



TORNEDALE INFANT SCHOOL

SAFEGUARDING CHILDREN AND YOUNG PEOPLE POLICY

(INCLUDING MANAGING ALLEGATIONS AGAINST STAFF WORKING IN A PUBLIC CAPACITY)

PERSON RESPONSIBLE FOR POLICY:	LISA ALMUNSHI
APPROVED:	ALL STAFF AND GOVERNING BODY
SIGNED: KEELEY BROUGH	ROLE: SAFEGUARDING GOVERNOR
TO BE REVIEWED: ANNUALLY	MAY 2017

ROSSINGTON TORNEDALE INFANT SCHOOL

SAFEGUARDING CHILDREN POLICY

SAFEGUARDING DEFINITIONS:

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

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

(Working Together to Safeguarding Children 2015 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 2015. This policy reflects the statutory requirements within Keeping Children Safe in Education 2015 (KCSIE 2015) and the proposed changes to be finalised September 2016. We are therefore taking steps to ensure we are in line with any proposed changes.

In Doncaster this policy compliments the Doncaster Safeguarding Childrens Board – South Yorkshire Child Protection Procedures. The local procedures must be followed in all cases.

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

PARAGRAPH IS TO BE INCLUDED ONLY IN SCHOOLS WHERE TEACHERS FALL INTO THE REGULATIONS – FOR EXAMPLE OFFER CHILDCARE TO UNDER 5'S OR EXTENDED ACTIVITIES TO UNDER 8'S. REMOVE IF NOT APPLICABLE.

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.

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

Through their day-to-day contact with pupils and direct work with families, staff at the school/setting 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.

PURPOSE:

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

- The welfare of the child is paramount;
- All children regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection
- Everyone who works with children has a responsibility to keep them safe (Working Together 2015)
- 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 2015)
- Pupils and staff involved in Safeguarding issues receive appropriate support and training outlined in KCSIE and the proposed KCSIE 2016.
- Staff to adhere to a Code of Conduct and understand what to do if a child discloses any allegations against teaching staff, Head teachers or the Governing Body.
- To develop and promote effective working relationships with other agencies, especially the police and social care
- To ensure all staff have been recruited safely and a single central record is kept, satisfactory DBS checks are made in accordance with guidance.

- We have a safe school with confident staff, confident parent/carers and confident pupils who know how to recognise and report safeguarding concerns
- All staff understand the categories of abuse, indicators and know 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/setting in either a paid or voluntary capacity.

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

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

There are 4 main elements to the Policy:

1. Prevention – through the curriculum and pastoral support offered to pupils and through the creation and maintenance of a whole school/setting protective ethos.
2. Procedures – for identifying and reporting cases, or suspected cases of abuse.
3. Support to Pupils – who may have been abused, including early preventative work.
4. Preventing unsuitable people working with children – by following the Department for Education (DfE) KCSIE 2015 / 2016 statutory guidance – Part three: Safer Recruitment. We also follow local DSCB and HR procedures.

1 PREVENTION

The school/setting will establish an ethos where:

- Children feel secure.
- Ensure children know that there are adults in the school/setting who they can approach if worried or in difficulty.
- Include in the curriculum opportunities for PSHCE/SMSC/RSE to equip children with the skills needed to stay safe. This includes our PREVENT duty.
- Include in the curriculum material which will help children develop realistic attitudes to their responsibilities in adult life.
- It will work in accordance with 'Working Together to Safeguard Children 2015' 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(s) on our senior leadership team.
- We have a clear complaints policy and all staff are aware of whistleblowing procedures.

2 PROCEDURES AND RECORD-KEEPING

The Doncaster school/setting will follow safeguarding procedures as produced by the Doncaster Safeguarding Children's Board (DSCB) <http://doncasterscb.proceduresonline.com/>

The Designated Senior Member of staff for Safeguarding (Child Protection) / Designated Safeguarding Lead (DSL) is: Lisa Almunshi
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Contact Details: 01302 868387

The Deputy Designated Safeguarding Lead is: Laura Dagg
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Contact Details: as above

The designated teacher for looked after children is: Emma Cave
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Contact Details: 01302 868387

The Nominated Child Protection/ Safeguarding Governor is Keeley Brough
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Contact Details: 01302 868387

The Nominated Governor for looked after children is Keeley Brough

Contact Details: 01302 868387

The named PREVENT lead is: Lisa Almunshi
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The named CSE lead is Lisa Almunshi
The named FGM lead is Lisa Almunshi
The named on-line protection officer is: Sarah Gaunt
The named complaints handler is: Jenny Purcell

The Headteacher is: Lisa Almunshi Contact Details: 01302 868387
The Local Authority Designated Officer (LADO) is: Jim Foy Contact Details:01302 737748

The school/setting will:

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

Referral Pathway

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

Professionals can telephone team members for advice
01302 862012 Jayne Pezzulo
01302 736929 Carmel Bartlett



- In the case of poorly explained serious injuries or where behaviour concerns arouse suspicion, the designated teacher will consult with Referral & Response Service Professional Advice Lines on 01302 737722/7376361/737033. If out of hours, the emergency Doncaster Childrens 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.
- The DSL will keep all records on file in a secure locked filing cabinet or secure ICT system and share concerns following information sharing protocols. We adhere to HM Government Information Sharing Advice for Practitioners 2015
- In the event of an unexplained/sudden child death. DSCB DCDOP procedures will be followed http://doncasterscb.proceduresonline.com/chapters/p_cdop.html
- Following any serious untoward incidents (SUI) procedure were `near miss` situations occur the DSL/ Head teacher 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 /academy 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 polices required by law <https://www.gov.uk/government/publications/statutory-policies-for-schools>

3 ROLES AND RESPONSIBILITIES

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

- Understand part 1 of KCSIE 2015 and the proposed September 2016 changes, including the mandatory reporting duty.
- Knows the name of the designated person and his/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.
- 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/setting will undertake appropriate discussion with parents prior to involvement with other agencies unless the circumstances preclude this.
- The school/setting 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.

At no time promise confidentiality

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 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.

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

4 RECORD KEEPING

http://www.irms.org.uk/images/resources/infoguides/records_management_toolkit_for_schools_version_4_may_2012.pdf

- 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.

Records and Monitoring

- Any concerns about a child will be recorded in writing within 24 hours on the cpoms system. All records will provide a factual and evidence based account and there will be accurate recording of any actions.
- 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.

- Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file 'concern' file, some schools still refer to this as a child protection file, which will be securely stored.
- Files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

Why recording is important

- Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages are from serious case reviews are in terms of recording and sharing information.

The Concerns File

All concerns will be logged on the school cpoms system. Children of special concern will have a red concern file to be kept in locked cabinet in head teacher's office.

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

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

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

- A front sheet
- A chronology
- A record of concern in more detail and body map, where appropriate
- A record of concerns and issues shared by others.

- The school will keep written records of concern about children even where there is no need to refer the matter to MASH/Children's Trust Referral and Response Service (or similar) immediately.
- Records will be kept up to date and reviewed regularly by the Senior Designated Person to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained.
- The concern file can be active or non-active in terms of monitoring i.e. a child is no longer LAC, subject to a child protection plan or EHAF and this level of activity can be recorded on the front sheet as a start and end date. If future concerns then arise it can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.
- If the child moves to another school, the concern file will be sent or taken, as part of the admission/transition arrangements, to the Senior Designated Person at the new establishment/school. There will be a timely liaison between each school Senior Designated Person for Safeguarding to ensure a smooth and safe transition for the child.

Recording Practice

Timely and accurate recording will take place when there are any issues regarding a child. A recording of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded on the chronology kept within the confidential file for that child. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed and roles and responsibility of each agency will be clarified and outcomes recorded. The

chronology will be brief and log activity; the full recording will be on the record of concern. NB There are templates attached as guidance which include a file front sheet, chronology, record of concern and a body map.

