abusers at an early age with the intention of helping to shape their attitudes to others.

We want to have a culture where the welfare of children is actively promoted, and staff and students are vigilant. As part of this children will feel listened to and safe.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more areas within the UK, using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of young people. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards young people (and their families) if they attempt to leave the county lines

network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the young person may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism will be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral will be undertaken by the DSL alongside consideration of the availability of local services/third sector providers who offer support to young people.

Appendix H

So-called 'Honour' Based Abuse

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts you should speak to the designated safeguarding lead.

If staff have a concern regarding a child that might be at risk of HBV, they should follow the normal reporting procedures protocols for multi-agency liaison with police and children's social care.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long lasting harmful consequences. Where FGM has taken place there is now a mandatory reporting duty placed on **teachers**.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the young person or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Some of the indicators that FGM may have occurred include:

- Prolonged absence from school and noticeable changes in behaviour on return.
- Has difficulty, sitting, walking, standing.
- Spends a long time in toilet.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still discuss any such case with trusts Designated Safeguarding Leads and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e., where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the young person or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered 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. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture to coerce a person into marriage. In February 2023, it became a crime to carry out any conduct whose purpose it is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

Breast-ironing

Breast Ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of cases breast ironing is carried out by mothers or grandmothers and the men in the family are unaware. The Crown Prosecution Service (CPS) has updated the So-Called Honour-Based Abuse and Forced Marriage guidance to recognise breast ironing as child abuse. CPS legal guidance makes clear to police and prosecutors that breast-ironing is a crime even if it is said that the young person has consented.

Further information is available in the following documents: Multi-Agency Statutory Guidance on Female Genital Mutilation and Multi-Agency Statutory Guidance: Handling cases of forced marriage.

Appendix I

Children who are absent from education

Staff should remain vigilant to patterns of absence that may indicate abuse, neglect, exploitation, or involvement in criminal activity. Unexplained, prolonged, or repeated absences must be reported to the DSL and escalated to the local authority where appropriate.

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future.

Children Missing from Education

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude, and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Children 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.

A child going missing from education is a potential indicator of abuse or neglect. Staff should follow the normal school/UTC procedures for unauthorised absence and for dealing with children that 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 their going missing in future.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

The law requires all schools to have an admission register and an attendance register. All students must be placed on both registers.

Schools/UTC Attendance Lead must inform the local authority of any student who is going to be removed from the admission register where the student:

- Has been taken out of school/UTC by their parents and the school/UTC has received written notification from the parent they are being educated outside the school system e.g., Elective Home Education.
- Has ceased to attend the school/UTC and no longer lives within reasonable distance of the school/UTC
- Has been certified by a medical official as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor

his/her parent has indicated the intention to continue to attend the school/UTC after ceasing to be of compulsory school age.
- Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

The local authority must be notified when the school/UTC is removing a student from its register for any of the five grounds above. This should be done as soon as these grounds for removal from the register are met, and in any event no later than removing the student's name from the register. It is essential that our schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education and follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

The school/UTC must also inform the local authority of any student who fails to attend school regularly or has been absent without school/UTC permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school/UTC and the local authority.

For all cases of a student transferring between schools or being removed from roll, student records must be transferred securely and in line with GDPR requirements, this will normally include CTF files and hard copy files: -

- Student transfer from a previous school – student records transferred to new school
- Student transfer to a new school - student records transferred to new school –
- Student taken off roll due to being Missing from Education - student records transferred to local authority

Elective home education

Although many children have positive experiences of home education, for some children it means they are less visible to services that are there to keep them safe and supported. If a parent or carer expresses their intention to educate a child at home, the local authority, school and other key professionals should work together to coordinate a meeting with the parent or carer. This is particularly important if a child has special educational needs and disabilities (SEND), is vulnerable or has a social worker. Where a parent or career has requested that a student be removed from role, we will work with Doncaster Local Authority and any other relevant agencies to ensure the best interests of the student are met. The School / UTC will always discourage elective home education, and this will be communicated with all parties.

Appendix J

Sexting (Sharing Nudes/Semi Nudes)

Definition of 'sexting' (Sharing Nudes/Semi Nudes)

There are several definitions of sexting but for the purpose of this advice sexting is simply defined as images or videos generated: by children under the age of 18, or of children under the age of 18 that are of a sexual nature or are indecent.

