



SAFEGUARDING AND LEARNER PROTECTION POLICY

CHILDREN AND YOUNG PEOPLE

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

Named Governor responsible for policy:

DENNIS ATKIN

Named Head of College:

MELANIE ATKIN

Approved:

Date

BOARD OF GOVERNORS.

Signed:

Chair of Governors (or Deputy in Absence)

Chair: Geraldine Kelly

Deputy Chair (Paul Reeves)

This policy was updated on 10th February 2021 in line with KCSIE September 2020

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf

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1. POLICY STATEMENT

The Ridge Employability College 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 and young people. The Governing Body approve the S175 or 157 and return to the Local Authority (LA) on a yearly basis. This policy demonstrates the college's commitment and compliance with safeguarding legislation.

Through their day-to-day contact with learners and direct work with families, staff have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to The Doncaster Children's Trust MAAP team. This also involves understanding serious case reviews and how to improve practice to prevent children and young people from falling through the gaps.

Local Safeguarding and Child Protection

The DSCP Multi Agency Child Protection Tri-x procedures can be found here: <http://doncasterscb.proceduresonline.com/> (checked 2nd February 2021)

Staff must ensure they refer to the DSCP procedures on a regular basis.

It is the responsibility of Governors to review the new Ofsted Education Inspection Framework (EIF) alongside Senior Leaders. The Ridge Employability College will continuously review this policy in accordance with the new EIF and publish their **intent** for safeguarding with information on how they will **implement** safeguarding and monitor **impact**.

It is The Ridge Employability College's intent that we are effective (outstanding) for safeguarding.

The college maintains an effective safeguarding policy and keeps in tune with the changing Government advice during Covid19. Amendments are and will be attached to this policy when statutory guidance is issued. For example:

<https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education> (checked 2nd February 2021)

The way college is currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual, however, a number of important safeguarding principles remain the same:

- with regard to safeguarding, the best interests of children and young people must always continue to come first.
- if anyone in college has a safeguarding concern about any child or young person, they should continue to act and act immediately.
- a DSL or deputy is available.
- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children.
- children and young people continue to be protected when they are online.

College will continue to take a whole institution approach to safeguarding. We will check that new policies and processes in response to COVID-19 are not weakening our approach to safeguarding or undermining our child and young person protection policy.

2. GOVERNORS STATEMENT

- The Governing Body and staff of The Ridge Employability College (hereinafter referred to as 'the college') take as our first priority the responsibility to safeguard and promote the welfare of our learners, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our college to identify, assess, and support those children and young people who are suffering harm or who are likely to suffer harm and to keep them safe and secure whilst in our care.
- The Governing Body will ensure the Designated Safeguarding Lead and Deputy Designated Lead (s) have a job description in line with Keeping Children Safe in Education 2020 with dedicated time and support in place for the DSL to fulfill this duty.
- The responsibilities set out in this policy apply (as appropriate) to all members of the college community including learners, staff, governors, visitors/contractors, volunteers, and trainees working within the college. It is fully incorporated into the whole college ethos and is underpinned throughout effective leadership; the teaching of the curriculum and within PHRSCE and within the safety of the physical environment provided for the learners.
- 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 is benchmarked to ensure safeguarding is `outstanding` at college.
- Governors and senior leaders/DSL will continually review all policies required by law.

Signed

Chair of Governors

Designated Safeguarding Governor.....

Date.....

Governors Responsibilities:

1. The Governing Body fully recognises its responsibilities with regard to Safeguarding and promoting the welfare of children and young people and has ensured at least part 1 of DfE Keeping Children Safe in Education 2020 has been implemented and understood by all staff.
2. This states that the Governing Body should ensure that:
 - a. The college has Child Protection procedures in place.
 - b. The college operates safe recruitment procedures and appropriate checks are carried out on new staff and adults working on the college site.
 - c. The college has procedures for dealing with allegations of abuse against any member of staff or adult on site.
 - d. The college 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.
 - e. The Governing Body should remedy any deficiencies or weaknesses with regard to Child Protection arrangements.
 - f. 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 Head Teacher. *This should be the Chair of Governors.*
 - g. The Governing Body reviews its Safeguarding policy and procedures annually.
 - h. The Governing Body approves the LA/DSCP annual Safeguarding Audit.
 - i. It undertakes a review of behaviour and safety (safeguarding) as part of the Governing Body self-evaluation on a regular basis.
 - j. All members of the 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 (KCSIE 2020).
 - k. Ensuring the college is compliant with Part 2: The Management of Safeguarding KCSIE 2020.
 - l. The governing body has ensured all staff have read at least part 1 of the new KCSIE 2020 statutory guidance and this is now included in all staff induction and whole college training.
 - m. The procedures contained in this policy apply to all staff, volunteers, sessional workers, agency staff, contractors or anyone working on behalf of the college. They are consistent with South Yorkshire Child Protection procedures/Doncaster Safeguarding Children Board (DSCP) child protection procedures.
 - n. We fully embrace the KCSIE quotation “It could happen here” and “thinking the unthinkable”.
3. The Governing Body are responsible for liaising with the Head of College /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 learners.

4. 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.
5. The DSL and named safeguarding governor are responsible for providing an annual report to the governing body of child protection activity. The local authority annual review monitoring return for safeguarding should be sufficient as an annual report for governors.
6. 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 college.
7. The 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 college's safeguarding arrangements.
8. The chair 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 Head of College or Principal.
9. In the event of allegations of abuse being made against the Head of College or Principal where the Head of College or Principal is also the sole proprietor of an independent school, allegations should be reported directly to the local authority designated officer (LADO) without delay and within one working day.
10. Under no circumstances should the college's governors be given details of individual cases. Governors may, however, be provided with a report at the end of the academic year, outlining the number of cases dealt with and other statistics which do not identify individual children or young people.
11. Governors will ensure that appropriate internet filters and appropriate web-use monitoring systems are in place. Children and young people should not be able to access harmful or inappropriate material from the college's IT system.

3. SAFEGUARDING CHILDREN AND YOUNG PEOPLE POLICY

Safeguarding Definitions:

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

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

(Working Together to Safeguard Children 2018 HM Government)

Safeguarding is not just about protecting children and young people from deliberate harm. It relates to aspects of college life including:

1. Learner's health and safety
2. The use of reasonable force
3. Meeting the needs of learners with medical conditions
4. Providing first aid
5. Educational visits
6. Intimate care
7. Internet or e-safety
8. Appropriate arrangements to ensure college security, taking into account the local context.
9. Mental health and well-being

It can involve a range of potential issues such as:

1. Bullying, including cyber bullying (by text message, on social networking sites, and so on) and prejudice-based bullying.
2. Racist, disability, and homophobic or transphobic abuse
3. Radicalisation and extremist behaviour
4. Child sexual exploitation
5. Child criminal exploitation
6. Sexting
7. Substance misuse
8. Issues that may be specific to local area or population, for example gang activity and youth violence
9. Particular issues affecting children and young people including domestic violence, sexual exploitation, female genital mutilation and forced marriage.
10. Educating children and young people to stay safe online during Covid19.

KCSIE 2020 and DSCP-tri-as Safeguarding Policy and Procedures manual both include wider safeguarding categories. The Ridge Employability College applies all to practice. In addition

Informed Trauma and Adverse Child Experiences are demonstrated in safeguarding practice and "thinking the unthinkable" and "it could happen here" is paramount.

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 September 2020 and DSCP local policy and procedures. Including local lessons learned to ensure all children, young people and families in Doncaster are supported.

Supporting the vision for Doncaster to be the most child friendly Borough.

PURPOSE:

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

1. The welfare of the child or young person is paramount.
2. All children and young people, regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection.
3. Everyone who works with children and young people has a professional responsibility to keep them safe (*Working Together 2018*).
4. All staff have an equal responsibility to act on suspicion or disclosure that may suggest a child or young person is at risk of harm, any professional with concerns about a child or young person's welfare should make a referral to the Doncaster Children's Trust or Safeguarding Adults Team and professionals should follow up their concerns if they are not satisfied with the response. (*Working Together 2018*).
5. Learners and staff involved in safeguarding issues receive appropriate support and training outlined in the DSCP workforce development strategy and Doncaster Children and Young Peoples Plan.
6. Staff to adhere to a Code of Conduct and understand what to do if a child or young person discloses any allegations against teaching staff, Head teachers or the Governing Body.
7. To develop and promote effective working relationships with other agencies, especially the police and social care.
8. To ensure all staff have been recruited in accordance with safer recruitment principles and a single central record is kept monitoring 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 (see DMBC update – Annex 1).
9. We have a safe college with confident staff, confident parent/carers and confident learners who know how to recognise and report safeguarding concerns.
10. All staff understand the categories of abuse, indicators and know how, when, who and how to record and report all safeguarding concerns.
11. Understand ward level data and local priorities.

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.

Young Person is a person having attained the age of 18 years and is referred to as an adult if not a Learner at the College.

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

There are 4 main elements to the Policy:

- A. **Prevention** – through the curriculum and pastoral support offered to learners and through the creation and maintenance of a whole college protective ethos.
- B. **Procedures** – for identifying and reporting cases, or suspected cases of abuse.
- C. **Support to learners** – who may have been abused, including early preventative work.
- D. **Preventing unsuitable people working with children and young people**– by following statutory guidance, DSCP, LADO, DBS and TSA and HR procedures.

PREVENTION

The college has established an ethos where:

- a) Children and young people feel secure.
- b) Ensure children and young people know that there are adults in the college who they can approach if worried or in difficulty.
- c) Include in the curriculum opportunities for PSHCE/SMSC/RSE to equip children and young people with the skills needed to stay safe. This includes our PREVENT duty. <http://intranet.doncaster.gov.uk/directorates/adults-health-wellbeing/preventing-people-being-drawn-into-extremism>
- d) Include in the curriculum material, which will help children and young people develop realistic attitudes to their responsibilities in adult life.
- e) It will work in accordance with 'Working Together to Safeguard Children 2018' and will support the 'Doncaster Early Help Offer' and new Localities way of working to ensure children and young people receive the most appropriate referral and access provision.
- f) It will deliver the approved DSCP whole college safeguarding training and ensure all designated safeguarding officers/deputy safeguarding person attend three out of four annual network meetings annually and attend

- refresher Designated Safeguarding Person/Lead (DSP/L) training on a two-yearly basis.
- g) We will work collaboratively and with our Early Help Co-ordinators to improve outcomes for children and young people.
 - h) We access the school nursing universal offer for all our children and young people.
 - i) We keep our safeguarding training up to date, access DSCP training events on a regular basis, and understand the safeguarding requirements for Ofsted.
 - j) 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.
 - k) We have a clear complaints policy, and all staff are aware of whistleblowing procedures.

4. SAFEGUARDING KEY CONTACT DETAILS

The Designated Senior Member of staff /lead for Safeguarding (Child Protection) is:

Sharon McCusker
07429943136
sharon@ththeridgecollege.co.uk

Designated Safeguarding Lead (DSL) is:

Sharon McCusker
07429943136
sharon@ththeridgecollege.co.uk

The Single Point of Contact for Early Help / DCS Trust Multi Agency Access Point in our setting is/are:

Sharon McCusker
07429943136
sharon@ththeridgecollege.co.uk
During college holidays, Sharon McCusker is available for telephone or video contact on 07429943136 or sharon@theridgecollege.co.uk

The Deputy Designated Safeguarding Lead is:
Contact Details:
The Designated person for Looked After Children is:
Contact Details:

Debra Whittington
01302 897445
debra@theridgecollege.co.uk
Melanie Atkin
07950389874
mel@theridgecollege.co.uk

The Nominated Child Protection/ Safeguarding Governor is :

Dennis Atkin
07763349008
dennis@theridgecollege.co.uk

The Nominated Governor for looked after children is:

Melanie Atkin
07950389874

The named PREVENT lead is: mel@theridgecollege.co.uk
Sharon McCusker
 07429943136

The named CSE leads are: sharon@theridgecollege.co.uk
Sharon McCusker
 07429943136
sharon@theridgecollege.co.uk

The named Mental Health First Aider is: **Debra Whittington**
 01302 897445
debra@theridgecollege.co.uk
Samantha Everatt
 07900043137
samantha@theridgecollege.co.uk

The named on-line protection officer is: **Sharon McCusker**
 07429943136
sharon@theridgecollege.co.uk

The named complaints handler is: **Melanie Atkin**
 07950389874
mel@theridgecollege.co.uk

The named LAC officer is: **Melanie Atkin**
 07950389874
mel@theridgecollege.co.uk

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| <p>The Head of College is:</p> <p>The Head of College is the lead officer for all allegations against staff. Contact Details:</p> | <p>Melanie Atkin</p> <p>07950389874</p> <p>mel@theridgecollege.co.uk</p> |
| <p>Only use this email address to contact LADO office:</p> <p>LADO@dcstrust.co.uk</p> <p>Contact Details: 01302 737748</p> | <p>The Local Authority Designated Officer (LADO) is:</p> <p>Jim Foy</p> <p>Conference Chairs will deputise where required.</p> <p>Low level LADO advice to educationsafeguarding@doncaster.gov.uk</p> |

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| <p>Email contact</p> <p>CYPSSafeguardingsupport@doncaster.gov.uk</p> | <p>Your Doncaster Council: Children and Young Peoples Safeguarding Manager is:</p> <p>Sarah Stokoe 01302 736743</p> <p>Doncaster Council: Children and Young Peoples Safeguarding Officers are: Gill Whiteman 01302 862115 Dana Kelly 01302 736179</p> <p>Please direct any online protection queries to Sarah, Gill or Dana</p> |
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5. PROCEDURES

All learners are protected by this Policy document and are the subject of an Education Health Care Plan determined by age as a child or adult and by consequence are also protected by the local Child Protection Procedures and Adult Protection Procedures.

The college will:

- a) Ensure it has a senior Designated Safeguarding Lead (DSL) who has undertaken appropriate Safeguarding (Child Protection) training (see above).
- b) The college will ensure that every member of staff and person working on behalf of the college:
- c) Understand part 1 of KCSIE 2020 and the proposed Working Together 2018 changes including the mandatory reporting duty.
- d) Knows the name of the designated person and her role and responsibility.
- e) Have an individual responsibility to refer Safeguarding (Child Protection) concerns.
- f) Will receive training at the point of induction so that they know:
- g) Their personal responsibility/code of conduct/teaching standards
- h) DSCP child protection procedures and know how to access them.
- i) Understand the definitions of abuse, physical abuse, emotional abuse, sexual abuse and neglect.
- j) The need to be vigilant in identifying cases of abuse at the earliest opportunity.
- k) How to support and respond to a child or young person who discloses significant harm (either actual or likely)
- l) Knows their duty concerning unsafe practices in regard to children and young people by a colleague.
- m) The designated person will disclose any information about a learner to other members of staff on a need-to-know basis.
- n) The college will undertake appropriate discussion with parents/carers prior to involvement with other agencies unless the circumstances preclude this.

- o) The college will ensure that parents have an understanding of their obligations regarding Child Protection by intervention as and when appropriate.
- p) Understand Ofsted grade descriptors in relation to personal development, behaviour and welfare of pupils.
- q) Monitors internet usage in accordance with PREVENT/KCSIE and knows how to recognise and respond to inappropriate internet use.
- r) Ensure that designated staff will take advice from a Safeguarding (Child Protection) specialist when managing complex cases.
- s) The college DSL will liaise with the LADO/ Children's and Young People's Safeguarding Team before investigating any allegation involving actual or suspected abuse of a child within 24 hours of disclosure and follow up referral in writing, using relevant contact pathways for the **MAAP** (Multi Agency Access Point), which is Social Care and Early Help as one front door.
- t) All college 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.
- u) In the case of serious injury, risk of serious injury or allegation, the DSL will contact The Doncaster Children's Trust Multi Agency Access Point or Safeguarding Adults Team without delay.
- v) If the allegation of abuse is against the deputy or designated safeguarding person, the Head of College will speak with the Children and Young Peoples Safeguarding Team or Safeguarding Adults Team to discuss the next steps.
- w) If the allegation is against the Head of College, the Chair of Governors should be contacted immediately and advice from the Doncaster Council Children and Young Peoples Safeguarding Team / Safeguarding Adults Team sought within 24 hours. If the allegation is against both the Head of College and Chair of Governors, the Doncaster Council Children and Young Peoples Safeguarding Team will be contacted. No member of staff will conduct their own investigation or pass on information to the alleged perpetrator.
- x) Where an allegation is identified as serious/high level, please see LADO information/DSCP procedures - annex (P88) re protocol/thresholds and submit a referral asap.
- y) The emergency social services team should be contacted outside normal working hours 01302 796000. All staff will contact the LADO immediately to report any 'high level' concerns that meet the threshold for LADO and complete the DCS Trust secure referral form. With these cases, the Doncaster Council Safeguarding Service does not need to be informed.

CHILD PROTECTION PROCEDURES

- o In the case of poorly explained serious injuries or where behaviour concerns arouse suspicion, the designated teacher will consult with the **DCS Trust MAAP Service (formerly R&R)** on 01302 737777. 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).
- o For urgent referrals or advice, the **MAAP Professionals' Line** is 01302 737033 (*please note this number MUST NOT be circulated to parent/carers*).

- For advice relating specifically to concerns around the mental health of a child/young person, advice can be provided by ringing the MAAP Mental Health Specialist Advice Line 01302 796191.
- All parents and carers of families can contact the general contact number on 01302 737777. All staff are aware of the new MAAP/One Front Door Social Care Referral procedures. <https://dscp.org.uk/report-concern>

CE - Child Exploitation (CCE and CSE)

The Doncaster Definition of Child Criminal Exploitation is:

1. *Child Criminal Exploitation relates to any activity where a child, or vulnerable young adult up to the age of 21 (if they are also Care Leavers or accessing a service from the Children with Disabilities team), is coerced, groomed, incentivised or threatened to become involved in criminal activity where they are too fearful to refuse the activities requested of them.*
2. *Child Criminal Exploitation may also apply to socially- isolated young people who feel a kinship to other young people, adults or groups who offer inclusion into a group in exchange for engaging in criminal activities, which they otherwise would not have done.*
3. *Child Criminal Exploitation should also be considered in the cases of children whose parents are organised crime nominals and who are therefore exposed to criminal activity, whether they are engaged in it themselves, or observe it, as a consequence of residing in that household and the child's emotional, mental or physical health is impacted upon as a result.*

It is important to have a clear definition of what constitutes CE if we are accurately to gauge the scale of the issue locally. The following is an extract from the Doncaster Child Sexual Exploitation Strategy where it seeks to define CCE:

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

Indicators of involvement in child criminal exploitation:

1. Child withdrawn from family;
2. Sudden loss of interest in school. Decline in attendance or academic achievement (although it should be noted that some gang members will maintain a good attendance record to avoid coming to notice);
3. Being emotionally 'switched off', but also containing frustration / rage;
4. Starting to use new or unknown slang words;

5. Holding unexplained money or possessions;
6. Staying out unusually late without reason, or breaking parental rules consistently;
7. Sudden change in appearance – dressing in a particular style or ‘uniform’ similar to that of other young people they hang around with, including a particular colour;
8. Dropping out of positive activities;
9. New nickname
10. Unexplained physical injuries, and/or refusal to seek / receive medical treatment for injuries;
11. Graffiti style ‘tags’ on possessions, schoolbooks, walls;
12. Constantly talking about another young person who seems to have a lot of influence over them;
13. Breaking off with old friends and hanging around with one group of people;
14. Associating with known or suspected gang members, closeness to siblings or adults in the family who are gang members;
15. Starting to adopt certain codes of group behaviour e.g., ways of talking and hand signs;
16. Going missing;
17. Returning home looking dishevelled;
18. Being found by Police in towns or cities many miles from home;
19. Expressing aggressive or intimidating views towards other groups of young people, some of whom may have been friends in the past;
20. Being scared when entering certain areas;
21. Concerned by the presence of unknown youths in their neighbourhoods.