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 the concern file and 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.

5 THE DESIGNATED SAFEGUARDING LEADS ARE RESPONSIBLE FOR:

- Referring a child if there are concerns about possible abuse, to the Doncaster Childrens 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 Childrens 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 2016 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.
- Ensuring that an indication of the existence of the additional file (in 3 above) is marked on the pupil records.
- Liaising with other agencies and professionals/accessing local networks.
- Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents/carers.
- Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation is referred to their key worker's Social Care Team.
- Organising child protection / safeguarding induction for all new staff, and updating whole school training every 3 years (or on a regular basis via staff meetings) All DSLs attend training every 2 years or attend the designated safeguarding network meetings/DSCB lunchtime seminars on a regular basis. 3 out of 4 meetings a year.
- Providing, with the Headteacher, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and

governors; number and type of incidents/cases, and number of children on the child protection register (anonymised). This supports the S175 annual safeguarding report.

- Understand children in need / children on protection plans and support all looked after children 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.
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6 LIAISON WITH OTHER AGENCIES

The school/setting 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).

7 SUPPORTING PUPILS AT RISK

The school/setting 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/setting. 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, 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/setting acknowledges serious case review findings and shares lessons learned with all staff to ensure no child falls through the gap.
- The school/setting 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://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447596/KCSI_E_Part_1_July_2015.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 KCSI E – page 12. This includes information on:
 - School/setting staff are aware of the DSCB Neglect policy and toolkit available from DSCB to help identify and recognise any child subject to neglect. http://doncasterscb.proceduresonline.com/pdfs/assess_tool%20 for neglect and also looks at a child in the outside world acknowledging education plays a small part in the framework of assessment of need.

8 EARLY IDENTIFICATION, RECOGNISING AND RESPONDING TO SAFEGUARDING NEEDS

The Early Help Hub is the new first point of contact for all enquiries from practitioners working with children and young people who are seeking advice and information about possible resources and/or advice on supporting a child through the CAF and Team Around the Child arrangements. The Hub team has been formed from staff in the current DMBC Early Help Service, Education Welfare and Stronger Families services, Doncaster Children's Trust Intensive Support Team and will be joined by practitioners from other partner agencies.

If there is a query about how to help somebody access a service or if there are concerns around a family that need discussing then the Hub can be contacted by telephone: (01302) 734110 or e-mail: earlyhelphub@doncaster.gov.uk. The team is available from 8.30am to 4.30pm, Monday to Friday, and telephone messages will be responded to within one working day.

The Early Help Hub does not replace the existing 'front door' arrangements for children's social care in Doncaster. The Doncaster Children's Services Trust's Referral and Response Service and Emergency Social Services Team - ESST Tel: (01302) 737777 continue to be responsible for receiving referrals from Practitioners who are worried about the safety or well-being of a child or young person and whose needs they think may meet the threshold for intervention at Level 4 of the Doncaster Safeguarding Children Board threshold guidance.

If the child, young person or family that you are supporting may need more and coordinated help than a single agency can provide, an Early Help Enquiry form should be completed and sent to the Hub.

The support includes:

- Case management advice, guidance and information, including about the possible next steps in supporting individual children;
- Applying the DSCB Thresholds other service thresholds;
- Advice on how to get the best out of Early Help Pathway support;
- Information and suggestions about direct work, tools and resources.

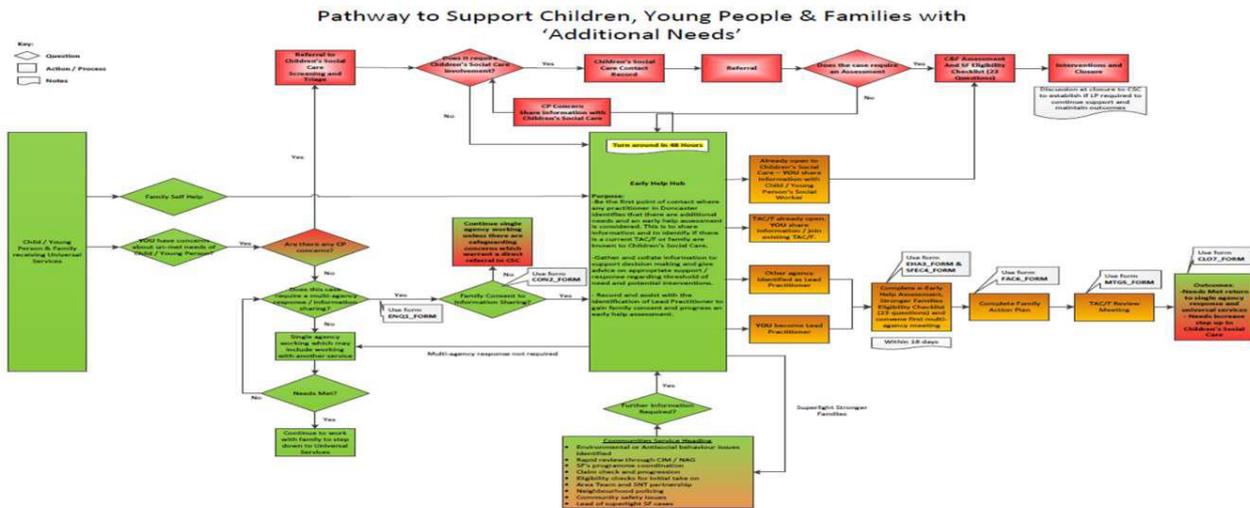
Early Hub contacts are :

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



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.

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



Copy of CYPF STAFF DIRECTORY NEW MA

9 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 Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to staff (as pertinent to setting).
- Ofsted also may wish the LA to investigate any whistleblowing concerns and the school/setting will work with the LA should this arise

10 PHYSICAL INTERVENTION

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

13 ANTI-BULLYING / INTERNET SAFETY / SOCIAL MEDIA

- 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 and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse. We keep a record of bullying incidents.
- Internet Safety/E-Safety – The school has an e-safety policy in place
- Social media Responsibilities.

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

- Our policy on Equality 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.
- The DSL understands how to report Hate Crime.

- The DSL understands how to refer to Doncaster Pride any young person requiring LGBTQ support.
- The school curriculum reflects opportunity to explore difference and celebrate diversity and use resources listed on the Stonewall website.
- Any young person or families identifying as LGBTQ requiring additional support, or access to a youth group may contact:

Andrew Roe	
LGB Schools and Community Support	07442 509367
Doncaster Pride	
education@doncasterpride.co.uk	01302 874562

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.

15 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 under eighteen years of age.[14]

Staff 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/>

16 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 and they also have access to the confidential anti-terrorist hotline 0800789321.

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 coordinated via your CYPO.

The school has undertaken a prevent self-assessment.

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
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 247 Dave High –	Embedded in Outwood Academy, Woodlands
PC 3653 Vicki Lister Doncaster Central	<ul style="list-style-type: none"> • Danum Academy • Balby Carr • NEC • Opencast • The Levett School (Upper School) • St Wilfrid's Free School • The Hub
PC 1145 Tracey Stillings Doncaster Central	<ul style="list-style-type: none"> • Hall Cross Academy • McAuley School • Keepmoat Learning Central • Doncaster Community Specialist College (aka Deaf College) • XP School (Keepmoat) • Engage • Enhancement • Oracle

- 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)
- All teaching staff have accessed Home Office approved WRAP training – workshop to raise awareness of prevent.
- The LA trained trainers are sarah.stokoe@doncaster.gov.uk and Jayne.vose@doncaster.gov.uk

17 FGM (FEMALE GENITAL MUTILATION)

- 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 July 2015 – Part 1.
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447596/KCSIE_Part_1_July_2015.pdf
- 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/>

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 aware of how to report concerns to the DSL lead.

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.

