



**SAFEGUARDING
AND
CHILD PROTECTION
POLICY**

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

Approved by:

Date:

Signed:

Role: Academy Committee
Chair

Last reviewed on:

September 2025

Next review due by:

September 2026

This policy comes into force on 1st September 2025 in line with KCSIE regulations and is based on the LA model policy. All staff will read at least Part 1 of this guidance as detailed within the policy. It will be reviewed and updated annually. Published guidance can be found at the link below:

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/keeping-children-safe-in-education)

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Legislation and statutory guidance

This policy is based on the Department for Education's (DfE's) statutory guidance [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344222/Keeping_children_safe_in_education_-_GOV.UK.pdf) and [Working together to safeguard children - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344222/Working_together_to_safeguard_children_-_GOV.UK.pdf)

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of children/young people at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children/young people
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children/young people
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children/young people
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting children/young people with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting children/young people (where we can show it's proportionate). This includes making reasonable adjustments for disabled children/young people. For example, it could include taking positive action to support girls where there's evidence that they are being disproportionately subjected to sexual violence or harassment.
- [Public Sector Equality Duty: guidance for public authorities - GOV.UK \(www.gov.uk\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment, and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some children/young people may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination.

- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

SAFEGUARDING CHILDREN PATHWAY

FOR ALL STAFF/VISITORS WORKING WITH OUR CHILDREN

We all have a statutory duty to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff have a responsibility to take appropriate action, working with other services as needed.

If you have any concerns about the health and safety of a child at Tranmoor Primary School or feel that something may be troubling them, you should share this information with the DSL or their deputy as soon as possible. Please do not worry that you are reporting small matters – we would rather that you tell us things which turn out to be nothing than miss a worrying situation. Some issues e.g. a child's appearance, hygiene, general behaviour, can be shared with any teacher or member of support staff.

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 report this immediately to the people below prior to any discussions with parents:-

Name: Kathy Mitchell - Designated Safeguarding Lead (Child Protection)

Job role: Assistant Head Teacher

Their office/room is located in: Inclusion Office

E-mail address: kathy.mitchell@empoweringmindsmat.uk

Name: Andrew Mynett – Deputy Designated Safeguarding Lead (Child Protection)

Job role: Head Teacher

Their office/room is located in: Head teacher's Office

E-mail address: andrew.mynett@empoweringmindsmat.uk

Name: Jill Marsden – Deputy Designated Safeguarding Lead (Child Protection)

Job role is: Parent Support Advisor

Their office/room is located in: Inclusion Office

E-mail address: jill.marsden@empoweringmindsmat.uk

If you are unable to contact a Safeguarding Lead, ask the office staff to find a member of the safeguarding team as you need to speak about a confidential and urgent matter.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care via the MASH Team immediately. Anybody can make a referral (Keeping Children Safe in Education Guidance for Schools and Colleges Sept 2025).

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

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.

Important Safeguarding Contacts

	Name, email and contact no.
Designated Safeguarding Lead (DSL)	Kathy Mitchell- Assistant Head Teacher kathy.mitchell@empoweringmindsmat.uk 01302 831720
Deputy Designated Safeguarding Lead (DDSL)	Andrew Mynett- Head Teacher andrew.mynett@empoweringmindsmat.uk 01302 831720 Jill Marsden-Parent Support Advisor jill.marsden@empoweringmindsmat.uk 01302 831720
Safeguarding governor	Michelle Stewart michelle.stewart@empoweringmindsmat.uk
Contact for Operation Encompass	Andrew Mynett (Headteacher) Kathy Mitchell (DSL)
Online Safety Lead	Stephen Langan- Teacher stephen.langan@empoweringmindsmat.uk 01302 831720
Mental Health First Aiders	Anger Singer-Office Manager Jill Marsden _Parent Support Advisor Tracey Baker- Lily pads Karen Morris-Data Manager
Mental Health Lead	Joanne Langan- Teacher joanne.langan@empoweringmindsmat.uk 01302 831720
Prevent Lead	Kathy Mitchell- Assistant Head Teacher
Attendance Lead	Jill Marsden -Parent Support Advisor
Local Authority Designated Officer (LADO) Allegations against adults working with children referral form (LADO) - City of Doncaster Council	Milovan Orlandich LADO@doncaster.gov.uk 01302 737332
Safeguarding Adviser – Local Authority	Jo Howe Jo.howe@doncaster.gov.uk 01302 736975/07816353019
Children’s Social Care	01302 737777 ChildrenAssessmentService@doncaster.gov.uk

Out of hours Children's Social Care	01302 796000
Professionals line – Social Care	01302 737033
MASH Early Help Early Help Coordinators Early Help - What is it in Doncaster? - City of Doncaster Council	01302 734110 EarlyHelpHub@doncaster.gov.uk 01302 736250 EarlyHCo@doncaster.gov.uk
Parent and Family Support Services (PAFSS)	Central - Sammy.Taylor-Brown@doncaster.gov.uk 01302 862680 North - Rebecca.Evertons@doncaster.gov.uk 01302 737994 East - Nicola.paterson@doncaster.gov.uk 01302 737686 South - Charlotte.Brookes@doncaster.gov.uk 01302 735906
Your Place, Your Family Your Place Your Family Teams Doncaster Safeguarding Children Partnership (dscp.org.uk)	Central – 01302 736409 North – 01302 736787 East – 01302 736336 South – 01302 736644 YourPlaceYourFamilyTeam@doncaster.gov.uk
Virtual School Virtual School Children in Care team - City of Doncaster Council	01302 737880
Child Missing in Education (CME) Children Missing Education - City of Doncaster Council	01302 735311 childrenmissingeducation@doncaster.gov.uk
Child Sexual Exploitation (CSE)	01302 737200
Prevent	Emergency – 999 Non-emergency 101 PreventSouth@ctpne.police.uk Council contact: Rachael Long – Crime & Community Safety Theme Manager 01302 737469 Channel Helpline - 020 7340 7264
Local Police – PCSO link	PCSO Elizabeth Taylor Elizabeth.Taylor@southyorks.pnn.police.uk 07775411658
School Nursing Service	Single Point of Contact – 03000 218997 Website - Zone5-19.rdash.nhs.uk Rdash.doncasterchildrenscaregroup@nhs.net

Definitions and Terminology:

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, whether that is within or outside the home, including online.
- Preventing the impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- taking action to enable all children to have the best outcomes.

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

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent.

See Appendix A: types of abuse

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos, or live streams.

Child/ren includes everyone under the age of 18.

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

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

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the alleged perpetrator too. Doncaster Local Authority

recommend schools to develop consistency in terminology which is Trauma-informed. For e.g. by referring only to an alleged allegation when discussing children. We will however, decide what's appropriate and which terms to use on a case-by-case basis.

Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) - 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.

DSCP - Doncaster Safeguarding Children Partnership

More information around aspects of safeguarding and potential issues can be found within KCSIE 2025 [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/keeping-children-safe-in-education)

Rationale:

This policy has been developed in accordance with the Children Act 1989 and 2004, the Education Act 2002 and Working Together to Safeguard Children 2023. This policy reflects the statutory requirements within Keeping Children Safe in Education 2025 (KCSIE) and Doncaster Children's Safeguarding Partnership (DSCP) local policy and procedures. It also considers local lessons learned to ensure all children, young people and families in Doncaster are supported.

Purpose:

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

- to protect children and young people at Tranmoor Primary School from harm.
- to provide staff and volunteers, as well as children and young people and their families, with the overarching principles that guide our approach to child protection.

This policy applies to anyone working on behalf of Tranmoor Primary School including senior managers and the Academy Committee, paid staff, volunteers, sessional workers, agency staff and students.

We fully embrace the KCSIE quotation "It could happen here" and "thinking the unthinkable".

Aims

At Tranmoor Primary School we believe that:

- children and young people should never experience abuse of any kind
- we have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.