An important feature of gang involvement and child exploitation is that the more heavily a child is involved, the less likely they are to talk about it.

If there is any concern that a child/ young person is being criminally exploited there is a duty to safeguard their well-being. Early intervention is key to prevent escalation. A referral to children’s services is necessary or if the child/ young person is thought to be at immediate danger then DCST MAAP/One Front Door and or the Police need to be informed without delay. Prompt response may prevent them, or others being harmed.

Anyone with concerns about gang involvement can contact the Targeted Youth Support Service (TYS) and they will arrange to visit the child or young person and carry out an assessment at that point. The Team EPIC worker will keep the school informed of the outcome of the assessment, and any interventions that are put in place as a result. You will be part of any multi-agency meeting that arises as a result of their involvement with Team EPIC or other provision available from TYS.

In Doncaster a low-level intelligence form (not a referral form) is in place. The DSL should complete this form and pass to the police should low level concerns emerge that



Partner intel sharing
document.docx

may indicate CE.

The previous CSE team will now take on the name of CE to tackle both CSE and CE. Local procedures are still developing – all procedures, including referral pathways and services can be accessed via the DSCP procedures.

http://doncasterscb.proceduresonline.com/chapters/p_gang_activity.html?zoom_highlight=CCE

http://doncasterscb.proceduresonline.com/chapters/p_child_sexual_exploit.html?zoom_highlight=CSE

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

Low-level intelligence forms below can be used to alert services to suspected involvement in CSE (following guidance).

The DSL will also consider CE/CSE and share information on any child, young person or family at risk to ensure correct procedures are followed.



Child Criminal
Exploitation Board F

1. Where child sexual exploitation or child criminal exploitation, or the risk of it, is suspected, frontline practitioners should complete a cause for concern form and pass onto the designated member of staff for child protection or contact the Child Exploitation Team. Education contacts are Carmel Bartlett/Jayne Pizzuto.(see referral forms page 12)
2. The DSL should complete the CE checklist tool (see below) 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.
3. 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 child exploitation.
4. A copy of the CE checklist tool for partners can be obtained from:
<http://www.DSCP.co.uk/sexual-exploitation>

http://doncasterscb.proceduresonline.com/chapters/p_gang_activity.html?zoom_highlight=CCE

5. Professionals can telephone team members for advice.
01302 862012 - **Jayne Pezzulo**
01302 736929 - **Carmel Bartlett**

6. All parents and carers of families can contact the general MAAP contact number on 01302 737777.

6. UNEXPLAINED AND SUDDEN CHILD AND YOUNG PEOPLES NOTIFIED DEATH

- In the event of an unexplained/sudden child death DSCP DCDOP procedures will be followed
https://doncasterchildcare.proceduresonline.com/chapters/p_death_serious.html

Following any serious untoward incidents (SUI) procedure or where 'near miss' situations occur the DSL / Head Teacher will contact the Doncaster Council Learning Provision Service; this covers health and safety related incidents where safeguarding is compromised. Notification of near miss situations can also be emailed to cypssafeguardingsupport@doncaster.gov.uk and paul.ruane@doncaster.gov.uk or a call to the Assistant Directors/Duty Head of Service to enable a co-ordinated response.

The college has an emergency plan in place to respond to unforeseen circumstances, e.g., staff/child unexpected death, site security threats, floods, storms etc and know how to notify the LA of a critical incident.

SECURITY BREACHES / THREATS

The college will follow the Doncaster Council emergency procedures for hoax emails/threats and notify relevant officers should any significant security threats be made. Each section within the DMBC Emergency planning policy includes contact details for local services available to safeguard all.

HEALTH AND SAFETY

RIDDOR notifiable incidents and significant safeguarding breaches to be notified via the Emergency Planning contacts and this policy is cross-referenced to managing first aid, including head injuries and managing medications and reporting aggression and violence (including on staff)

Guidance around Bomb Threats

National Counter Terrorism Security Office Guidance Note:

The college has a clear emergency plan in place this includes NaTSCO guidance (schools to cross reference here linked policy)



NaTSCO Guidance
Note - School Bomt

ICT security, the college applies regular searches within the ICT infrastructure to ensure all children and young people are safeguarded and any inappropriate material accessed is blocked, or where breaches occur the setting applies procedures set out within this policy.

The annual S175/157 confirms such checks take place and toolkits are in place to enhance keeping children safe online such as The Counter Terrorism Internet Referral Unit (CTIRU) Filtering Tool .This tool can be accessed through the UKSIC website at <http://testfiltering.com/> (settings to adapt here to reflect internet security)

7. SUPPORT TO LEARNERS

During COVID19, Local authorities have the key day-to-day responsibility for delivery of children's social care. Social workers and Virtual School Heads will continue to work with vulnerable children and young people in this difficult period and should support these children and young people to access this provision. There is an expectation that children and young people with a social worker will attend provision, unless in consultation with the child or young person's social worker and family it is agreed this is not in the best interests of the child or young person.

Senior leaders, especially DSLs (and deputies) know who their most vulnerable children and young people are and have the flexibility to offer a place to those on the edges of receiving social care support.

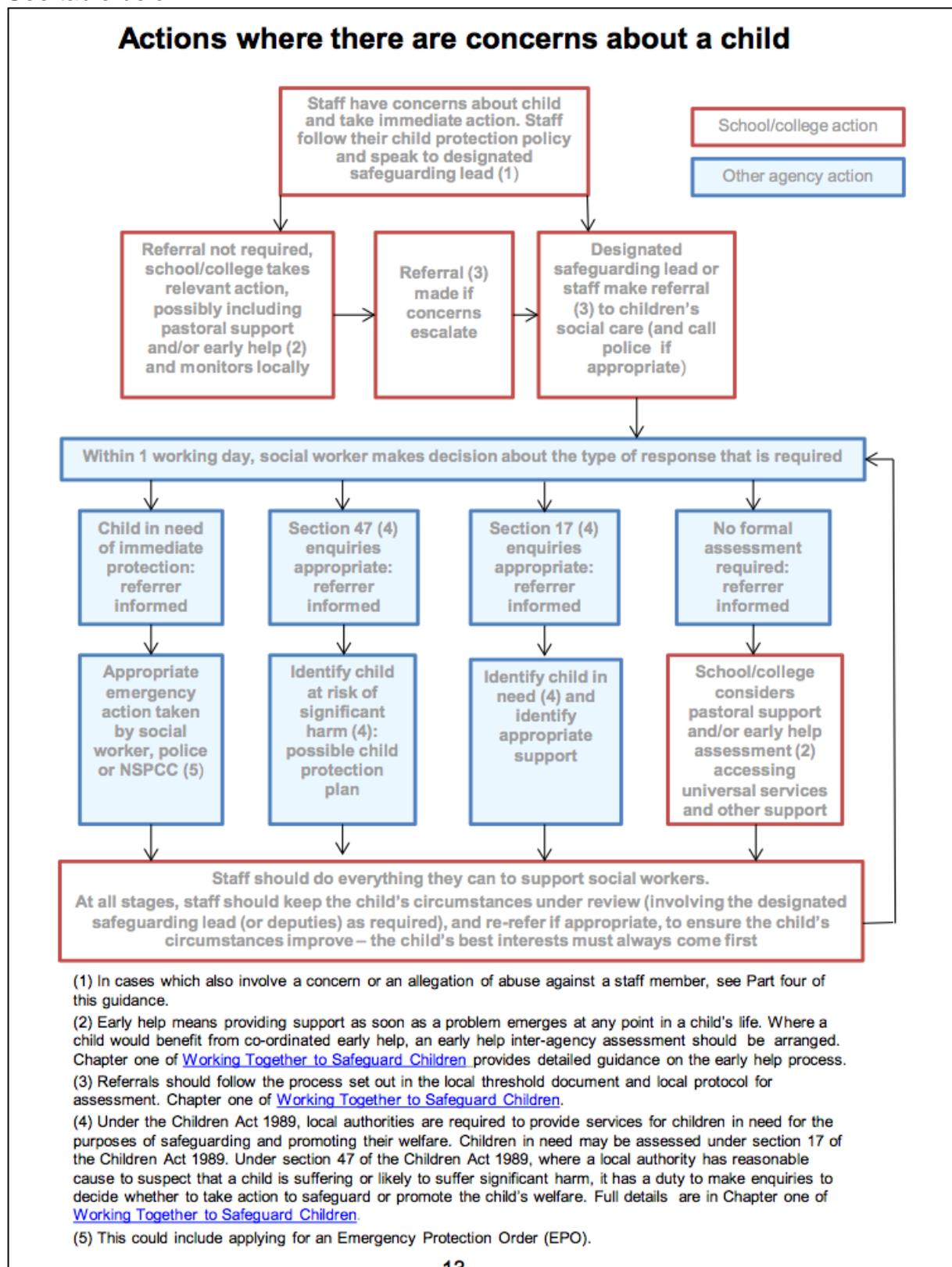
College staff continue to work with and support social workers to help protect vulnerable children. This is especially important during the COVID-19 period.

Conversations with a child or young person who discloses abuse should follow the basic principles:

1. Listen rather than directly question; remain calm.
2. Never stop a child or young person who is recalling significant events.
3. Make a record of discussion to include time, place, persons present and what was said (child/young person language – do not substitute words).
4. Advise that you will have to pass the information on.
5. Avoid coaching/prompting.
6. Never take photographs or videos of any injury.
7. Allow time and provide a safe haven/quiet area for future support meetings.
8. Share all concerns no matter how trivial they may seem to the DSL, who will notify with the DCS Trust MAAP/One Front Door Referral Procedure and follow up any child protection concern immediately in writing.
9. For children and young people 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.
10. At no time promise confidentiality.
11. https://doncasterscb.proceduresonline.com/chapters/p_info_sharing.html

8. KCSIE FLOW DIAGRAM

Working Together (2018) and Keeping Children Safe in Education (2020) provides a diagram to show the expected response to raising any safeguarding concerns. See table below:



9. ADULT SAFEGUARDING

Doncaster Safeguarding Adults Board Procedure for Coordination of Overarching Safeguarding Enquiries

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Amendments since last version

This procedure has been amended to reflect the terminology changes associated with the Care Act 2014, include the links between overarching safeguarding enquiries and the Contracts provider failure procedures, and include Making

Safeguarding Personal.

Definition

An overarching safeguarding enquiry involves a set of circumstances where there are multi-agency or multi-professional safeguarding concerns which are complex, large scale, high profile or involve a whole service i.e. Care Home, a Home Based Care Service, a Hospital/Ward or other services.

Purpose

The purpose of an overarching safeguarding enquiry is to effectively coordinate and manage a number of safeguarding cases to achieve outcomes for adults at risk, prevent further abuse and minimise risk of re-occurrence. This procedure should be read in conjunction with the South Yorkshire Procedures for Safeguarding Adults which are available at <http://www.doncaster.gov.uk/services/adult-social-care/safeguarding-adults-policy-and-procedures>. This procedure should always run alongside individual enquiries ensuring the principles of Making Safeguarding Personal are embedded.

Threshold

A collaborative multi-agency/professional approach should be applied to the overarching safeguarding enquiry process. The number of safeguarding concerns or enquiries which constitute an overarching enquiry is deliberately not specified as the criteria relates to the complexity, uniformity and systematic or institutional nature of allegations.

A number and / or nature of safeguarding concerns or enquiries in short period of time may trigger an overarching enquiry based on the following considerations.

The following can be regarded as symptomatic but not definitive:

- Evidence of current basic health or care needs not being met.
- Embargos and cautions being applied by the Contracts Monitoring Team or other commissioning arrangements
- Difficulty in engaging with proprietors, managers or staff at the service.
- Multiple concerns to Care Quality Commission (CQC) and their responsive regulatory action within a short period of time.
- Rapid turnover of staff or managers within the service, leading to discontinuity of communication ie. Acting Manager(s) in place.
- Possible transfer of ownership or responsibilities for the service.
- Issues concerning staff behaviour and attitudes.
- Frequent and / or repetitive challenging behaviour incidents and concern about the interactions of residents.
- Isolation of service from obvious support and concerns about lack of transparency.
- Service design and / or environmental concerns.
- Service is being stretched in meeting needs through capacity and

capability e.g. Care Home without nursing appears to be trying to meet the needs of people who require nursing or hospital ward with insufficient staff to meet dependency and acuity needs.

- A number of criminal offences may have been committed.
- Multiple breaches of the Health and Social Care Act 2008 may have occurred (this refers to the range of standards for which CQC are responsible).

This list is not exhaustive and professional judgement must be applied

The threshold for an overarching safeguarding enquiry may present at any point of the safeguarding process.

Where the need for such an enquiry becomes apparent, leadership, effective management and clarity of roles and responsibilities are vital.

It is the role of the Safeguarding Manager in consultation with the agencies involved to agree when the threshold for an overarching case is triggered. The Safeguarding Manager must notify the DSAB Safeguarding Adult Board Support Unit of the decision and record the action within the safeguarding adult process. (Refer to Appendix 1: Threshold guidance for overarching safeguarding enquiries)

Once a decision has been made to commence an overarching safeguarding enquiry a planning meeting will be held within 7 working days. This meeting will be initiated by the identified Senior Manager, following consultation with the Safeguarding Manager.

Where the concerns are related to provider failure, it may be more appropriate to manage through the DMBC Contracts Provider Failure Toolkit or alongside this procedure.

Terms of Reference

1. To risk manage the coordination of the enquiries at a strategic level and to provide clear guidance and instructions.
2. To ensure the safeguarding strategy in relation to each individual agency is well co-ordinated and delivers its action plan.
3. To receive reports and information, monitor progress, identify further areas for improvement and develop action plans as appropriate.
4. To ensure resources, knowledge and expertise are available to deliver the safeguarding plan.
5. To ensure inclusion of the appropriate people to this meeting as required.
6. To identify any emerging themes and trends.
7. To ensure a co-ordinated communication strategy is put in place to

include the media.

8. To support contingency plans in the event of service closure.
9. To inform and update the Board

The Overarching Strategy Meeting

Who should attend

The Senior Manager in liaison with the Safeguarding Manager will determine the membership of the group. Consideration of the following people will be given;

- Safeguarding Adults Operational Team Manager
- Health and / or Social Care Commissioners (if commissioning placements)
- Safeguarding Lead CCG
- Commissioning Team – Contracts Monitoring Officer and / or Contract Officer
- CQC Lead Inspector
- Head of Service for Safeguarding Adults (when not acting in the Senior Manager role)
- The Police
- Any professional whose involvement is central to the allegations / alerts (eg. ambulance, fire service, GP, specialist nurse, social worker)
- Where relevant it may be appropriate to involve Children and Young Peoples Services i.e. residential services for children and adults
- DSAB Safeguarding Adults Business Support Unit admin support, requested from dsab@doncaster.gov.uk

The following are to be invited where appropriate to the issues identified;

- Legal representative depending on the nature of the concerns
- HR representative depending on the nature of the concerns
- Environmental Health
- Trading Standards
- Health and Safety

- Service Provider

Involving the Service Provider

A Service Provider could be a Care Home, Care Provider, Ward, Unit, Department or Service that is the subject of concern.

The involvement of the Service Provider is important to ensure an immediate safeguarding plan can be agreed however it may be necessary to hold an initial meeting without them if:

- The services' staff and managers are under enquiries;
- There is a possibility that the provider may tamper with evidence, and;
- Specific advice not to invite is given by the Police or CQC.

If the provider is not invited based on the above, they must be informed that a meeting is taking place and that relevant information will be shared.

The service provider needs to supply a list of placing / funding authorities, to include those residents who are self-funding and the type of care commissioned. In addition they need to provide details about each resident / patient, including their full name, date of birth, GP, next of kin, information about capacity to understand the safeguarding process (and their room number if this is a Care Home), this is to mitigate against possibility of duplication.

The Meeting

The planning meeting should address key issues, including the processes for;

- Collating safeguarding enquiry information
- Collating risks and agreeing risk management plans
- Identification of themes or trends
- Ensure the right agencies are invited and are able to contribute
- Ensure each agency is clear about their respective responsibilities
- Agreeing approach / statements where media interest is present
- Ensure out of area arrangements are reflected and taken account of
- Ensure a collective communication plan is in place for service user and family members

The meeting will be minuted and records kept by the Safeguarding Adults Business Support Unit.

The Agenda

The agenda for the meeting will be determined by the Senior Manager and the following should be considered;

- The nature of the abuse under consideration
- Consider whether immediate intervention is required
- The position and views of the adults in the service
- Update on enquiry progress and activity
- Information regarding the alleged perpetrators
- Overarching risks and safeguarding plan
- Whether a further meeting is required
- Make recommendations to support commissioning actions
- Agree an overarching communication plan i.e. Family and media interest

Overarching Safeguarding Enquiry Process

1. The process commences with the planning meeting
2. The outcome of the planning meeting will be the development of an Overarching Safeguarding Plan (refer to Appendix 2: Overarching Safeguarding Plan)

Roles and Responsibilities

1. The Safeguarding Manager when identifying the potential need for an overarching safeguarding enquiry process will make contact with a Senior Manager (with Safeguarding expertise) within their organisation.
2. The Senior Manager then confirms the need for an overarching safeguarding enquiry process (Refer to Appendix 1: Threshold guidance for overarching enquiries)
3. The Senior Manager will be responsible for the chairing of the meeting, effective co-ordination of the safeguarding enquiries and implementation of a communication strategy.