Private Fostering – A Definition

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

(National Minimum Standard for Private Fostering DFES 2005)

3



Think Private Fostering.docx

All staff are aware of the Think Private Fostering flowchart and cases to the

 Doncaster Children's Services Trust

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 Referral & Response Team on Tel: 01302 737033

Or
For general advice call or sent an email to Florence – Private Fostering Co-ordinator
Tel: 01302 737789/07881 832134
Florence-jurua.joseph@dcstrust.co.uk

33

aware of the Fostering how to refer any DSL lead.

Domestic Violence and Abuse

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

All staff know how to refer concerns to the DSL lead. The early hub acts as a gatekeeper to all referrals and if at immediate risk the DSL will liaise with the referral and response service. Children know that they can talk to any adult in school if they need to.

The key objectives are:

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

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 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

19 PROCEDURE FOR MANAGING ALLEGATIONS AGAINST STAFF, CARERS AND VOLUNTEERS

- The school follows the agreed DSCB local procedures for Procedure for Allegations Against Staff, Carers and Volunteers
http://doncasterscb.proceduresonline.com/chapters/p_alleg_staff_vols.html

3.2 Procedure for Allegations Against Staff, Carers and Volunteers

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

The aim of the procedure is to:

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

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

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

- The school/setting will 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 July 2015 p23.
- The named person to manage all allegations is the Head teacher (unless the allegation is against the Head) the LADO advise is sought.
- The school/setting 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/setting 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 2015” and “Keeping Children Safe in Education 2015”. We follow DSCB, LADO and HR Policy and Procedures.
- The school/setting will ensure that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents following the model LA Code of Conduct. Adequate risk assessments are in place for extended school, volunteer and holiday activities. Staff are confident to report any misconduct. .
- The school/setting has a whistleblowing policy in line with the LA model policy and includes this within staff safeguarding training/induction. Staff also know they can report “whistleblowing concerns” to Ofsted.
- All staff are aware of their Duty of Care and know how to respond to medical /first aid needs.
-

20 GOVERNING BODY RESPONSIBILITIES

- The Governing Body fully recognises its responsibilities with regard to Safeguarding and promoting the welfare of children and has ensured at least part 1 of DfE Keeping Children Safe in Education 2015 has been implemented and understood by all staff.
- This states that the Governing Body should ensure that:
- The school/setting has Child Protection procedures in place
- The school/setting operates safe recruitment procedures and appropriate checks are carried out on new staff and adults working on the school site
- The school/setting has procedures for dealing with allegations of abuse against any member of staff or adult on site
- The school/setting 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 Governing Body should remedy any deficiencies or weaknesses with regard to Child Protection arrangements.
- The 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 Headteacher which should be the Chair of Governors.
- The Governing Body reviews its Safeguarding policy and procedures annually,
- The Governing Body approves the LA/DSCB annual Safeguarding Audit.
- It undertakes a review of behaviour and safety (safeguarding) as part of the Governing Body self-evaluation on a regular basis.
- All members of the governing body understand and fulfil their responsibilities and discharge KCSIE 2015 requirements. They support the role of the designated safeguarding lead in managing referrals, training and raising awareness (p52 KCSIE).
- Ensuring the school / academy is compliant with Part 2: The Management of Safeguarding (Page 18) KCSIE 2015.
- The governing body has ensured all staff have read at least part 1 of the new KCSIE 2015 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/setting. They are consistent with South Yorkshire Child Protection procedures/Doncaster Safeguarding Childrens' Board (DSCB) child protection procedures.
- We fully embrace the KCSIE quotation "It could happen here" and "thinking the unthinkable"

21 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 peter.harrison@doncaster.gov.uk if on doubt or to report serious notifiable injuries.
- Managing Long Term Illness / Managing Medicines - The procedures are outlined in the Managing medical conditions / administration of medicines policy. All children with an identified illness have a detailed healthcare plan in line with the DfE requirements.

22 MONITORING AND EVALUATION

- Safeguarding 'Keeping Children Safe in Education 2015' procedures will be monitored and evaluated by:
 - S175/157 action plan
 - SEF/Governors toolkit linked to personal development, behaviour and safeguarding
 - Prevent risk assessment
 - Training and development (section 3 s175)
 - Complaints linked to safeguarding concerns
 - CP case file auditing
 - Ofsted `quantifiable complaints` Ofsted parental complaints received via the LA
 - Using the new Ofsted Jan 2016 Inspection Handbook to review what constitutes outstanding in safeguarding
 - Ofsted parental dashboard

- Governing Body visits to the school
- Safeguarding audit tools
- Anti-Bullying audit tools (ABA website)
- CPOMS data (if applicable)
- SLT 'drop ins' and discussions with children and staff
 - Pupil surveys and questionnaires
 - Scrutiny of Attendance data
 - Scrutiny of range of risk assessments
 - Scrutiny of GB minutes
 - Logs of bullying (including homophobic)/racist/behaviour incidents for SLT and GB to monitor
 - Review of parental concerns and parent questionnaires.
 - First aid procedures and health care plans

Rossington Tordedale Infant School

School/setting policies relevant to safeguarding children cross-referenced/linked to the

school's Safeguarding Children and Young People Policy

LEGALLY REQUIRED (DfE statutory/ recommended policies and procedures highlighted in RED)	Notes - (suggested details)	In place?	Name of Policy (if different)	Person(s) responsible	Review Date
8.1 Action Plan following OfSTED Inspection	Address any issues relating to safeguarding				
8.2 Register of pupils attendance Attendance Policy Register of pupils admission to schools	Include targets and links with safeguarding CME CiC				
8.3 Data Protection Freedom on Information	Security of information. Named data controller. Record keeping. Sharing of information.				
Central Record of Recruitment and Vetting Checks	Ensure all CRB references removed from current policies – now the DBS service. Ofsted Inspecting Safeguarding Briefing Paper 2014 and DfE safeguarding				

	website for DBS checking requirements				
Child Protection Policy and Procedures	Detailed procedures familiar to all staff, Governors and volunteers, all of whom have a copy				
Complaints Procedure Statement	Headteacher, Deputy Headteacher, Chair and Vice-Chair of Governors to be thoroughly versed				
Equality Information and Objectives (Public Sector Equality Duty) statement of publication	Includes all protected characteristics Includes reporting and recording incidents (homophobic, race, SEN, disability etc.)				
School Behaviour Policy Behaviour Principles written statement	Include measures taken for safeguarding children; cross-reference to physical restraints policy/positive handling Staff code of conduct Rewards/Sanctions Could link Anti-Bullying Policy here* however recommended to have separate policy by ABA lead.				
Health and Safety	Include measures taken for safeguarding children First Aid. Administration of				

	<p>medicines. RIDDOR and reporting incidents. Access to ECPs or 999 for injuries. First Aid Risk Assessment in place</p> <p>Risk Assessments include measures taken for safeguarding children; evidence of a clear procedure and record keeping systems</p>				
Home-School Agreements	Include measures taken for safeguarding children				
Minutes of and papers considered at meetings of the Governing Body and its Committees	Includes reviewing and monitoring of safeguarding procedures				
Premises management documents	<p>Visitor protocols</p> <p>Uncollected children protocol</p> <p>Volunteers and contractors in school</p>				
Prospectus	Include information on school's duties and procedures regarding safeguarding children; include name of Designated Officer(s)				
School/setting Information published on website	Latest safeguarding policy is up to date (no more than 1 year old)				
The Safeguarding Curriculum	Include how curriculum contributes to safeguarding				

<p>This could link to:</p> <p>Relationship and Sex Education (RSE) SMSC Curriculum</p>	<p>children. In addition a school flow chart for staff to prevent, recognise and respond to:</p> <p>Child Sexual Exploitation Forced Marriage FGM Domestic Violence Lesbian/Gay/Bi/Questioning-challenging Homophobic language Drug/Alcohol/Substance misuse Risky Behaviours Teenage Pregnancy Obesity Mental health Self-harm/eating disorders etc. Link to healthy schools / PSHE curriculum Primary school safeguarding training for young people via the NSPCC</p>				
<p>Special Educational Needs</p>	<p>Include reference to safeguarding children, particularly regarding identifying safeguarding needs of individuals</p>				
<p>Statement of procedures for dealing with allegations of abuse against staff</p>	<p>Include details of procedures that must be followed if allegations of abuse are made and information for staff</p>				

