



Carr Lodge Academy

Safeguarding Policy and Child Protection Policy

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

Status	Statutory
Local Governing Body Committee	Chris Lambert <i>Chris Lambert</i>
Responsible Persons	Ms S Cope- Vice Principal <i>S Cope</i>
Date the policy was agreed	November 2020
Review date	November 2021

VERSION	REVISION DATE	REVISED BY	SECTION REVISED
VERSION 2	NOV 2020	S.COPE	AMENDMENTS TO KCSIE 2020 DSL, DDSL, LAC, PREVENT LEAD CHANGES

GOVERNORS' STATEMENT

Safeguarding and Child Protection Education Policies and Good Practice Guidelines

The Local Governing Body and staff of Carr Lodge Academy (hereinafter referred to as 'the School') take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our School to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

The responsibilities set out in this policy apply to all members of the School community including pupils, staff, governors, visitors/contractors, volunteers and trainees working within the School. It is fully incorporated into the whole School ethos and is underpinned throughout effective leadership, the teaching of the curriculum and within PHSE and within the safety of the physical environment provided for the pupils.

"Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children (2018). Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child." Keeping Children Safe in Education (KCSiE) DfE September 2020

All visitors to School are made aware of the name of the Designated Safeguarding Lead (DSL) and supporting officers and are reminded of confidentiality and appropriate behaviour. Induction training is essential for all new staff, especially NQTs / ITTs / student teachers.

The governors will ensure safeguarding self-evaluation takes place on a regular basis, a safeguarding audit has taken place and statutory S175/157 action plans are measured. The governors ask for a regular safeguarding impact report and ensure all statutory requirements under KCSiE Sept 2020 are fulfilled. The Ofsted Inspection Handbook criteria are also benchmarked to ensure safeguarding aims to be 'outstanding' in this setting.

At Carr Lodge Academy we ensure:

1. A positive ethos
2. Children feel safe, secure and listened to
3. Staff/volunteers are encouraged to talk about concerns
4. Staff understand in 'exceptional circumstances' they may report concerns directly to social care
5. Children who have been abused or are at risk of abuse are supported
6. Safeguarding issues are explored as part of the curriculum.

Signed

Chair of Governors and Designated Safeguarding Governor

Date

SAFEGUARDING DEFINITIONS

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

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

(Working Together to Safeguarding Children 2018 HM Government)

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

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

It can involve a range of potential issues such as:

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

RATIONALE

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004, The Education Act 2002 and Working Together to Safeguard Children 2018. This policy reflects the statutory requirements within Keeping Children Safe in Education 2018 and Information Sharing 2018.

In Doncaster this policy compliments the Doncaster Safeguarding Children Board (DSCB) - South Yorkshire Child Protection Procedures. The DSCB local safeguarding/child protection procedures must be followed in all cases.

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

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

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

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

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can improve decision-making so that actions taken are in the best interests of the child. The GDPR and Data Protection Act 2018 place duties on organisations and individuals to process personal information fairly and lawfully; they are not a barrier to sharing information, where the failure to do so would cause the safety or well-being of a child to be compromised. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns.

PURPOSE

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

- The welfare of the child is paramount;
- All children regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection
- Everyone who works with children has a professional responsibility to keep them safe (Working Together 2018)
- All staff have an equal responsibility to act on suspicion or disclosure that may suggest a child is at risk of harm, any professional with concerns about a child's welfare should make a referral to the Doncaster Childrens' Trust, and professionals should follow up their concerns if they are not satisfied with the response. (Working Together 2018)
- Pupils and staff involved in Safeguarding issues receive appropriate support and training outlined in KCSIE 2020.
- Staff to adhere to a Code of Conduct and understand what to do if a child discloses
- any allegations against teaching staff, the Principal or the Local Governing Body.
- To develop and promote effective working relationships with other agencies, especially the police and social care
- To ensure all staff have been recruited in accordance with safer recruitment principles and a single central record is kept to monitor that all required vetting checks have been carried out before appointments are made. These include satisfactory (enhanced) DBS (incorporating a barred list check), prohibition from teaching, prohibition from leadership and management, satisfactory references which have been validated, medical declaration, right to work in the UK, full identity information are made in accordance with guidance. Any gaps in personnel files are noted and reasonable steps are taken to rectify with on-going supervision.
- We have a safe school with confident staff, confident parent/carers and confident pupils who know how to recognise and report safeguarding concerns
- All staff understand the categories of abuse, indicators and know how, when, who and how to record and report all safeguarding concerns.

TERMINOLOGY

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

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

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the improvement of health and development, ensuring that children growing up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

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

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

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

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

There are 4 main elements to the Policy:

1. Prevention - through the curriculum and pastoral support offered to pupils and through the creation and maintenance of a whole school protective ethos.
2. Procedures - for identifying and reporting cases, or suspected cases of abuse.
3. Support to Pupils - who may have been abused, including early preventative work.
4. Preventing unsuitable people working with children - by following the Department for Education (DfE) KCSIE 2020 statutory guidance - Part three: Safer Recruitment. We also follow local DSCB and HR procedures.

1 PREVENTION

The school will establish an ethos where:

- Children feel secure.
- Ensure children know that there are adults in the school who they can approach if worried or in difficulty.
- Include in the curriculum opportunities for PSHCE/SMSC/RSE to equip children with the skills needed to stay safe. This includes our PREVENT duty.
- Include in the curriculum material which will help children develop realistic attitudes to their responsibilities in adult life.
- It will work in accordance with 'Working Together to Safeguard Children 2018' and will support the 'Doncaster Early Help Offer' to ensure children and young people receive the most appropriate referral and access provision.
- It will deliver the approved DSCB whole school safeguarding training and ensure all designated safeguarding officers/deputy safeguarding person attend three out of four annual network meetings and/or attend refresher Designated Safeguarding Person (DSP) training on a two yearly basis
- We will work in collaboratives and with our early help co-ordinators to improve outcomes for children and young people.
- We access the school nursing universal offer for all our children and young people
- We keep our safeguarding training up to date and access DSCB training events on a regular basis and understand the safeguarding requirements for Ofsted
- Parents, carers and families, teachers, staff and young people / agencies know how to raise any safeguarding concerns and we have a named designated/deputy safeguarding lead on our senior leadership team.
- We have a clear complaints policy and all staff are aware of whistleblowing procedures.

2 PROCEDURES AND RECORD-KEEPING

Carr Lodge Academy will follow safeguarding/child protection procedures as produced by the Doncaster Safeguarding Children's Board (DSCB)

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

The Designated Senior Members of staff for Safeguarding (Child Protection) / Designated Safeguarding Lead (DSL) are:	Angela Rankin
The Single Point of Contact (s) for Early Help / DSC Trust Referral and Response Service in our setting is:	Angela Rankin
The Deputy Designated Safeguarding Leads are:	Richard Tuddenham and Julie Watson
The Designated Teacher for Looked After Children is:	Julie Watson
The Nominated Child Protection/ Safeguarding Governor is:	Chris Lambert
The Nominated Governor for looked after children is:	Chris Lambert
The Deputy Safeguarding Governor is:	Ben Haggerty
The named PREVENT lead is:	Angela Rankin
The named CSE lead is:	Angela Rankin
The named FGM lead is:	Angela Rankin
The named on-line protection officer is:	Angela Rankin
The named complaints handler is:	Richard Tuddenham
The named LAC officer is:	Julie Watson
The Principal is:	Richard Tuddenham Contact Details: 01302 230700
The Local Authority Designated Officer (LADO) is:	Jim Foy Contact Details: 01302 737748

The school will:

- Ensure it has a senior Designated Safeguarding Lead (DSL) who has undertaken appropriate Safeguarding (Child Protection) training.
- Ensure that designated staff will take advice from a Safeguarding (Child Protection) Specialist when managing complex cases.