We recognise that:

- the welfare of children is paramount in all the work we do and in all the decisions we take
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse
- some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues
- extra safeguards may be needed to keep children who are additionally vulnerable safe from abuse

We will seek to keep children and young people safe by:

- valuing, listening to and respecting them.
- appointing a designated safeguarding lead (DSL) for children and young people, a deputy designated safeguarding lead (DDSL) and a lead trustee/board member for safeguarding.
- adopting child protection and safeguarding best practice through our policies, procedures, and code of conduct for staff and volunteers.
- developing and implementing an effective online safety policy and related procedures.
- providing effective management for staff and volunteers through supervision, support, training, and quality assurance measures so that all staff and volunteers know about and follow our policies, procedures, and behaviour codes confidently and competently.
- recruiting and selecting staff and volunteers safely, ensuring all necessary checks are made.
- recording and storing and using information professionally and securely, in line with data protection legislation and guidance.
- having a professional responsibility to share information with other relevant agencies in order to safeguard children/pupils (as per the school's confidentiality policy)
- sharing information about safeguarding and good practice with children and their families via leaflets, posters, group work and one-to-one discussions.

- making sure that children, young people, and their families know where to go for help if they have a concern.
- using our safeguarding and child protection procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families, and carers appropriately.
- using our procedures to manage any allegations against staff and volunteers appropriately.
- creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise.
- ensuring that we have effective complaints and whistleblowing measures in place.
- ensuring that we provide a safe physical environment for our children, young people, staff, and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance.
- building a safeguarding culture where staff and volunteers, children, young people, and their families, treat each other with respect and are comfortable about sharing concerns.

Equality statement

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

We give special consideration to children who:

- Have special educational needs and/or disabilities (SEND) or health conditions.
- Are young carers.
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality.
- Have English as an additional language.
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence.
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation.
- Are asylum seekers.
- Are at risk due to either their own or a family member's mental health needs.
- Are looked after or previously looked after
- Are missing or absent from education for prolonged periods and/or repeat occasions.
- Whose parent/carer has expressed an intention to remove them from school to be home educated.

Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia, and sexual violence/harassment. This will be underpinned by our:

- Relationships and Behaviour policy
- Pastoral support system
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice and equality
 - Body confidence and self-esteem
 - How to recognise an abusive relationship (including coercive and controlling behaviour)

All staff

All staff will:

- Read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672622/Keeping_Children_Safe_in_Education_-_September_2016.pdf) and review this guidance at least annually
- Complete a declaration at the beginning of each academic year to say that they have reviewed the guidance.
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputy designated safeguarding lead (DDSL), the relationships and behaviour

policy, the online safety policy and the safeguarding response to children who go missing from education.

- The Early Help assessment process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as female genital mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The signs of different types of abuse, neglect and exploitation, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines).
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.
- The fact that children can be at risk of harm inside and outside of their home, at school and online.
- The fact that children who are (or who are perceived to be) lesbian, gay, bi, or trans (LGBTQ+) can be targeted by other children.
- What to look for to identify children who need help or protection

The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is Kathy Mitchell –Assistant Headteacher. The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety and understanding our filtering and monitoring processes on school devices and school networks to keep children safe online.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. The DSL can also be contacted out of school hours if necessary, via email kathy.mitchell@empoweringmindsmat.uk

When the DSL is absent, the (DDSLs) – Jill Marsden - Parent Support Advisor or Andrew Mynett-Headteacher will act as cover.

If the DSL and DDSL are not available, Nina Rushby –Deputy Headteacher will act as cover (for example, during out-of-hours/out-of-term activities).

The DSL will be given the time, funding, training, resources, and support to:

- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of children.
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
- Have a good understanding of harmful sexual behaviour.
- Have a good understanding of the filtering and monitoring systems and processes in place at our school.

The DSL will also:

- Keep the headteacher informed of any issues.
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate.
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies.
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment and be confident as to how to access this support.
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search.

The full responsibilities of the DSL and DDSL are set out in their job description and can also be found in KCSIE [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

The Headteacher

The headteacher is responsible for the implementation of this policy and all linked policies, including:

- Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems which support safeguarding, including this policy, as part of their induction.
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.
- Communicating this policy to parents/carers when their child joins the school and via the school website.
- Ensuring that the DSL has appropriate time, funding, training, and resources, and that there is always adequate cover if the DSL is absent.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.

- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this.
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person.
- Overseeing the safe use of technology, mobile phones, and cameras in the setting

Academy Committee (Governors) responsibilities

The Academy Committee will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development.
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation.
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements.
- Appoint a Link Academy Committee member to monitor the effectiveness of this policy in conjunction with the full Academy Committee. This is always a different person from the DSL.
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners.
- Ensure that the school has appropriate filtering and monitoring systems in place and review their effectiveness. This includes:
 - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training.
 - Reviewing the DfE's filtering and monitoring standards and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards.
- Make sure:
 - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support.
 - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies.
 - The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place.
 - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers, and contractors).

- o That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised.
- Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):
 - o Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place and inspect them if needed.
 - o Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate.
 - o Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply.

The chair of the Academy Committee will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.

All Academy Committee members will read Keeping Children Safe in Education in its entirety.

Confidentiality

The school will ensure that:

- Timely information sharing is essential to effective safeguarding.
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children.
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.
- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
 - o There is no definitive answer, because even if a victim does not consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies.
 - o The DSL will have to balance the victim's wishes against their duty to protect the victim and other children.
 - o The DSL should consider that:

- Parents or carers should normally be informed (unless this would put the victim at greater risk).
- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care.
- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains.
- Regarding anonymity, all staff will:
 - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system.
 - Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved.
 - Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)

Child protection procedures (including Early Help)

- If there are concerns that a child has experienced or is at risk of suffering significant harm, the DSL/DDSL will consult with Doncaster Children's Social Care, making a referral (01302 737777) or in an emergency, reporting to the police. <https://dscp.org.uk/report-concern>
- Parents/Carers can contact Children's Social Care on 01302 737777.
- For advice relating specifically to concerns around the mental health of a child, advice can be provided by ringing the Mental Health Specialist Advice Line 01302 796191.
- All staff are aware of MASH (Multi-Agency Safeguarding Hub). The Early Help Enquiry through MASH has been established to improve communication, information sharing and to support more effective delivery of services where there is a need. All enquiries are triaged by a Social Worker, where threshold for Early Help is clear, contacts will be screened within the Early Help Hub, where threshold is unclear the MASH process will be used.

- All staff are aware that Early Help is not a service, but a way of thinking and working. It is a collaborative approach between services and families that provides support as soon as a need is identified. When a child or family is not achieving all outcomes within the Early Help Outcomes Framework, Early Help will be offered to support them to reach those outcomes. [Early Help | Doncaster Safeguarding Children Partnership \(dscp.org.uk\)](https://www.dscp.org.uk)
- All staff are alert to the potential need for Early Help for pupils who have 'experienced multiple suspensions, are at risk of being permanently excluded from schools, colleges and in Alternative Provisions or a Pupil Referral Unit'.
- All staff acknowledge that Early Help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse.
- MASH is a multi-disciplinary team with two main functions:
 - Providing information, advice and guidance to professionals who have queries about children who may need a coordinated early help response or a social care response.
 - Screening all early help enquiry forms to ensure an appropriate level of response for the child and family.

The team is available from 8.30am to 5.00pm, Monday to Friday, and telephone messages will be responded to within one working day. Telephone: 01302 734110 for Early Help enquiries or for urgent social care enquiries 01302 737033.

Email: ChildrenAssessmentService@doncaster.gov.uk

- The DSL/DDSL will act as Lead Professional where this is appropriate for the family.

Safeguarding Issues – including local issues and guidance

Anti-Bullying including Child-on-Child abuse, Sexual Violence and Sexual Harassment

At Tranmoor Primary School we maintain an attitude of 'it could happen here' and staff in our school recognise that children are capable of abusing other children (including online). All our staff are clear about the policy and procedures regarding anti-bullying, child on child abuse, sexual violence and sexual harassment.

Staff are aware of and follow the statutory guidance in KCSIE 2025 on how schools should respond to all signs, reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of the school or college premises, and/or online.