<p>Managing Allegations of abuse against staff</p> <p>Staff Discipline, Conduct and Grievance Procedures)</p>	involved.				
Code of Conduct	In line with the recommended LA Code of Conduct				
Managing Long Term Illness Managing Medical Conditions .	DfE templates used Specialist training in place Triangulation with named school nurses / parents to implement health care plan.				
PREVENT	Self-assessment in place Filtering system in place on all ICT equipment Staff have received WRAP training Trained trainers in place (if applicable) School curriculum reflects fundamental British Values				

DONCASTER RECOMMENDED CROSS REFERENCING OF SAFEGUARDING POLICY TO THE FOLLOWING:					
Anti-Bullying Policy	Agreed school definition in line with DSCB/LA definition Doncaster anti-bullying charter mark Peer mentoring policy Policy makes reference to homophobic bullying Reporting and recording procedures in place Common staff approach in tackling homophobic language and any incidents of bullying				
Safe working practices for the protection of children and staff in education settings - boundaries to professional behaviour LA Code of conduct	*include in department handbooks guidance about which behaviours constitute safe practice and which behaviours should be avoided.				
Internet access and use e-safety E-SAFETY POLICY	Include clear rules regarding what is permissible for staff and pupils and pupil supervision requirements				
Out of school visits	Include explicit references to safeguarding children				
Use of photography and video recording	Include protocols for displaying photographs, publication in prospectuses, newspapers and guidelines for parents at school events. Parental consent to the use of photographs should be obtained (See DSCB policies and procedures)				
Recruitment Procedures	Have rigorous procedure, as detailed in DfE Safer Recruitment and Safeguarding Children in Education. On-going observations/staff supervision. Holiday clubs/extended school activities also considered. CPD training record.				
Staff and departmental handbooks	Induction guide – specific for safeguarding				

	children available (safeguarding policy front sheet). Example lanyard/poster in reception. Include measures school takes for safeguarding children				
Positive Handling	Clear procedures based on Team-Teach principles or similar should be referenced for more extreme behaviours. Clear recording systems should be in place				
Whistleblowing	Clear information for staff on steps to take if they have concerns about persons working in school. Ofsted whistleblowing procedures				

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

When reviewing all your school policies schools/settings need to refer to the latest DfE guidance on policies schools/settings require by Law – see DfE website for full list of requirements and details.

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

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

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

Created: August 2013 Author: Sarah Stokoe – LA/DMBC

Review Date: July 2015

(Or when changes occur)

Safeguarding Children Policy Front Sheet

Name of Setting:
Academic year: 2016-2017

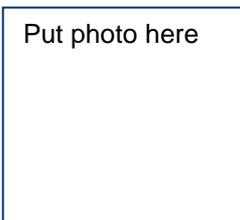
We all have a statutory duty to “safeguard and promote the welfare of children”.

If you have any concerns about the health and safety of a child at this educational setting or feel that something may be troubling them, you should share this information with an appropriate member of staff straight away.

Some issues e.g. a child’s appearance, hygiene, general behaviour, can be shared with any teacher or member of support staff in this setting. Do not worry that you may be reporting small matters – we would rather that you tell us things which turn out to be small than miss a worrying situation.

However, if you think the matter is very serious and may be related to a child protection concern, e.g. physical, sexual, emotional abuse or neglect, you must talk to one of the people below immediately. If you are unable to contact them you can ask the school office staff to find them and ask them to speak to you straight away about a confidential and urgent matter.

The people you should talk to at this setting are:



The Child Protection Liaison Teacher/Officer

Name:

Their office is located next to...

Their tel no:/mobile is...



The Deputy Child Protection Liaison Teacher/Officer

Name:

Their office is located next to...

Their tel no:/mobile no is

Any allegation or disclosure involving someone who works with children in a paid or voluntary capacity must be reported directly to the Headteacher or Senior Manager, unless it involves them and then it should be reported directly to the Chair of the Governing Body or Management Committee.

If it involves them it should go direct to the Local Authority Designated Officer. If in any doubt refer to the DSCB Policies and Procedures and contact the LADO.

Example Chronology

CONFIDENTIAL

Sheet Number:

Complete for all incidents of concern including where a 'logging the concern' sheet has not been completed. If one has been completed then add a note to this chronology to cross reference (significant information may also be added).

Name:		
DOB:		Form:
Date	Information/Details of concerns or contact	Print Name and Signature

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

Pupil's Name:	Date of Birth:	FORM:
Date and Time of Incident:	Date and Time (of writing):	
Name:		
Print	Signature	
Job Title:		
Note the reason(s) for recording the incident.		
Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?		
Professional opinion where relevant (how and why might this has happened)		
Note actions, including names of anyone to whom your information was passed.		
Any other relevant information (distinguish between fact and opinion).		

**Check to make sure your report is clear to someone else reading it.
Please pass this form to your Designated Person for Child Protection.**

Part 2 (for use by Designated Person)

<p>Time and date information received by DP, and from whom.</p>	
<p>Any advice sought by DP (date, time, name, role, organisation and advice given).</p>	
<p>Action taken (referral to MASH/children's social care/monitoring advice given to appropriate staff/ecaf etc.) with reasons.</p> <p>Note time, date, names, who information shared with and when etc.</p>	
<p>Parent's informed Y/N and reasons.</p>	
<p>Outcome</p> <p>Record names of individuals/agencies who have given information regarding outcome of any referral (if made).</p>	
<p>Where can additional information regarding child/incident be found (egg pupil file, serious incident book)?</p>	
<p>Should a concern/confidential file be commenced if there is not already one? Why?</p>	
<p>Signed</p>	
<p>Printed Name</p>	

External concern shared

Logging concerns/information shared by others external to the school (Pass to Designated Person)

Pupil's Name:	Date of Birth: FORM:
Date and Time of Incident:	Date and Time of receipt of information: Via letter / telephone etc.
Recipient (and role) of information:	
Name of caller/provider of information:	
Organisation/agency/role:	
Contact details (telephone number/address/e-mail)	
Relationship to the child/family:	
Information received:	
Actions/Recommendations for the school:	
Outcome:	

Name:	
Signature:	
Date and time completed:	
Counter Signed by Designated Person	
Name:	
Date and time:	

Safeguarding Children Data Base (example template)

Based on Nottingham Best Practice

Name of Child	DOB Form	Home Address	Parents/carer contact details	Name of Social worker and contact details	Other Agencies	Type of Plan	Dates of: Conferences, Reviews and Meetings
Michael Smith	17-4-1999 7EJ	8 Fair View Carlton Nottingham. NG Tel:-	Sue, Dave Green Tel:- mobile	Andrew Jones Sir John R Way Tel: 0115 843564	Lucy Grey EP Tel:- 01623 433433 John Newton ISS Tel:- 01623 433433	Child Protection	ICPC 28-6-2010 RCPC 15- 12 2010 Core group Mtgs 14-7-2010 2.30pm at school. 9-9-2010 15-10-2010
Amy Plant	14-10-1999 8PT	9 Loveday Road, Carlton Nottingham NG Tel:-	Mrs Shirley Plant Mr Peter Plant Tel:- P Plant Mob:-		Jane Forbes EWO Tel:-01623 4334332 Julie Walters S Nurse Tel:- 0115 954335	Child Protection Child In Need	ICPC 12-11-2009 RCPC 23-3-2010 CiN 12-5-2010 21-7-010
Neil Brooks	23-7-1995 10KL	22 Sandy Lane Arnold Nottingham NG Tel:- Respite Care 75 Green Lane Edwinstowe Notts	Mr Bob Brooks Mrs Jill Brooks Bob Mob:- Jill Mob:- Robin, Daisy Hood	Andrew Cool Meadow House Mansfield Tel:- 01623 433498 T Manager:-Steve Parks	Julie Brown EP Tel:- Hayley Barr ISS Tel:- Joe Brown Health Tel:- Gay Taylor Physio Tel:-	Child in Need Statement of SEN	CiN 22-7-2010 SEN Review 19-9-2010.

Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***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, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. MASH or the child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.

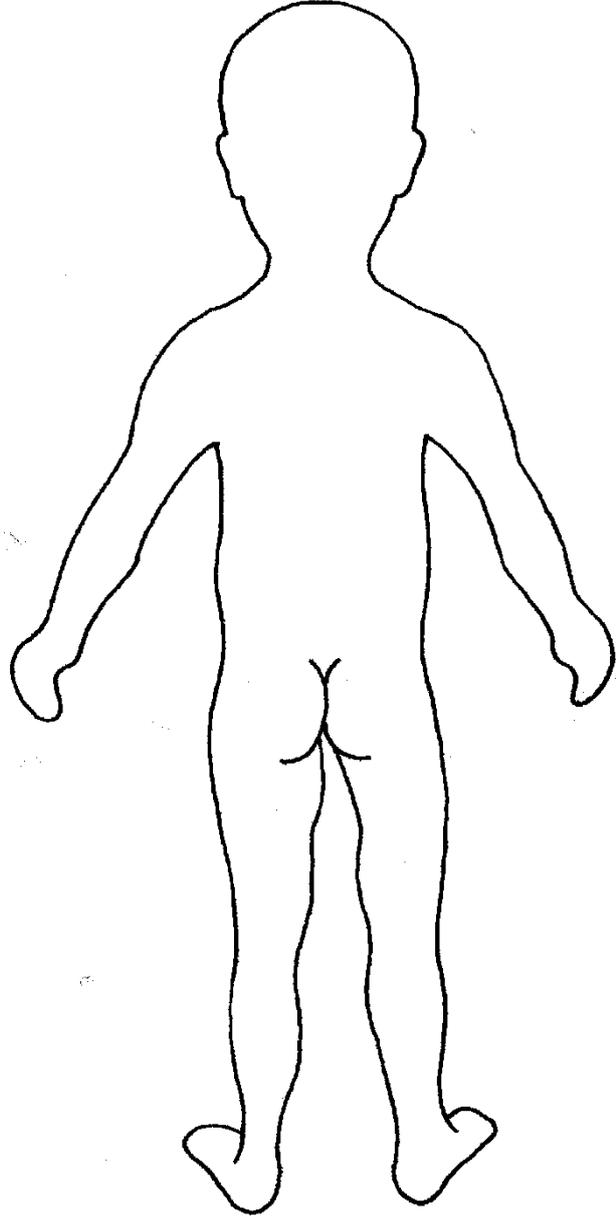
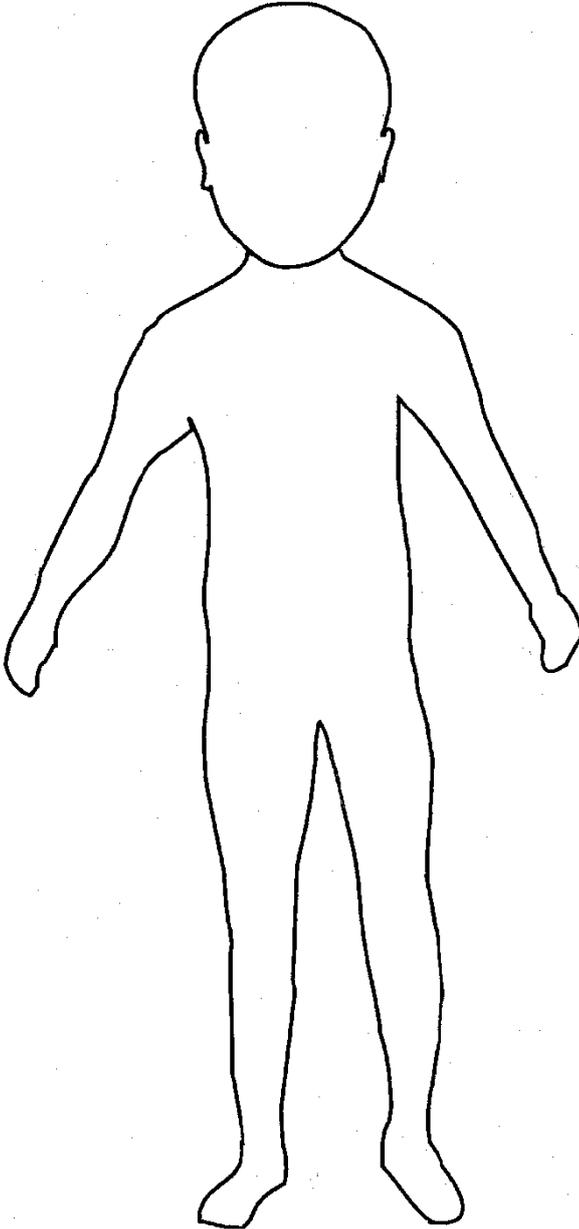
BODYMAP

(This must be completed at time of observation)