- The Principal/Executive Principal will liaise with the LADO before investigating any allegation involving actual or suspected abuse of a child within 24 hours of disclosure and follow up referral in writing, using the Doncaster Children's Trust referral and response service forms.
- All school staff will pass any observations leading to suspicion of abuse, or information received about abuse, immediately to the Designated Safeguarding Lead or deputy Designated Safeguarding Lead,
- In the case of serious injury or allegation the DSL will contact The Doncaster Children's Trust Referral and Response Service without delay
- If the allegation of abuse is against the deputy or designated safeguarding person, the Principal will speak with the Local Authority Designated Officer (LADO) to discuss the next steps. If the allegation is against the Principal, the Executive Principal should be contacted immediately and advice from the LADO sought within 24 hours.
- If the allegation is against both the Principal and Executive Principal the LADO will be contacted by the Chair of Directors. No member of staff will conduct their own investigation or pass on information to the alleged perpetrator. In all allegations the LADO will advise on the action to take by calling 01302 737748. The emergency social services team should be contacted outside normal working hours 01302 796000.
- CSE and CCE - All staff are aware via whole school training on the signs of Child Sexual Exploitation and Child Criminal Exploitation and seek advice without delay CSE Referral Pathway.
- Professionals to refer concerns for advice and guidance through CSE Team Direct Number 01302 737200
- Referral to Children's Services 01302 737200
- Professionals can telephone team members for advice:
 - 01302 862012 - Jayne Pezzulo
 - 01302 736929 - Carmel Bartlett
- In the case of poorly explained serious injuries or where behaviour concerns arouse suspicion, the DSL will consult with the One Front Door / DCSTrust Referral & Response Service Professional Advice Lines on 01302 737777,737722/7376361/737033.
- If out of hours, the emergency Doncaster Children's Trust Social Care out of Hours team - (ESST) 01302 796000 (after 5.00pm and before 8.30 am weekdays and weekends).
- All parents, carers of families can contact the general contact number on 01302 737777. All staff are aware of the new One Front Door Social Care Referral procedures.
- The DSL will keep all records on file on CPOMs and share concerns following information sharing protocols. We adhere to HM Government Information Sharing 2018
- In the event of an unexplained/sudden child death. DSCB DCDO procedures will be followed http://doncasterscb.proceduresonline.com/chapters/p_cdop.html
- Following any serious untoward incidents (SUI) procedure or where `near miss` situations occur the DSL/ Principal will contact the LA Education Standards and Effectiveness Service, this covers health and safety related incidents where safeguarding is compromised.
- Notification of near miss situations can also be emailed to sarah.stokoe@doncaster.gov.uk
- The school will have an emergency plan in place to respond to unforeseen circumstances, e.g. staff / child unexpected death, site security threats, floods, storms etc.
- Governors and senior leaders / DSL will continually review all policies required by law <https://www.gov.uk/government/publications/statutory-policies-for-schools>

3 ROLES AND RESPONSIBILITIES

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

- Understand part 1 and Annex A of KCSIE 2020 and the proposed Working Together 2018 changes including the mandatory reporting duty.
- Knows the name of the designated person and her role and responsibility.
- Have an individual responsibility to refer Safeguarding (Child Protection) concerns.
- Will receive training at the point of induction so that they know:
 - Their personal responsibility/code of conduct/teaching standards;
 - DSCB child protection procedures and know how to access them;
- Understand the definitions of abuse, physical abuse, emotional abuse, sexual abuse and neglect
- The need to be vigilant in identifying cases of abuse at the earliest opportunity; – How to support and respond to a child who discloses significant harm (either actual or likely)
- Knows their duty concerning unsafe practices in regard to children by a colleague.
- The designated person will disclose any information about a pupil to other members of staff on a need to know basis.
- The school will undertake appropriate discussion with parents prior to involvement with other agencies unless the circumstances preclude this.
- The school will ensure that parents have an understanding of their obligations regarding Child Protection by intervention as and when appropriate.
- Understand Ofsted grade descriptors in relation to personal development, behaviour and welfare of pupils
- Monitors internet usage in accordance with PREVENT/KCSIE and knows how to recognise and respond to inappropriate internet use.

Use of Personal Mobile devices:

- Personal mobile devices can be brought into the Academy.
- Network / broadband capacity is the responsibility of the owner.
- Technical support is the responsibility of the owner.
- Filtering of the internet connection to these devices is the responsibility of the owner.
- Personal devices should not be used for sensitive Academy data which might breach Data Protection regulations
- The Academy has the right to take, examine and search users devices in the case of misuse
- Taking / storage / use of Academy images of pupils or staff without their consent is not permitted
- Liability for loss/damage or malfunction is the owner's responsibility.
- Conversations with a child who discloses abuse should follow the basic principles:
 - listen rather than directly question, remain calm
 - never stop a child who is recalling significant events
 - make a record of discussion to include time, place, persons present and what was said (child language - do not substitute words)
 - advise you will have to pass the information on
 - avoid coaching/prompting
 - never take photographs or videos of any injury
 - allow time and provide a safe haven/quiet area for future support meetings
 - share all concerns no matter how trivial they may seem to the DSL lead who will notify and follow up with the Referral and Response service any significant concerns immediately, without delay (do not wait for 24 hours) in writing
- For children with CP plans/named lead practitioner/named social worker (CIN) where new information is shared by the young person, the DSL will ensure information is shared with the social worker and not withheld until core/review meetings take place.
- At no time promise confidentiality.

4 RECORD KEEPING

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

4.1 Records and Monitoring

- Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence-based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed.
- At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures.
- A chronology will be kept on CPOMs. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the designated person should the number of concerns rise or, in their professional judgement, become significant.
- Safeguarding, child protection and welfare concerns will be recorded and kept on CPOMs.
- Files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

4.2 Why recording is important

- The DSL will share all safeguarding information with any transfer/receiving school without delay.
- Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages are from serious case reviews are in terms of recording and sharing information.

5 In-school procedures for protecting children

All staff will:

- Be alert to signs and indicators of possible abuse or specific harms.
- Be involved in on-going monitoring and recording to support the implementation of individual education programmes and interagency child protection and child support plans.
- Be prepared to identify children who may benefit from Early Help.
- Be subject to Safer Recruitment processes and checks whether they are new staff, supply staff, contractors, governors, volunteers etc.
- Will be expected to behave in accordance with Guidance for Safer Working Practice for those Working with Children and Young People in Education settings

6 Responsibilities of the Designated Safeguarding Lead/Officer

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- Our named DSL from our senior leadership team with lead responsibility and management oversight/accountability for child protection is Angela Rankin. This is also our SPOC
- The DSL is supported by the following appropriately trained designated staff: Richard Tuddenham and Julie Watson. Along with the Executive Principal, they are responsible for co-ordinating all child protection activity.
- The DSL must ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues; have access to regular safeguarding supervision.
- Where the school has concerns about a child, the DSL will act as a source of support, advice and expertise to staff on matters of safety and safeguarding, and when deciding whether to make a referral by liaising with relevant agencies.
- The DSL is responsible for referring all cases of suspected abuse to the One Front Door Doncaster Children Services Trust Referral and response team. KCSIe (DfE 2020) states that anyone in the school setting can make a referral. If this is the case the DSL should be informed as soon as possible, that a referral has been made. Wherever possible referrals to R&R should be done by appropriately trained designated safeguarding staff.
- The DSL will liaise with the Principal to inform her of issues, especially on-going enquiries under section 47 of the Children Act 1989 and police investigations.
- Child Protection information will be dealt with in a confidential manner. A written record will be made of what information has been shared with who and when. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to meet the needs of an individual child and /or family.
- Once a child protection cause for concern has been passed to the DSL, they should record any responses and outcomes on CPOMS.
- Designated staff must make detailed, accurate records of concerns and referrals, which clearly reflect the wishes and feelings of the child onto CPOMS.
- If concerns relate to more than one child from the same family at the School, a separate record for each child should be created and cross-referenced to the other family members. Common records, e.g. child protection conference notes, should be duplicated for each child.
- Child Protection records will be stored securely on CPOMS for each child. Records will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation.
- Access to these records by staff other than the designated staff will be restricted.
- Designated staff must understand the assessment process for providing Early Help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Designated staff must have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Designated staff must ensure all adults (as appropriate) including each member of staff, trainee and volunteer has access to and understands the school's child protection policy and procedures, including new and part time staff.
- Designated staff must be alert to the specific needs of children in need, those with special educational needs and young carers.
- Designated staff must obtain access to resources and attend any relevant or refresher training courses.

- Designated staff must encourage a culture of listening to children amongst all staff.
- Designated staff must highlight the importance of demonstrating children's wishes and feelings to all staff and that these are clearly evidenced.

6.1 Raising Awareness

- The DSL should ensure the school's policies are known and used appropriately.
- Ensure the school's Safeguarding/Child Protection policy is reviewed annually and the procedures and their implementation are updated and reviewed regularly, and work with the LGB regarding this.
- Ensure the Safeguarding/Child Protection policy is on the school's website, available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the local authority and DSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Child protection records should be held securely, with access being restricted to the DSL and Principal. The following information must be kept securely with restricted access:
 - Chronology
 - Any child protection information received from the child's previous educational establishment
 - Records of discussions, telephone calls and meetings with colleagues and other agencies or services
 - Professional consultations
 - Letters sent and received relating to child protection matters
 - Referral forms sent to external agencies or education- based services. Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate
 - Formal plans for or linked to the child, e.g. child protection plans, Early Help (previously known as CAF's), risk assessments etc. A copy of the support plan for the young person
- Each child protection record should contain a chronological summary of significant events and the actions and involvement of the school.
- Where children leave, the school will ensure that the child protection record is transferred securely and separately from the main pupil file to the receiving school establishment (where this is known), within 15 school days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information -England) Regulations 2005. A copy of the chronology must be retained for audit purposes.
- The school does keep copies of the child protection record and the chronology summary. The school sends the originals and requests a receipt of Handover when the receiving school doesn't have CPOMS.
- Where the child has not attended the nominated school the original file should be retained by the school.
- There is any on-going legal action the original file should be retained by the school and a copy sent.