These images are shared between young people and/or adults via a mobile phone, handheld device, or website with people they may not even know. There are many different types of sexting and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. It is important to apply a consistent approach when dealing with an incident to help protect yourself, the school, and the child. The range of contributory factors in each case also needs to be considered to determine an appropriate and proportionate response. All staff should be familiar with this policy.

In the latest advice for schools and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's Airdrop which works offline. Please see the link below for further guidance on reporting incidents that come to your attention. Sharing nudes and semi-nudes: how to respond to an incident (overview) - GOV.UK (www.gov.uk)

Dealing with Incidents of Sexting

STEP 1: Disclosure by a child

Sexting disclosures should follow normal safeguarding practices. A child is likely to be very distressed, especially if the image has been circulated widely and if they don't know who has shared it, seen it or where it has ended up. They will need support during the disclosure and after the event. They may even need immediate protection or a referral to Social Care.

The following questions will help decide upon the best course of action:

- Is the child disclosing about themselves receiving an image, sending an image, or sharing an image?
- What sort of image is it?
- Is it potentially illegal or is it inappropriate?
- Are the Safeguarding Policy and practices being followed? For example, is the Designated Safeguarding Lead (DSL) on hand and is their advice and support available?
- How widely has the image been shared and is the device in their possession?
- Is it a school/UTC device or a personal device?
- Does the child need immediate support and/or protection?
- Are there other children and/or young people involved?
- Do they know where the image has ended up?

The situation will need to be handled very sensitively to ensure the school Safeguarding and On-line Safety policies and practices are adhered to.

STEP 2: Searching a device

It is highly likely that the image will have been created and potentially shared through mobile devices. It may be that the image is not on one single device: it may be on a website or on a multitude of devices. it may be on either a school-owned or personal device. It is important to establish the location of the image but be aware that this may be distressing for the young person involved, so be conscious of the support they may need.

The revised Education Act 2011 brought to bear significant new powers and freedoms for teachers and schools. Essentially, the Act gives schools and/or teachers the power to seize and search an electronic device if they think there is good reason for doing so. A device can be examined, confiscated, and securely stored if there is reason to believe it contains indecent images or extreme pornography.

When searching a mobile device, the following conditions should apply:

- The action is in accordance with DUTC's Safeguarding and On-line Safety policies.
- The search is conducted by the Headteacher/Principal or a person authorised by them.
- The DSL or a deputy is present.
- The search is conducted by a member of the same sex.
- If any illegal images of a child are found, you should consider whether to inform the police. Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police. If an "experimental" incident is not referred to the police, the reasons for this should be recorded in writing. Always put the child first.
- Do not search the device if this will cause additional stress to the child/person whose image has been distributed.

Never:

- Search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the child UNLESS there is clear evidence to suggest that there is an immediate problem.
- Print out any material for evidence.
- Move any material from one storage device to any personal devices.
- View the image unless there is a clear reason to do so (see above) Send, share, copy or save the image anywhere.
- Allow children to do any of the above.

Always:

- Inform the Designated Safeguarding Lead.
- Record the incident.
- Act in accordance with the Safeguarding Policy and procedures.
- Inform relevant colleagues/senior management team about the alleged incident before searching a device.
- Confiscate and secure the device.

If there is an indecent image of a child on a website or a social networking site, then you should report the image to the owners or administrators of the site using the site procedures.

- Inform the Designated Safeguarding Lead or deputy designated safeguarding lead.
- Report to the IT lead to ensure the website is blocked.
- If the images are deemed inappropriate the DSL should consider reporting this to the police.

Indicators of the 4 main categories of Abuse

Physical

- Unexplained injuries/burns.
- Untreated injuries.
- Bruises/abrasion around the face.
- Bi-lateral injuries e.g. Two bruised eyes.
- Bite marks.
- Bruising abrasions to lips, cheeks, outer ear.

Emotional Abuse

- Excessive overreaction to mistakes.
- Continual self-deprecation.
- Excessive rocking, thumb sucking, hair twisting.
- Extreme compliance/aggression.
- Drug, alcohol, and substance misuse.
- Significant peer relationship difficulties.