4. The appointment of a project officer is at the discretion of the Senior Manager and will be determined by the size and complexity of the enquiry. He / she will work closely with the Safeguarding Manager to undertake and ensure the co- ordination of all processes.
5. Those agencies participating in the overarching enquiry should maintain a communication link with the Senior Manager throughout this process. The Senior Manager will then liaise with the Safeguarding Manager or anyone else required.
6. Where the concerns meet the threshold for an overarching safeguarding enquiry a meeting should be convened within 7 working days. There may be exceptional circumstances where the meeting is arranged outside of this timescale, this should be agreed between the Safeguarding Manager and the Senior Manager.

Communication

It is crucial that a robust communication strategy is agreed as soon as the overarching safeguarding enquiry is commenced. It should ensure consistency and be flexible in order to manage changes in circumstances. The communication

strategy should be monitored, reviewed and evaluated at regular intervals by the Senior Manager and Safeguarding Manager to ensure its effectiveness.

It should identify the key stakeholders including providers, service users, their families and those who care about them, relevant local authority departments, staff, commissioners, DSAB partners, legal services, local politicians and links with communication officers in relation to managing the media interest.

The communication strategy should determine who needs to be informed, how and when. This may include a standard formatted letter and key messages to be provided to relatives and carers; provide link to Communications Teams around any potential media interest / release and update as necessary. The Senior Manager will be responsible for checking these actions have taken place and monitoring outcomes.

Management and the Overarching Safeguarding Plan

This will need to be agreed within each meeting, named individuals within the meeting will be responsible for updating the Senior Manager on the outcome of their actions / interventions. This may be delegated to the project officer if appointed. A summary of the risk management and safeguarding plans will be required for all meetings.

Record Keeping

A copy of all records relating to overarching safeguarding meetings should

be sent via secure email to the Safeguarding Adults Hub Business Support Unit at:

SABSU-GCSX@doncaster.gcsx.gov.uk

All records received will be stored *AS_Safeguarding / Cases /Overarching investigations*.

All information should be sent via secure email in line with South Yorkshire Procedures for Safeguarding Adults and agencies own Information Governance Policies.

DMBC Adult Protection procedures can be found here:

<https://dmbcwebstolive01.blob.core.windows.net/media/Default/AdultSocialCare/DSAB%20Procedure%20for%20Coordination%20of%20Overarching%20Safeguarding%20Enquiries%20V3...pdf>

and also at ANNEX F of this document

10. THE ROLE OF DESIGNATED SAFEGUARDING LEAD AND DEPUTY SAFEGUARDING LEAD

In addition, the example job description provided within KCSIE 2020 –

The DSL has a clear job description as outlined in Keeping Children Safe in Education 2020 and agreed safeguarding cover arrangements during school holidays for agencies to contact are in place.

1. The DSL will ensure that all staff involved in direct casework of vulnerable children and young people, where there are child protection concerns/issues; have access to regular safeguarding supervision.
2. Designated staff must have a working knowledge of how local authorities conduct a child protection case conference (ICPC) and a child protection review conference (RCPC) and be able to attend and contribute to these effectively when required to do so. (See Section 9.1)
3. Designated staff must be alert to the specific needs of children in need, those with special educational needs. LGBTQ, at risk of exploitation and young carers. Recognising adverse childhood experiences, family breakdown, bereavement and exam stress and the impact of domestic abuse and all abuse on childhood development.
4. Designated staff must obtain access to resources and attend any relevant or refresher training courses.
5. Designated staff must encourage a culture of listening to children and young people amongst all staff.

6. Designated staff must highlight the importance of demonstrating children and young people's wishes and feelings and voice to all staff and that these are clearly evidenced.
7. Designated Staff must ensure that they are appropriately trained and supported to fulfil this role.
8. Designated staff must follow GDPR policy and procedure.
9. Designated staff must learn from serious case/practice reviews and lessons learned, know when to challenge consent and lack of engagement, understand case escalation and local procedures to challenge systems that may be failing, in the best interest of the young person.

Raising Awareness (see KCSIE 2020 job description)

1. The DSL should ensure the college's policies are known, understood and used appropriately.
2. Ensure the college's safeguarding and child protection policy is reviewed annually, the procedures and their implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
3. Ensure the safeguarding (child protection policy) is on the college's website, available publicly and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the college in this.

Record Keeping

Once a child protection/adult protection cause for concern form has been passed to the DSL they should start a separate child protection file for the child or young person (adult) where the form is stored, and any responses and outcomes will be recorded. A chronology needs to be started and CPOMS updated.

1. If concerns relate to more than one child or young person from the same family at the establishment, a separate file for each child /young person should be created and cross-referenced to the files of other family members. Common records, e.g., child/adult protection conference notes, should be duplicated for each file.
2. Child/Adult Protection records will be stored securely in a central place separate from academic records. Where a child attains adulthood during their College placement any files should be cross referenced. Individual files will be kept for each child/young person (adult); college will not keep family files. Original files will be kept for at least the period during which the child or young person is attending the college, and beyond that in line with current data legislation.
3. Access to these files by staff other than the designated staff will be restricted, and a written record will be kept of who has had access to them and when.

https://cdn.ymaws.com/irms.org.uk/resource/collection/8BCEF755-0353-4F66-9877-CCDA4BFEEAC4/2016_IRMS_Toolkit_for_Schools_v5_Master.pdf

The college follows the record keeping guidelines taken from Sections 1 – Child Protection and Section 4 – Pupil Records.

Supplementary advice for schools buying into LA Data Protection: Safeguarding information rightly goes up to the secondary school in the pupil file. Primary schools should only keep the information they have created for 6 years, which gives the pupil and the secondary school time to request the information back from the primary school if they need it. This is also in line with the financial regulations that states that claims must be made within 6 years of the incident .

For more information contact: Nikki Minnikin, Schools' DPO 737978
Nikki.minnikin@doncaster.gov.uk

Records and Monitoring

1. Any concerns about a child or young person 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 made on CPOMs, using individual login details.
2. At no time should an individual teacher/member of staff or college 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.
3. A chronology will be kept in CPOMs. Staff, particularly pastoral staff, will record any minor concerns on the chronology and this will alert the designated person to each incident.
4. CPOMS records should be made available to support any referrals.
5. Files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.
6. The DSL will share all safeguarding information with any transfer/receiving school without delay.
7. 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.
8. Each CPOMs file contains a chronological summary of significant events and the actions and involvement of the college and recognises external /

contextualised safeguarding.

9. Where children or young people leave, the college will ensure that the child/young person(adult) protection file is transferred securely and separately from the main learner file to the receiving educational establishment (where this is known), within 15 schools 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.
10. The college does keep copies of the child/young person(adult) protection file and the chronology summary. The college requests a receipt of handover.
11. Where the child or young person has not attended the nominated college (*the original file should be retained by the college*).
12. Where there is any ongoing legal action (*the original file should be retained by the college and a copy sent*).
13. Child and young person records should be transferred in a secure manner, for example, by hand. When hand-delivering learner records, a list of the names of those learners whose records are being transferred and the name of the educational establishment they are being transferred to must be made and a signature obtained from the receiving college as proof of receipt.
14. If a learner moves from our college, child/young person protection records will be forwarded onto the named DSL at the new educational establishment, 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 college.
15. If sending by post, children and young person's 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.
16. For audit purposes, a note of all learner records transferred or received should be kept in either paper or electronic format. This will include the learner'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.
17. If a learner is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded on to the relevant organisation in accordance with the 'The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records.
18. 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.
19. When a DSL member of staff resigns their post or no longer has child/adult protection responsibility, there should be a full face-to-face handover/exchange

of information with the new post holder.

20. In exceptional circumstances when a face-to-face handover is unfeasible, it is the responsibility of the head teacher to ensure that the new post holder is fully conversant with all procedures and case files.
21. All DSLs receiving current (live) files or closed files must keep all contents enclosed and not remove any material.
22. All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information, refer to the archiving section.

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/college 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 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 Head of College.

Learner and parents/carers access to child and adult protection files

1. A learner 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.
2. The General Data Protection Regulation, which came into effect on 25th May 2018 and supersedes the Data Protection Act 1998.
3. Any learner who has a protection file has a right to request access to it. In addition, the Education (Pupil Information) (England) Regulations 2005 give parents/carers the right see their child or young person's college records. However, neither the learner nor the parent/carer has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:
 - a) could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the learner or another person; or
 - b) could reveal that the learner or another person has been a subject of or may be at risk of abuse and the disclosure is not in the best interests of the learner; or
 - c) is likely to prejudice an on-going criminal investigation; or

- d) the information about the learner also relates to another person who could be identified from it, or
 - e) 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.
4. It is best practice to make reports available to the learner or their parents/carers unless the exceptions described above apply. If an application is made to see the whole record, advice should be sought.
 5. The establishment's report to the child/adult protection conference should be shared with the learner, if old enough and parent/carer at least two days before the conference.

Safe destruction of the learner 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 is 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/GDPR, or they will contain information which is confidential to college, ESFA or the Local Education Authority. Information should be shredded prior to disposal, or other confidential disposal can be arranged through private contractors. For audit purposes, the college 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

11. INFORMATION SHARING

1. When there is a concern that a learner is at risk of significant harm, all information held by the establishment must be shared with Children's Social Care, Adult 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 DSLs are in doubt, they should consult the DCST MAAP/one front door Professionals Line on 01302 737033.
2. On occasions when safeguarding concerns exist for a learner in the context of a family situation and siblings attend other educational establishments or the children/young people 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 MAAP Team Professionals Line on 01302 737033.
3. In accordance with the Data Protection Act 2018, the Police are allowed access to college records in certain circumstances such as criminal investigations. If you

have any queries regarding Police access to any college records, please contact the Safeguarding Team for advice.

4. It is good practice to seek consent from the learner or their parent/carer 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.
5. However, consent is not always a condition for sharing and sometimes we do not inform the learner or family that their information will be shared, if doing so would:
 - a) place a person (the learner, family or another person) at risk of significant harm; or
 - b) prejudice the prevention, detection or prosecution of a crime; or
 - c) lead to unjustified delay in making enquiries about allegations of significant harm to a child or serious harm to an adult.
6. 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.

The Concerns file

Electronic systems are better and, in all cases, EHA (DIPS/ Mosaic) is recommended and all DSLs need to maintain, share and update any concerns. CPOMS must be updated and monitored to ensure any new risk identified is followed up immediately, especially when risks have been previously identified. This should support any e-referral and the full chronology attached to the report a concern referral to MAAP.

Recording practice

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.

The DSL will be part of a wider inclusion team to link attendance, behaviour, SEND needs so all plans are holistic and capture wider support for example EHCP plans and DfE Managing Long Term Medical Conditions (including mental health)

The DSL will ensure the safeguarding team records links to parental complaints to ensure there is a reference to any concerns raised with other staff members, so a full picture is available, with no one team acting in isolation.

Considering Adverse Childhood Experiences (ACES) Contextualised Safeguarding, signs of safety and the capture of the learner voice within records.

12.WORKING WITH PARENTS & OTHER AGENCIES TO PROTECT

LEARNERS

1. In the majority of cases (unless sharing will cause further harm to the learner), 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 learner.
2. Parents/carers are informed about the college's safeguarding/child protection policy via the college prospectus, website, newsletters etc. A copy of the safeguarding/child protection policy is available on the college website: www.theridgecollege.co.uk

13. LOCAL SOLUTIONS (FROM SEPTEMBER 2020)

Four Local Solutions groups have been established across the borough to support families who may need additional support.

The Local Solution groups are made up of a range of practitioners (further details below), who come together regularly to meet the needs of children, young people and their families. The groups are based in each of Doncaster's locality areas, Central, North, South and East so that practitioners can be on the 'ground', and work with communities, building on the many strengths and assets already in place. Details on how to make referrals and what happens next are outlined below.

How to make referrals into Local Solutions

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

Central: LocalSolutionCentral@doncaster.gov.uk

North: LocalSolutionNorth@doncaster.gov.uk

East: LocalSolutionEast@doncaster.gov.uk

South: LocalSolutionSouth@doncaster.gov.uk

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

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

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

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

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

See Annex E for FAQ, conversation forms and more information to support your community.

14. EARLY HELP ENQUIRY

The Early Help enquiry through MAAP (Multi Agency Access Point) has been established to improve communication, information sharing; and to support more effective delivery of services where there is a need. MAAP is composed of the Early Help Hub and Social Care team.

MAAP is a multi-disciplinary team with two main functions:

1. Providing information, advice and guidance to professionals who have queries about children who may need a coordinated early help response.
2. 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

If you believe that an early help is needed, discuss the situation with the parent/carers and gain their signed consent to make the Early Help Enquiry through MAAP. The 'Early Help for your Family' information and consent leaflet will help you have this conversation. Once consent is gained, complete the online form within the DSCP website <https://dscp.org.uk/professionals/early-help> and attach a copy of the consent form. The Early Help Hub within MAAP will screen your enquiry to establish the threshold of need and who would be the most appropriate Lead Practitioner.

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

1. 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
2. Single agency response for a specific piece of work – Lead Practitioner identified
3. EHA required – lead practitioner identified.
4. No further action
5. 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 Early Help process 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 MAAP Service on:

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

Telephone: 01302 796000 (outside office hours)

EARLY HELP SUPPORT

The Early Help Coordinators will support with TAF meetings, Lead Professional roles, Stepping cases up to social care under section 17 and provide case advise / guidance. 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.

- Early Help Coordinator contacts:

Tel: 01302 736250 or Email: earlyhelpcoordinator@doncaster.gov.uk

- Early Help Pathway Leads:

North & South - Cheryl Duffield Tel: 01302 735598 or email: cheryl.duffield@doncaster.gov.uk

Central & East – Emma McDonagh Tel : 01302 862682 or email: emma.mcdonagh@doncaster.gov.uk

- Early Help Pathway Manager:

Dawn Lawrence Tel: 01302 734946 or email: dawn.lawrence@doncaster.gov.uk

15. Young Carers Service:

A young carer is a child or young person who provides regular and on-going care and emotional support to a family member with physical or mental health problems, has a disability, or misuses drugs or alcohol. This does not mean the everyday and occasional help around the home that many young people are often expected to give within families.

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

Doncaster has a team of workers who are able to support children who are identified as being Young Carers. See <https://www.doncaster.gov.uk/services/schools/young-carers>, tel: 01302 736099 or email young.carers@doncaster.gov.uk

16. CHILDREN WITH ADDITIONAL NEEDS (INCLUDING LOOKED AFTER 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.

17. PART TIME PROVISION / PART TIME 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)”

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

1. Where a pupil has a short-term medical condition that prevents full-time attendance for a time limited period
2. As part of a staged reintegration following an extended period of absence.
3. 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 inform the local authority using the reporting form, which is included in the guidance.

18. LIAISON WITH OTHER AGENCIES DURING C19

Doncaster Single Point of Contact

Locally Doncaster Council LOCYP Team have developed a one point of contact email address for any enquires during this time edulog@doncaster.gov.uk

The following Doncaster Council LOCYP officers may be contacted for advice and support:

Health and Well Being of all Headteachers and DSLs will be supported by:

- Sameena Choudry (Primary) Sameena.Choudry@doncaster.gov.uk Mobile: 07970267827
- Sarah- Jane Smith (Primary) Sarah-Jane.Smith@doncaster.gov.uk Mobile: 07976952962
- Rebecca Rowett (Primary) Rebecca.Rowett@doncaster.gov.uk Mobile: 07929371310
- Kevin Drury (Secondary) Kevin.Drury@doncaster.gov.uk Mobile: 07971396033

In addition, colleagues from Partners in Learning may be contacted:

- Janet Foster janet.foster@Partnersinlearning.org.uk

- Helen Bellinger helen.bellinger@Partnersinlearning.org.uk
- Jonathan Sharp Jonathan.Sharp@Partnersinlearning.org.uk

Initial Child Protection Conference / Reviews

The college 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 cypssafeguardingsupport@doncaster.gov.uk any changes to the DSL.

Ensure cover is available during holidays and at all times (as per KCSIE)

- 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) and Elected Home Education (EHE)

Note next review meeting set, so that if invitations are missed, there is always a noted date set in the diary of the DSL.

Child Protection Conferences and LAC reviews during COVID19

During C19 the following procedures apply for child protection conferences are (updated 9/4/2020) :



Guidance for
Professionals for Ch

During C19 the following procedures apply for LAC reviews are:



COVID 19 virtual
LAC reviews informa

In the event of staff absence in college – a virtual report will be provided to conference. The social worker contacted, and if the social worker is unavailable to MAAP team contacted to ensure the report is forwarded to the correct conference chair.

19. Safeguarding and clusters during COVID19

Where schools and colleges collaborate and children and/or staff from multiple settings are clustered in one place, the principles in Keeping children safe in education (KCSIE) and this guidance continue to apply. In particular, the school or college that is acting as the hub in the cluster should continue to provide a safe environment, keep children safe and ensure staff and volunteers have been appropriately checked and risk assessments carried out as required. Additional advice on clusters and safeguarding will be provided in due course.

- The LA issued information for Doncaster schools on 27th March 2020 titled. Covid-19 – Context and Capacity Model.
- In addition, daily updates are forwarded reflecting your school's approach to free school meals, safe and well checks, keyworker support and staffing levels.

20. CHILDREN MISSING EDUCATION / MANAGING ATTENDANCE

Attendance changes during C-19

Agree with families whether children in need should be attending education provision – and the college will then follow up on any learner that they were expecting to attend, who does not. Schools and colleges should also follow up with any parent or carer who has arranged care for their children and the children subsequently do not attend.

To support the above, schools and colleges should take the opportunity when communicating with parents and carers to confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available. In all circumstances where a vulnerable child does not take up their place at school or college, or discontinues, the school or college should notify their social worker.

The department has introduced a daily online attendance form to keep a record of children of critical workers and vulnerable children who are attending school. This allows for a record of attendance for safeguarding purposes and allows schools to provide accurate, up-to-date data to the department on the number of children taking up places.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff members must follow the Doncaster Safeguarding Children Partnership and LA procedures for children missing education and notify the APWS team in accordance with LA procedures.

1. The school will have a number of contacts that are checked on a regular basis (several contacts are advised)
2. Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. School and college staff members should follow the school's or college'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.
3. 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 2016
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf
4. Where child sexual exploitation or child criminal exploitation, or the risk of it is suspected, frontline practitioners should complete a cause for concern form and pass onto the designated member of staff for child protection or contact the Child Exploitation Team. Education contacts are Carmel Bartlett/Jayne Pezzulo.(see referral forms page 12)
5. 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

1. 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/or support is required school may contact the School Nursing Single Point of Contact (where all enquiries need to go) on 01302 566776 or email rdash.doncasterchildrenscaregroup@nhs.net
2. 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 where 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.
3. The school nurse contact details are available below:



School Nursing
update Aug 2019.dc

22. CAMHS /Mental Health

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Teachers should be aware of this in setting expectations of pupils' work where they are at home.