- Children records should be transferred in a secure manner, for example, by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school they are being transferred to must be made and a signature obtained from the receiving school as proof of receipt. CPOMS records are transferred electronically provided the receiving school also has CPOMS.
- If a pupil moves from our school, child protection records will be forwarded onto the named DSL at the new school, with due regard to their confidential nature. Good practice suggests that this should always be done with a face to face handover and a signed receipt of file transfer obtained for audit purposes by the delivering school when the receiving school doesn't have CPOMS.
- If sending by post, children records should be sent, "Special Delivery". A note of the special delivery number should also be made to enable the records to be tracked and traced via Royal Mail.
- For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology sheet will also be retained for audit purposes
- If a pupil is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Pupil Information - England) Regulations 2005, following the above procedure for delivery of the records.
- If a parent chooses to electively home educate (EHE) their child, the child protection record must be forwarded to the appropriate LA person, following the above procedure for delivery of the records
- When a DSL member of staff resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.
- In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the Principal to ensure that the new post holder is fully conversant with all procedures and case files.
- All DSL's receiving current (live) files or closed files must keep all contents enclosed and not remove any material.
- All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

6.2 Archiving

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

- The school that the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining the child protection record. The recommended retention period is 35 years from closure when there has been a referral to DCST. If no referral has been made to DCST, the child protection record should be retained until the child's 25th birthday. The decision of how and where to store these files must be made by the school via the Local governing body. Due to sensitivity of the information, the records should continue to be held in a secure area with limited access e.g. designated officer or Principal.

6.2.1 Children's and parents' access to child protection files

- Under the Data Protection Act 2018, a pupil or their nominated representative has the legal right to request access to information relating to them. This is known as a subject access

request. Therefore it is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.

- The General Data Protection Regulation came into effect on 25th May 2018 and supersedes the Data Protection Act 1998.
- Any child who has a child protection record has a right to request access to it. In addition, the Education (Pupil Information) (England) Regulations 2005 give parents the right see their child's school records. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:
 - could cause serious harm or is likely to cause serious harm to
 - the physical or mental health or condition of the child or another person; or could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or
 - is likely to prejudice an on-going criminal investigation; or
 - The information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.
- It is best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice should be sought.
- The School's report to the child protection conference should be shared with the child, if old enough and parent at least two days before the conference.

6.2.2 Safe destruction of the pupil record

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

7 Information sharing

- When there is a concern that a child is at risk of significant harm, all information held by the School must be shared with Children's Social Care, police and health professionals. Section 47 of the Children Act 1989 and sections 10 and 11 of the Children Act 2004 empower all agencies to share information in these circumstances. If DSL's are in doubt, they should consult the DSCT front door R&R team on 01302 737777 - see also Section 8.
- On occasions when safeguarding concerns exist for a child in the context of a family situation and siblings attend other educational establishments or the children are known to other agencies, it may be appropriate for the designated safeguarding staff to consult with, on a confidential basis, their counterpart from other establishments or other agencies to share and

jointly consider concerns. If in any doubt about the appropriateness of this process, advice can be sought from the Safeguarding Team 01302 737777

- In accordance with section 29 of the Data Protection Act, the police are allowed access to school records in certain circumstances such as criminal investigations. If you have any queries regarding police access to any school records please contact the Safeguarding Team for advice.
- It is good practice to seek consent from the child or their parent before sharing information. Children over the age of 12 years are considered to have the capacity to give or withhold consent to share their information, unless there is evidence to the contrary; therefore it is good practice to seek their views. If the young person is over 16, they should be involved in decision-making about information sharing, unless they do not have the capacity to give consent.
- However, consent is not always a condition for sharing and sometimes we do not inform the child or family that their information will be shared, if doing so would:
place a person (the child, family or another person) at risk of significant harm, if a child, or serious harm, if an adult; or
prejudice the prevention, detection or prosecution of a crime; or
lead to unjustified delay in making enquiries about allegations of significant harm to a child or serious harm to an adult.
- Consent should not be sought if the establishment is required to share information through a statutory duty, e.g. section 47 of the Children Act 1989 as discussed above, or court order.

8 Working with parents and other agencies to protect children

- In the majority of cases (unless sharing will cause further harm to the child), the DSL will discuss concerns with parents/carers before approaching other agencies and will seek consent/to inform parents/carers when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the child.
- Parents/carers are informed about our Safeguarding/Child Protection policy through: school prospectus, website, newsletters etc. A copy of the Safeguarding/Child Protection policy is available on the school website.

9 Early Help Enquiry 'One Front Door'

The Early Help enquiry through the One Front Door (EHOFD) has been established to improve communication, information sharing; and to support more effective delivery of services where there is a need for multi-agency response.

The EHOFD is a multi-disciplinary team with two main functions:

- Providing information, advice and guidance to professionals who have queries about children who made need a coordinated early help response.

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

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

Email: earlyhelphub@doncaster.gov.uk Or Earlyhelphub@gcsx.gov.uk

If you believe that an early help assessment (EHA) or single agency support is needed, contact the EHOFGD to discuss your concerns. After discussing your concerns, if it is agreed this is a case for early help, you will be asked to complete an on line enquiry form and email a consent form which you have with the family.

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

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

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

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

During this telephone call you will be asked to follow up by completing an online referral form the same day

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

9.1 Multi-agency work

- We work in partnership with other agencies in the best interests of the children.
- Therefore school will, where necessary, liaise with the school nurse and doctor, and Multi agency access point (MAAP). Requests for service to MAAP should (wherever possible) be made, by the Safeguarding Designated Staff, to the MAAP duty team 01302 737777. Where a child already has a child protection social worker, the school will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker.
- We will co-operate with MAAP in accordance with the requirements of the Children Act and allow access to child and child protection records for them to conduct section 17 or section 47 assessments.
- The school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.

- We will provide reports as required for these meetings. If school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- Where a child in school is subject to an inter-agency child protection plan or any multi-agency risk management plan school will contribute to the preparation, implementation and review of the plan as appropriate.

10 The Curriculum

- Relevant issues will be addressed through the PSHCE curriculum, including self-esteem, emotional literacy, assertiveness, power, sex and relationship education, online safety, online bullying, sexting, child sexual exploitation (CSE), child criminal exploitation (CCE), female genital mutilation (FGM), preventing radicalisation, peer on peer abuse and anti-bullying.
- Relevant issues will be addressed through other areas of the curriculum. For example, circle time, English, History, Drama, PSHE, Art and assemblies.

11 Other areas of work

- All our policies that address issues of power and potential harm, e.g. Anti-Bullying, Equal Opportunities, Handling, Positive Behaviour, will be linked, to ensure a whole school approach.
- Our Safeguarding/Child Protection policy cannot be separated from the general ethos of the school, which should ensure that children are treated with respect and dignity, feel safe, and are listened to.

12 Our role in supporting children

We will offer appropriate support to individual children who have experienced abuse or who have abused others.

In cases where children have experienced abuse/abused others, an individual pastoral support plan will be devised, implemented and reviewed regularly should the pupil require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e. pastoral worker, key worker) and the child's wishes and feelings. A written outline of the individual support plan will be kept in the child's child protection record.

DEFINITIONS OF CHILD ABUSE

An abused child is a boy or girl under the age of 18 who has suffered from physical injury, physical neglect, failure to thrive, emotional or sexual abuse, which the person who has custody, charge or care of the child either caused or knowingly failed to prevent. Having custody, charge or care includes any person, in whatever setting, who at the time is responsible for that child.

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. 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.

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

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

Child Protection information is held with Social Care.

13 Children with additional needs (including LAC)

Children with SEN and Disabilities

All school staff will be aware that if children are behaving in a particular way or they're looking distressed or their behaviour or demeanour is different from in the past, this may be a sign of abuse, and not seen as part of their disability or their special educational needs.

Children within this group are at a higher risk of being left out, of being isolated from their peers, and they are disproportionately affected by bullying. School staff will ensure that children with SEN and disabilities have a greater availability of pastoral support.

Vulnerable Children

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

14 Part time provision / timetables

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

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

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

- Where a pupil has a short-term medical condition that prevents full-time attendance for a time limited period
- As part of a staged reintegration following an extended period of absence.
- When there are behavioural difficulties and the school is trying a part-time timetable as an intervention to avoid permanent exclusion

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

15 Recording Practice

Timely and accurate recording will take place when there are any issues regarding a child. A recording of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded on the chronology kept within the CPOMS record for that child. This will include any contact from other agencies who may wish to

discuss concerns relating to a child. Actions will be agreed and roles and responsibility of each agency will be clarified and outcomes recorded. The chronology will be brief and log activity. More detailed recording will include an analysis, taking account of the holistic needs of the child, and any historical information held on the child's file. Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge and this will assist in promoting an evidence based assessment and determining any action(s) that needs to be taken. This may include no further action, whether an early help co-ordinator advice should be sought or whether a referral should be made to MASH/Children's Trust Referral and Response Service in line with the early help model.