Useful links

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[What is sexual consent? | Rape Crisis England & Wales](#)

[Working together to safeguard children - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Child Exploitation (Child Criminal Exploitation and Child Sexual Exploitation)

At Tranmoor Primary School we recognise that child exploitation is a form of abuse. We understand that children often trust their abuser and do not know that what is happening is wrong, or they feel they are unable to tell anyone due to fear, intimidation, and violence. We recognise that we all have a role to play to spot the signs and help keep children safe. All our staff are clear about the policy and procedures with regards to child exploitation and will report concerns to Doncaster Children's Social Care

We understand that there is new legal requirement to report child sexual abuse for anyone working in regulated activity with children. Although this is not yet in force, there is already a statutory duty under KCSIE to report child sexual abuse to the Local Authority and if necessary, the police. ***This information will be updated once the Government release further guidance.***

Useful links:

[Mandatory reporting of child sexual abuse: call for evidence - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Exploitation | Doncaster Safeguarding Children Partnership \(dscp.org.uk\)](http://dscp.org.uk)

[Child Sexual Exploitation \(proceduresonline.com\)](http://proceduresonline.com)

[Child Sexual Exploitation & How to Keep Your Child Safe | NSPCC](#)

[Child sexual exploitation - City of Doncaster Council](#)

[Child exploitation disruption toolkit - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Encouraging Potential and Inspiring Change - supporting young people - City of Doncaster Council](#)

[Stop child exploitation - SYP \(southyorks.police.uk\)](http://southyorks.police.uk)

In Doncaster, a Third-Party Intelligence Form (not a referral form) is in place. The DSL will complete this form and pass to the police should low level concerns emerge that may indicate CE.



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Party%20Report%20

Child Victims of Trafficking and/or Modern-Day Slavery

At Tranmoor Primary School we recognise that 'Trafficking of persons' means the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the 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.

'Modern slavery' is a form of organised crime in which individuals including children are treated as commodities and exploited for criminal and financial gain. It encompasses human trafficking, slavery, servitude and forced labour.

Children of all ages are affected and can be trafficked into, within ('internal trafficking'), and out of the UK for many reasons and all forms of exploitation.

Parents, carers, or family members may exploit children. Often the child will not realise that family members are involved in the exploitation.

Modern slavery and trafficking are child abuse, and any potential victim of child trafficking or slavery, servitude, or forced or compulsory labour should immediately be referred to Children's Social care, as they may be suffering significant harm.

Children Missing Education (CME)

At Tranmoor Primary School we recognise that all children, regardless of their circumstances, are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

We also recognise that being absent as well as missing from education can be a warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation.

We will comply with our statutory duty to inform the Local Authority of any child identified as CME following the DSCP procedures and statutory guidance outlined in children missing education - statutory guidance for local authorities 2016.

KCSIE 2025 - refers to the term 'deliberately missing in education' being replaced with 'unexplainable and/or persistent absences from education'.

Useful links:

[Children Missing Education \(proceduresonline.com\)](https://www.proceduresonline.com)

[Children missing education - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[CME Policy January 2020.doc \(live.com\)](#)

[Microsoft Word - CME Procedures June 2020 V2.docx \(windows.net\)](#)

Children in Care (CIC)

At Tranmoor Primary School we recognise that children in care are likely to have experienced some form of abuse, neglect, or trauma prior to entering care and be living with those consequences. Children in care are given the highest priority within school admission arrangements and we are guided by the requirements set out in the school admissions code [School admissions code - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

At Tranmoor Primary School we have a Designated Teacher (DT) who is responsible for championing the needs of children in care in our school- Kathy Mitchell.

For more information, please refer to our Children in Care policy.

Dangerous Dogs

At Tranmoor Primary School we are aware of the Dangerous Dogs Practice Guidance and the definition of dangerous dogs as follows:

The Dangerous Dogs Act (1991) prohibits persons from having in their possession or custody dogs belonging to types bred for fighting, enables restrictions to be imposed in relation to other types of dogs which present a serious danger to the public and makes further provision for securing that dogs are kept under proper control.

More information can be found here - [Dangerous Dogs Practice Guidance \(proceduresonline.com\)](http://proceduresonline.com)

At Tranmoor Primary School any member of staff who becomes aware of a dog that could be prohibited or considered dangerous should use the **Assessing Dogs which may pose a risk to children checklist**. [dogs_pose_risk_ch_risk_assess.docx \(live.com\)](http://live.com)

We will also collect the following information:

- The dog's name and breed;
- The owner's details;
- The reason for keeping the dog and information about other family members, particularly young children.

This information will then be shared with the Police and/or the Children's Social Care without delay.

Where there is a report of a child having been injured by a dog (or exposed to the risk of injury/significant harm either directly due to the dog's behaviour or indirectly due to the dog's impact on hygiene in the home) a referral to Children's Social Care will be considered. In deciding whether to make a referral, consideration will be given to:

- The nature of the injuries;
- The circumstances of the attack / incident;
- Whether the parents or dog owner sought medical advice;
- Whether the dog has previously shown any aggression; and
- What action the pet owner has taken to prevent a recurrence of any attack.

If staff have reason to believe that a dog in the household is prohibited or presents a risk to a child, the Police and/or Children's Social Care will be contacted immediately.

Useful links

[14865_proof_4LR_WEB.pdf \(bluecross.org.uk\)](#)

[Dog Help and Advice | Dogs Trust](#)

[Pet advice | Battersea Dogs & Cats Home](#)

[Safe and Sound Award Scheme | Dog training | The Kennel Club](#)

Domestic Abuse

At Tranmoor Primary School we recognise that prolonged or regular exposure to domestic abuse can have a serious impact on a child's development and emotional well-being, despite the best efforts of the non-abusing parent to protect the child. We recognise that witnessing ill treatment of others is harmful to children including where children can see, hear or experience it's effects.

Domestic abuse impacts on children in a number of ways. The impact of domestic abuse is likely to be exacerbated when combined with any form of substance misuse or mental ill health.

For children living in situations of domestic abuse, the effects may also result in behavioural issues (including anti-social behaviour), absence from school, difficulties concentrating, lower school achievement, ill health, bullying, substance misuse, self-harm, running away, anti-social behaviour, depression and anxiety and physical injury.

At Tranmoor Primary School if we become concerned that a child is suffering or is at risk of suffering significant harm, we will make a referral to Children's Social Care. We will ensure that children in our school receive the appropriate support and will use the Domestic and Sexual Abuse Toolkit for Education to identify abuse and teach about healthy relationships.

We are aware of the MARAC (Multi Agency Risk Assessment Conference) process and work with the Local Authority to ensure relevant information is shared in respect of children in our school who are linked to those being discussed at the MARAC panel.

At Tranmoor Primary School appropriate staff understand Operation Encompass, have accessed the appropriate training, and signed the agreement in order to receive notifications of domestic abuse.

Useful links

[Domestic Abuse - City of Doncaster Council](#)

[Domestic Abuse Protocol - City of Doncaster Council](#)

[MARAC - Doncaster Council](#)

Elective Home Education (EHE)

The overall aim is for all children in Doncaster to have the opportunity to fulfil their potential through access to a suitable education appropriate to their age, ability, and aptitude (section 7, The Education Act, 1996)

At Tranmoor Primary School we respect that parents/carers may decide to educate their children at home. However, we recognise that home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

If we become concerned that a child is suffering or is at risk of suffering significant harm, we will make a referral to Children's Social Care.

Useful links

[Educating your child at home - City of Doncaster Council](#)

[EHE Policy January 2020.docx \(live.com\)](#)

Female Genital Mutilation (FGM) and Breast Ironing (or flattening)

At Tranmoor Primary School we recognise that FGM is illegal in the UK and section 5B of the Female Genital Mutilation Act 2003 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. We also recognise that this does not replace safeguarding children actions, therefore a referral will also be made to Children's Social Care.

At Tranmoor Primary School all staff have received FGM awareness training as part of the whole school safeguarding training.

We also recognise that Breast Flattening is child abuse, illegal and as with female genital mutilation it is pre-pubescent girls that are most at risk.

Useful links



FGM%20Pathway%
20Doncaster.docx

[Female Genital Mutilation \(FGM\) \(proceduresonline.com\)](#)

[Mandatory reporting of female genital mutilation: procedural information - GOV.UK \(www.gov.uk\)](#)

[Female Genital Mutilation - Prevent & Protect | NSPCC](#)

<https://safeguardinghub.co.uk/breast-ironing-a-guide/>

Forced Marriage

At Tranmoor Primary School we recognise that, in a forced marriage, one or both spouses do not consent to the arrangement of the marriage and some elements of duress are involved. Duress can include physical, psychological, financial, sexual, and emotional pressure. Forced Marriage is an abuse of human rights and, where a child is involved, an abuse of the rights of the child.