The college follows DfE guidance on providing education remotely and guidance on mental health and behaviour in schools (which may also be useful for colleges) sets out how mental health issues can bring about changes in a young person's behaviour or emotional state which can be displayed in a range of different ways, and that can be an indication of an underlying problem. Support for learners in the current circumstances can include existing provision in the college (although this may be delivered in different ways, for example over the phone) or from specialist staff or support services.

All learners 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.



Training.docx



CAMHS Locality
consultation pathway.docx



DONCASTER CAMHS
School plan informat.docx

23. Fabricated Induced Illness

Fabricated or Induced Illness is a condition whereby a child/young person suffers harm through the deliberate action of their main carer, and which is attributed by the adult to another cause.

It is a relatively rare but potentially lethal form of abuse.

Concerns will be raised for a small number of learners when it is considered that the health or development of a learner is likely to be significantly impaired or further impaired by the actions of a parent/carer having fabricated or induced illness.

It is important that the focus is on the outcomes or impact on the learner's health and development and not initially on attempts to diagnose the parent or carer.

The range of symptoms and body systems involved in the spectrum of fabricated or induced illness are extremely wide.

Investigation of Fabricated and Induced Illness and assessment of significant harm to a child falls under statutory framework provided by Working Together to Safeguard Children and Safeguarding Children in whom illness is fabricated or induced (Supplementary guidance to Working Together to Safeguard Children) The DfE have provided additional guidance for schools.

DSLs will liaise with professionals and follow DSCP agreed procedures.

https://doncasterscb.proceduresonline.com/p_fab_ind_illness.html



Safeguarding_Child
ren_in_whom_illnes:

24. THE CURRICULUM

- Safeguarding will be addressed through the PSHCE/RSE curriculum, including self-esteem, emotional literacy, assertiveness, power, sex and relationship education, online safety, online bullying, sexting, child exploitation (CE) , Child criminal exploitation, child sexual exploitation (CSE), sexual harassment, female genital mutilation (FGM), preventing radicalisation, peer on peer abuse and anti- bullying.

25. ONLINE SAFETY – REMOTE LEARNING

The college adheres to COVID19 DfE guidance issued in March 2020 and updated periodically.

The Ridge Employability College rolled out remote learning in March 2020 and have continued to blend remote and face to face learning since then.

Learners are encouraged to contact staff if they have any concerns. Staff can check in with learners on video sessions, any concerns are then reported through CPOMs.

There are 4 key areas that leaders should consider as part of any remote learning strategy.

These are the principles set out in the [guidance for safer working practice for those working with children and young people in education settings published by the Safer Recruitment Consortium](#)

26. SUICIDE PREVENTION

DSL, DDSL and Safeguarding Director have received training in Papyrus (Prevention of Young Suicide) training.

Information is available from the below:

<https://papyrus-uk.org/shop/> <http://www.childline.org.uk/Pages/Home.aspx>

<https://www.samaritans.org/your-community/samaritans-education/step-step>

<http://www.supportaftersuicide.org.uk/>

27. GAMBLING & SOCIAL GAMING (this is the activity of playing an online game on a social media platform).

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 the traditional 'penny slots' 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 types of activities are classed as gambling and with the explosion of advertising and the presence of high street bookmakers, gambling 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 are concerned or suspect students may be vulnerable to a gambling problem, here are some of the risk factors:

- a) Be male and aged 13 – 18 years.
- b) Use gambling to cultivate status among peers.
- c) Family disagreements, truant from school or college.
- d) Low self-esteem, but irrational behaviour.
- e) Preoccupied on mobile, restless or irritable.
- f) Lies to family members, friends and college staff to conceal behaviour.
- g) Never has any money.

Advice or help can be accessed via:

- a) National Problem Gambling Helpline (0808 8020 133).
- b) Gamble aware website (<https://www.begambleaware.org/>) – generic website offering advice.
- c) Inviting the Young Gamblers Education Trust (YGAM) into school to talk to students or deliver workshops on gambling & social gaming as part of PSHE or school enrichment days. <https://www.ygam.org/> .
- d) All the materials used by YGAM are PSHE quality assured and accredited by ASDAN.

28. WHISTLE BLOWING

1. We recognise that children and young people cannot be expected to raise concerns in an environment where staff do not feel confident to do so.
2. 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 college, they should speak in the first instance, to the Doncaster Council, Children and Young People Safeguarding Team or LADO following the Whistleblowing Policy.
3. Whistle blowing re the Head of College should be made to the Chair of Governors whose contact details are readily available to staff.
4. Ofsted also may wish the LA to investigate any whistleblowing concerns and the college will work with the LA should this arise.
5. KCSIE details Ofsted and NSPCC as additional whistleblowing options.

29. PHYSICAL INTERVENTION

1. We acknowledge that staff must only ever use physical intervention as a last resort, when a learner is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
2. Staff who are likely to need to use physical intervention will be appropriately trained in the Team Teach technique or equivalent training.
3. We understand that physical intervention of a nature which causes injury or distress to a learner may be considered under child protection or disciplinary procedures.
4. The school understands how to report any injuries to staff to the health and safety team.
5. We recognise that touch is appropriate in the context of working with learners, 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.
6. All staff are aware of the role of LADO and what constitutes a referral to LADO following any allegation of using force or restraint.

30. INTERNET SAFETY

1. We ensure appropriate filters and monitoring systems are in place to protect learners when they are online on the school or college's IT systems or recommended resources. CUC Limited are the IT professionals who monitor our filters.
2. Recognise some young people may require additional support following any blocked content coming to light, the school has an online safety officer who can be contacted: Sharon McCusker 07429943136.

3. We have a named officer with the technical knowledge to maintain safe IT arrangements. Jason Brown at CUC Solutions
4. The UK Council for Internet Safety provides information to help governing boards and proprietors assure themselves that any new arrangements continue to effectively safeguard learners online.
5. The UK Safer Internet Centre's professional online safety helpline also provides support for the children's workforce with any online safety issues they face. Local Authorities may also be able to provide support.
6. The LOCYP Safeguarding team provides advice and guidance on all safeguarding online concerns – email cysssafeguardingsupport@doncaster.gov.uk:
7. If there are any immediate safeguarding concerns raised regarding significant harm, the safeguarding lead should follow safeguarding procedure as appropriate and contact MAAP team, police, and/or South Yorkshire Prevent team following the procedures contained within the sections above.

31. ANTI - BULLYING

1. The Ridge Employability College adhere to DfE Statutory Guidance https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf (July 2017)
2. Our college 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.
3. We are guided by DfE documentation Teaching Online Safety in Schools https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf
4. We record all incidents of cyber bullying in accordance with DfE Statutory Guidance
 - a. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Head_Teachers_and_School_Staff_121114.pdf
5. We keep a record of known bullying incidents. All staff are aware that learners with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse. We keep a record of bullying incidents.
6. Internet Safety/E-Safety – The college has an e-safety policy in place.
7. Abuse is Abuse and should never be passed off as 'banter' or 'having a laugh'.
8. The conduct of staff/learners/parents/carers using social media are outlined in a separate social media policy.
9. We have CEOP trained staff in college and take part in National and local activities to reduce bullying.
10. Sexting/Youth Produced Imagery – we include reporting of any sexual images within our policy.
11. The CEOP eye is promoted and visible on the college website so all young people know how to report any inappropriate content received on-line.

12. We have recognition of the gendered nature of peer-on-peer abuse (i.e., that it is more likely that girls will be victims and boys' perpetrators), but that all peer-on-peer abuse is unacceptable and will be taken seriously.
13. The different forms of peer-on-peer abuse is understood i.e.:
 - a) sexual violence and sexual harassment
http://doncasterscb.proceduresonline.com/chapters/p_sexually_harm_behav.html?zoom_highlight=sexual+harmful+behaviour
 - b) physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - c) sexting/youth produced imagery: The college takes sexting very seriously and has a separate policy to address this. The DfE provides searching screening and confiscation advice for schools and colleges. The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published sexting advice for schools and colleges
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf ; and
 - d) initiation/"hazing" type of violence and rituals (forcing someone to perform humiliating/dangerous actions).
 - e) Upskirting – *"changes to the Voyeurism (Offences) Act 2019 criminalises the act of 'up skirting'. The [Criminal Prosecution Service \(CPS\)](#) defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders."*
 - f) Serious Violence – *"All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these."*

32. RACIST INCIDENTS/ HOMOPHOBIC/ BI-PHOBIC / TRANS-PHOBIC LANGUAGE /EQUALITY ACT 2010 PROTECTED CHARACTERISTICS

Hate crime.

1. Our policy on Equality includes racist incidents and 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.

2. CPOMs is used as a reporting system to record any incidents in line with the latest DfE guidance.
3. The DSL understands how to report Hate Crime.

LGBTQ support

- The DSL understands how to support young people and families to access LGBTQ support through family and Youth Hubs. Young people requiring additional support may access CAMHS provision or School Nursing services. Doncaster Support Services & Referral Pathway
<http://buy.doncaster.gov.uk/Page/12408>

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

- The college curriculum reflects opportunity to explore difference and celebrate diversity.
www.theridgecollege.co.uk

Trans Young People - An individualised approach (updated May 2020)

The Ridge Employability College plays a vital role in supporting LGBT children and young people.

We create an inclusive environment where all learners feel welcome and valued.

Given the breadth of trans identities and experiences, it is important that any support offered to a trans child or young person starts with identifying their individual needs. The DSL is responsible for ensuring the voice of the child/young person remains at the centre and is listened to. The DSL role, in line with DfE requirements, is to ensure staff are trained, referral pathways are available, and the safeguarding procedures contained within this policy are followed. The DSL will share all support services available to Doncaster children, young people, families and carers and may liaise with the CAMHS practitioner and named nurse where appropriate. The DSL will consider a whole school approach and seek additional advice if required from Professionals listed within LGBTQ : Doncaster Support Services & Referral Pathways
<http://buy.doncaster.gov.uk/Page/12408>

The DSL will consider the whole college approach and seek additional advice if required by emailing: cypssafeguardingsupport@doncaster.gov.uk

Stonewall also has guidance for schools and settings on supporting LGBT children and young people, including dedicated sections on supporting trans children and young people. It can be found below. The school will continue to work in partnership with all to ensure all children and young people feel supported and our LGBTQ community feel safe.

https://www.stonewall.org.uk/system/files/cymru_introduction_to_supporting_lgbt_young_people_english.pdf

33. 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 sub-paragraph (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. [14]

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

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

<http://hopeforjustice.org/>

34. PREVENTING 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.

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 and any behaviour from staff or pupils that may point to concerns relating to radicalisation/extremism will be discussed with the CYPO immediately, or if unavailable to call 101. If travel abroad is a suspected/immediate threat, staff are aware to call 999/MAAP one front door service and they also have access to the confidential anti-terrorist hotline 0800789321. The South Yorkshire Police PREVENT team will also provide a response to any PREVENT related concerns - Prevent Inbox: Prevent_Inbox@southyorks.pnn.police.uk . or complete the referral form below:



Prevent National
Referral Form FINAL

PREVENT

PREVENT is part of the UK's counter terrorism strategy. It focusses 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.

Responding to PREVENT concerns during C19.

Any partner who identifies a person they consider is 'vulnerable to being drawn in to terrorism' should be referred for Prevent assessment via Prevent_Inbox@southyorks.pnn.police.uk – this remains unaffected and will continue to be monitored Monday – Friday 8am – 4pm. Outside these hours please contact 101 or 999 in the case of an emergency.

Schools and colleges 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.



Channel Protocol -
Doncaster 2018.docx

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 college 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/setting. <https://www.gov.uk/report-terrorism> and we will share information with South Yorkshire Prevent Team

The Doncaster CYPOS listed above may also support **low level** advice:

CYPO realignment

EAST

PC 3362 RACHEL ELY-HISCOCK

Hungerhill Academy
Armthorpe Academy
Ash Hill Academy
Trinity Academy
Campsmount

WEST

PC 1585 LEE DODDS

Don Valley Academy*
Outwood Academy - Adwick
De Warenne Academy
Ridgewood School
Sir Thomas Wharton Academy
Laurel Academy – Mexborough
OpenCast Bentley*
Pennine Way Community School*
Stonehill Community School*

CENTRAL

PC 2119 LOU GREEN

Danum Outwood Academy
Astrea Academy Balby Carr
The Levett Schools (Upper and Lower)
NBEC
Hill House
Hayfield Academy
New College*
The Hub*
Heatherwood School
Mapel Medical PRU

CENTRAL

Vacant

Rossington All Saints
Hall Cross Academy
McAuley School
St Wilfreds Academy
Doncaster Community Specialist College (deaf school)
XP School
Engage
Enhancement

Staff are aware of the PREVENT agenda and understand the Doncaster Channel Process

The college has undertaken a prevent self-assessment and all staff are aware of spotting the signs.

- The college SMSC curriculum explores shared values and beliefs.
- The college includes Educate Against Hate <http://www.educateagainsthate.com/>
- College leaders have completed a PREVENT self-assessment (see Buy Doncaster – Children’s Safeguarding Team PREVENT resources)

- The designated safeguarding lead will access 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
- Young people and parents/carers understand how to report terrorist and/or extremist, illegal or harmful information.

35. 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 college recognises the areas where FGM is prevalent and works in partnership with agencies to safeguard any learner 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 DSCP training on FGM and the designated safeguarding teacher includes FGM in whole school safeguarding training. Any learners attending/starting college from one of the most prevalent areas where this is practiced will seek advice from school nursing / DCST MAAP 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 2020 – Part 1.

Designated safeguarding leads understand local DSCP 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/>

36. 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 a concern.

37. 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.

38. 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.

(National Minimum Standard for Private Fostering DFES 2005)



Think Private
Fostering.docx

All staff are aware of the Think Private Fostering flowchart and how to refer any cases to the DSL lead or the Private Fostering Team.

More information is on the website:

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

To notify the DCST of a private fostering arrangement or proposed arrangement, or for general information relating to private fostering please contact:

Katie Fisher – Fostering Team Manager 01302 735060 Katie.Fisher@dcstrust.co.uk

39. DOMESTIC ABUSE

Domestic Abuse is a priority, and the setting follows DSCP safeguarding procedures.

[Domestic Violence and Abuse \(proceduresonline.com\)](http://www.proceduresonline.com)

(checked 10th February 2021)

Also see procedures at **ANNEX D**

All staff recognise the signs of domestic abuse and understand domestic violence abuse is child abuse. All staff know how to refer concerns to the DSL lead. The one front door provides professional advice, and the DSL will liaise with the MAAP service. Schools and colleges also have knowledge of the Domestic Abuse Hub and can signpost anyone to this service. Training is also provided by Andrea Hamshaw and details are available at www.doncaster.gov.uk/domesticabuse (checked 10th February 2021) or by contacting Andrea.hamshaw@doncaster.gov.uk

We recognise partnership work is required to support children and young people living in households where domestic abuse is present (or DV) and recognise young people to adult and peer on peer abuse.

Information on the DASH (Domestic Abuser Stalking and Harrassment) Risk Assessment and MARAC (Multi Agency Risk Assessment Conference) processes are also available through contacting the DA Hub or training via Andrea Hamshaw.

We embrace best practice and offer all learners access to pastoral care when they need to talk. The college recognises that for some young people they may not talk or seem less communicative, and Informed Trauma is recognised.

Young people's advocates are available. We recognise adverse experiences and how trauma may display itself. Staff are trained on professional curiosity, healthy scepticism, start again syndrome and disguised compliance.

Family centres and links to early help and localities is promoted within the college and guidance available for parents/carers on how to access support services.

Professional curiosity and understanding families and contextualised safeguarding enables a greater shared understanding of possible risks. When in doubt the college will always share concerns and consider adults who pose a risk in the interest of safeguarding and ensure monitoring and catching moments to offer support is considered.

The college learns from serious case reviews, (e.g., Daniel Pelka) attends regular training and reviews practice against DSCP procedures to ensure all children, young people and families are safeguarded.

Information is also available from the DMBC website in relation to Domestic Homicide Reviews (DHRs) where deaths in relationships have occurred and support lessons to be learned by all staff. The Domestic Abuse Protocol is also available on the DMBC website to support all settings in recognising signs, support available and signposting.

Operation Encompass

Designated staff have an understanding of Operation Encompass and have attended a briefing. This college is committed to the initiative and signed the appropriate agreement.

<https://www.operationencompass.org/>

40. SUBSTANCE MISUSE

Substances misuse policy should incorporate the possession and or use of such drugs in college, during the college day or while travelling to/from college is inappropriate. The drugs/substances covered by this policy are not to be bought, sold or otherwise exchanged or brought onto college premises during the college day, or while pupils are on school visits. Individual exceptions may be made for learners who require prescription medicines where appropriate.

College is a 'Smoke Free Environment' that includes banning smoking (including use of e-cigarettes) on college premises and grounds for all college events and activities before and after college and includes signposting information for quit smoking support.

A spiral programme of PSHE should be delivered by staff who are trained to deliver the subject and have the knowledge, confidence and skills to deal with subject matter that can be sensitive and personal. Drugs, alcohol and tobacco education is a requirement as part of Health Education (Statutory from September 2020). Schools and colleges should include evidenced based and quality marked content and resources. The Doncaster Public Health team collate quality assured resources for use in schools and

colleges, links are available through the Doncaster Healthy Learning, Healthy Lives programme; www.healthylearningdoncaster.co.uk

The college keeps in tune with local issues relating to substance misuse, through participation and use of Pupil Lifestyle Survey data and any local campaigns such as “Nitrous Oxide gas canisters” August 2020. We use National Online Safety updates to communicate the dangers to learners, parents/carers and staff.

Further support including guidance on developing or reviewing health and wellbeing policies is available from the public team by contacting PUBLIC HEALTH: publichealthenquiries@doncaster.gov.uk | Tel: 01302 734581 or healthylearning@doncaster.gov.uk

Appropriate referrals will be made to Project 3 <https://www.rdash.nhs.uk/services/our-services/children-young-people-and-families-doncaster-community-integrated-services/project-3/> / school nursing and additional agencies, if required.

41. HIDDEN HARM

The Governments ‘Hidden Harm’ reports (ACMD 2003, 2007) revealed the large numbers of children and young people across the UK living with parents who misuse drugs – an estimated 200,000.