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

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

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

16 THE DESIGNATED SAFEGUARDING LEADS ARE RESPONSIBLE FOR:

- Referring a child if there are concerns about possible abuse, to the Doncaster Children's Trust Referral and Response Service Professional advice lines and acting as a focal point for staff to discuss concerns.
- Referrals should be made in writing, following a telephone call using the Doncaster Children's Trust referral and Response Service referral form or the CSE referral form depending on the nature of the referral.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Having a clear job description and time to attend statutory meetings and regular training/network meetings (in line with KCSIE 2020 proposals for annual training).
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college.
- Liaising with other agencies and professionals/accessing local networks.
- Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents/carers.
- Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation is referred to their key worker's Social Care Team.
- Organising child protection/safeguarding induction for all new staff, and updating whole school training on a regular basis via staff meetings. The DSCB provide mandatory Level 3 equivalent training and this must be refreshed in line with DSCB requirement. DSLs must attend refresh training every 2 years. This is provided through the LA/Buy Doncaster designated safeguarding network meetings/DSCB lunchtime seminars on a regular basis. In order to gain the refresh certificate staff must attend 3 out of 4 meetings a year.

- Providing, with the Principal, a termly report for the Local Governing Body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised). This supports the S175 annual safeguarding report.
- Understand children in need / children on protection plans and support all looked after children PEPs.
- Providing information and audits to the DSCB when required.
- Attending local DCST/early help weekly trust meetings to discuss any cases/share knowledge and also access any support in relation to safe practice.

17 LIAISON WITH OTHER AGENCIES

The school will:

- Work to develop effective links with relevant agencies in relation to Safeguarding (Child Protection).
- Send representatives to case conferences, core groups and Child Protection review meetings.
- Notify any allocated Social Worker if:
 - A pupil subject to a Child Protection Plan (CPP) is excluded (fixed term or permanent);
 - if there is an unexplained absence of a pupil on a CPP of more than 2 days or 1 day following a weekend, or as agreed as part of a CPP.
 - Follow the LA policy and statutory guidance on Children Missing Education (CME).

18 SUPPORTING PUPILS AT RISK

The school will endeavour to support vulnerable pupils through:

- Its ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- Its behaviour policy aimed at supporting vulnerable pupils in school. All staff will agree a consistent approach which focuses on the behaviour or the offence committed by the Child
- Liaison with other appropriate agencies which support the pupil
- Developing supportive relationships
- Recognition that children living in difficult home environments are vulnerable and in need of support and protection
- Monitoring pupil welfare, keeping accurate records and notifying appropriate agencies as and when necessary
- Allowing designated staff opportunities to attend face to face DSCB multi-agency training, (sexual exploitation, criminal exploitation, domestic violence, drugs/alcohol substance misuse etc.)
- When a pupil on the Child Protection register transfers to another school/setting, information will be transferred safely and securely to the new school/setting immediately
- Recognising, reporting and responding any behaviours consistent with radicalisation/extremist behaviours
- Recognising, reporting and responding to any suspected FGM practice
- The school acknowledges serious case review findings and shares lessons learned with all staff to ensure no child falls through the gap
- The school knows how to identify and respond to the four main categories of

abuse. All staff understand the main categories of abuse from the whole school training. Physical, Emotional, Sexual and Neglect

- All staff are aware and understand of the definitions by reading:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf
- The school works with a variety of agencies and arranges opportunities for young people to discuss and understand a wide range of specific safeguarding issues
- The designated safeguarding lead will cascade information to all staff in relation to specific safeguarding concerns listed in KCSIE.
- School staff are aware of the DSCB Neglect policy and toolkit available from DSCB to help identify and recognise any child subject to neglect.
<http://www.dscb.co.uk/neglect>
- Neglect is defined as “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 or shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.’

19 Early Help Enquiry ‘One Front Door’

Early Hub contacts are:

Central: chris.stacey@doncaster.gov.uk (on behalf of Emma McDonagh)

North: natasha.abbott@doncaster.gov.uk

East: christian.brownless@doncaster.gov.uk

South: lindsey.swain@doncaster.gov.uk

In addition to the Early Help Enquiry ‘One Front Door’ DSLs will also liaise with Early Help Coordinators to ensure early help assessments are supported, implemented and reviewed. The Early Help Coordinators will support TAF and Lead Professional roles.

20 Children Missing Education

- A child going missing from education is a potential indicator of abuse or neglect. School staff members must follow the Doncaster Safeguarding Children Board and LA procedures for children missing education and notify the APSW team in accordance with LA procedures.
- The school will have a number of contacts that are checked on a regular basis (several contacts are advised)
- Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. School staff members should follow the school’s procedures for dealing with children who are absent/go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- We will comply with our statutory duty to inform the local authority of any pupil who

- falls within the reporting notification requirements outlined in Children Missing Education - Statutory guidance for local authorities (DfE September 2016).
- Where child sexual exploitation, or the risk of it, is suspected, frontline practitioners should pass this onto the designated member of staff for child protection or contact the Education CSE team contacts Carmel Bartlett/Jayne Pezzulo.
- The DSL should complete the CSE checklist tool for partners and refer to the table at the end of the tool to help decide how to proceed; a copy of the completed tool must be kept in the child's child protection records for future reference.
- If the child/young person already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about sexual exploitation.
- A copy of the CSE checklist tool for partners can be obtained from: <http://www.dscb.co.uk/sexual-exploitation>
- We will ensure the school works in partnership with parents/carers and other agencies as appropriate. This includes facilitating return to home interviews as requested.

21 SCHOOL NURSING - ACCESS TO UNIVERSAL PROVISION

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

22 CAMHS

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

22.1 SUICIDE PREVENTION

DSLs have had the opportunity to access Safe Talk or Papyrus (Prevention of Young Suicide) training. Information is available from the below weblink.

<https://www.papyrus-uk.org/repository/documents/editorfiles/toolkitfinal.pdf>

23 GAMBLING & SOCIAL GAMING

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

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

- Be male and aged 13 - 18 years.
- Use gambling to cultivate status among peers.
- Fallen out with family, truant from school or college. Low self-esteem, but irrational behaviour.
- Preoccupied on mobile, restless or irritable.
- Lies to family members, friends and college staff to conceal behaviour. Never has any money.

Advice or help can be accessed via:

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

24 WHISTLE BLOWING

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Lead Advisory Officer for Education Safeguarding or LADO following the Whistleblowing Policy.
- Whistle-blowing re the Principal should be made to the Executive Principal.
- Ofsted also may wish the LA to investigate any whistleblowing concerns and the school will work with the LA should this arise
- KCSIE details Ofsted and NSPCC as additional whistleblowing options.

25 PHYSICAL INTERVENTION

- We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Where possible, individual plans should be created in order to minimise the likelihood of challenging behaviour, and when it does occur, that there is less use of physical restraint and other restrictive methods.
- Staff who are likely to need to use physical intervention will be appropriately trained in the Team Teach technique or equivalent training.
- We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- The school understands how to report any injuries to staff to the health and safety team.
- We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary and a clear Code of Conduct is in place for all staff. All staff are aware of the role of LADO and what constitutes a referral to LADO following any allegation of using force or restraint.

26 ANTI-BULLYING / INTERNET SAFETY / SOCIAL MEDIA

- We adhere to DfE Statutory Guidance
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf - make sure this is the July update
- Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic, trans, and gender related bullying.
- We record all incidents of cyber bullying in accordance with DfE Statutory Guidance
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf
- We keep a record of known bullying incidents. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse. We keep a record of bullying incidents.
- Internet Safety/E-Safety - Children are not allowed to use personal mobile phones in school and the school's infrastructure includes a filtering system to ensure online safety. The school has an e-safety policy in place.
- Social media Responsibilities.
- The conduct of staff/pupils/parents/carers using social media are outlined in a separate social media policy
- We take part in National and local activities to reduce bullying.
- Sexting - we include reporting of any sexual images within our policy
- The CEOP eye is promoted and so all young people know how to report any inappropriate content received on-line.

Peer on Peer Abuse

This includes bullying, physical abuse, sexual violence and sexual harassment, sexting and so called initiation ceremonies. To allow or condone peer on peer abuse will lead directly to child protection procedures. All incidents will be recorded on CPOMS, investigated by a member of the Senior Leadership Team and reported to Children's Services Referral and Response team where deemed that thresholds are met. Victims and perpetrators will be supported through pastoral provision.

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

- Our policy on Equality, Inclusion and Diversity and our PSED duty includes racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents and incidents reportable under the Equality Act 2010.
- We use a reporting system to record any incidents in line with the latest DfE guidance.
- The DSL understands how to report Hate Crime.
- The DSL understands how to support young people and families to access LGBTQ support through family and Youth Hubs. Young people requiring additional support may access CAMHS provision or School Nursing services.
- The school curriculum reflects opportunity to explore difference and celebrate diversity and has resources listed on the Stonewall website.

27.1 Trans Young People

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

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

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

28 Human Trafficking

The Trafficking Protocol defines human trafficking as:

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

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

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

<http://hopeforjustice.org/>

County lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or “deal lines”. It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as ‘cuckooing’. County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. County lines activity and the associated violence, drug dealing and exploitation have a devastating impact on young people, vulnerable adults and local communities.