Names for Child: _____ Date of Birth: _____

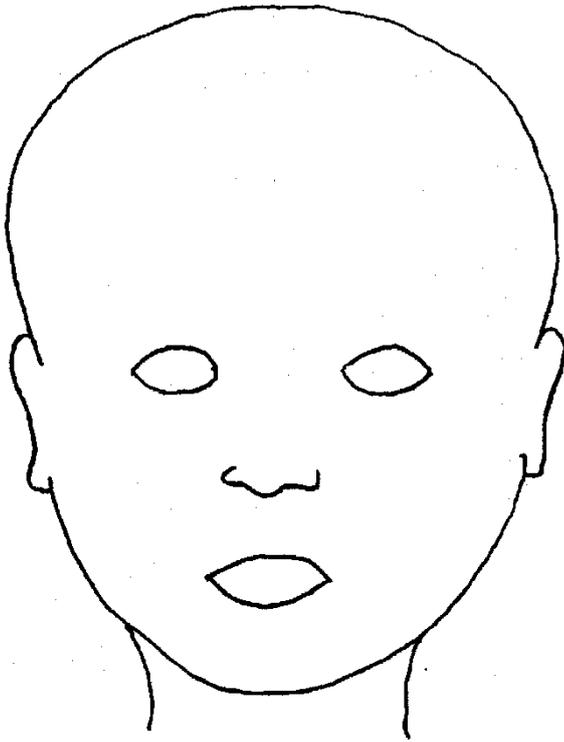
Name of Worker: _____ Agency: _____

Date and time of observation: _____

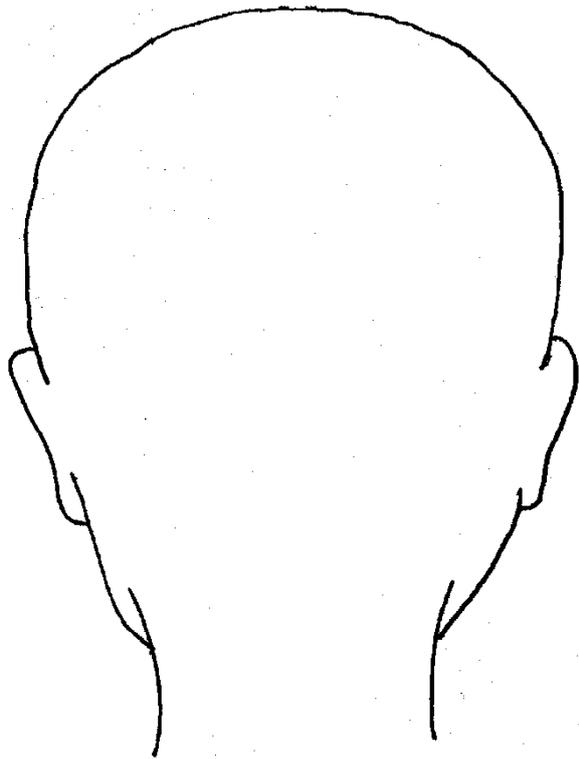


Name of Child: _____

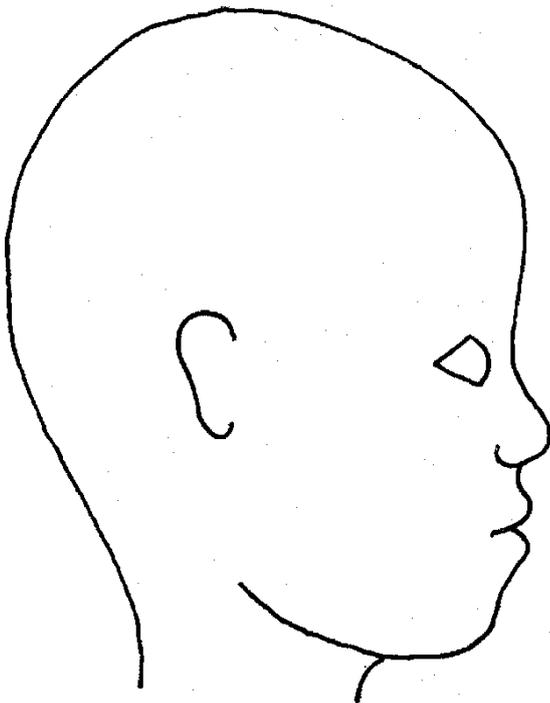
Date of observation: _____



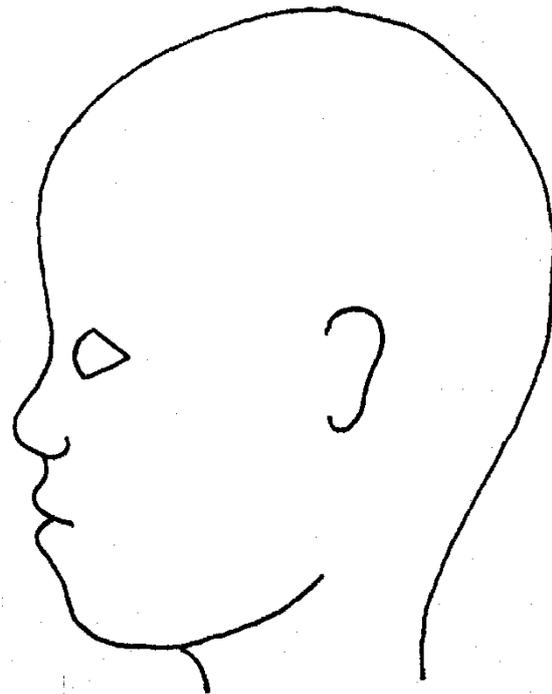
FRONT



BACK



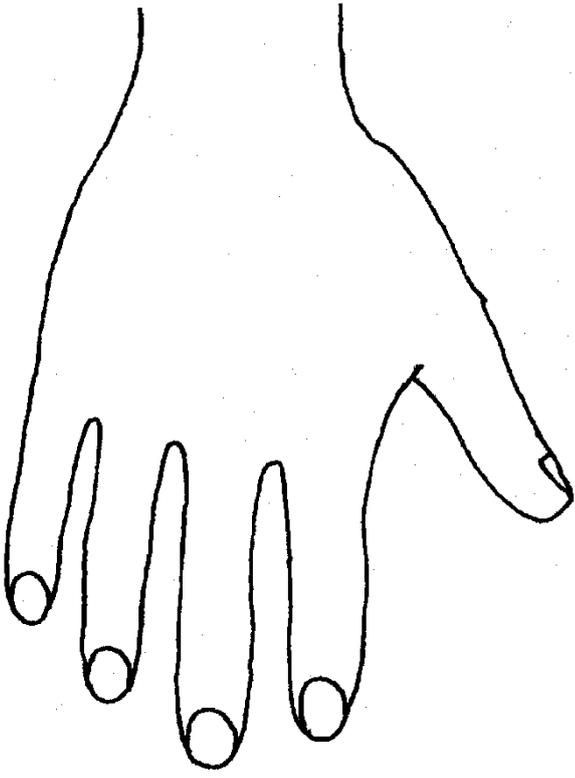
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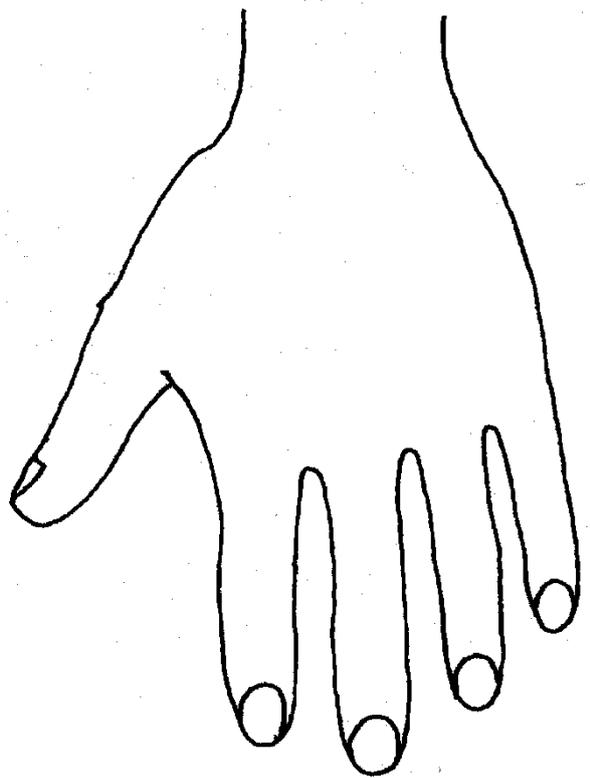
LEFT