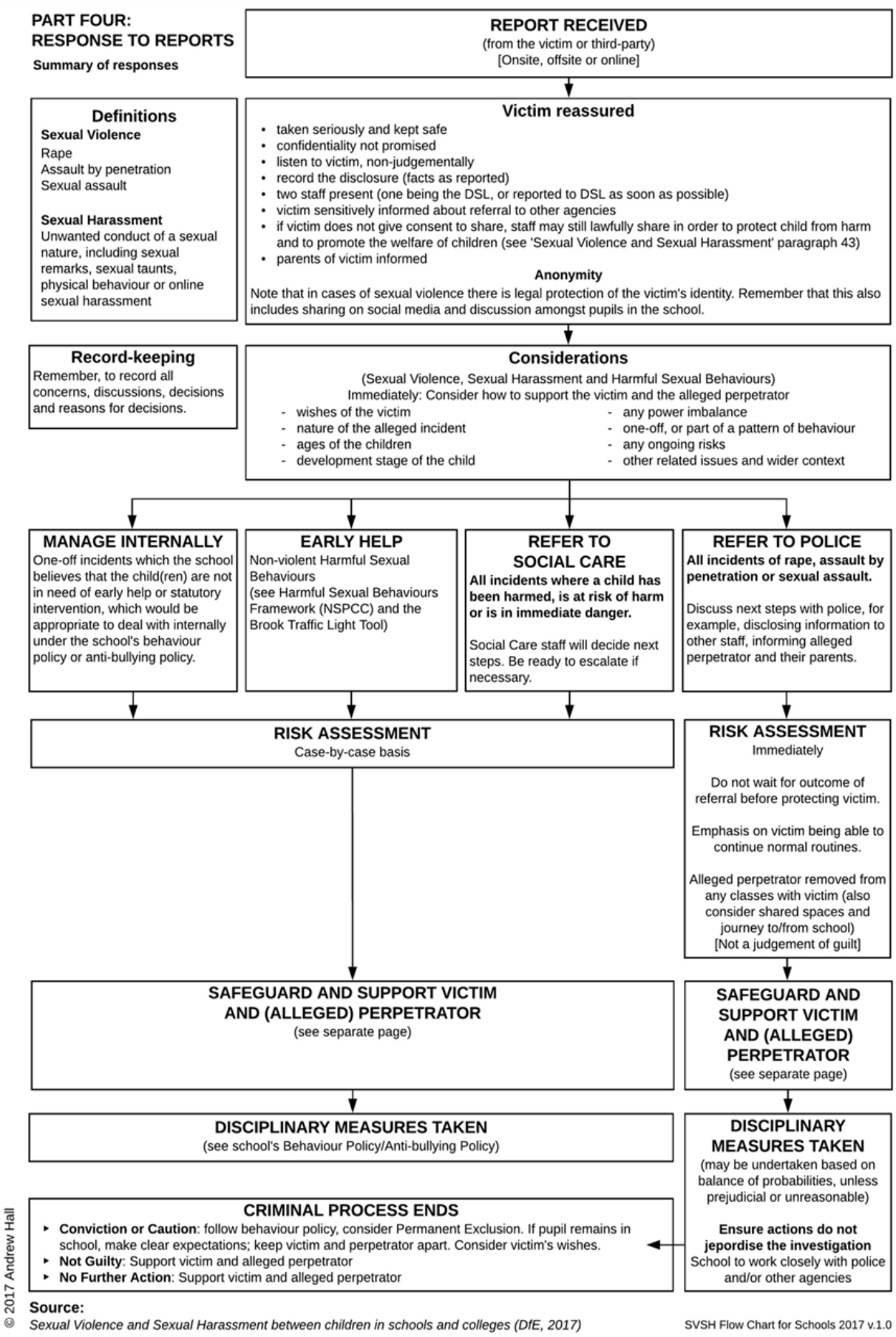
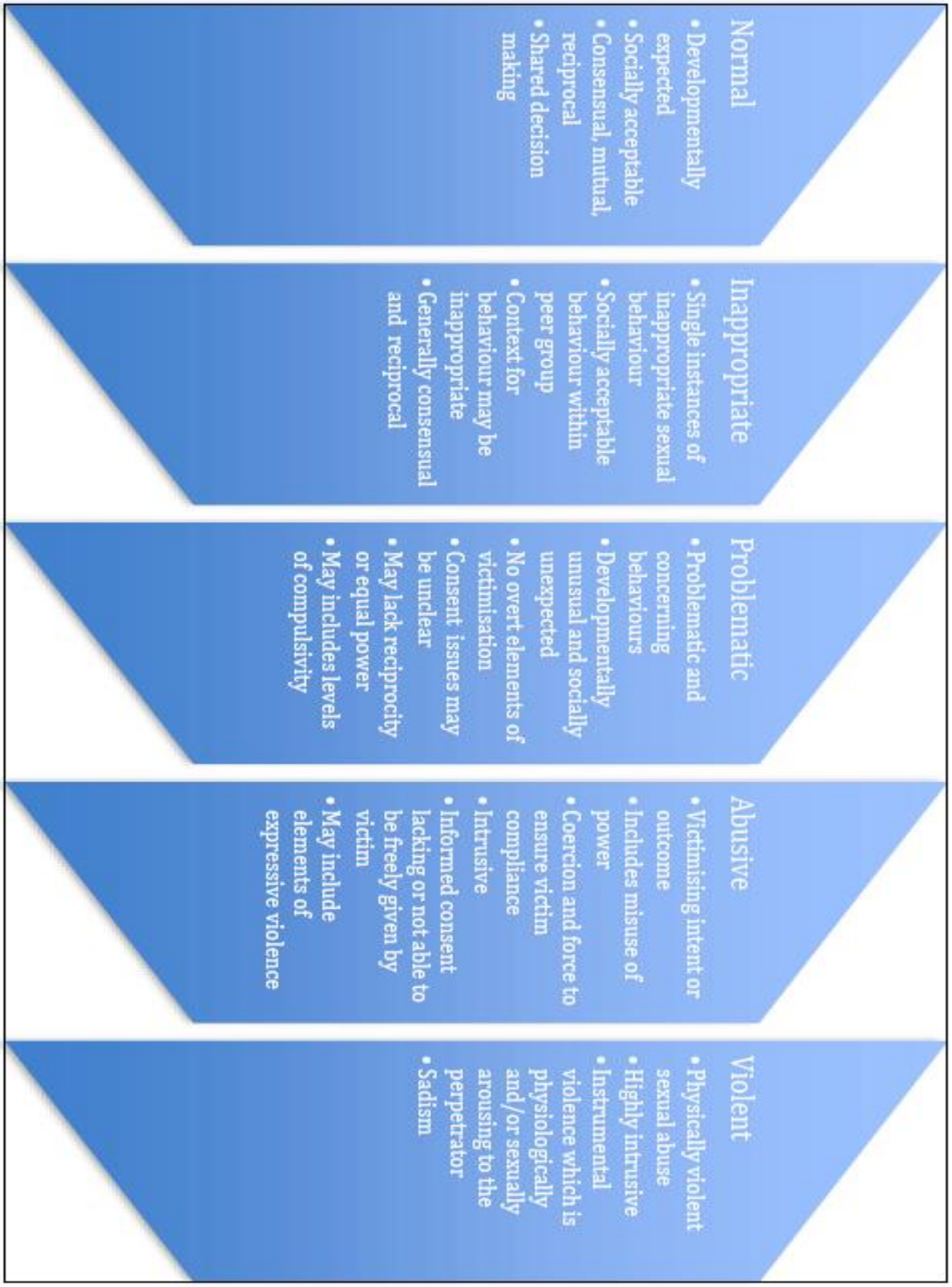
Sexual Abuse

- Sexual awareness inappropriate to age, including provocative sexual behaviour.
- Self-harm.
- Pregnancy.
- Sexually transmitted diseases.
- Sudden changes in behaviour or school performance.
- Fear of undressing for gym.
- Depression/withdrawal.
- Drug, alcohol, substance abuse.

Neglect

- Constant hunger, tiredness and/or poor personal hygiene
- Untreated medical problems.
- Destructive tendencies.
- Social isolation.
- Poor self-esteem and/or relationship with peers.
- Excessive rocking, hair twisting, thumb sucking.

Appendix K – Incidents of Sexual Assault



Appendix L - A continuum of children and young people's sexual behaviours (Hackett, 2010)