29 PREVENTING RADICALISATION

Our setting knows how to recognise and respond to any behaviour that could link to radicalisation/extremism. Our Children and Young Persons Police Officer - CYPO is the first point of contact any and staff or pupils’ behaviour that may point to radicalisation/extremism are discussed with the CYPO immediately. If unavailable to call 101. If travel abroad is suspected/immediate threat staff are aware to call 999, one front door MAAP service, and they also have access to the confidential anti-terrorist hotline 0800789321.

29.1 Radicalisation

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. The process of radicalisation is different for every individual and is a process, not a one off event; it can take place over an extended period or within a very short time frame. It is important that staff are able to recognise possible signs and indicators of radicalisation.

Children and young people may be vulnerable to exposure or involvement with groups or individuals who advocate violence as a means to a political or ideological end.

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include family members or friends, direct contact with members, groups and organisations or, increasingly, through the internet, including through social media sites. This can put children and young people at risk of being drawn into criminal activity and has the potential to cause significant harm. Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right (UK) and international terrorist organisations such as Al Qaeda and the Islamic State.

Potential indicators identified include:

- Use of inappropriate language
- Possession of violent extremist literature
- Changes in behaviour, language, clothing or appearance
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

30 PREVENT

PREVENT is part of the UK's counter terrorism strategy. It focuses on supporting and protecting vulnerable individuals who may be at risk of being exploited by radicalisers and subsequently drawn into terrorist related activity. PREVENT is not about race, religion or ethnicity, the programme is to prevent the exploitation of susceptible people.

30.1 Responding to concerns

If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) they should seek advice appropriately with the DSL who should contact the Local Authority Prevent Lead - Rachael Long on 01302 73469 for further advice or Education Lead - Sarah Stokoe 01302 736743. South Yorkshire Police Prevent Team is the first point of call on 0114 2964346.

CHILDREN & YOUNG PEOPLE POLICE OFFICERS	
PC 1173 Andy Buddle Doncaster East & South & Schools	<ul style="list-style-type: none"> • Trinity Academy, Thorne • Ash Hill Academy, Hatfield • Hungerhill School, Edenthorpe • Rossington All Saints, Rossington • Hayfield School, Auckley • Armthorpe Academy, Armthorpe • New College
PC 1585 Lee Dodds Doncaster North & West - Schools	<ul style="list-style-type: none"> • Don Valley Academy, Scawthorpe • Ridgewood School, Scawsby • Campsmount (A co-operative Academy), Campsall • Mexborough Academy • De Warenne Academy, Conisbrough • Sir Thomas Wharton Academy, Edlington • Opencast, based at MyPlace Bentley • The Levett School (Lower School) • Pennine View Community School • Stonehill Community School • North Ridge Community School
PC 3523 Claire Lake Doncaster Central	<ul style="list-style-type: none"> • Outwood Academy Danum • Balby Carr • NBEC • Outwood Academy Adwick • The Levett School (Upper School) • The HUB • The Learning Centre - Balby
PC 3393 Cheryl Haigh Doncaster Central	<ul style="list-style-type: none"> • Hall Cross Academy • McAuley School

	<ul style="list-style-type: none"> • Keepmoat Learning Central • Doncaster Community Specialist College (aka Deaf College) • XP School (Keepmoat) • Engage • Enhancement • Oracle
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Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. The CYPOs and LA Prevent leads can advise and identify local referral pathways and Doncaster Channel Panel/Process.

Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. Our school will ensure as a minimum that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. How to report on-line extremist material is available and visible in our school.

30.2 Staff are aware of the PREVENT agenda and understand the Doncaster Channel Process http://www.proceduresonline.com/southyorks/sab/pdfs/doncaster_channel_process.pdf

In Doncaster all early / low level concerns will be co-ordinated via your CYPO. Staff know how social media can be used to encourage travel to Syria and Iraq and what to do if they suspect travel to areas where travel warnings are in place. The school has undertaken a prevent self-assessment and all staff are aware of spotting the signs.

- The school SMSC curriculum explores shared values and beliefs.
- The school includes Educate Against Hate <http://www.educateagainsthate.com/>
- School leaders have completed a PREVENT self-assessment (see engage Doncaster - PREVENT resources)
- The designated safeguarding lead will access/has accessed Home Office approved WRAP training - workshop to raise awareness of prevent.
- The LA trained trainer is sarah.stokoe@doncaster.gov.uk
- All staff access basic Prevent Awareness Training either through the WRAP3 offer Or via the Home Office free online learning module <https://www.elearning.prevent.homeoffice.gov.uk/>
- All staff, young people and parents/carers understand how to report terrorist and/or extremist, illegal or harmful information see <https://www.gov.uk/report-terrorism>

Our trained PREVENT lead in school is: Angela Rankin

31 FGM (FEMALE GENITAL MUTILATION)

Female Genital Mutilation: The Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover FGM appears to have been carried out on a girl under 18.

It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Under the mandatory reporting requirements teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out (either through disclosure by the victim or visual evidence) on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate (KCSiE, September 2020).

The school recognises the areas where FGM is prevalent and works in partnership with agencies to safeguard any child at risk of FGM. The designated safeguarding lead understands this is classed as child abuse in the UK and will report any risk to 101 immediately. The school have access to DSCB training on FGM and the designated safeguarding teacher includes FGM in whole school safeguarding training. Any children attending/starting school from one of the most prevalent areas where this is practiced will seek advice from school nursing / referral and response service. A Department for Health risk assessment is available on engage Doncaster website. All staff have read and understand the mandatory reporting included in Keeping Children Safe in Education September 2018 - Part 1 and Annex A.

Designated safeguarding leads understand local DSCB procedures for reporting suspected FGM. http://doncasterscb.proceduresonline.com/chapters/p_female_gen_mutilat.html

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

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

32 Honour Based Violence

The police definition of Honour Based Violence is:

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

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

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

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

33 Forced Marriage

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

Duress involves emotional pressure as well as criminal actions such as an assault or abduction. Forced marriage is domestic and/or child abuse. It may include physical or sexual violence, threatening behaviour, stalking/harassment, imprisonment, abduction, financial control any other form of demeaning or humiliating behaviour or control.

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

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

34 Private Fostering

Private Fostering - A Definition

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

All staff are aware of how to refer any cases to the DSL lead or the Private Fostering Co-ordinator.

More information is on the website:

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

OR to notify the DCST of a private fostering arrangement or proposed arrangement, contact the MAAP on: 01302 737033

OR for general advice call or send an email to Florence - Private Fostering Co-ordinator on: 01302 737789/07881 832134 or Florence-Jurua.Joseph@dcstrust.co.uk

Domestic Violence and Abuse

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

All staff recognise signs of domestic abuse and know how to refer concerns to the DSL lead. The early help hub acts as a gatekeeper to all referrals and if at immediate risk the DSL will liaise with the referral and response service.

35 SUBSTANCE MISUSE

- Schools should have a 'Smoke Free Environment policy' that includes banning the use of e-cigarettes on school premises and grounds.
- Schools should include evidenced based and quality marked drugs, alcohol and tobacco education as part of the PSHE curriculum, such as the Mentor ADEPIS resources and/or those quality assured by Doncaster Public Health and the PSHE association. Visit: mentor-adepis.org/ | pshe-association.org.uk/
- For support on the above issues CONTACT PUBLIC HEALTH: publichealthenquiries@doncaster.gov.uk | Tel: 01302 734581

36 Hidden Harm

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

For some of these vulnerable children, attendance at school provides a respite from difficult home circumstances. For others, the consequences of family substance misuse include poor attendance, lack of progress with their education and failure to develop the necessary social and behavioural skills. This can be particularly difficult for children if they are also taking on a carer role for parents or siblings. Children can "act out", through challenging behaviour, or "act in", through withdrawal or self-harming behaviours, the distress that they are experiencing due to difficulties at home. The DSL will refer any concerns to the Early Help Hub and referral and response service and work with partner agencies and Project 3 so children in these circumstances can be responded to appropriately.

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

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

37 PROCEDURE FOR MANAGING ALLEGATIONS AGAINST STAFF, CARERS AND VOLUNTEERS

- The school follows the agreed DCSB local procedures for Procedure for Allegations Against Staff, Carers and Volunteers
http://doncasterscb.proceduresonline.com/chapters/p_alleg_staff_vols.html
- Procedures in the event of an allegation against a member of staff or person in school. Please also refer to the DCSB LADO page
- These procedures must be followed in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:-
 - behaved in a way that has harmed a child or may have harmed a child
 - possibly committed a criminal offence against or related to a child
 - behaved in a way that indicates s/he is unsuitable to work with children.

Inappropriate behaviour by staff/volunteers could take the following forms:

- Physical includes, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- Emotional includes, for example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, disability or sexuality.
- Sexual includes, for example, sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.
- Neglect: may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.

A safeguarding complaint that meets the above criteria must be reported to the Principal immediately. If the complaint involves the Principal the allegation must be passed to the Executive Principal without delay. For all concerns the Principal should carry out an urgent initial consideration/fact find in order to establish whether there is substance to the allegation. The Principal should not carry out the investigation itself or interview pupils without LADO advice. As part of this initial consideration, the Principal should consult with their schools HR Advisor/provider/contact who will then contact the Local Authority Designated Officer (LADO), within one working day.