Where there are concerns about the welfare or safety of a child, we will report this immediately to Children's Social Care.

Useful links

[Forced Marriage \(proceduresonline.com\)](#)

[HM Government Multi-agency practice guidelines: Handling cases of Forced Marriage \(publishing.service.gov.uk\)](#)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

At Tranmoor Primary School the DSL is aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

Useful links:

[St.Leger Homes | St.Leger Homes | Home Options \(stlegerhomes.co.uk\)](#)

[Doncaster Homelessness Outreach Services - Riverside](#)
[Housing other vulnerable groups - City of Doncaster Council](#)

Honour Based Abuse

At Tranmoor Primary School we recognise that Honour based Abuse is a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and / or community by breaking their honour code.

For young victims it is a form of child abuse and a serious abuse of human rights.

Any suspicion or disclosure of violence or abuse against a child in the name of honour will be referred to Children's Social Care.

Useful links

[Tackling violence against women and girls strategy - GOV.UK \(www.gov.uk\)](#)

['Honour' Based Abuse \(proceduresonline.com\)](#)

LADO (Local Authority Designated Officer) – Managing allegations against staff, carers, and volunteers

At Tranmoor Primary School we understand that relevant procedures should be applied when there is an allegation that a person who works with children has:

- Behaved in a way which 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 that they may pose a risk of harm to children;
- Behaved, or may have behaved, in a way towards a child or adult that indicates they may pose a risk of harm to children.

The issue could also be about the behaviour of an individual outside of their work environment, and which would raise concerns about their suitability to work with children. For example, where a domestic abuse incident has taken place or where there are concerns about the individual's own children.

We will follow DSCP procedures and where appropriate will make a referral to LADO within 24 hours/1 working day of the allegation being made. If the concerns are more urgent in regard to the safety of the child, a referral to the Police and/or Children's Social Care will be made.

Where there is uncertainty as to if LADO thresholds have been met, we will call the LADO for advice.

Useful links

[Responding to Allegations Against Staff, Carers or Volunteers \(proceduresonline.com\)](http://proceduresonline.com)

[Allegations against adults working with children referral form \(LADO\) - City of Doncaster Council](#)

[Local Authority Designated Officer - City of Doncaster Council](#)

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

LGBTQ+ support

At Tranmoor Primary School the DSL understands how to support young people and families to access LGBTQ+ support through family and Youth Hubs. Young people requiring additional support may access CAMHS provision or School Nursing services.

For details of the Youth Group, please email:

LGBTQenquiries@doncaster.gov.uk

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

Tranmoor Primary School plays a vital role in supporting LGBTQ+ children. We create an inclusive environment where all learners feel welcome and valued.

- The fact that a child may be LGBTQ+ is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+
- Risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.
- LGBTQ+ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and our school will access the range of support available to help counter homophobic, bi-phobic and transphobic bullying and abuse.

Stonewall also has guidance for schools on supporting LGBTQ+ children. The school will continue to work in partnership with families and agencies to ensure all children feel supported and our LGBTQ+ community feel safe

Useful links

[Schools & colleges | Stonewall](#)

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#)

Low Level Concerns (concerns that do not meet the harm threshold)

At Tranmoor Primary School we recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority (LADO)

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

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating children

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and actions taken.

Useful links:

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)

[Developing and implementing a low-level concerns policy: a guide for organisations which work with children \(farrer.co.uk\)](#)

Online Safety

At Tranmoor Primary School we will ensure that in accordance with KCSIE 2025, appropriate filters and monitoring systems are in place and regularly reviewed to protect children when they are online in school. We will follow the guidance in KCSIE 2025 and ensure that all staff will receive training on the expectations, applicable roles and responsibilities in relation to filtering and monitoring on school devices and networks. With support from the Academy Committee and Senior Leadership Team, the DSL will take responsibility for understanding the filtering and monitoring systems and processes in place. [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/keeping-children-safe-in-education)

At Tranmoor Primary School we will adhere to the filtering and monitoring standards set by The Department for Education. [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges-filtering-and-monitoring-standards-for-schools-and-colleges)

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet their safeguarding needs

If there are any immediate safeguarding concerns in respect of online usage, the DSL will follow the appropriate safeguarding procedures.

Please see other policies linked to Online Safety.

Useful links

[Appropriate Filtering and Monitoring - UK Safer Internet Centre](https://www.nen.gov.uk/)

<https://www.nen.gov.uk/>

[Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges-cyber-security-standards-for-schools-and-colleges)

[Cyber security training for school staff - NCSC.GOV.UK](https://www.ncsc.gov.uk/cyber-security-training-for-school-staff)

[Keeping children safe online | NSPCC](https://www.nspcc.org.uk/keeping-children-safe-online)

Operation to support Afghan and Ukrainian arrivals in the UK

DSLs will consult with appropriate professionals regarding Afghan and Ukrainian arrivals following guidance, which can be found at:

[Education and childcare: Homes for Ukraine - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/education-and-childcare-homes-for-ukraine)

For more information about supporting Ukrainian arrivals in the UK:

[Situation in Ukraine: Information for guests, sponsors and families - City of Doncaster Council](https://www.doncaster.gov.uk/council/council-pages/situation-in-ukraine-information-for-guests-sponsors-and-families)

Our school will:

- Provide bilingual support to enable children to access the full curriculum
- Provide pastoral care for those children who need it
- Provide a Key Person in school who will liaise with families and their sponsors as required
- Be aware of vulnerabilities for the children and seek advice where needed.

Power to Search – searching, screening and confiscation

At Tranmoor Primary School we recognise that children may bring prohibited items onto the school site. To ensure the safety of all children and staff on site, Headteachers and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. School staff can also search a pupil for any item if the pupil agrees.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that is suspected to have been used or is likely to be used to commit an offence, or to cause personal injury to or damage to the property of any person
- banned items

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

Where there are safeguarding concerns, staff will follow the appropriate safeguarding procedures and where required will call the police.

Useful Links

[Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Prevent

At Tranmoor Primary School we recognise that all schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

All DSL/DDSL and Senior Leaders at Tranmoor Primary School have familiarised themselves with [Prevent duty guidance: for further education institutions in England and Wales - GOV.UK \(www.gov.uk\)](http://www.gov.uk) and are aware of local procedures for making a referral.

All staff know how to recognise and respond to any behaviour that could link to radicalisation/extremism. Any concerns will be reported using the appropriate safeguarding procedures.

Useful links

<http://www.elearning.prevent.homeoffice.gov.uk/>

<https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals>

https://www.elearning.prevent.homeoffice.gov.uk/channel_awareness/01-welcome.html

<https://educateagainsthate.com/>

<http://preventforfeandtraining.org.uk/>

Private Fostering

If a child or young person, anyone aged under 16 years old or 18 years old if they are disabled, is being cared for by someone other than a parent or close relative for more than 28 days then they are being privately fostered. Legally parents must inform the Local Authority if their child is living with a private foster carer six weeks prior to the arrangement beginning, or within 48 hours in emergency situations.

At Tranmoor Primary School staff recognise that they have a statutory duty to encourage parents to notify the Local Authority of a private fostering arrangement and to follow this up by reporting to the Local Authority.

Useful links

[Private Fostering in Doncaster A guide for professionals.pdf \(windows.net\)](#)

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Reporting systems for our children

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring children feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for children to confidently report abuse, including access to adult to speak with, worry boxes, 'One Life' journals etc
- Ensure our reporting systems are well promoted, easily understood and easily accessible for children.
- Make it clear to children that their concerns will be taken seriously, and that they can safely express their views and give feedback.

Sharing of nudes and semi-nudes ('sexting')

At Tranmoor Primary School if staff are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery,' they will report it to the DSL immediately.

Staff will **not**:

- View, copy, print, share, store or save the imagery, or ask a child to share or download it (if staff have already viewed the imagery by accident, they must report this to the DSL).
- Delete the imagery or ask the child to delete it.
- Ask the child/ren who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility).
- Share information about the incident with other members of staff, the child/ren it involves or their, or other, parents and/or carers.
- Say or do anything to blame or shame any children involved.

Staff will explain that they need to report the incident and reassure the child/ren that they will receive support and help from the DSL.