Name of Child: _____

Date of observation: _____

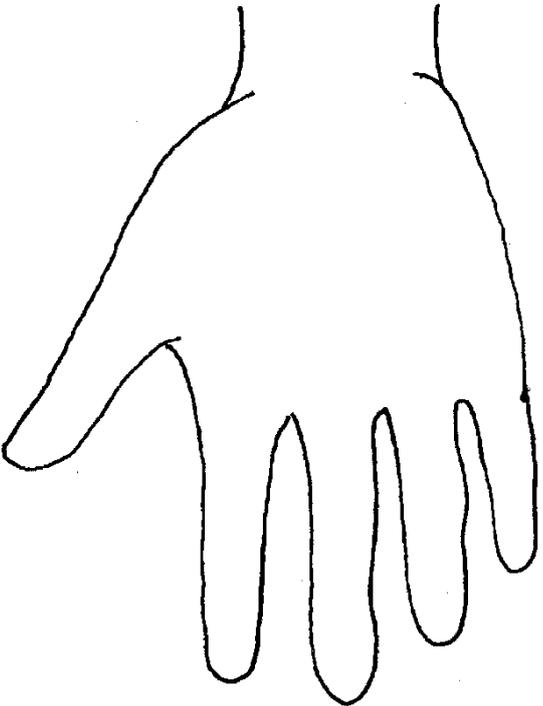


R

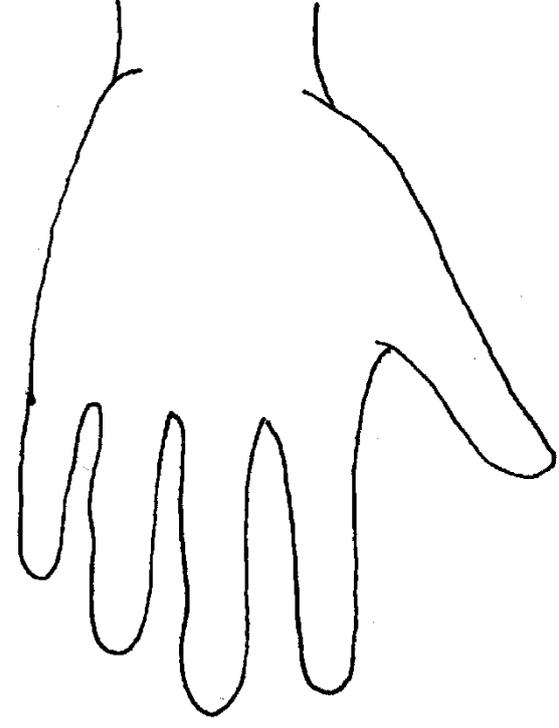


L

BACK



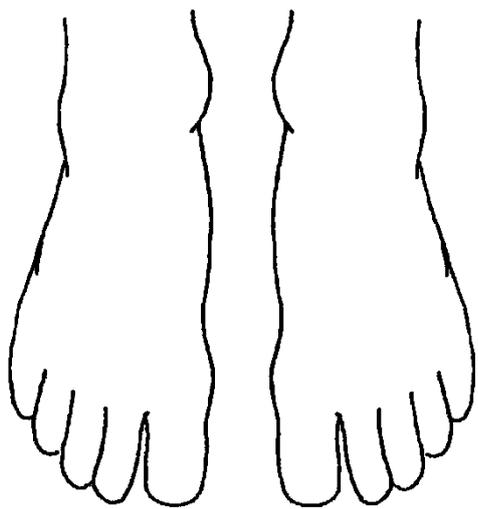
R



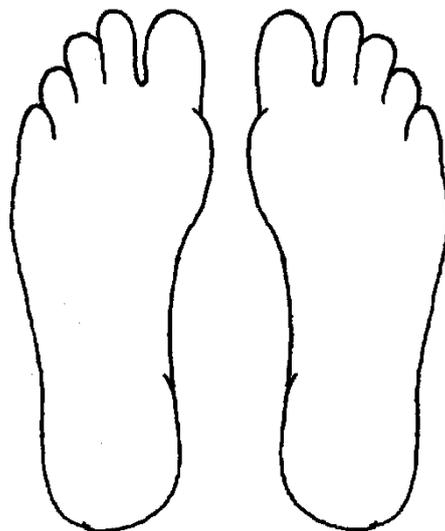
L

PALM

Name of Child: _____ Date of observation: _____



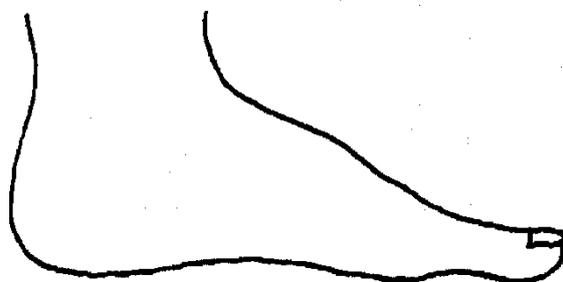
R TOP L



R BOTTOM L

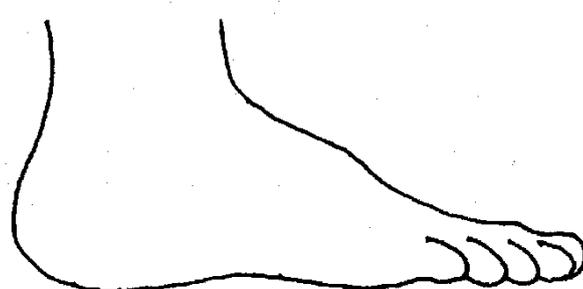


R

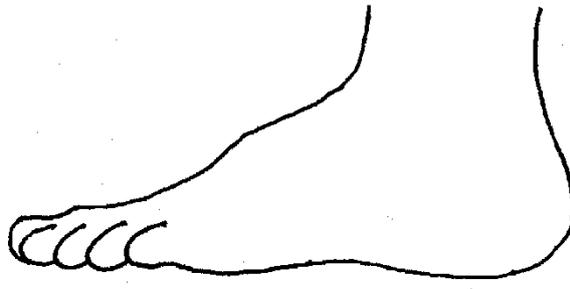


L

INNER



R



L

OUTER

Printed Name and
Signature of worker:

Date:

Time:

Role of Worker

Other information:

Auditing of Pupil Records

The Named Governor for child protection and safeguarding, on behalf of the governing body, has confirmed that the school's record keeping in relation to children of concern is appropriate, by conducting an audit of a sample of pupil files every year. Guidelines for conducting such an audit are contained below and referred to in the Clerks briefing paper as Question 17.

Governor Compliance

Auditing your school's record keeping.

Good record keeping is not bureaucracy it is safeguarding!

Background: Recent serious case reviews and domestic homicide reviews in Nottinghamshire have repeatedly identified poor record keeping by schools as a problem. Governors need to be confident that schools keep careful records in relation to children of concern. One way to do this is for school to conduct an audit of a sample of pupil files each year. The audit could be undertaken by the Headteacher, Deputy Headteacher, Senior Designated Person, Deputy Designated Person, lead governor for safeguarding or any combination of these people.

Purpose: The aim of such an audit is to learn how effective school record keeping is in relation to children of concern – potentially the most vulnerable pupils in the school. Lessons from the audit can then be fed back to all staff to improve future practice.

Sample: Clearly the more files that you examine, the fuller the picture you will have of processes in your school. However this needs to be balanced against the time demands of an audit. In smaller primary schools looking at one file from each year group might give sufficient information, while in larger primary schools two from each year group might seem more appropriate. In a secondary school the audit may need to look at as many as three or four files from each year group. It is also reasonable to take a proportionate approach; if audits regularly show widespread good practice then fewer files may need to be examined in future. If, however, the audit reveals poor practice this will indicate the need not only for training and guidance but also more careful monitoring of this issue.

Confidentiality: Material in pupil files is often of a very sensitive nature and the highest standards of confidentiality are required by anyone reading these files.

Checklist:

To guide an audit of 'concern files' this checklist will help to identify key issues.

	Yes/No	Follow up action/further information
Does the child's main pupil record have a clear marker on it to indicate that a concern file is also held? (We recommend that a clear red C is written on the top right hand corner of the main file. This alerts any member of staff to the existence of a separate concern file.)		
Was all confidential information transferred from the main pupil file to the concern file when it was opened? (Check there are no confidential documents still sitting in the main file.)		
Does the concern file have a up-to-date and accurate 'Front Sheet' giving basic factual information about the child and family?		
Does the file have a brief running chronology of events/concerns? This chronology would normally be begun in the child's main pupil file and then transferred when the threshold for concern is reached and a 'concern file' is opened.		
Is every entry in the file timed, dated and have the name and signature of the person who wrote the entry?		
Have staff made use of the 'logging a concern' template or a similar school template to help them record issues?		
Where applicable, have any original contemporaneous notes been kept, in addition to later more formal records.		
Have telephone calls and discussions with other agencies (police, health, social care) been recorded and is it clear from these notes what action is to be taken and by whom?		
Is there evidence that the school's Senior Designated Person has reviewed the file and discussed the child with relevant staff?		
Is there evidence that school staff have weighed up the information they have about a child of concern, discussed it appropriately with others and then taken appropriate action such as sharing information with another agency, completing an ECAF or referral to another agency. Have these actions been followed through?		
If meetings relating to the child and their family have been called did school:		

<p>i) send a report if requested ii) send a representative iii) receive minutes of the meeting iv) complete any actions they were assigned by the meeting v) ensure that other key people in school were aware of any important issues.</p>		
<p>If injuries to the child have been noted by school, did staff use the body map recording form and were the records clear?</p>		
<p>Moving between schools can be a time of risk as children may be leaving a school where they and their family are known well, to attend one where they may not be known. It would be wise to include in the audit a consideration of a child who has 'moved in' recently and one who has 'moved out'.</p> <p>i) If the pupil concerned has transferred in from another school is there evidence that the Senior Designated Person from this school and previous school discussed the pupil at transfer and that a note was made of that discussion.</p> <p>ii) For a pupil of concern who moved out recently did the Senior Designated Person make contact with the new Senior Designated Person at the new school? Is there a note to that effect? Was the pupil's concern file delivered to the new school? Is there evidence that the file was received?</p>		

Learning from the audit

An audit such as this is not intended to be a 'box ticking exercise'. The purpose is to understand how well staff fulfil their duties in relation to safeguarding in terms of how well records are maintained. Following the audit there should be a discussion about any strengths and weaknesses identified. The intention is not to criticise any individual member of staff but to see what lessons the school community, as a whole, needs to learn. The lessons from the audit can be fed back to all staff using the school's normal staff training or briefing routes.