A multi-agency strategy meeting may be arranged to look at the complaint in its widest context. The Principal/Executive Principal (where appropriate) must attend this meeting, which will be arranged by the LADO. All issues must be recorded and the outcome reached must be noted to ensure closure.

In many cases it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about the expectations for their conduct.

In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children may be at further risk and/or evidence/witnesses may be compromised and/or the allegations are so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the school's Disciplinary Policy.

Any staff/volunteers who are dismissed by the school for gross misconduct or cumulative misconduct relating to safeguarding of children will be referred to the DBS for consideration of barring. Similarly, where the school has a reasonable belief that the member of staff/volunteer would have been dismissed by the school had they been employed at the time of the conclusion of investigations will be referred to the DBS. The school will keep written records of all of the above.

37.1 LADO Contacts: Jim Foy on 01302 737748/Education related concerns can be emailed to educationsafeguarding@doncaster.gov.uk

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, staff can contact any of the professionals named in the above paragraph, in addition to other whistleblowing channels which may be open to them.

37.2 Procedure for Allegations Against Staff, Carers and Volunteers

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

The aim of the procedure is to:

- Ensure that allegations are dealt with expeditiously and in a fair manner;
- Ensure that where staff are not suitable to work with children that they are prevented from doing so by notification to relevant bodies.
- Each local authority has to appoint a designated officer (Local Authority Designated Officer - LADO) to oversee the investigation of all allegations and to maintain detailed records of their conduct and the outcomes. The Local Authority Designated Officer (LADO) is responsible for this work and can be contacted to answer general enquiries about these procedures and their implementation.
- Advice and guidance, in respect of individual cases, can be accessed by contacting the Local Authority Designated Officer - Jim Foy.
- The school will operate safe recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks according to DBS and DfE procedures. The single central record meets Ofsted recommended practice contained within the KCSIE September 2020.
- The named person to manage all allegations is the Principal (unless the allegation is against the Principal) the LADO advice is sought.
- The school will ensure that staff adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/on-line conduct.
- The school will ensure any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance “Working Together to Safeguard Children 2018” and “Keeping Children Safe in Education 2020”. We follow DSCB, LADO and HR Policy and Procedures.
- The school will ensure that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents following the School’s Code of Conduct. Adequate risk assessments are in place for extended school, volunteer and holiday activities.
- Staff are confident to report any misconduct.
- All staff are aware of their Duty of Care and know how to respond to medical/first aid needs.

38 GOVERNING BODY RESPONSIBILITIES

A safer school culture

Governors have agreed and ratified the following procedures which must be read in conjunction with this policy.

38.1 Safer Recruitment, selection and pre-employment vetting

- The school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSiE (2020).

- The school will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK. Governors check the SCR against personnel files on a regular basis.
- All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.
- The school will ensure that all recruitment panels include at least one person that has undertaken safer recruitment training as recommended by the Local Authority
- The school will ensure that a person who is prohibited from teaching will not be appointed to work as a teacher in the school.
- The school will ensure that where relevant employed individuals are not disqualified under the Childcare (Disqualification) Regulations 2009.
- The school will ensure that appropriate DBS risk assessments will be undertaken as required. Advice and support for carrying out risk assessments can be accessed through the schools HR Advisor/Provider/Contact.
- The Local Governing Body fully recognises its responsibilities with regard to Safeguarding and promoting the welfare of children and has ensured at least part 1 and Annex A of DfE Keeping Children Safe in Education 2020 has been implemented and understood by all staff.

This states that the Local Governing Body should ensure that:

- The school has Child Protection procedures in place
- The school operates safe recruitment procedures and appropriate checks are carried out on new staff and adults working on the school site The school has procedures for dealing with allegations of abuse against any member of staff or adult on site
- The school has a member of the Leadership Team who is designated to take lead responsibility for dealing with Child Protection issues with a job description and time allocated to attend meetings and training. The Local Governing Body should remedy any deficiencies or weaknesses with regard to Child Protection arrangements. The Local Governing Body has nominated a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Principal which should be the Executive Principal. The Local Governing Body reviews its Safeguarding policy and procedures annually,
- The Local Governing Body approves the LA/DSCB annual Safeguarding Audit.
- It undertakes a review of behaviour and safety (safeguarding) as part of the Local Governing Body self-evaluation on a regular basis. All members of the Local governing body understand and fulfil their responsibilities and discharge KCSIE 2020 requirements. They support the role of the designated safeguarding lead in managing referrals, training and raising awareness.
- Ensuring the school/academy is compliant with Part 2: The Management of Safeguarding KCSIE 2020.
- The Local governing body has ensured all staff have read at least part 1 and Annex A of KCSIE 2020 statutory guidance and this is now included in all staff induction and whole school training.
- The procedures contained in this policy apply to all staff, volunteers, sessional workers, agency staff, contractors or anyone working on behalf of the Doncaster school. They are consistent with South Yorkshire Child Protection procedures/Doncaster Safeguarding Children' Board (DSCB) child protection procedures.
- We fully embrace the KCSIE quotation "It could happen here" and "thinking the unthinkable"

- The Local Governing Body is responsible for liaising with the Principal/Designated Staff over all matters regarding child protection issues. The role is strategic rather than operational - they will not be involved in concerns about individual pupils.
- The nominated Safeguarding Governor will support the designated safeguarding lead in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity.
- The DSL and named safeguarding governor are responsible for providing a termly report to the Local governing body of child protection activity. The local authority annual review monitoring return for safeguarding should be sufficient as an annual report for governors.
- The DSL must ensure that the annual review child protection monitoring submission is completed and returned in a timely manner to the local authority/LSCB. The return must be signed by the Chair of Governor's to confirm that it is an accurate reflection of the safeguarding arrangements of the school.
- The Local governing body should have child protection training on their strategic responsibilities in order to provide appropriate challenge and support for any action to progress areas of weakness or development in the school's safeguarding arrangements.
- The Executive Principal is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Principal or member of the Local governing body.
- In the event of allegations of abuse being made against the Principal, allegations should be reported directly to the local authority designated officer (LADO) without delay and within one working day.
- Under no circumstances should the establishment's governors or trustees be given details of individual cases. Governors may, however, be provided with a report each term, outlining the number of cases dealt with and other statistics which do not identify individual children.
- Governors will ensure that appropriate internet filters and appropriate web-use monitoring systems are in place. Children should not be able to access harmful or inappropriate material from the school IT system.

39 Training and Support

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

We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from Carr Lodge Academy. Staff may access union support and health and well-being advice.

- Designated Safeguarding staff must have attended the mandatory DSCB modules and 8 hours learning over 2 years. They will attend DSL network meetings to ensure they meet the

KCSIE `regular refresh` requirement. Buy Doncaster contains all training for schools. The DSL will undertake Prevent Awareness Training to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

- The school will ensure all staff including temporary and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the school. All staff will access refresher training at least every three years and regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Access to training can be via the DSCB Training page or Buy Doncaster.
- The Principal will attend appropriate safeguarding training at least 2 years or annually attend the recommended training sessions/network meetings.
- Governors, including the nominated Governor will attend specific training for their role based on the DSCB pick and mix to ensure all training needs are identified and supported.
- A log of the school's training history can be obtained from the school.
- Any training accessed through third party/independent providers must reflect the LSCB protocols and the LSCB minimum standards checklist. This training should be recorded by the school on a separate database.

40 HEALTH & SAFETY

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

The ECP contact number is 08448 706800 (minor injuries)

In line with HSE guidance for schools on first aid and RIDDOR, staff understand when to complete AIR1 Forms and will contact simon.wade@doncaster.gov.uk or lyn.ellis@doncaster.gov.uk

If in doubt or to report serious notifiable injuries.

40.1 Managing medicines

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

41 MONITORING AND EVALUATION

- Safeguarding 'Keeping Children Safe in Education 2020' procedures will be monitored and evaluated by:
- S175/157 action plan
- SEF/Governors toolkit linked to personal development, behaviour and safeguarding

- Prevent risk assessment
- Training and development
- Complaints linked to safeguarding concerns
- Ofsted `quantifiable complaints` Ofsted parental complaints received via the LA
- Using the Ofsted Sep 2019 Inspection Handbook to review what constitutes outstanding in safeguarding
- Ofsted parental dashboard
- Local Governing Body visits to the school
- Safeguarding audit tools
- Anti-Bullying audit tools (ABA website)
- CPOMS data
- SLT 'drop ins' and discussions with children and staff:
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of LGB minutes
- Logs of bullying (including homophobic)/racist/behaviour incidents for SLT and LGB to monitor
- Review of parental concerns and parent questionnaires.
- Review of the use of the Thrive room.
- Reviewing risk assessments for holiday club activities run on school sites
- First aid procedures and health care plans

41.1 This safeguarding policy also links to our policies on:

- Complaints policy
- Safer recruitment Behaviour
- Staff Code of Conduct Social Media
- E-Safety Policy
- Whistleblowing
- Anti-bullying
- Health & Safety
- Attendance
- PSHCE
- SMSC - Including Fundamental British Values Teaching and Learning
- Administration of medicines
- Relationships and Sex Education Physical intervention
- Risk Assessment
- Emergency Plans

Appendix 1



Safeguarding Health Check

Academy: Carr Lodge Academy

Date:

Statutory Requirements	Evidence	Actions
Documents		
Working Together to Safeguard Children (DfE 2018)	Available? Yes/No	
Keeping Children Safe in Education (DfE 2020)	Available? Yes/No	
Policy		
Safeguarding and Child Protection Policy		
Published on website	Yes/No Is the version on the website up-to-date and the same as the one in current use in the school?	
Reviewed annually	Yes/No Ensure Publication date and review date are on it with signatures of Safeguarding Governor.	
Staff Discipline, Conduct and Grievance Policy	Yes/No Available to all staff? Where?	