For more detailed guidance please use the link below.

Useful links:

[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)

Suicide Prevention

At Tranmoor Primary School staff are trauma informed and know where to signpost in order to support children and families who are affected by suicide.

Policies relating to this
Mental Health & Emotional Wellbeing

Useful Links

[Papyrus UK Suicide Prevention | Prevention of Young Suicide \(papyrus-uk.org\)](https://www.papyrus-uk.org/)

[Contacting Childline | Childline](https://www.childline.gov.uk/)

[Doncaster Samaritans](https://www.doncastersamaritans.org/)

[Support After Suicide](https://www.supportaftersuicide.org.uk/)

[Get help now. Free and confidential, for as long as you need it. \(amparo.org.uk\)](https://www.amparo.org.uk/)

Supporting children/young people at risk

At Tranmoor Primary School we recognise that both children's mental and physical health are relevant to safeguarding. Staff should consider when mental health issues might become a safeguarding concern.

We also recognise the additional safeguarding challenges SEND children can face and the potential barriers to identifying abuse and neglect in this group of children. This might include:

- assumptions that indicators of abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The use of 'reasonable force' in schools and colleges

At Tranmoor Primary School we recognise that there are circumstances when it is appropriate for staff in schools and colleges to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or

blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/keeping-children-safe-in-education)

At Tranmoor Primary School we will:

- Only use 'reasonable force' as a last resort, and the staff who are likely to use 'reasonable force' will be appropriately trained.
- Log all incidents where 'reasonable force' has been used and inform parents/carers.
- Recognise the additional vulnerability of children with SEND, mental health problems or medical conditions when using 'reasonable force.'

Useful links

[Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/keeping-children-safe-in-education)

[Reducing the need for restraint and restrictive intervention - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/keeping-children-safe-in-education)

Visitors to the school

At Tranmoor Primary School all visitors will be required to verify their identity to the satisfaction of staff. All visitors will be provided with safeguarding information on their arrival.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors to the school who are visiting for a professional purpose, will be asked to show photo ID and may be given a visitor fob so they can move freely around school, eg Educational Psychologist.

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. All visitors are expected to sign in using the electronic system and wear the printed visitor badge at all times, which shows their photograph.

We will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise children or staff.

Whistleblowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and know that such concerns will be taken seriously by the leadership team.

At Tranmoor Primary School all staff are aware of the Whistleblowing policy and know what to do if there are concerns about safeguarding practices within the school.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them.

- Contact the Safeguarding Adviser or LADO at City of Doncaster Council
- If the concerns relate to the Headteacher, these should be raised with the Chair of the Academy Committee.
- Ofsted may request that the Local Authority investigate any whistleblowing concerns

Useful links

[Whistleblowing Advice Line | NSPCC](#)

[Whistleblowing procedure for maintained schools - GOV.UK \(www.gov.uk\)](#)

[Whistleblowing or Raising Concerns at Work \(proceduresonline.com\)](#)

Young Carer's Service

At Tranmoor Primary School we recognise that a young carer is a child 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.

Staff understand that the key feature of being a 'young carer' is that caring responsibilities continue 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.

Staff are aware that Doncaster has a team of workers who can support children who are identified as being Young Carers. They can be contacted on 01302 736099 or by email

young.carers@doncaster.gov.uk

Useful links

[Young Carers - City of Doncaster Council](#)

[Young carers | Barnardo's \(barnardos.org.uk\)](#)

Supporting Documents

This policy statement should be read alongside our organisational policies, procedures, guidance, and other related documents:

- Managing allegations against staff and volunteers
- Code of conduct for staff and volunteers
- Low Level Concerns
- Relationships and Behaviour
- Positive Handling
- Safer recruitment
- Online safety
- Anti-bullying
- Complaints
- Whistleblowing
- Health and safety
- Managing medicines/Intimate Care
- Mental Health
- SEND
- Attendance/Children missing in Education

Appendix A: types of abuse

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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

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

KCSIE 2025 - reflects that pupils may experience 'abuse, neglect and exploitation' rather than solely 'abuse and neglect'.

APPENDIX B -POSSIBLE SIGNS OF ABUSE

POSSIBLE SIGNS OF ABUSEPHYSICAL ABUSE	EMOTIONAL ABUSE
<ul style="list-style-type: none">• Running away• Fear of returning home	<ul style="list-style-type: none">• Physical, mental and emotional development lags• Failure to thrive

<ul style="list-style-type: none"> • Aggressive behaviour • Reluctance to have parents contacted • Depression • Self-destructive tendencies • Injuries not treated or treated inadequately • Injuries to parts of body where accidental injury is unlikely • Unexplained injuries or burns, particularly if they are recurrent • Bruising that reflects finger tops or hand marks • Reluctance to get changed for PE • Wanting arms and legs covered in hot weather • Broken bones • Injuries such as scalds, bite marks, cigarette burns, ear injuries • Bald patches • Fear of medical help • Improbable excuse given to explain injuries • Refusal to discuss injuries • Child flinches when approached • Withdrawal from physical contact • Admission of punishment that appears excessive 	<ul style="list-style-type: none"> • Inability to cope with praise • Poor self-esteem • Continual self-deprecation • Over reacting to mistakes • Fear of new situations • Sudden speech disorders • Neurotic behaviour e.g. rocking, hair twisting • Self-mutilation • Extremes of passivity or aggression • Compulsive stealing or scavenging • Running away • Fear of parents being contacted • Regularly humiliating a child • With holding love and affection • Constantly shouting at, threatening or demeaning a child • Persistently being over protective • Telling a child you wish they were dead or hadn't been born • Racial or other forms of harassment that regularly undermine a child's self-esteem
NEGLECT	SEXUAL ABUSE
<ul style="list-style-type: none"> • Constant hunger • Poor personal hygiene • Constant tiredness • Poor state of clothing • Emaciation • Frequent lateness or non-attendance at school • Untreated medical problems • Destructive tendencies • Low self- esteem • Neurotic behaviour. • No social relationships • Running away • Compulsive stealing or scavenging • Failure to thrive 	<ul style="list-style-type: none"> • Sudden changes in behaviour or school performance • Displays of affection in a sexual way inappropriate to age • Tendency to cling or need constant reassurance • Regression to younger behaviour e.g. thumb sucking • Tendency to cry easily • Fearful of familiar adult, or anxiety about being left with a relative or baby sitter • Depression and withdrawal • Apparent secrecy • Pain, itching or bleeding of the genital areas • Stomach pains when walking or sitting • Nightmares • Wetting day or night • Self-mutilation • Recurrent genital discharge • Phobias or panic attacks • Running away from home • Not allowed to have friends • Sexual drawing • Sexually inappropriate language

APPENDIX C

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. 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.

BODY MAP- (This must be completed at time of observation)