Allegations Against Staff, Carers and Volunteers

All organisations providing services to children (anyone under 18 years old) must ensure that those who work with or on behalf of children and young people are competent, confident and safe to do so. Likewise anyone who comes into contact with children and young people in their work has a duty of care to safeguard and promote their welfare.

The vast majority of adults who work with children act professionally and aim to provide a safe and supportive environment which secures the well-being and very best outcomes for children and young people in their care. However, it is recognised that in this area of work tensions and misunderstandings can occur. It is here that the behaviour of adults can give rise to allegations of abuse being made against them. Allegations may be misplaced or malicious. They may arise from differing perceptions of the same event, but when they occur, they are inevitably distressing and difficult for all concerned.

Equally, it must be recognised that some allegations will be genuine and there are adults who will deliberately seek out, create or exploit opportunities to abuse children. It is therefore essential that a clear process exists for the investigation and resolution of allegations made for the benefit of all concerned.

When is it necessary to contact the LADO?

All allegations that meet the following criteria must be reported to the LADO within one working day, where it is alleged that someone has:

Who is covered by the allegations against staff process?

This process covers all persons working within the children's workforce in either a paid or unpaid capacity and includes volunteers and foster carers. This includes anyone working in a health, education, social care, faith groups or voluntary sector service setting as well as any other service provided to children. An adult may have more than one role working with children and their suitability must be considered in whatever capacity they are working with children.

Who is responsible for the allegations against staff process in Doncaster?

The process is managed by Doncaster's LADO (Local Authority Designated Officer). All local authorities must have a LADO who is responsible for

- managing individual cases
- providing advice and guidance
- liaising with police and other agencies
- monitoring progress of cases for timeliness, thoroughness and fairness.

The LADO can be contacted as follows:

Jim Foy - LADO
Mary Woollett Centre
Danum Road
Doncaster
DN4 5HF

LADO Tel: 01302 737748
LADO Administrator Tel: 01302 737332
email : Jim.Foy@dcstrust.co.uk
or LADO@doncaster.gcsx.gov.uk

- 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 towards a child or children in a way that indicates he or she would pose a

risk of harm if they work regularly or closely with children.

The LADO can also be contacted for advice regarding concerns or suspicions about behaviour towards children by staff within Doncaster's children's workforce.

What happens when I contact the LADO?

Most referrers will be asked to complete a referral form and where necessary provide other supporting information. The LADO will then complete an initial evaluation and provide advice regarding the pathway to be followed to resolve the allegation.

The LADO will advise the employer whether or not informing the parents of the child/ren involved will impede the disciplinary or investigative processes. Acting on this advice, if it is agreed that the information can be fully or partially shared, the employer should inform the parent/s. In some circumstances, however, the parent/s may need to be told straight away (e.g. if a child is injured and requires medical treatment).

The parent/s and the child, if sufficiently mature, should be helped to understand the processes involved and be kept informed about the progress of the case and of the outcome where there is no criminal prosecution. This will include the outcome of any disciplinary process, but not the deliberations of, or the information used in, a hearing.

The employer should seek advice from the LADO, the police and / or LA children's social care about how much information should be disclosed to the accused person.

Subject to restrictions on the information that can be shared, the employer should, as soon as possible, inform the accused person about the nature of the allegation, how enquiries will be conducted and the possible outcome

The LADO may also need to hold a LADO strategy meeting and will need to ensure that the relevant people are invited to it and any

follow up meetings to ensure that the full scope of the enquiry can be effectively addressed. This will include an invitation to the employers Senior Manager unless there is good reason not to do so.

A LADO strategy discussion or initial evaluation can be conducted by way of a series of telephone calls but it should take the form of a face-to-face meeting with a dedicated minute taker wherever practicable.

The LADO will normally chair the LADO strategy/evaluation meeting and the participants should be sufficiently senior to contribute all relevant available information about the allegation, child and accused person and make decisions on behalf of their agencies.

The LADO should regularly monitor the progress of cases either by:

- Holding review LADO strategy discussions/meetings;
- or
- By liaising with the police and/or children's social care, employers and any other relevant parties.

A final LADO strategy or evaluation discussion/meeting should be held at the end of enquiries to ensure that all tasks have been completed and where appropriate to agree an action plan for learning lessons in order to inform future practice.

There should be an identified outcome for all allegation investigations:

Substantiated: there is sufficient identifiable evidence to prove the allegation;

False: there is sufficient evidence to disprove the allegation;

Malicious: there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false;

Unsubstantiated: this is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the

allegation; the term therefore does not imply guilt or innocence.

to monitor these for timeliness and assist in resolving delays where possible.

Will suspension be necessary?

Decisions about suspension are made on a case by case basis and depend on the nature and seriousness of the allegation. Whilst the LADO can offer advice only an employer may make a decision to suspend a staff member. Many people subject to allegations are not suspended although their working arrangements may be adjusted whilst the matter is followed up.

The possible risk of harm to children posed by an accused person needs to be evaluated and managed effectively - in respect of the children involved in the allegations, and any other children in the individual's home, work or community life. In some cases, this requires the employer to consider suspending the person. Suspension should be considered in any case where;

- There is cause to suspect a child has suffered, or is likely to suffer significant harm; or
- The allegation warrants investigation by the police; or
- The allegation is so serious that it might be grounds for dismissal.

People must not be suspended automatically or without careful thought and it should not be considered as a default option. Employers must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children until the allegation is resolved.

How long will an allegation take to investigate?

It is important that allegations are investigated as quickly as possible for all concerned. Initial evaluations by the LADO begin immediately and initial advice is given within a few days and usually concluded within a month. More complex investigations or those involving the police can take longer but the LADO is expected

Key points

- Regardless of the nature of allegations and who receives the allegation, it must be reported to the LADO. This must include situations where the worker resigns. Compromise agreements are not acceptable in such circumstances and may put others at risk in the future.
- Complaints procedures are separate to the allegations process and just because someone does not wish to make a complaint, this does not mean the allegation should not be considered and investigated.
- Any allegation is likely to cause anxiety and distress to all those involved. Early contact with the LADO for advice and guidance will assist with the process and ensure that support is considered at the earliest opportunity.
- It is extremely important that when an allegation is made, the organisation makes every effort to maintain confidentiality. This is important for both the adult who has been accused and for the child(ren) concerned.
- There is a legal requirement for organisations to make a referral to the DBS (Disclosure and Barring Service) where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child. This applies even if that person has subsequently resigned or the organisation no longer uses their services.

Jim Foy – LADO
Tel: 01302 737748



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

**If you are worried about a child
in an emergency**

Contact **01302 734100** between
8:30am and 5pm, Monday to Friday

Outside of these hours call

01302 796000



**Doncaster Safeguarding Children Board Procedures can
be found at:**

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

**Doncaster Safeguarding Children Board website can be
found at:**

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