Does the governing body recognise the expertise of staff and provide opportunities 'to contribute to and shape safeguarding arrangements and child protection policy'?	Yes/No? How is this done?	
Reports		
Safeguarding Report to Governors	Last three reports and evidence of actions GB Minutes	
Statutory Requirements	Evidence	Actions
Procedures		
Appointment of Designated Safeguarding Lead	Yes/No Name(s)?	
Appointment of a designated teacher for 'Looked After Children'	Yes/No Name(s)?	
Appointment of a designated teacher with responsibility for the 'Prevent Duty' and to make referrals when necessary?	Yes/No Name?	
Mandatory DBS Checks for everyone in 'regulated activity' Policy Statement, including Enhanced DBS checks for all members of the governing body.	Yes/No Where is policy statement?	
Policy for the supervision of volunteers	Yes/No Where is policy statement?	

Vetting Checks for all adults included on a Single Central Register (SCR)	Yes/No Who are named person(s) for managing and completing the SCR? Is this SCR up-to-date with no gaps?	
In independent schools (including academies and free schools) has a check been made to ensure people are not prohibited from management roles under section 128 provisions.	Yes/No? Recorded on SCR?	
Is there a robust system in place to check that agency staff arriving at the school, are the same people that the agency has carried out vetting checks for?	Yes/No? Evidence?	
Confidential record-keeping of child protection concerns. Are records kept in writing? Are child protection records kept separate to other pupil files?	Yes/No Who manages in absence of Designated Safeguarding Lead?	
Are CP records transferred securely and a receipt obtained from the receiving school?	Yes/No	
Statutory Requirements	Evidence	Actions
Training		
Is there an up-to-date Training Record for all staff and volunteers?	Yes/No?	
Has the Designated Safeguarding Lead had training every two years, and updates at regular intervals, at least annually?	Yes/No? Noted on Training Record?	

<p>Does the Principal and all staff undergo child protection training which is updated regularly, 'at least annually', as complete sessions or in staff meetings for example?</p>	<p>Where is the policy statement on training intervals? Yes/No? Noted on Training Record?</p>	
<p>Does the school 'ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education'?</p>	<p>What is the 'mechanism'? Is it effective? Do all staff understand their role <u>and</u> carry it out? How do you know?</p>	
<p>Are all staff able to identify children who would benefit from 'Early Help'?</p>	<p>Yes/No? How do you know? Is a record kept of these children?</p>	
<p>Do staff understand the difference between a 'concern' and 'immediate danger' or 'risk of harm'?</p>	<p>Yes/No? How do you know?</p>	
<p>For at least one person on every interview panel - Safer Recruitment Training [It is also beneficial for staff who are involved in the administration of recruitment procedures to have had this training too.]</p>	<p>Is there a list of people who have completed this training? Can you demonstrate that this was the case in the last three selection/interview rounds?</p>	
<p>Designated Safeguarding Lead</p>		
<p>Does the Designated Safeguarding Lead (DSL) have a job description for this role?</p>	<p>Yes/No?</p>	
<p>Are there 'adequate and appropriate cover arrangements' for the DSL during out of hours periods?</p>	<p>Yes/No? How is this communicated to others?</p>	

Does the Designated Safeguarding Lead have the 'appropriate authority' for the role?	Yes/No?	
Does the Designated Safeguarding Lead have "sufficient time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings - an/or support other staff to do so - and to contribute to the assessment of children?" (Keeping Children Safe in Education, <u>DfE</u> Sept 2020)	Yes/No? Do you know how much time is spent on DSL work? Is the time efficiently used?	
Statutory Requirements	Evidence	Actions
Mandatory Induction for all staff includes the following; all staff should also understand these as part of an annual refresher.		
Does the induction include the signs and symptoms of abuse and information about how to raise concerns?	Yes/No?	
Staff Code of Conduct [including use of the internet and social media; staff/pupil relationships; and information about the 'Position of Trust'.	Given own copy? Yes/No?	
Do staff understand the role of the DSL?	How do you know?	
Safeguarding and Child Protection Policy	Given own copy? Yes/No?	
Managing allegations against staff	Yes/No?	
Keeping Children Safe in Education - Information for all staff Have all staff read at least Part One and Annex A?	Given own copy? Know how to access it? Yes/No?	
Attention drawn to the non-statutory guidance 'What to do if you're worried a child is being abused'	Yes/No?	

How to raise a concern or allegation about another adult in school.	Yes/No? How do you know?	
Do staff know how to contact the Local Authority Designated Officer (LADO) in cases where there are concerns about him/her?	Yes/No? Where is this information? How do you know staff know?	
Information sharing advice for safeguarding practitioners (DfE 2018)	Yes/No?	
Whistleblowing Policy available?	Yes/No?	
Other		
Is the Principal clear that in the case of allegations against staff they must not investigate until after speaking to the LADO? Does the Principal report within one day, all allegations against staff to the Local Authority Designated Officer (LADO)	List of referrals/discussions with LADO, including person reporting and name of LADO?	
Is there accurate recording of pupil attendance?	Yes/No?	
Is there robust follow-up to pupil absence?	Yes/No?	
Does the school have appropriate safeguarding procedures for children who go missing from education, particularly on repeat occasions?	Yes/No?	
Is the environment safe?	Perimeter? Access? Standard of physical safety around the building? Regular checks?	

Are staff aware of their mandatory duty under the Serious Crime Act 2015, to make a <u>personal</u> report to the police when they hear a disclosure that a girl under 18 appears to have undergone Female Genital Mutilation?	Yes/No? Training Record	
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Ofsted	Evidence	Actions
Leadership and Management		
Is the pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, at the heart of the school's work?		
Is safeguarding effective?	How do you know?	
Have leaders and managers created a culture of vigilance where pupils' welfare is actively promoted?	How do you know?	
Are pupils listened to and do they feel safe?	How do you know?	
Are staff trained to identify when a pupil may be at risk of neglect, abuse or exploitation and do they report their concerns?		
Do leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan?		
<p>How effectively do leaders' work to protect pupils from radicalisation and extremism?</p> <p>Do leaders respond swiftly where pupils are vulnerable to these issues?</p> <p>Is there high-quality training to develop the vigilance, confidence and competency of staff so that they can challenge pupils' views and encourage debate?</p>		

Do learners take responsibility for keeping themselves safe and healthy?		
Personal development, behaviour and welfare		
Does the school's approach to attendance ensure that no groups of pupils are disadvantaged by a high absence rate? Is poor attendance tackled in order to ensure that pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average?		
The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.		
To what extent do pupils have an effective understanding of how to stay safe online, including the dangers of inappropriate use of mobile technology and social networking sites?		
Early years provision		
Are there any breaches of statutory welfare requirements?		
Is there vigilant and consistent implementation of policies and procedures to ensure that children's health, safety and well-being are supported?		

<p>The vast majority of children are developing a very good understanding of how to keep themselves safe and manage risks. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others.</p>		
<p>Ofsted</p>	<p>Evidence</p>	<p>Actions</p>
<p>Inspecting Safeguarding in early years, education and skills settings</p>		
<p>Five Key Areas</p>		
<p>Creation of a positive culture, where ‘safeguarding is an important part of everyday life’, backed up by staff training at every level.</p>		
<p>The effectiveness of safer recruitment, vetting, and safeguarding policies and procedures.</p>		
<p>Staff awareness of the signs of harm from within the family and the wider community.</p>		
<p>Timelessness of response to safeguarding concerns.</p>		
<p>Quality of the school’s contribution to multi-agency plans for children.</p>		
<p>Children and Young People</p>		
<p>There is a positive impact on learners from the school’s safeguarding approach.</p>		

Children are protected and feel safe		
Children know how to complain and understand the process to do so		
Children can name a trusted adult they can talk to about concerns		
Children are supported, protected and kept informed of any actions when they raise concerns.		
Children are safe from discrimination and bullying		
Children are supported in learning to recognise and manage risk		
Children absent from school are quickly and robustly followed up		
Adults		
There is a clear and effective policy that describes the safeguarding procedures in the school which is 'regularly reviewed'		
Adults give a 'strong, proactive response' that reduces the risk of harm		