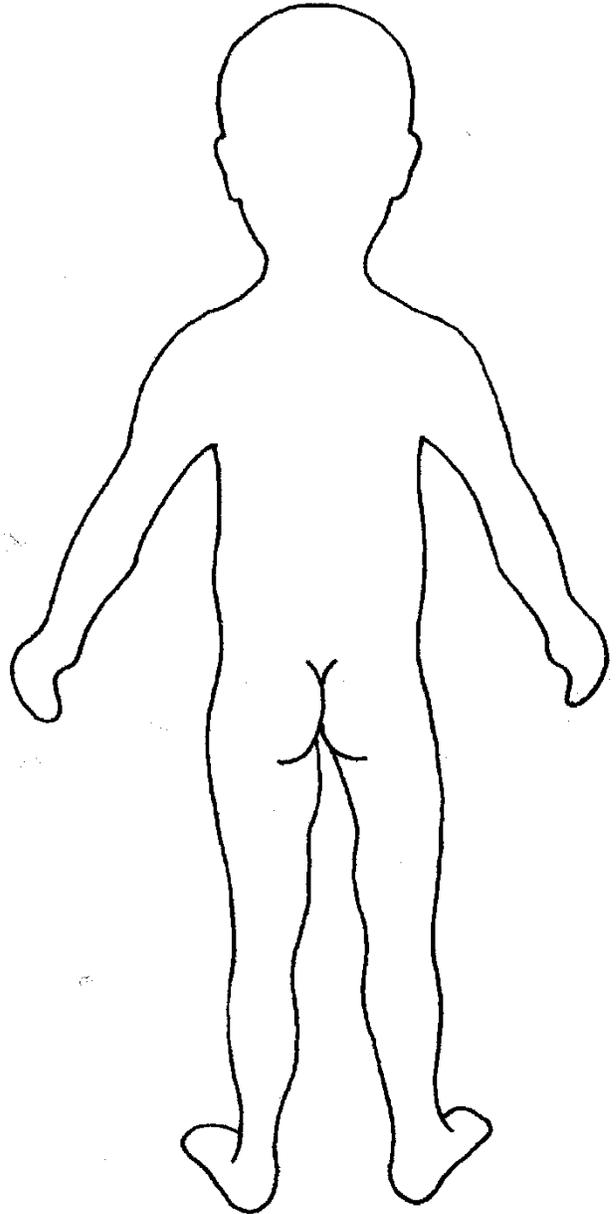
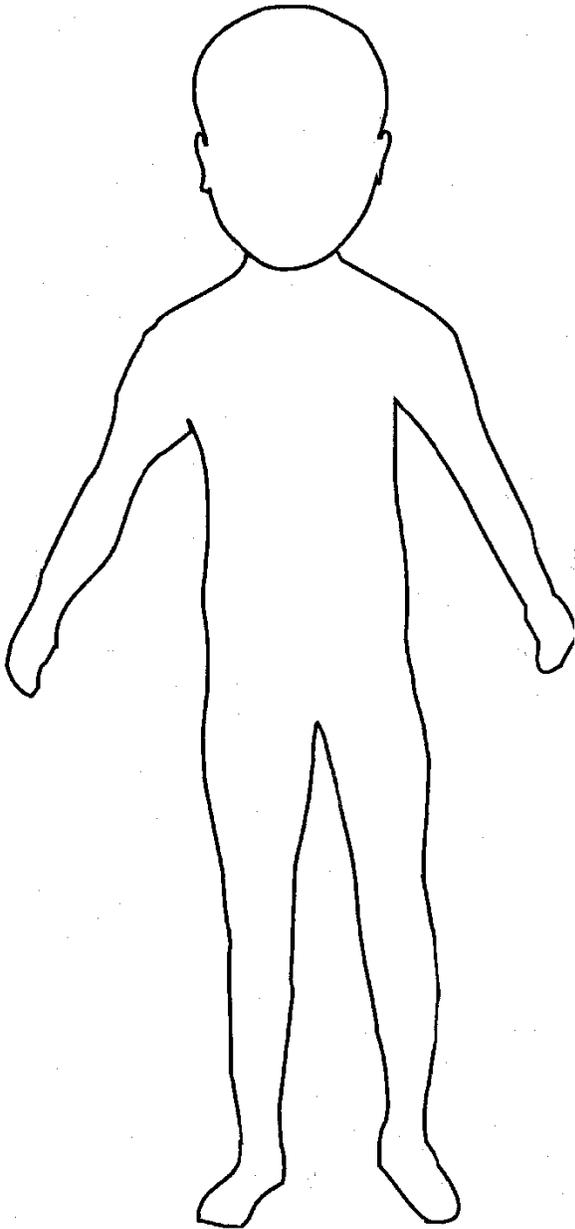
Names for
Child:

Date of
Birth:

Name of
Worker:

Agency:

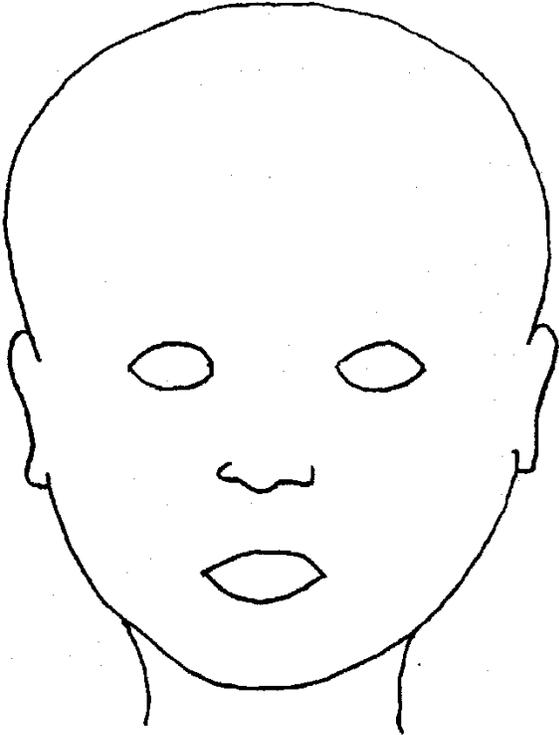
Date and time of
observation:



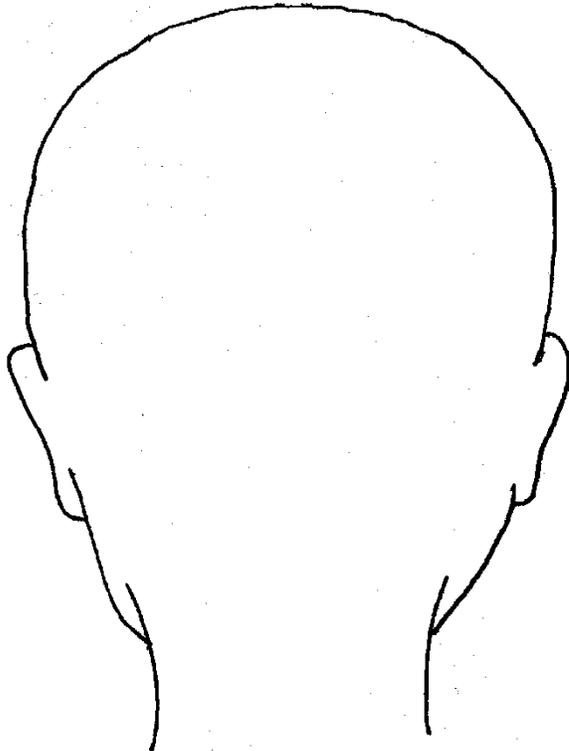
Name of Child:

Date of

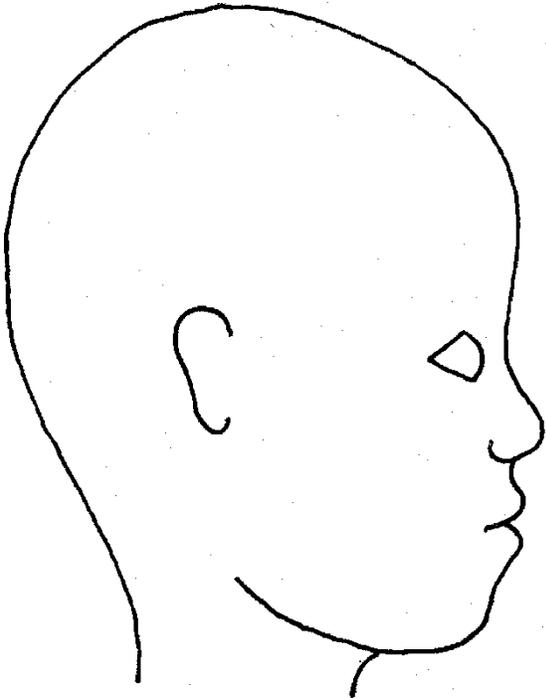
..... observation:



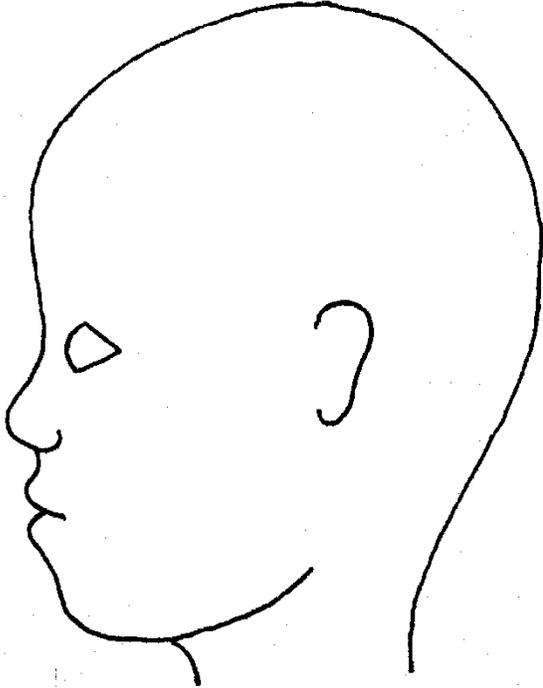
FRONT



BACK



RIGHT

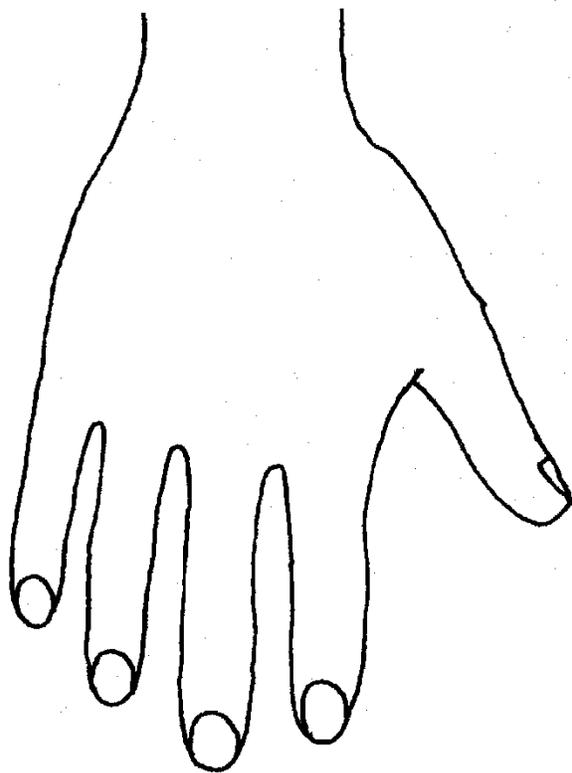


LEFT

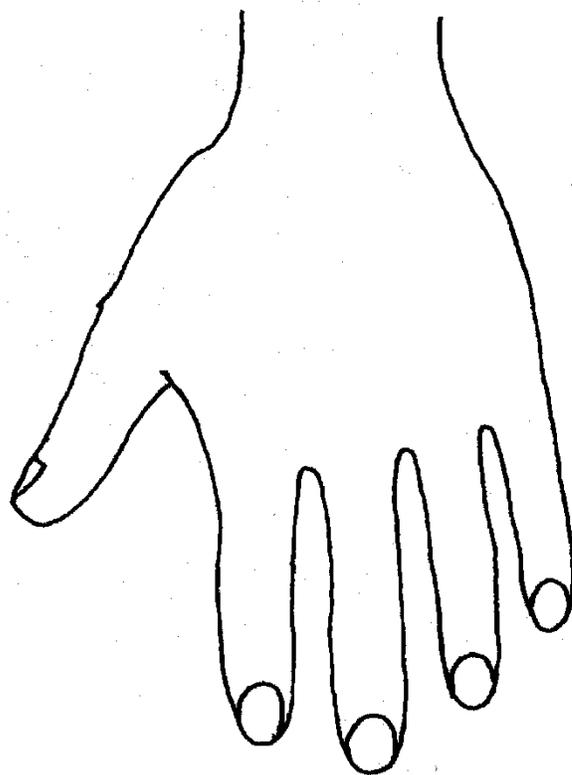
Date of

Name of Child:

observation:



R

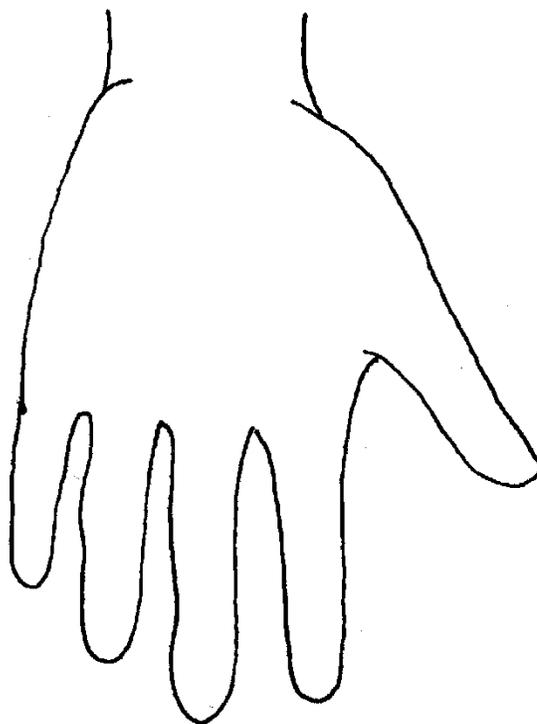


L

BACK



R

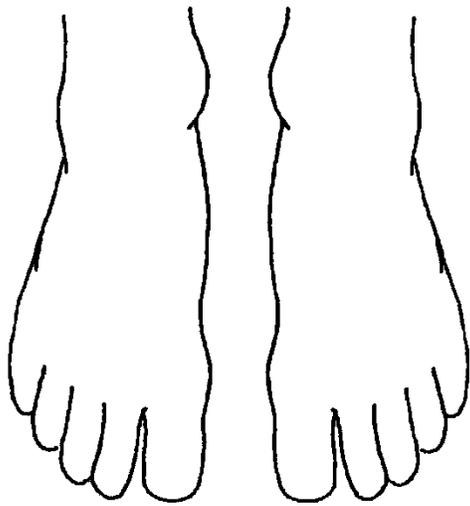


PALM

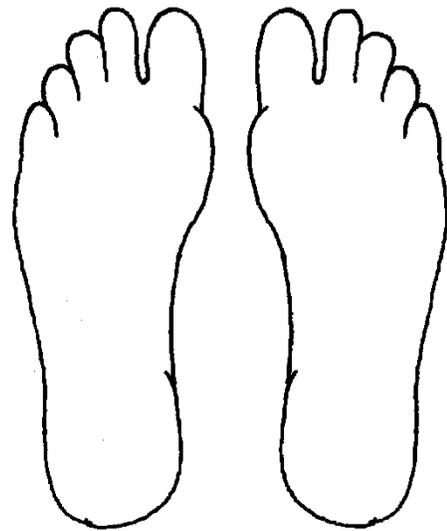
L

Name of Child:

Date of observation:



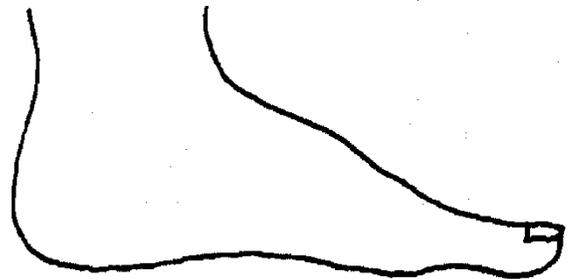
R TOP L



R BOTTOM L

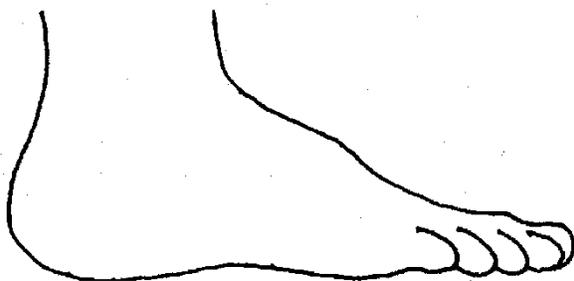


R

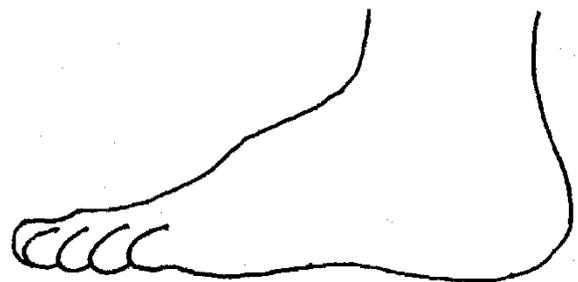


L

INNER



R



L

OUTER

Printed Name and
Signature of
worker:

Date:

Time:

Role of Worker

Other information:

APPENDIX D

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?		
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		

through?		
<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

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

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

What happens when I contact the LADO?