For some of these vulnerable learners, attendance at school or college 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 and young people if they are also taking on a carer role for parents or siblings. Learners 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/MAAP service and work with partner agencies and Project 3 so learners 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 and young people. However, for some family’s 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 or young person at every age from conception to adulthood. It is therefore essential that the implications for each child or young person in the family are carefully assessed and guidance followed as detailed in the Doncaster Hidden Harm Strategy:

42. PROCEDURE FOR MANAGING ALLEGATIONS AGAINST STAFF, CARERS AND VOLUNTEERS

1. The college follows the agreed DSCP local procedures for Procedure for Allegations Against Staff, Carers and Volunteers:
 - a. <https://dscp.org.uk/professionals/allegations-against-people-who-work-children>
2. Procedures in the event of an allegation against a member of staff or person in college. Please also refer to the DCSP LADO page as above.
3. These procedures must be followed in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has: -
 - a) behaved in a way that has harmed or may have harmed a child or young person.
 - b) possibly committed a criminal offence against or related to a child or young person.
 - c) behaved in a way that indicates s/he is unsuitable to work with children and young people.

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

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

The role and function of the Local Authority Designated Officer (LADO) is set out in statutory guidance (*Working Together to Safeguard Children 2018 and Keeping Children Safe in Education September 2020*) and included within the wider framework for inter-agency cooperation as set out in Section 11 Children Act 2004.

Doncaster Safeguarding Children Partnership reviews procedures on a regular basis – All procedures are available on-line. Section 3.2 (on-line procedures) refers to the procedure for responding to allegations against staff, carers and volunteers, provides guidance on how to deal with allegations against staff.

<https://dscp.org.uk/professionals/allegations-against-people-who-work-children>

The objective of the **LADO** role and function is to ensure that there is a coordinated and timely response to concerns that an adult has:

1. Behaved in a way that has harmed a child(ren) or young person (people) in a way that indicates he/she would pose a risk of harm to children;

2. Where he/she possibly has committed a criminal offence against or related to a child(ren) or young person (people) or;
3. Behaved towards a child (ren) or young person (people) in a way that indicates he/she would pose a risk of harm to children or young people.
4. These are the criteria for a direct referral to the LADO.

The LADO role is also established to provide advice and guidance to schools, colleges and academies to help them decide whether a referral is necessary in accordance with the criteria above, or whether other action is more appropriate given initial findings. Where referral criteria are met, the LADO role facilitates a monitoring and tracking process, arranges strategy meetings and liaises with the police and other agencies in accordance with individual circumstances.

The focus of activity is on the adults who are the subjects of concerns and ensuring that investigation processes are applied in continuous and consistent ways. Where concerns exist that a child or young person is suffering or likely to suffer significant harm the matter must be referred immediately and as a matter of priority, to the Children's Services Trust Multi Agency Access Point (MAAP) and not the LADO.

LADO arrangements in Doncaster

The local authority has commissioned the Children's Trust to provide the LADO service in accordance with the criteria for referral set out above.

Direct referrals to the LADO must be made by the Head Teacher in schools or academies, and the Principal in colleges, usually in consultation with the designated safeguarding lead, where there is reasonable cause to believe that one or more of the criteria set out above are met. It is important that referrals are made by the Head Teacher or Principal to ensure that accountability requirements are maintained in accordance with current statutory guidance. Referrals must be made without undue delay.

The LADO referral form can be accessed from the on-line DSCP procedure manual.

<https://dscp.org.uk/professionals/allegations-against-people-who-work-children>

The Doncaster Council Children and Young People Safeguarding Inbox details are EducationSafeguarding@doncaster.gov.uk (please note this will show up as "EduSafe@.....")

All staff understand the new procedures outlined in the leaflet (Appendix A)

Head Teachers and Principals or other education staff should not investigate the matter by interviewing the person against whom an allegation has been made, the child or potential witnesses, but should only gather sufficient information to establish whether there is enough credible information to determine whether the criteria for referral have been met (this is known as a 'fact find'). **Where there is a concern a child may be at risk of harm, referrals must not be delayed in order to gather information:**

1. Obtain written details of the allegation, signed and dated by the person receiving the complaint, or allegation and any other relevant person at the point the allegation has been made;

2. Countersign and date the written details;
3. Record discussions about the child and/or member of staff, any decisions made, and the reasons for those decisions;
4. Decide whether any immediate action needs to be taken to safeguard any child or whether an urgent referral needs to be made to either the Children's Services Trust and/or the Police;
5. The adult against whom an allegation has been made must not be informed of the allegations before joint consideration has been given to the implications this may have on any subsequent investigation by the police and/or LADO.

College referrals

Where a concern is identified in a college regarding the conduct of an adult towards a child or young person, it is for the Head of College to determine whether a referral to the LADO is required. If one or more of the criteria set out above are met, a referral must be made within **one working day** using the referral form (Annex A).

If advice is required at the initial stage the Doncaster Council Children and Young People Safeguarding service can be contacted.

EducationSafeguarding@doncaster.gov.uk

or to speak to team staff directly:

Sarah Stokoe – Safeguarding Manager on 01302 736743.

Gill Whiteman on 01302 862115 / Mobile: 07866 032788

Dana Kelly on 01302 736179

If the criteria set out above are met to make a direct LADO referral the LADO will also be able to provide advice on any further actions or steps that may need to be considered before a strategy meeting is convened.

It is the responsibility of the Head of College or Principal (or in their absence the Deputy Head of College or Deputy Principal) to make the referral.

Where the concern relates to the Head of College or Principal it will be the responsibility of the chair of governors, board or committee to make the referral or to seek further advice from the LADO.

The LADO will not be able to respond to referrals made by designated college staff as it will always be expected that referrals will be made either by the Head of College, Principal, or Chair of Governors, Board or Committee. This is in line with current statutory guidance and will ensure that accountabilities are maintained. Where schools or colleges have identified other issues, but there is doubt that the criteria set out above for direct referral to the LADO have not been met, further advice can also be obtained from the Doncaster Council Children and Young People Safeguarding Service. It should be noted that this is not the LADO service (as this is commissioned by the council from the Trust in accordance with the arrangements set out above). However, the Children and Young People Safeguarding service is available to provide advice and guidance on matters of concern where it is not felt they meet the criteria for direct LADO referral. This service is not established to provide immediate feedback to schools and colleges, and this should be borne in mind when contacts are made. Staff within the

Doncaster Council: Children and Young People Safeguarding service will maintain a rota of availability in order to respond to contacts within a reasonable time.

Where contacts are made and it is felt that the information provided indicates that the criteria for LADO referral are met, the matter will be referred by the college direct to LADO.

Where referrals to the LADO service are made, it is expected that agencies will act in accordance with the advice, guidance and direction provided by the LADO service.

Referral and contact process.

Contacts

LADO, Mary Woollett Centre, Danum Road, Doncaster, DN4 5HF

Tel: [01302 737748](tel:01302737748) or [01302 737332](tel:01302737332) Email: LADO@dcstrust.co.uk

Recording, monitoring and tracking

The LADO service will maintain a confidential system to monitor and track the progress of referrals in line with Data Protection requirements. Referral information relating to schools, colleges and academies will be routinely shared with the Head of Service for LOCYP.

Schools, colleges and academies must ensure that the records they keep meet confidentiality standards which respect the confidentiality of the alleged victim(s) and/or the alleged adult perpetrator of harm to a child or young person. Records should only contain factual information about the alleged perpetrator and care must be taken not to incorporate information about the alleged victim(s) into this record (which should be kept separate).

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:

1. Ensure that allegations are dealt with expeditiously and in a fair manner;
2. Ensure that where staff are not suitable to work with children or young people 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 (See Annex A)

1. The college 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.
2. The named person to manage all allegations is the Head of College (unless the allegation is against the Head of College)
3. The college will ensure that staff adhere to a published code of conduct and other professional standards at all times, including after college activities. Staff are aware of social media/on-line conduct.
4. The college 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 DSCP, LADO and HR Policy and Procedures.
5. The college 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 learners and parents/carers following the model LA Code of Conduct. Adequate risk assessments are in place for extended college, volunteer and holiday activities. (Exeant system)
6. Staff are confident to report any misconduct. .
7. All staff are aware of their Duty of Care and know how to respond to medical/first aid needs.

8. In the event of allegations of abuse being made against the Head of College and/or where the Head of College is also the sole proprietor of an independent school, allegations should be reported directly to the local authority designated officer (LADO) without delay and within one working day.

43.SAFER RECRUITMENT, SELECTION AND PRE-EMPLOYMENT VETTING – COVID19

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children’s workforce or gain access to children. If schools and colleges are recruiting new staff, they should continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of KCSIE. In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where schools and colleges are utilising volunteers, they should continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Regarding members of the school or college workforce already engaging in regulated activity and who already have the appropriate DBS check, there is no expectation that a new DBS check should be obtained where that member of the workforce temporarily moves to another school or college to support the care of children. The type of setting on the DBS check, for example a specific category of school, is not a barrier. The same principle applies if childcare workers move to work temporarily in a school setting. The receiving institution should risk assess as they would for a volunteer (see above). Whilst the onus remains on schools and colleges to satisfy themselves that someone in their setting has had the required checks, including as required those set out in part 3 of KCSIE, in the above scenario this can be achieved, if the receiving institution chooses to, via seeking assurance from the current employer rather than requiring new checks.

Schools and colleges must continue to follow their legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

Schools and colleges should continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral. During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk. All referrals received by the TRA will continue to be considered. Where referrals on serious safeguarding matters are received and it is deemed that there is a public interest in doing so consideration will be given as to whether an interim prohibition order (IPO) should be put in place. The TRA will continue to progress all cases but will not schedule any hearings at the current time.

Whilst acknowledging the challenge of the current environment, it is essential from a safeguarding perspective that any school or college is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, schools and colleges must continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE. The SCR can, if a school or college chooses, provide the means to log everyone that will be working or volunteering in a school or college on any given day, including any staff who may be on loan from other institutions. The SCR can also, if a school or college chooses, be used to log details of any risk assessments carried out on volunteers and staff on loan from elsewhere.

1. The college pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSiE (2020), including the recommendation of Section 128 checks for Governors and/or those responsible for the management of a college setting.
2. The college 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.
3. All recruitment materials will include reference to the college's commitment to safeguarding and promoting the wellbeing of learners.
4. The college will ensure that all recruitment panels include at least one person

that has undertaken safer recruitment training as recommended by the Local Authority.

5. The college will ensure that a person who is prohibited from teaching will not be appointed to work as a teacher in the college.
6. The college 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 college's HR Provider.
7. A change in the law means that Disqualification by Association will only apply on domestic premises. However, Disqualification under the Childcare Act 2006, still applies to staff themselves. Schools and colleges must no longer ask about the cautions or convictions of someone living or working in their household. Disqualification under the Child Care Act still applies to staff themselves who work in a childcare capacity, whether paid, volunteer or are on work placements. Relevant staff are those working in childcare, or in a management role because they are: working with reception age children at any time; or working with children older than reception until age eight, outside school hours. Keeping Children Safe in Education (DfE, 2020) paragraph 136 also refers to disqualification: "For staff who work in childcare provision or who are directly concerned with the management of such provision, the school needs to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2009.

44. SAFEGUARDING TRAINING & SUPPORT – for staff during COVID 19

All existing college staff have had safeguarding training and have read part 1 of KCSIE. The important thing for these staff will be awareness of any new local arrangements so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter the college, they should continue to be provided with a safeguarding induction. An up-to-date child protection policy will support this process as will part 1 of KCSIE.

The existing college workforce may move between colleges on a temporary basis in response to COVID-19. The receiving college should judge, on a case-by-case basis, the level of safeguarding induction required. In most cases, the existing workforce will already have received appropriate safeguarding training and all they will require is a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

Any safeguarding training requests can be emailed to cypssafeguardingsupport@doncaster.gov.uk

All staff members should be aware of systems within our college that support safeguarding, and these will be explained to them as part of our staff induction. This includes: the college's safeguarding and child protection policy; the college's safer

working practice document, the college'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 Sharon McCusker and Debra Whittington. Staff may access union support and health and well-being advice.

Annex B provides DSCP guidance "Guidance on Supporting Adults who disclose non recent (historical) child/young person sexual abuse support for staff".

- Designated Safeguarding staff must have attended the mandatory DSCP 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 and colleges. 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 college will ensure all staff including temporary and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the college. 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 and young people effectively. Access to training can be via the DSCP Training page or Buy Doncaster.
- The Head of College will attend appropriate safeguarding training on a regular basis or termly attend the recommended training sessions/network meetings.
- Governors, including the nominated Governor will attend specific training for their role to maintain DSCP Level 3 Safeguarding status. Designated Safeguarding Lead Network Meetings can be part of this training.
- A printout of the college's training history can be obtained from the college.
- Any training accessed through third party/independent providers must reflect the DSCP protocols and the DSCP minimum standards checklist. This training should be recorded by the college on a separate database and maybe cross-referenced to the single central register SCR.

45.HEALTH & SAFETY

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

The ECP Service contact number is **0300 123 1221** (minor injuries & minor-moderate illness & falls etc.)

In line with HSE & DfE guidance for schools and colleges on first aid provision and reporting and recording accidents including RIDDOR, staff understand the reporting mechanisms in place i.e. Peninsula Business Services and Exeant online and will contact robin.dales@doncaster.gov.uk if in any doubt, or to report serious notifiable injuries (RIDDOR).

Managing medicines

- Managing Long Term Illness / Managing Medicines - The procedures are outlined in the Managing and administering Learner Medication policy. All children and young people with an identified illness have a detailed healthcare plan in line with the DfE requirements.

Appendices



Doncaster Council

Appendix 1

| |
|---|
| DONCASTER LOCAL AUTHORITY - The Ridge Employability College 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 |
|--|---|--------------|-------------------------------------|--------------------------|----------------|
| Action Plan following OfSTED Inspection | Address any issues relating to safeguarding. | | | | |
| | Speak with your lead governor and map Working Together and Keeping Children Safe in Education –RAG rate per section. | | | | |
| | Virtual College S175/157 annual safeguarding report – check actions from previous years and agree any development for safeguarding. | | | | |
| | Consider Full Health Check to review safeguarding via PiL or Sarah Stokoe | | | | |
| | | | | | |

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| | | | | |
| | DSL uses Buy Doncaster resources and also attends relevant training - see CPD guide – additional training sought to ensure regular updates are provided to all the school community. | | | |
| Register of pupils' attendance. | Include targets and links with safeguarding. | | | |
| Attendance Policy | CME | | | |
| Register of pupil's admission to schools | CiC / LAC | | | |
| | EHE | | | |
| | Managed Moves | | | |
| | Several contact numbers for each child (Sept 2018 requirement for improving attendance) | | | |
| | | | | |
| | Support for the inclusion charter mark | | | |
| | | | | |
| | Patterns of absence explored in the context of safeguarding – DSL meets key professionals in school, e.g SENCO | | | |
| GDPR | Security of information. Named data controller. | | | |
| | Record keeping. Sharing of information. | | | |
| Freedom on Information | Security of information | | | |
| | Safe storage of records | | | |
| | Encrypted emails | | | |

| | | | | | |
|---|---|--|--|--|--|
| Single Central Record of Recruitment and Vetting Checks | Ensure all crb references removed from current policies – now the DBS service. KCSIE and DBS checking requirements. | | | | |
| | Recruitment and retention policy – safer recruitment, gaps in employment? Risk assessment in place | | | | |
| | | | | | |
| | Regular audit of staff personnel files conducted, and SCR signed termly by Chair of Governors? | | | | |
| | | | | | |
| | Safer recruitment training undertaken | | | | |
| Child Protection Policy (safeguarding)and Procedures | Detailed procedures familiar to all staff, Governors and volunteers, all of whom have a copy. | | | | |
| | | | | | |
| | All staff know how to access DSCP online procedures. | | | | |
| | | | | | |
| | Model LA safeguarding policy adapted or adopted in the setting. | | | | |
| | | | | | |
| | Updates accessed via buy Doncaster DSL resource bank. | | | | |
| | | | | | |
| Complaints Procedure Statement | Head Teacher, Deputy Head Teacher, Chair and Vice-Chair of Governors to be thoroughly versed. | | | | |
| | | | | | |
| | Clear policy available on the school’s website for all | | | | |

| | | | | |
|--|--|--------------------------|--------------------------|--------------------------|
| | | | | |
| | Serious untoward incidents reported to the LA. | | | |
| | | | | |
| | Any EFA/Ofsted complaints notified via the LA and clear response in place. | | | |
| | | | | |
| 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.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | | |
| School Behaviour Policy | Include measures taken for safeguarding children; cross-reference to physical restraints policy/positive handling. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Behaviour Principles written statement. | | | | |
| | 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. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | First Aid. Administration of medicines. RIDDOR and reporting incidents. Access to ECPs or 999 for injuries. | | | |
| | First Aid Risk Assessment in place | | | |
| | Risk Assessments include measures taken for safeguarding children; evidence of a clear procedure and record keeping systems | | | |
| Home-School Agreements | Include measures taken for safeguarding children | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | | |

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|---|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Minutes of and papers considered at meetings of the Governing Body and its Committees | Includes reviewing and monitoring of safeguarding procedures as a regular item. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Premises management documents | Visitor protocols | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Uncollected children protocol | | | | |
| | Volunteers and contractors in school | | | | |
| Prospectus | Include information on school's duties and procedures regarding safeguarding children; include name of Designated Officer(s) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School/setting Information published on website | Latest safeguarding policy is up to date (no more than 1 year old) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The Safeguarding Curriculum | Include how curriculum contributes to safeguarding children. In addition, a school flow chart for staff to prevent, recognise and respond to: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This could link to: | | | | | |
| Relationship and Sex Education (RSE) | Domestic Abuse | | | | |
| SMSC Curriculum | Young Carers | | | | |
| | Child Sexual Exploitation | | | | |
| | Forced Marriage | | | | |
| | FGM | | | | |
| | Domestic Violence | | | | |
| | Lesbian/Gay/Bi/Questioning-challenging Homophobic, Transphobic or bi-phobic 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 | | | | |
| | Online safety included. | | | | |
| | CEOP Think u Know resources or training accessed | | | | |
| Special Educational Needs | Include reference to safeguarding children, particularly regarding identifying safeguarding needs of individuals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Young Carers | Include how young carers are identified supported and referred to the young carers support service | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Statement of procedures for dealing with allegations of abuse against staff. | Include details of procedures that must be followed if allegations of abuse are made and information for staff involved. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Managing Allegations of abuse against staff | | | | | |
| Staff Discipline, Conduct and Grievance Procedures) | Clear LADO procedures in place and Headteacher is the main contact under KCSIE for all allegations against staff (unless against the Head) | | | | |
| | DSCP online procedures accessed and clear immediate referral to LADO if thresholds are met. | | | | |
| Code of Conduct | In line with the recommended LA Code of Conduct | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | All staff receive a copy. | | | | |

| | | | | | |
|---------------------------------|--|--|--|--|--|
| | Safer working practice guidelines in place to | | | | |
| Managing Long Term Illness | DfE templates used. | | | | |
| Managing Medical Conditions | Specialist training in place | | | | |
| | Triangulation with named school nurses / parents to implement health care plan. | | | | |
| Suicide Prevention Policy | Papyrus (Prevention of Young Suicide) Safer Schools Guidance is implemented. | | | | |
| 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 | | | | |
| Emergency Planning | The school has a robust Emergency Plan in place | | | | |
| Serious Untoward Incident (SUI) | The school is aware of how to investigate any near misses and completes the LA SUI where appropriate | | | | |