Adults understand that indicators of all types of harm to children and young people, including child sexual exploitation, and issues concerning radicalisation or extremism		
Adults understand the risks from technology and the internet and can support children in learning how to keep safe online		
Key risks for learners are understood and there are plans in place to minimise those risks		
There are effective safeguarding procedures and concerns are shared 'immediately'		
There is an effective staff behaviour policy [code of conduct]		
Adults seeks consent from parents before sharing information (unless to do so would increase the risk of or actual harm to a child)		
Local procedures for missing children are followed		
Staff respond to children with clear boundaries and understand the triggers for behaviour		
Staff work as a team and reflect on their responses to the behaviour of learners		

Staff are able to use de-escalation strategies		
Where physical intervention strategies are used, that all incidents are 'reviewed, recorded and monitored' and 'the views of the learner are sought and understood'		
There are clear and effective arrangements for supervision and support to staff who work 'directly and regularly with learners whose safety and welfare are at risk'.		
The physical environment is safe and secure		
Staff know how to raise concerns about the conduct of other adults in the school		
Staff have identified learners who are vulnerable		
Safeguarding requirements for leaders and managers (Governing bodies, registered providers, proprietors and management committees)		
- contribute to inter-agency working to support children and learners who have additional needs		
- have due regard to the need to prevent people from being drawn into terrorism in accordance with the Counter-Terrorism and Security Act 2015		
- carry out reasonable checks, for example for links with extremism, on all visitors who are intending to		

work with children, learners and/or staff or to address assemblies		
- ensure that an effective child protection policy is in place, together with a staff behaviour policy, where applicable		
- appoint a designated safeguarding lead and, in schools and colleges, ensuring that they should undergo child protection training every two years, with regular updates at least annually		
- prioritise the welfare of children and learners and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns		
Make sure that children and learners are taught how to keep themselves safe.		
Prevent people who pose a risk of harm from working with children or learners by: <ul style="list-style-type: none"> • adhere to statutory responsibilities to check staff who work with children and learners • take proportionate decisions on whether to ask for checks beyond those that are required • ensure that volunteers are appropriately supervised 		

<ul style="list-style-type: none"> • make sure that, in relation to maintained schools, at least one person on any appointment panel has undertaken safer recruitment training • ensure that there are procedures in place to handle allegations against members of staff and volunteers • make sure that there are procedures in place to handle allegations against other children or learners 		
<p>Put in place appropriate safeguarding responses to children and learners who go missing from early years and education settings, particularly on repeat occasions.</p>		
<p>Allegations against members of staff and volunteers must be referred to the local authority's designated officer(s)</p>		
<p>There must be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns</p>		
<p>There must be a designated teacher to promote the educational achievement of children who are looked after and ensure that this person has appropriate training.</p>		
<p>All staff have the skills, knowledge and understanding necessary to keep looked after children safe.</p>		

There should be a culture of safe recruitment that includes the adoption of recruitment procedures that help deter, reject or identify people who might abuse children and learners.		
The school must act reasonably in making decisions about the suitability of prospective employees.		
Safer recruitment checks must be carried out in line with statutory requirements, using the DfE guidance.		
There must be a single central record.		
Other		
Does policy and practice in the school recognise the raised risks for safeguarding children who have special educational needs and/or disabilities?		
Are the risks of peer-on-peer abuse understood and referenced in the Child Protection policy?		
Does the school have appropriate filters and monitoring systems in place to protect learners from harmful online material?	How is this monitored? Is there evidence that this monitoring has been effective?	
Does the school regularly run an internet check for any safeguarding issues that might relate to the school?	What actions have been taken where issues have arisen?	

Do all governors have Enhanced DBS Checks?		
In academies, independent schools and free schools, have s128 prohibition checks been undertaken and recorded on the Single Central Record?		

Counter Terrorism and Security Act 2015 Duties	Evidence	Actions
Preventing Terrorism		
Has a member of staff been identified to lead on <i>Prevent</i>	Yes/No?	
Have staff received training about their <i>Prevent</i> duties, the issues involved, how to recognise and report concerns, and how to tackle questions they may be asked.	Yes/No? Training record	
As a minimum, the DSL should have completed Prevent awareness training, and be able to provide advice and support to other staff. (Keeping Children Safe In Education (2018))	Yes/No? Training Record	
Have all staff undertaken WRAP training (Workshop to Raise Awareness of Prevent) or other awareness training?	Yes/No? Training Record	
Have governors been made aware of their duties in relation to <i>Prevent</i>	Yes/No?	
Are strategies in place to identify risks in the school community?	Yes/No?	
Does the school have effective engagement with parents and families?	Yes/No?	
Is the school able to demonstrate a general understanding of risk for children and young people in the area?	Yes/No?	
Are strategies in place to identify 'At Risk' students?	Yes/No?	

Are procedures in place to protect children at risk of radicalisation?	Yes/No?	
Has the Safeguarding and/or Child Protection Policy been updated to account for the Prevent duty? OR Has a separate policy been written for preventing young people being drawn into terrorism?	Yes/No?	
Has the referral route for extremism concerns been made explicit?	Yes/No?	
Does the school have effective policies for the booking and supervision of visiting speakers?	Yes/No?	
Do school staff understand how to make a referral to the Channel programme?	Yes/No?	
Are staff aware of the increased risk of online radicalisation? How are they reducing this risk for children and young people in the school?	Yes/No?	
Does the school's ICT filtering system successfully prevent the online access of extremist materials?	Yes/No?	
Does the school's ICT filtering system appropriately filter online access in community languages?	Yes/No?	

Spiritual, moral, social and cultural development (SMSC)	Evidence	Actions
How well are British Values promoted and developed? How well are pupils prepared for the opportunities, responsibilities and experiences of life in modern Britain?	Evidence. Examples. Impact.	
How does the school protect pupils from radicalisation and extremism? Is this work effective?	Evidence. Examples. Impact.	
Are staff vigilant at protecting pupils from radicalisation and extremism?	Evidence. Examples. Impact.	
Are staff competent and confident to encourage debate and challenge pupils' views? What is the school doing to improve staff competence and confidence?	Evidence. Examples. Impact.	

Appendix 2

Safeguarding Impact Report

Academy: Carr Lodge Academy

Term covered:

Date Prepared:

Name:



Does the Designated Lead have up to date training?	
Have all staff undertaken basic safeguarding training since the start of each appointment?	
Staff training and the effectiveness of the training	
Are all the Safeguarding Policies below up to date?	
Safeguarding and Child Protection Policy	Yes/No
Managing medicines	Yes/No
First Aid Policy	Yes/No
Health and Safety Policy	Yes/No
Positive Relationship and Behaviour Policy	Yes/No
Anti-bullying Policy	Yes/No
Intimate Care Policy	Yes/No

Number of referrals made to Referral & Response

Physical abuse:
Emotional abuse:
Sexual abuse:
Neglect:
Child sexual exploitation:
Prevent:
FGM:
Children missing education:

Number of referrals made to Early Help

Number of meetings attended

Initial Child Protection Conference
Professionals Strategy meeting
Child Protection Review Conference
Core Group meeting
Child in Need meeting:
TAC:

Other meetings attended

Number of children on Child Protection Plans

Number of Looked After Children

Number of Children in Need

Number of children on TAC

Number of Vulnerable Children

Number of allegations made against staff

Is the Single Central Record compliant and up to date?

Any safeguarding issues or concerns?

Comparison information from previous reports

Trends and impact of any new legislation or guidance

What actions, if any, are outstanding from the Annual Safeguarding Audit?

Family Learning

Additional Duties

Are risk assessments compliant with the School policy?

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Appendix 3



**Academy:
SCHOOL REPORT FOR:**

TAC / CIN/ CPLAC

Teacher:	Date of next meeting:
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Name of Child:		Attendance and punctuality:	
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1. Educational progress and achievements (e.g. Attainment, level of ability, progress)		
Subject	Attainment and ability (NC level and LAP, MAP or HAP)	Progress (e.g. expected, good etc.)
Maths		
Writing		
Reading		
Educational summary:		

2. What are we worried about?

3. What is going well?

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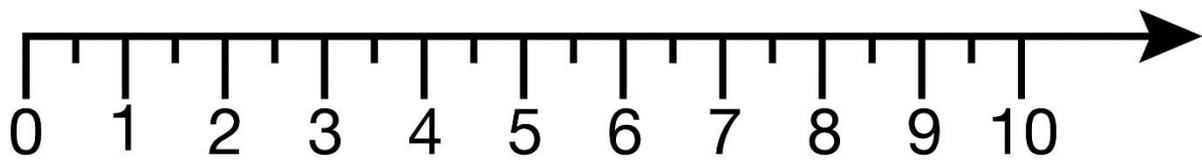
4. What needs to change?

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7. Any other concerns/comments you may have

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On a scale of 0 -10, where 10 is the best possible, where would you scale this child in terms of needs?



Signed...

Date

Print name



Concern Report

Date of incident:	
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Name of referrer:		Role of referrer:	
Child's name:		Year Group / class:	
Details of concern: (continue on reverse of form if needed)	<i>(Use body map if appropriate - and use initials for other children / young people involved, unless there is a specific need to name them in full)</i>		
Reported to:		Role of person reported to:	
Signed:			

Date:

This form to be uploaded onto CPOMs as soon as possible together with a record of actions taken.