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|---|--|--|--|--|--|
| DONCASTER RECOMMENDED CROSS REFERENCING OF SAFEGUARDING POLICY TO THE FOLLOWING: | | | | | |
| Anti-Bullying Policy | Agreed school definition in line with DSCP/LA definition | | | | |
| | Doncaster anti-bullying charter mark | | | | |
| | Peer mentoring policy | | | | |
| | Policy makes reference to homophobic bullying. | | | | |
| | Reporting and recording procedures in place | | | | |

| | | | | | |
|---|--|--|--|--|--|
| <p>Safe working practices for the protection of children and staff in education settings - boundaries to professional behaviour</p> <p>LA Code of conduct</p> | <p>Common staff approach in tackling homophobic language and any incidents of bullying</p> | | | | |
| <p>Internet access and use</p> <p>e-safety</p> <p>E-SAFETY POLICY</p> | <p>*include in department handbooks guidance about which behaviours constitute safe practice and which behaviours should be avoided.</p> | | | | |
| | <p>Conduct and what constitutes a referral to LADO</p> | | | | |
| | <p>Include clear rules regarding what is permissible for staff and pupils and pupil supervision requirements.</p> | | | | |
| | <p>Social media policy communicated with parents.</p> | | | | |
| | <p>Staff clear on how to stay safe online.</p> | | | | |
| | <p>DSL aware of legal support where needed</p> | | | | |
| <p>Loss/Divorce/Separation Bereavement Policy</p> | <p></p> | | | | |
| <p>Suicide Prevention Policy</p> | <p></p> | | | | |
| <p>Support for Mental Health and Wellbeing Policy</p> | <p></p> | | | | |
| <p>Out of school visits</p> | <p>Include explicit references to safeguarding children.</p> | | | | |
| <p></p> | <p>Care Taken within risk assessments to rooms, transport arrangements etc.</p> | | | | |
| <p></p> | <p></p> | | | | |
| <p></p> | <p></p> | | | | |
| <p></p> | <p>Clear registers and communication between class and club in place and parents provide emergency contact number.</p> | | | | |
| <p>After school clubs</p> | <p></p> | | | | |

| | | | | | |
|--|---|--|--|--|--|
| Use of photography and video recording | <p>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.</p> | | | | |
| | (See DSCP policies and procedures) | | | | |
| | Clear to protect LAC/CiC. | | | | |
| | Safe entry/exit at key times of the year to ensure children always leave with the appropriate adult | | | | |
| Recruitment Procedures | <p>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.</p> | | | | |
| | CPD training record. | | | | |
| | | | | | |
| Staff and departmental handbooks | <p>Induction guide – specific for safeguarding children available (safeguarding policy front sheet). Example lanyard/poster in reception.</p> | | | | |
| | Include measures school takes for safeguarding children | | | | |
| Positive Handling | <p>Clear procedures based on Team-Teach principles or similar should be referenced for more extreme behaviours. Clear recording systems should be in place</p> | | | | |
| Whistleblowing | <p>Clear information for staff on steps to take if they have concerns about persons working in school.</p> | | | | |
| | Ofsted whistleblowing procedures | | | | |

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

Revised 30/12//2019

Author: Sarah Stokoe – LA/DMBC

Review Date: September 2021 (Or when changes occur)

OPTIONAL FRONT SHEET FOR SAFEGUARDING CHILDREN AND YOUNG PEOPLE POLICY

(DONCASTER SCHOOL/SETTING NAME) * ADD SCHOOL NAME HERE
SAFEGUARDING CHILDREN AND YOUNG PEOPLE POLICY FRONT SHEET

Safeguarding Children Policy Front Sheet

Name of Setting:
Academic year: 2020

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:

Put photo here

The Designated Safeguarding Lead / Child Protection Lead is
Name:

Their tel no:/mobile is...

Put photo here

The Deputy Designated Safeguarding Lead (s)is (are)
Name:

Their tel no:/mobile no is

Put photo here

Your named School Nurse is....

Your named CAMHS worker is.... Your named EPS worker etc....

Any allegation or disclosure involving someone who works with children in a paid or voluntary capacity must be reported directly to the Head Teacher 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 DSCP Policies and Procedures and contact the LADO.

ANNEX A BEST PRACTICE RECORD KEEPING – DOCUMENT EXAMPLES

(Some schools may compliment using CPOMS)

INFORMATION / FRONT SHEET EXAMPLE

| | | | | | |
|---|------------------------------|--|-------------------------------|-------------------|--|
| Name: | | DOB: | Class/Form: | Ethnicity: | |
| Home Address: | | | Telephone: e mail: | | |
| Status of file and dates: | | | | | |
| OPEN | | | | | |
| CLOSED | | | | | |
| TRANSFER | | | | | |
| Any other child protection records held in school relating to this child/child closely connected to him/her? YES/NO WHO? | | | | | |
| Members of household | | | | | |
| Name | Age/DOB | Relationship to child | Homework | Contact No | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Significant Others (relatives, carers, friends, child minders, etc.) | | | | | |
| Name | Relationship to child | | Address | Tel No | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Other Agency Involvement | | | | | |
| Name of officer/person | Role and Agency | Status of Child EHAF/ CPP/LAC/CIN | i.e., Tel No | Date | |
| | | | | | |
| | | | | | |
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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 (e.g., pupil file, serious incident book)?</p> | |
| <p>Should a concern/ confidential file be commenced if there is not already one? Why?</p> | |

| | |
|---------------------|--|
| Signed | |
| Printed Name | |

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: | |

ANNEX B - 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.

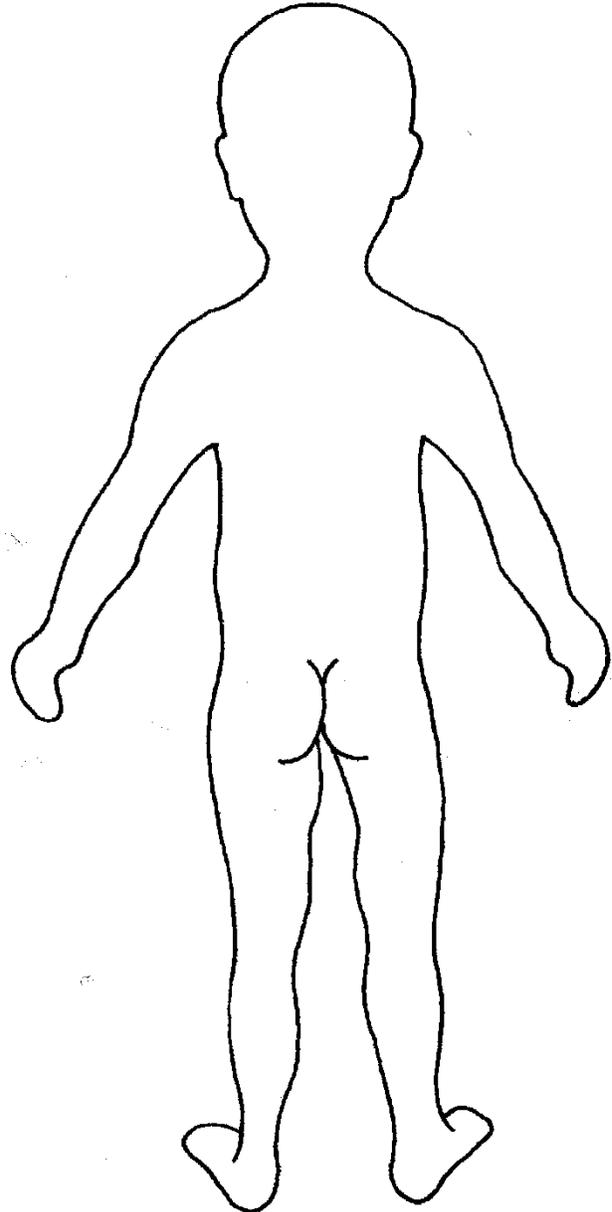
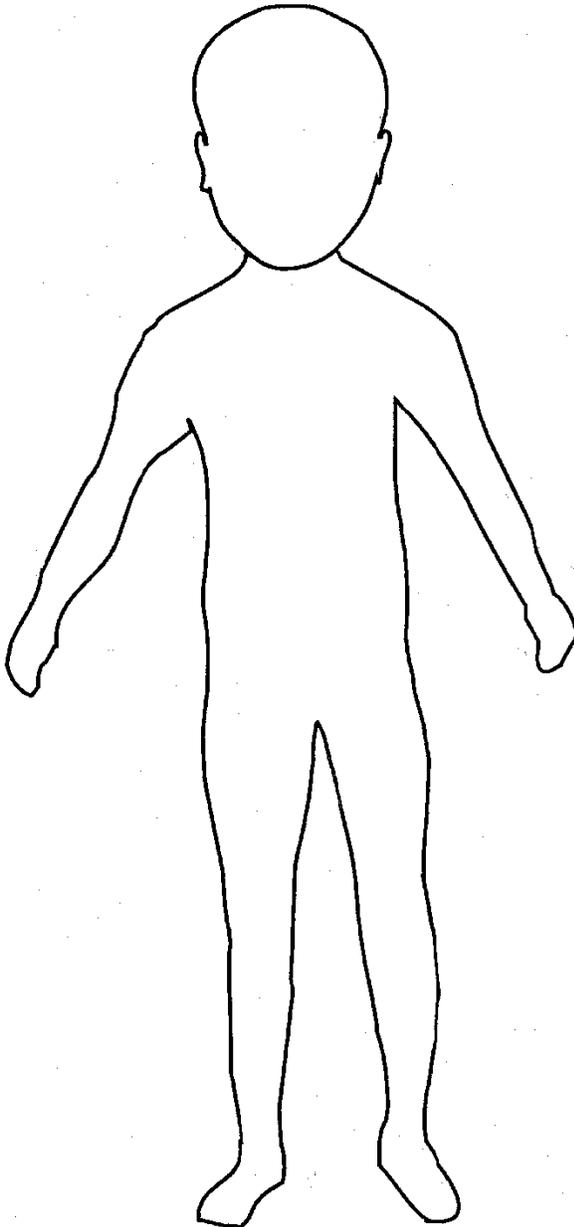
BODYMAP

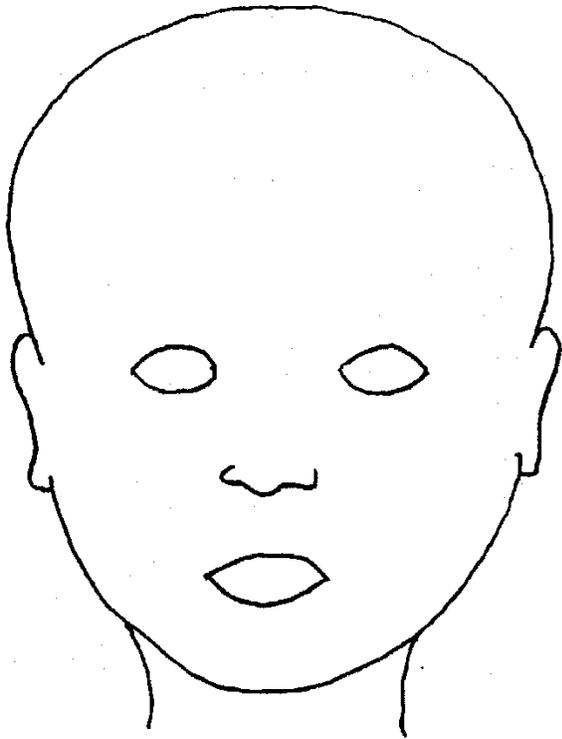
(This must be completed at time of observation)

Names for Child: _____ Date of Birth: _____

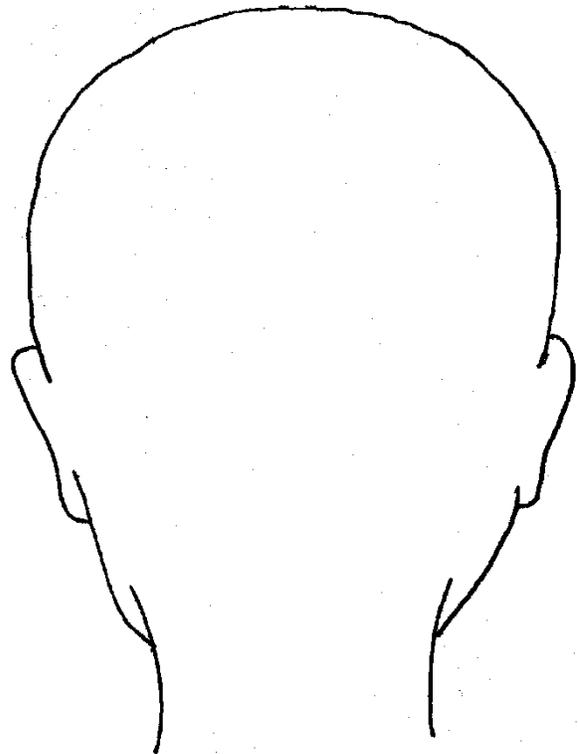
Name of Worker: _____ Agency: _____

Date and time of observation: _____

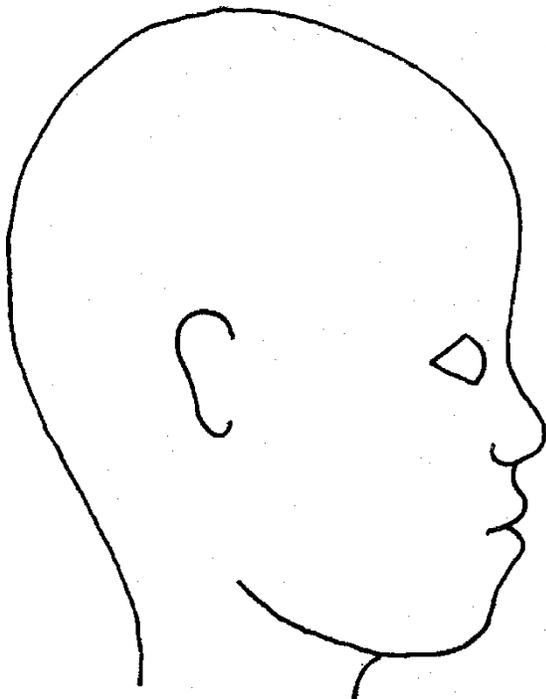




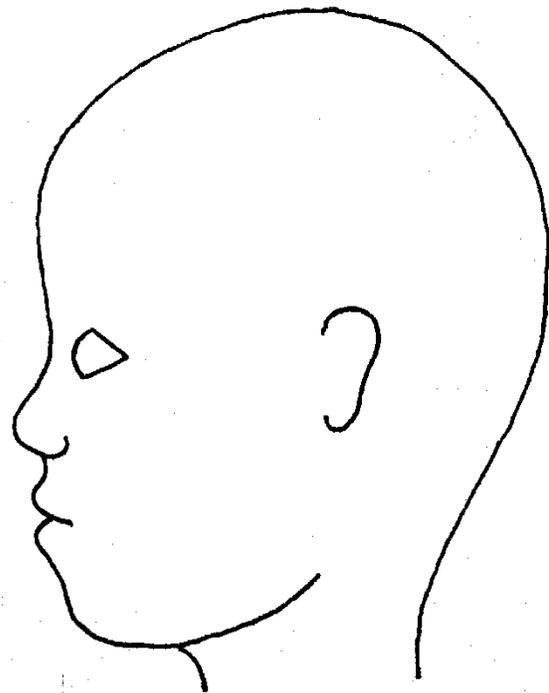
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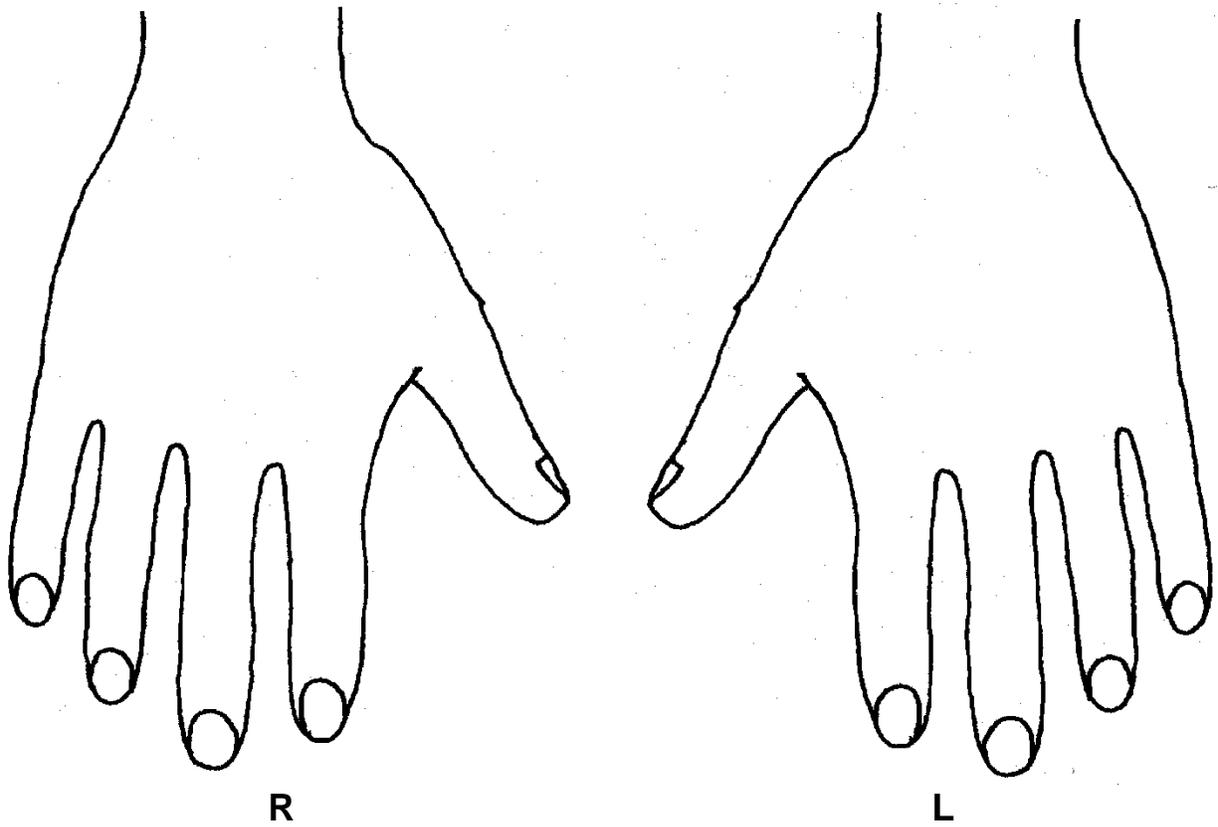
BACK



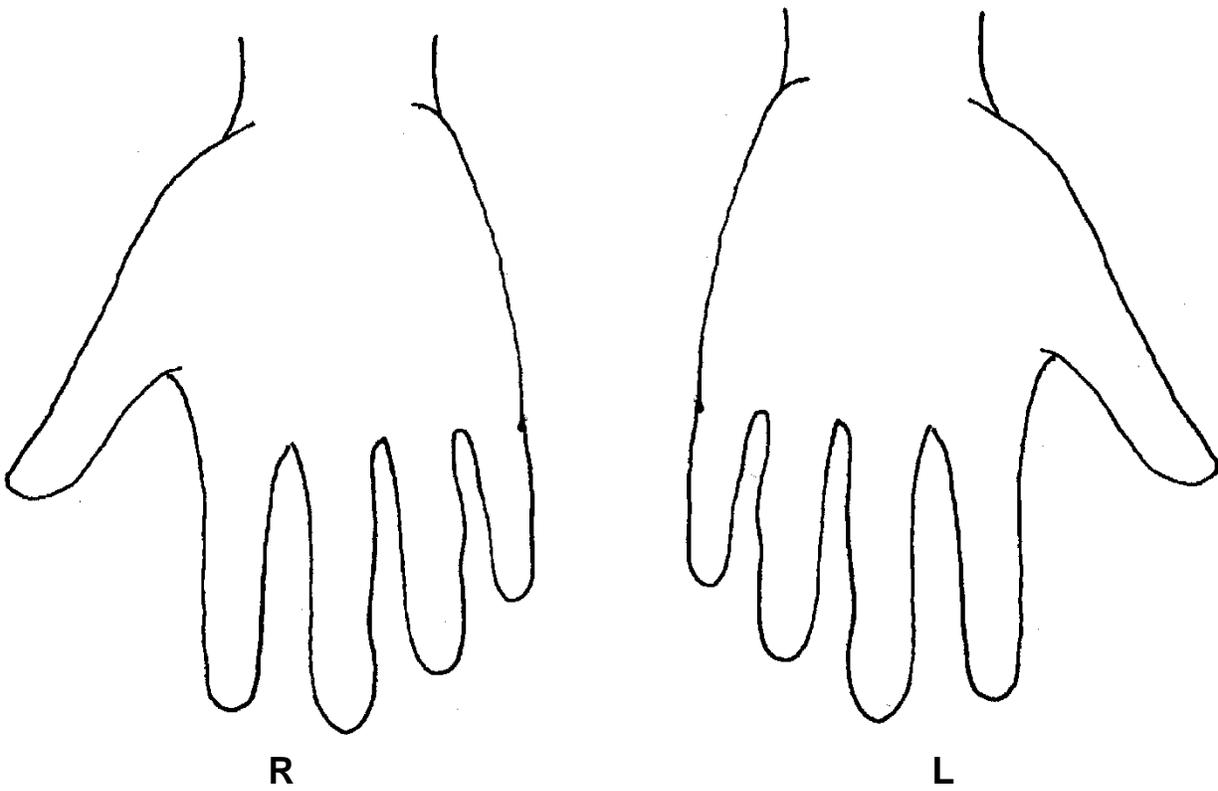
RIGHT



LEFT



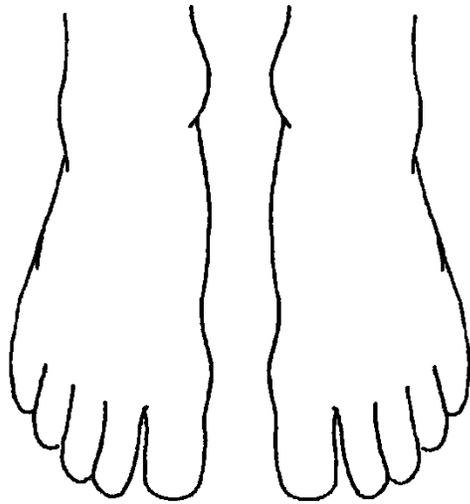
BACK



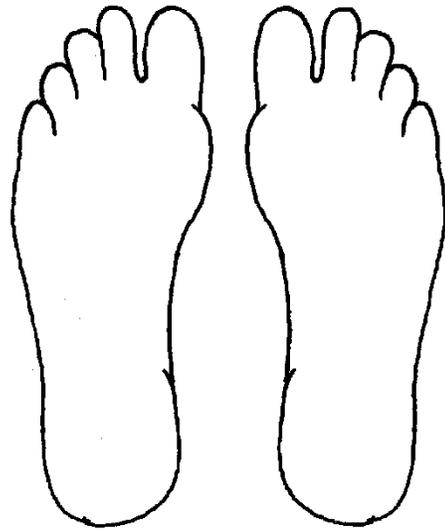
PALM

Name of Child: _____

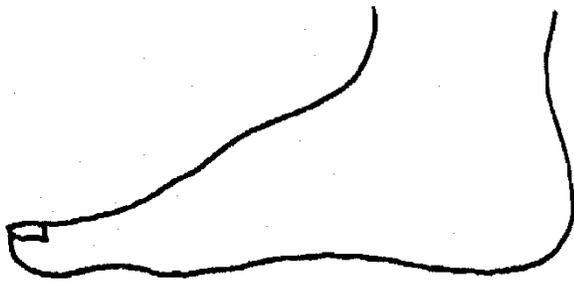
Date of observation: _____



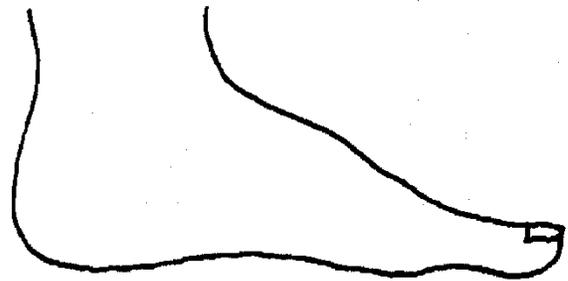
R TOP L



R BOTTOM L



R

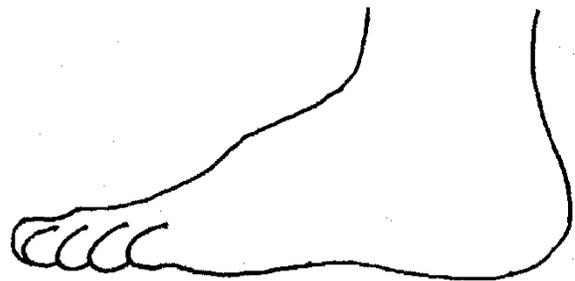


L

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 Head Teacher, Deputy Head Teacher, 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 an 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? | | |

| | | |
|--|--|--|
| <p>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?</p> | | |
| <p>If meetings relating to the child and their family have been called did school:</p> <ul style="list-style-type: none"> 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>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> <ul style="list-style-type: none"> 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. 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? | | |

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.

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:

LADO
Mary Woollett Centre
Danum Road
Doncaster
DN4 5HF

LADO Tel: 01302 737748
LADO Administrator Tel: 01302 737332
 email: LADO@dcstrust.co.uk

Education related enquiries may be emailed to
educationsafeguarding@doncaster.gov.uk
 or contact Sarah Stokoe Gill Whiteman or Dana Kelly

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:

- 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 will 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 video/telephone calls 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.

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

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.

LADO
01302 737748



Doncaster Children's
Services Trust

<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

or

Children's Services
Multi Agency Access Point
01302 737777

**LADO details Monday, Tuesday &
Thursday – CAROLINE TANNER**
Wednesday & Friday – HELEN
COOPER

Doncaster
Safeguarding
Children
Board



Working to make our children's lives safer

Doncaster Safeguarding Children Partnership
Procedures can be found at:

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

ANNEX C GUIDANCE ON SUPPORTING ADULTS WHO DISCLOSE NON RECENT (HISTORICAL) CHILD/YOUNG PERSON SEXUAL ABUSE.

Document control

| | |
|-----------------------------------|--|
| Version: | V1.0 |
| Date written: | 23rd October 2018 |
| Ratified by: | Doncaster Safeguarding Adults Board (DSAB) Doncaster Safeguarding Children's Board (DSCP) |
| Date ratified: | 23 rd October 2018 |
| Name of originator/author: | Ian Boldy, Doncaster Clinical Commissioning Group Kate Baxendale, Rotherham Doncaster and South Humber NHS Foundation Trust Review and Learning Subgroup |
| Date issued: | 22 nd November 2018 |
| Review date: | November 2019 |
| Target Audience: | All member organisations of DSAP |

Contents

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- 2) Rational for the guidance
- 3) Principles applying to the disclosure of non-recent sexual abuse.
- 4) Definition of non-recent sexual abuse
- 5) Reasons why individual may be reluctant to disclose their experiences of abuse.
- 6) Responses to a disclosure of non-recent sexual abuse
- 7) Timescale

The Joint DSCP and DSAB Safeguarding Strategic Plan 2019:



Joint DSCB DSAB
Safeguarding Strategi

South Yorkshire Principles and Approaches for Safeguarding Adults 2019:



SY Principles and
Approach V8 Final.pdf

1) **Acknowledgements**

We would like to thank C who has bravely shared her experiences and supported the development of this guidance.

2) **Rationale**

This guidance has been developed because of a brave individual who shared her experience of sexual abuse as a young adult. Nationally there is a growing recognition of child sexual abuse and that it is not uncommon for individuals not to disclose until their adult years. The National Inquiry into Child Sexual Abuse is underway, and a few high-profile cases have reinforced the extent and long-term impact of abuse in childhood/ adulthood.

It is very difficult for individuals to speak out about the abuse they have suffered, and it takes courage to come forward and share their experiences. The response and support individuals receive is crucial and it is incumbent on agencies to ensure that staff are trained and demonstrate compassion and competence in knowing where to report and how to support an individual who makes a disclosure.

There is a large amount of literature on the negative consequences of untreated trauma of abuse. The impact of sexual abuse on mental health can be long term and profound particularly if people do not get a helpful response when they disclose.

3) **Principles applying to disclosures of non-recent (historical) sexual abuse.**

- Historical allegations of abuse should be responded to in the same way as contemporary allegations.
- Abuse can be reported regardless of how long ago it happened.
- Abuse is never the fault of the victim.
- Individuals who make allegations of non-recent abuse will be believed and supported to seek the help they wish.
- It is important to consider whether the alleged offender could still pose a possible risk to children or vulnerable adults, if so, safeguarding procedures should be followed.
- The individual who made a disclosure should always be fully informed regarding the process.
- The individual who made a disclosure should have one consistent staff member to support them.

- Consideration should be given to whether the individual who made the disclosure wants a male or female supporter allocated and this should be facilitated wherever possible.
- Support for individuals should be coordinated and independent support outside of the organization where a concern is raised about a professional within it, should be incorporated into the package.
- In all cases there should multi agency consideration of the issues which will involve joint discussion and liaison between agencies.
- The Local Authority Designated Officer (LADO)/ People in Positions of Trust (PiPOT) Lead has a specific response to historical allegations against people who work or worked with children, young people/ vulnerable adults.
- The individual who made the disclosure should have regular contact with the same person at intervals agreed with the individual

4) Definition of non-recent (Historical abuse) sexual abuse

An allegation of sexual abuse made by or on behalf of someone who is now 18 years or older, relating to an incident which took place in their childhood or early adult years.

Abuse will often involve the corruption of a trusting relationship through a process commonly termed as 'grooming'.

People may perpetrate abuse for many years, and they can abuse the same victim or a few victims over a period.

It is common for offenders to seek a position of trust either in their personal lives or through employment which allows them to gain access to children and young people.

5) Reasons why individuals may be reluctant to disclose their experiences of abuse.

- Fear of not being believed.
- Fear of being blamed by others for what has happened.
- Feeling shame about what has happened to them.
- Fear caused by threats.
- Love or attachment to the person who abuse them.
- Being in denial about what has happened or experiencing dissociation triggered by memories of abuse.
- Feeling that they are the only person this has happened to.
- Feeling scared that the family will break up because of disclosure.

- Fear of racism
- Gender stereotyping
- Fear of exclusion from the community
- Fear they may lose their job, damage their career.
- Fear of re victimization
- Fear of court

6) **Responses to a disclosure of non-recent sexual abuse**

When an adult makes a disclosure to a professional that he/she has suffered abuse as a child/young person the professional to whom the disclosure is made should:

- Clarify whether there are any children/ young people or adults who may currently be at risk from the alleged perpetrator.
- Ascertain whether the adult is aware of the alleged perpetrators recent or current whereabouts and any contact the alleged perpetrator may have with children/ young people/ adults.
- Advise the adult to make a formal complaint to the police and offer the individual support in making the formal complaint to the police.
- A referral can be made to children or adult social care and where it is believed that the alleged perpetrator has contact with children/ young people a referral to children's social care should be made. Equally if it is believed that the alleged perpetrator has contact with vulnerable adults then a referral to adult social care should be made.
- It is recognised that disclosure can be anxiety provoking for individuals, however feedback given by victims of abuse identify the reason for their disclosure is that they do not want others to suffer the same experiences as they did and are prepared to pass on information to protect others.
- In the circumstance where the adult does not wish to report to the police, but it is believed other children/ young people or vulnerable adults could be at risk, it should be explained to the individual the professional's duty to refer to social care to safeguard other individuals.
- The professional should record the discussion in detail.
- If the individual wishes to remain anonymous, where possible this will be respected.
- The professional receiving the disclosure should liaise with the named safeguarding professional in their organisation for advice and guidance and to ensure a comprehensive package of support can be put into place.

The two main referral points for receiving non recent allegations of abuse are the police and adult or children's social care services.

Upon receipt of an allegation of non-recent abuse it is important that agencies come together to consider the parameters of multi-agency support for the individual alongside the criminal investigation. To facilitate this, a historical abuse strategy/planning meeting will be called by the police/ social care/ LADO/ PIPOT Lead.

Relevant agencies will be invited to participate in the historical abuse strategy/planning meeting through:

- Sharing all the relevant information
- Ensuring that all safeguarding checks and any resulting actions have been completed or are in the process of
- Ensure all appropriate support is in place for the victim.
- Consider advocacy for the individual ensuring that it is informed through discussion with them.
- Decide on how best to progress the case.
- Consider if there are several unrelated children/ young people/vulnerable adults and/or more than one perpetrator and the Investigating Complex (organised or multiple) Abuse procedure should be followed.
- Agree a plan for any further work.
- Agree when the alleged perpetrator should be made aware of the allegation.
- Consider if a referral needs to be made to a regulatory body.
- Consider if a further meeting is required.
- Arrange independent support for the individual e.g., DRASACS.

7) **Conflicts of Interest**

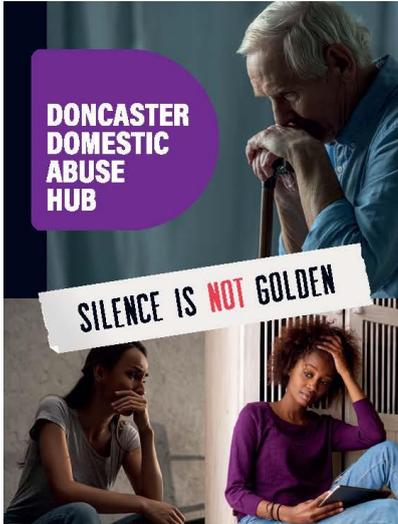
It is recognised that there may be occasions where an individual receives or is made aware of a disclosure and there could be a conflict of interest due to a personal connection to the person who is alleged to have perpetrated abuse. It is important that this is disclosed to a manager/ member of the safeguarding team immediately. Action can then be taken to remove the individual affected by the conflict of interest from further enquiries/ investigation/ support regarding the disclosure made.

8) **Timescales**

Disclosures of non-recent abuse where there are concerns about other potential victims should be reported to either the police or social care services within 1 working day.

Timescales for action will follow the statutory guidance being applied e.g., Working Together to Safeguard Children 2018, the Care Act 2014

ANNEX D Domestic Abuse Resources



DONCASTER DOMESTIC ABUSE HUB

SILENCE IS NOT GOLDEN

Are you experiencing domestic abuse?

If you or someone you know is in an abusive relationship and you don't know what to do, please contact us. We will listen and we can help

Call: 01302 737 080

Or, contact us via email at:
email: dahub@doncastergov.uk



What is domestic abuse?

Domestic abuse is not only physical violence. It can also be emotional or psychological, financial or sexual abuse.

Domestic abuse can happen between partners or ex-partners. It happens in heterosexual and same sex relationships.

The abuse can also come from a family member.

Domestic abuse is not a one off incident but is an on-going pattern of behaviour. Once begun, the abuse and/or violence will often get worse over time.

Some of the early signs of abusive behaviour are jealousy, possessiveness, and verbal abuse including using comments that belittle or undermine you. Abusive people may also try to manipulate you and isolate you from family and friends.

Domestic abuse is used to control or intimidate a partner, ex-partner or family member. It can happen to anyone regardless of age, occupation, disability, wealth, gender, sexuality or ethnicity.

The First Step?

Recognising that you might be in an abusive relationship is the most important first step. Nobody wants to believe that a person they love, or once loved, could be the person hurting them the most.

This leaflet will help you to find out what practical and emotional support is here for you and how to access it.



What support is available?

Specialist domestic abuse practitioners from a number of local agencies have come together to combine knowledge, expertise and resources and create the Doncaster Domestic Abuse Hub. By working together in this way we can match the support you need with the right agency.

We have specialist domestic abuse workers who can visit you at home, or another venue where you feel comfortable, and provide you with practical and emotional support. Practical support might include:

- **supporting** you to report the abuse to the police
- **working** with you and other agencies to consider your housing options and rights
- **supporting** you to access an injunction to protect you from an abusive partner/ex-partner or family member
- **giving** you advice and information to help keep you safe
- **helping** you access help with debt or financial issues

We will listen to you, never judge you and help you to regain your life and move on to a happier and safer future.

Annex D



Which specialist agencies are in the Domestic Abuse Hub?

The following specialist agencies and services are involved in the Hub:

- Doncaster Council – Domestic Abuse Caseworkers and Independent Domestic Violence Advocates
- Doncaster Children's Services Trust
- Phoenix WoMen's Aid
- Riverside Domestic Abuse Outreach Service and Refuge
- South Yorkshire Women's Aid (Doncaster)

What people said about our services:

"I felt a lot better after one session"

"She listened to me and helped me in the right direction"

"Thank God they are there for me"

"It's a brilliant service"

How do I contact the Doncaster Domestic Abuse Hub?

The Hub is open from 9am – 4.30pm, Monday – Friday. There is an answer machine if we can't take your call. We will call you back so please leave details about when it is safe to call. **Tel: 01302 737080**

There is also information available on the website. You will find a self referral form on the site which you can complete and return to us. A specialist worker will then call you back. www.doncaster.gov.uk/domesticabuse

In an emergency dial 999

For out of hours support, please call the 24hour national domestic violence helpline. **Tel: 0808 2000 247**

What happens next?

You have control over what happens. We can give you information and advice if that is all you want, or we can arrange to meet with you to discuss your situation and what we can do to support you in more detail. We will always encourage you to report the abuse to the Police. If we believe that you are at high risk of further serious harm, or there are children or vulnerable adults at risk, we will need to contact safeguarding services or the Police even without your consent. We would always tell you what we are doing and why - and we would be there to support you throughout.

Other local support:

DRASACS

www.drasacs.org.uk

Doncaster Rape and Sexual Abuse Counselling Services.
Tel: 01302 360421

Inspire to Change

www.inspiretochange.co.uk

Information and advice for South Yorkshire people concerned about their abusive and/or violent behaviour towards their partners or family members.
Tel: 01142 567270

National Support:

Galop

www.galop.org.uk

Support for lesbian, gay, bisexual and trans (LGBT) people.
Tel: 0800 999 5428

Honour Network Helpline

www.karmanirvana.org.uk

Free helpline for victims and survivors of forced marriage and honour based abuse.
Tel: 0800 5999 247

ManKind Initiative

www.mankind.org.uk

Confidential helpline for male victims of domestic abuse and domestic violence.
Call 01823 334244

Men's Advice Line

www.mensadvice.org.uk

National free confidential helpline for men who experience violence from partners/ex-partners.
Tel: 0808 801 0327



Doncaster Domestic Abuse Hub Referral Form

| DETAILS OF PERSON REPORTING | |
|--|---|
| Name: | |
| Agency / Organisation: | |
| Team / Job Title: | |
| Telephone Number: | |
| Email Address: | |
| Self-referral: (if self-referral where did they hear about us?) | |
| Date of referral: | |
| REFERRAL DETAILS | |
| Client Details: | Name: DOB: Age: Address: Telephone Number: Email address: National Insurance number: |
| Preferred method of communication: | Telephone Call <input type="checkbox"/> Text <input type="checkbox"/> Email <input type="checkbox"/> |
| Is it safe to make contact: | Is it safe to phone? Yes <input type="checkbox"/> No <input type="checkbox"/> Is it safe to leave a message on this phone? Yes <input type="checkbox"/> No <input type="checkbox"/> Is it safe to text? Yes <input type="checkbox"/> No <input type="checkbox"/> Is it safe to send a letter? Yes <input type="checkbox"/> No <input type="checkbox"/> Alternative safe number: |
| Safe times to call: If only safe at specific times please give details. | |
| Gender <i>Please tick</i> | Female <input type="checkbox"/> Male <input type="checkbox"/> Non-binary <input type="checkbox"/> Other <input type="checkbox"/> Not stated <input type="checkbox"/> |
| Sexual Orientation <i>Please tick</i> | Bisexual <input type="checkbox"/> Gay / Lesbian <input type="checkbox"/> Heterosexual / Straight <input type="checkbox"/> Other <input type="checkbox"/> Not stated <input type="checkbox"/> |
| Does this person have a transgender history? | Yes <input type="checkbox"/> No <input type="checkbox"/> |

| | |
|--|--|
| Does this person have any disabilities? <i>Delete as appropriate</i> | Has a disability Does not have a disability Not Stated |
| Reasonable Adjustments Needed | E.g. ground floor access, a hearing loop etc. |
| Ethnicity <i>Delete as appropriate</i> | White (English, Welsh, Scottish, Northern Irish, Irish, Gypsy or Irish Traveller, any other White background) Mixed / Multiple Ethnic Groups (White and Black Caribbean, White and Black African, White and Asian, Any other mixed/multiple ethnic background) Asian / Asian British (including Chinese, Indian, Pakistani, Bangladeshi and any other Asian background) Black / African / Caribbean / Black British Other Ethnic Group (including Arab and any other ethnic group) Not stated |
| Immigration status | |
| Does the victim speak and/or read English? Is an interpreter needed and if so which language? | Speaks English Yes <input type="checkbox"/> No <input type="checkbox"/> Reads English Yes <input type="checkbox"/> No <input type="checkbox"/> |

Please explain that the above information is collected so that we can ensure that our services are accessed by all victims of domestic abuse. It also helps us with future campaigns to encourage any person in Doncaster experiencing domestic abuse to get help. We will not discriminate against anyone.

| | |
|---|---|
| Perpetrator Details (if known): | Name: DOB: Address: |
| Relationship of victim to perpetrator: | |
| Children's Details: | Name: DOB: Address: Name: DOB: Address: Name: DOB: Address: |

Please provide brief details of why referral is being made and any specific risk factors

Please provide details of any safeguarding and/or risk management steps you have already taken. Please provide details of any other agencies you know to be involved.

**By submitting this referral form you are confirming that you have consent from the client to share these and the DASH referral form with the Domestic Abuse Hub and that the client is aware that he/she will be contacted in relation to the referral.
If you have safeguarding concerns please ensure that you submit an appropriate referral in addition to this referral.**

Doncaster Council's Domestic abuse team will coordinate and allocate all referrals. Are there any partner agencies in the Hub that the client does not agree for their information to be shared with:

Phoenix WoMen's Aid
Riverside

Delete as appropriate

**Please email completed forms with a DASH risk assessment to:
dahub@doncaster.gov.uk**

To be completed by Domestic Abuse Advisor/Caseworker

Date Received: Allocated Caseworker/Agency: Modus Reference:

Acknowledgement
sent:



Doncaster Council



ANNEX D



Phoenix
Aid for Women, Men & Children



Doncaster Domestic Abuse Hub Self-Referral Form

| Your details | |
|---|---|
| Name: | |
| Address: | |
| Date of Birth: | |
| National Insurance Number: | |
| Telephone Number: | |
| Email Address: | |
| Where did you find out about the Domestic Abuse Hub? | |
| Preferred method of communication: | Telephone Call <input type="checkbox"/> Text <input type="checkbox"/> Email <input type="checkbox"/> |
| Is it safe to make contact: | Is it safe to phone? Yes <input type="checkbox"/> No <input type="checkbox"/> Is it safe to leave a message on this phone? Yes <input type="checkbox"/> No <input type="checkbox"/> Is it safe to text? Yes <input type="checkbox"/> No <input type="checkbox"/> Is it safe to send a letter? Yes <input type="checkbox"/> No <input type="checkbox"/> Alternative safe number: |
| Safe times to call: If only safe at specific times please give details. | |
| <p>The following information is collected so that we can ensure that our services are accessed by all victims of domestic abuse. It also helps us with future campaigns to encourage any person in Doncaster experiencing domestic abuse to get help. We will not discriminate against you.</p> | |
| Gender <i>Please tick</i> | Female <input type="checkbox"/> Male <input type="checkbox"/> Non-binary <input type="checkbox"/> Prefer not to say <input type="checkbox"/> |
| What pronoun would you like us to use for you? | There is no obligation to answer, but it will help us address you as you wish to be addressed. She/Her <input type="checkbox"/> He/His <input type="checkbox"/> They/Their <input type="checkbox"/> Other <input type="checkbox"/> Prefer not to say <input type="checkbox"/> |
| Sexual Orientation <i>Please tick</i> | Bisexual <input type="checkbox"/> Gay/Lesbian <input type="checkbox"/> Heterosexual / Straight <input type="checkbox"/> Other <input type="checkbox"/> Prefer not to say <input type="checkbox"/> |
| Do you have a transgender history? | Yes <input type="checkbox"/> No <input type="checkbox"/> Prefer not to say <input type="checkbox"/> |
| Do you have a disability? <i>Please tick</i> | Yes <input type="checkbox"/> No <input type="checkbox"/> Prefer not to say <input type="checkbox"/> |
| Reasonable Adjustments Needed | E.g. ground floor access, a hearing loop etc. |

| | |
|---|--|
| Your ethnicity <i>Delete as appropriate</i> | Asian / Asian British (including Chinese, Indian, Pakistani, Bangladeshi and any other Asian background) Black / African / Caribbean / Black British Mixed / Multiple Ethnic Groups (White and Black Caribbean, White and Black African, White and Asian, Any other mixed/multiple ethnic background) White (English, Welsh, Scottish, Northern Irish, Irish, Gypsy or Irish Traveller, any other White background) Other Ethnic Group (including Arab and any other ethnic group) Not stated |
| Immigration status | |
| Do you speak and/or read English? Is an interpreter needed and if so which language? | I speak English Yes <input type="checkbox"/> No <input type="checkbox"/> I read English Yes <input type="checkbox"/> No <input type="checkbox"/> Interpreter needed – please give details: |

| | |
|---|---|
| Who is being abusive towards you: | Name: DOB: Address: |
| Relationship of this person to you e.g. partner, ex-partner, son, daughter, etc. | |
| Children's Details: | Name: DOB: Address: Name: DOB: Address: Name: DOB: Address: |

Please tell us a little bit about what has been happening to you

Are you working with any other agencies in relation to domestic abuse e.g. South Yorkshire Police, Doncaster Children's Services Trust etc.?

What help and support would you like?
Don't worry if you don't know what is available – we can tell you about options when we contact you.

Doncaster Council's Domestic abuse team will coordinate and allocate all referrals. Are there any partner agencies in the Hub that you do not agree for your information to be shared with?
Delete any agency that you do NOT consent to share information with

- Phoenix WoMen's Aid
- Riverside

Please email completed form to: dahub@doncaster.gov.uk

Annex E New 2020 LOCAL SOLUTIONS

Four Local Solutions groups have been established across the borough to support families who may need additional support.

The Local Solution groups are made up of a range of practitioners (further details below), who come together regularly to meet the needs of children, young people and their families. The groups are based in each of Doncaster's locality areas, Central, North, South and East so that practitioners can be on the 'ground', and work with communities, building on the many strengths and assets already in place.

How to make referrals into Local Solutions

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

Central: LocalSolutionCentral@doncaster.gov.uk

North: LocalSolutionNorth@doncaster.gov.uk

East: LocalSolutionEast@doncaster.gov.uk

South: LocalSolutionSouth@doncaster.gov.uk

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

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

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

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

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

Local Solution Groups -Frequently Asked Questions

What are Local Solution Groups?

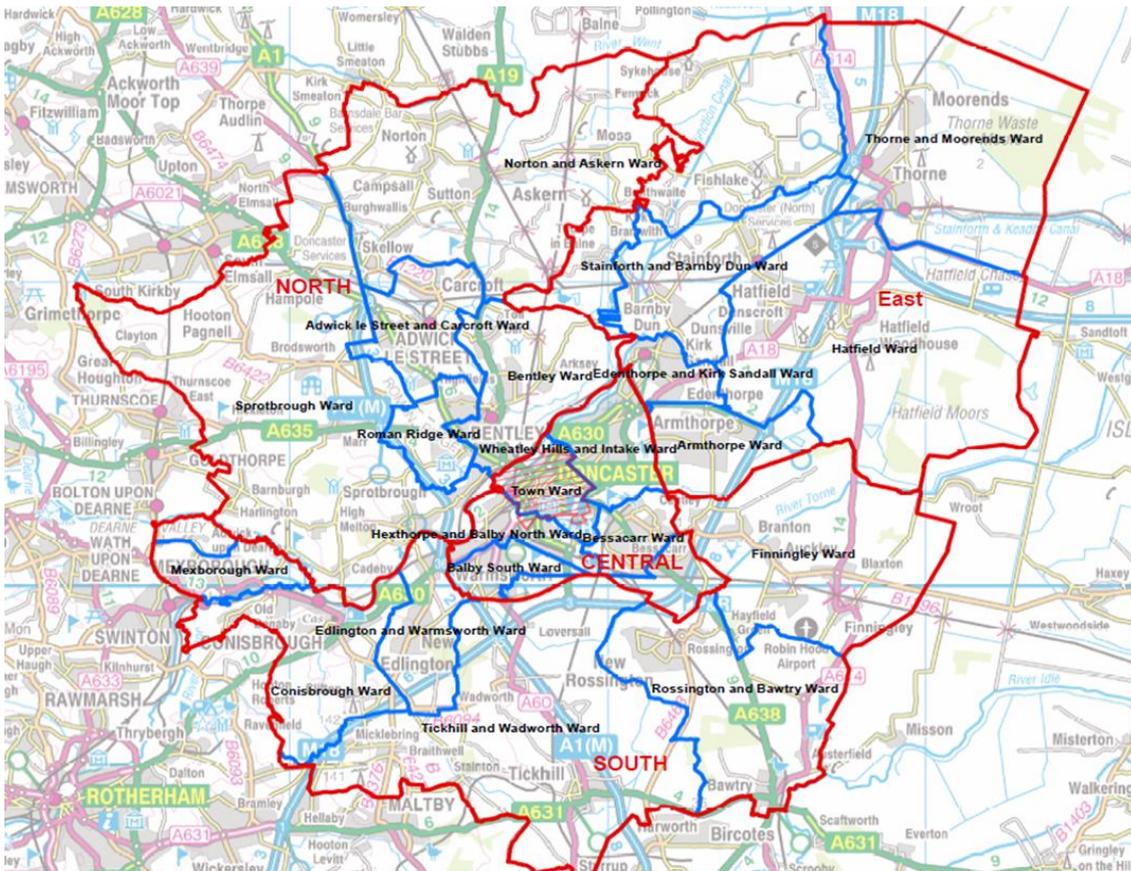
Local Solution Groups are partnerships of practitioners from a wide range of organisations. They come together regularly to meet the needs of children and their families at the earliest possible opportunity. Each practitioner represents their organisation, working in a locality area, this means that they get to know the needs of local people well and are able to build good relationships.

The purpose of Local Solution Groups is to meet need as soon as it emerges, before it becomes a bigger problem that is harder to solve. Local Solution Groups are in each of Doncaster's locality areas, Central, North, South and East so that practitioners on the 'ground' can spot needs and with a family's consent bring this to the Local Solution Group meeting. Local Solution Group partners work together with the family to create a support plan, which could be a single action from a Local Solution Group member, or it could be actions by from several members, the response is always rapid.

Who are members of Local Solution Groups?

Membership of Local Solution Groups is made up of a broad range of partners. Partners include practitioners from Health, Primary Care Trust, Family Hubs, Parent Engagement, Communities, Parenting and Family Support (PAFS), Adult Social Care, Public Health, Early Intervention and Localities, Housing and Voluntary Organisations.

What areas of Doncaster do Local Solution Groups cover?



How can Local Solution Groups help the children and families that get in touch with me or those who I already know that need extra help?

When a family is referred into the Local Solution Group the core members of Early Help Coordinator and Family Hub Manager will look into their situation and needs, they might be able to deal with things straight away by speaking with the family or asking another Local Solution Group partner to take action. Sometimes a Local Solution Group meeting is needed so that partners can share information and help from a range of partners can be planned.

What if Local Solution Groups can't meet a family's needs? Local Solution Groups are designed to meet needs as they arise, before they become bigger problems. If the Local Solution Group identifies a family where needs are already complex, they will ask the referrer to make a referral into the Multi Agency Access Point (MAAP) instead.

The Multi Agency Access Point will screen the case and decide if a Social Worker is needed or if the case is suitable for Early Help multi agency response (with an Early Help Assessment and Team Around the Child meetings) and identify who should be the Lead Practitioner.

What if I'm worried about a child being neglected, hurt, or unsafe in anyway?

You should always contact the Multi Agency Access Point (MAAP) on 01302 737777 (out of hours 01302 796000). If it is an emergency, you should call the Police 999.

How can I get in touch with Local Solution Groups?

Central: LocalSolutionCentral@doncaster.gov.uk

North: LocalSolutionNorth@doncaster.gov.uk

East: LocalSolutionEast@doncaster.gov.uk

South: LocalSolutionSouth@doncaster.gov.uk

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

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

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

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

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

Initial Conversation

| | |
|------------------|-----------------|
| Name: Gender: | Contact number: |
|------------------|-----------------|

Address:

| | |
|----------------------------|-------------|
| Nationality and Ethnicity: | Disability: |
|----------------------------|-------------|

Members of your Family:

| | |
|---------------------|-----------------------|
| Details of Referrer | |
| Name: | Telephone number: |
| Role: | Secure email address: |

What are you Worried about?

What is working well?

What do you need right now to make things better?

| Identified need | Family Plan | | | |
|-----------------|------------------------|---|---|---|
| | Self What can I do? | Family What can my family/ friends do? | Community How can my community support me? | Service How do I think services can help me? |
| | | | | |

Local Solution Group Outcome of Discussion:

Privacy Notice: What we will do with your data.

The information we will be asking you to provide will be used to help us to understand how we can support you and your family. In order to provide you with the most appropriate services(s) we may need to share your information or gain further information from other agencies as required.

We will not re-use your information unless the law allows us to or unless you give us further permission for the re-use of your information. All information supplied will be stored securely in accordance with General Data Protection Regulation. If you have any questions about the collection of your information or if you wish to ask about what rights you have or wish to complain about the use of your information, please visit <https://www.doncasterchildrenstrust.co.uk/privacy-policy>

Family Consent Statement

I have read and understood the Privacy Notice in full (found here <https://www.doncasterchildrenstrust.co.uk/privacy-policy> or have asked to see and read a printed copy) and agree that information about my family will be shared between the relevant agencies as required. I understand that my information will be stored securely in accordance with the General Data Protection Regulation. Please specify any organisation, department or people who information **cannot** be shared with:

| |
|--|
| |
|--|

Informed Consent given for:

| | Name | Signature | Date |
|--------------------|------|-----------|------|
| Adult (1) | | | |
| Adult (2) | | | |
| Adult (3) | | | |
| Adult (4) | | | |
| Child/Young Person | | | |

Please confirm that the family members have been made aware of the request for additional support, that they have been informed of the next steps and that they will be seen by an identified professional if needed to complete and develop a Family Plan.

| Profession | Name | Signature | Date |
|------------|------|-----------|------|
| | | | |