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

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

The parent/s and the child, if sufficiently mature, should be helped to understand

the processes involved and be kept informed about the progress of the case and of the outcome where there is no criminal prosecution. This will include the outcome of any disciplinary process, but not the deliberations of, or the information used in, a hearing.

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

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

The LADO may also need to hold a LADO strategy meeting and will need to ensure that the relevant people are invited to it and any follow up meetings to ensure that the full scope of the enquiry can be effectively addressed. This will include an invitation to the employers Senior Manager unless there is good reason not to do so.

A LADO strategy discussion or initial evaluation can be conducted by way of a series of 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

Milovan Orlandich and Caroline Tanner



Working to make our children's lives safer

Doncaster Safeguarding Children Partnership
Procedures can be found at:

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

Guidance on Supporting Adults who disclose non recent (historical) child/young person sexual abuse

DOCUMENT CONTROL

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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 Sub Group
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Target Audience:	All member organisations of DSAP

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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 as a result 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 number of 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 organisation where a concern is raised about a professional within it, should be incorporated into the package
- In all cases there should be 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 number of victims over a period of time.

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 as a result 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 victimisation

- 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. In order to facilitate this, a historical abuse strategy/planning meeting will be called by either 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 whom 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

Part- Time Timetable Guidance for Schools and Academies

Academic Year 2021- 2022

1. Purpose of the guidance

This guidance is to assist schools in ensuring they comply with statutory obligations and that they do not inadvertently exclude a pupil through the imposition of a reduced timetable.

The guidance ensures that there is a clear understanding of the law within all Doncaster schools and that every child's right to a full-time education is robustly supported.

2. Definition of a part-time timetable

The Department for Education statutory guidance on the use of part-time timetables and exclusions is very clear:

All pupils of compulsory school age are entitled to a full-time education. 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. (Pg19, School Attendance, Department for Education, August 2020)

3. Full-time education

All pupils of compulsory schools age are entitled to a full-time education. Legally, full time education is defined in statute as

- 21 hours at Key Stage 1
- 23.5 hours at Key Stage 2
- 24 hours at Key Stage 3
- 24 hours at Key Stage 4 (Year 10)
- 25 hours at Key Stage 4 (Year 11)

Any pupil accessing fewer hours than the defined minimum for their key stage should be reported as accessing a part-time timetable or their hours should be increased to bring them in line with the required hours.

Schools are not required to report a part-time timetable for pupils that are accessing fewer hours than their peers if they are accessing at least the minimum hours stated above.

4. Illegal/informal exclusions

The Office of the Children's Commissioner has investigated illegal exclusions and its report found that:

- *There is a profound and troubling lack of awareness of the law. This can lead to illegal exclusions taking place by accident.*
- *Head teachers and governing bodies have a shared statutory duty to ensure their schools act within the law at all times. (p38, Always Someone Else's Problem)*

In addition, the Statutory Guidance on School Exclusion from the DfE states that:

“Informal” or “unofficial” exclusions, such as sending a pupil home to “cool off”, are unlawful. ALL exclusions of a pupil must be formally recorded.

(Paragraph 13, Exclusion from maintained school, Academies and pupil referral units in England, DfE).

If it is necessary for a pupil to attend for fewer hours than their peers, this agreement must be formalised in a part-time timetable agreement and must follow the guidelines in regard to consent and timescales.

5. Legitimate and Lawful Part-Time Timetables

Part-time timetables should only be used in very limited circumstances.

For example:

- Where a pupil has a short-term medical condition that prevents full-time attendance for a time limited period.
- As part of a staged reintegration following an extended period of absence.
- When there are behavioural difficulties and the school is trying a part-time timetable as an intervention to avoid permanent exclusion.
- **Where the reduced timetable is introduced as an intervention for a behavioural difficulty, it will only very rarely be appropriate to repeat the intervention. Different interventions need to be utilised if the reduced timetable failed.**
- Advice about alternative interventions can be sought by contacting bits@doncaster.gov.uk

6. Principles of a Part-Time Timetable

The following principles should underpin requests for part-time timetables.

A reduced timetable should be:

- A response to an assessment of need.
- Should be for limited period (suggested maximum length 8 weeks).
- Reviewed regularly and amendments agreed.
- Clearly understood by all parties including support agencies as appropriate.
- Risk assessed to evaluate the impact on the pupil.

- One that allows work to be completed at home and school, which equates to their full-time school hours (providing they are medically fit).
- Recorded with the local authority using the correct reporting form.

Parents/carer and child must:

- Consent and agree to participate in part-time timetable agreement by signing the reporting form.
- Indicate within the agreed plan how they will guarantee the pupil's safety off site and undertake supervision of schoolwork.

When a family disagree with the school's request to implement a part-time timetable, discuss:

- The benefits for the child.
- The support their child and they will receive from school.
- That use of a part-time timetable is a time-bound and regularly reviewed intervention.

7. Pupils with a Statement of Special Education Needs or an Education, Health & Care Plan

A reduced timetable should only be used for a pupil with a Statement of Special Education Needs or an Education, Health & Care (EHCP) in very limited circumstances.

A pupil should not be put on a reduced timetable because of their special educational need as this may constitute discrimination.

In some cases, a special educational need may also be a disability and therefore constitute a protected characteristic under the Equity Act 2010.

Procedure for implementing the part-time timetable

- When a reduced timetable is being considered for a child with an EHCP or Statement, the school must first convene an interim annual review to secure the agreement of both parents/carers and the SEND caseworker and to ensure that all elements of the provision are met through the reduced timetable arrangement.
- Under the SEND Code of Practice, all parties, including parents and the young person, must be given at least two weeks' notice of the date of the Annual Review meeting (SEND Code of Practice, para 9, 176) and updated records must be shared with participants prior to the review.
- This means that no reduced timetable can be implemented with immediate effect. If it is required as an emergency measure, however, the annual review must be convened within two weeks of the start date.

8. Looked After Children

Looked after children are some of our most vulnerable pupils and therefore a reduced timetable should only ever be implemented in exceptional circumstances, and when all other interventions have been tried.

Procedure for implementing the part-time timetable

- A reduced timetable for a Looked after Child should never be implemented without the written agreement of the Virtual School.

- Best practice states that an interim PEP meeting should be called if a reduced timetable is being considered as an intervention.
- Use of the part-time timetable should be agreed at the appropriate multi agency meeting prior to the timetable commencing and should be recorded in the minutes of the meeting as appropriate.

9. Children accessing support from Early Help or Social Care

When the child is subject to a Child in Need / Child Protection or Early Help plan, a reduced timetable should only be used in the most exceptional circumstances

Procedure for implementing the part-time timetable

- A reduced timetable for a child subject to a child protection or child in need plan should never be implemented without the written agreement of the child's social worker.
- Use of the part-time timetable should be agreed at the appropriate Team around the Child meeting prior to the timetable commencing and should be recorded in the minutes of the meeting as appropriate.

10. Marking the attendance register

C code: Leave of absence authorised by the school

Schools can approve educational activities that take place away from the school providing they meet the requirements set out in regulations and guidance. See DfE School Attendance guidance 2020.

In respect of part-time timetables, the guidance states:

In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for a part of the week or day and therefore must record it as authorised absence. (Pg19, School Attendance, Department for Education, August 2020).

11. Reporting Part-Time Timetables to the Local Authority

- DMBC requires all schools to report any pupils who are accessing a part-time timetable to the LA without delay.
- Current guidance from OFSTED states that all schools should notify the Local Authority of any part-time arrangements and this is likely to be monitored through inspections.
- Schools should complete the Doncaster Council part-time timetable reporting form for each pupil that is accessing a reduced timetable.
- Section one should be fully completed when the part-time timetable is implemented. The report form should be sent to bits@doncaster.gov.uk
- Schools do not need to wait for authorisation from the LA before commencing the part-time timetable.
- Section 2 should be completed every time the part-time timetable is reviewed/adjusted. The updated reporting form should be sent to bits@doncaster.gov.uk
- Section 3 should be completed when the part-time timetable is terminated. The updated reporting form should be sent to bits@doncaster.gov.uk

13- Further Advice

- If you require further advice on the use of reduced timetables please contact the Engagement & Behaviour Team at bits@doncaster.gov.uk or on 01302 734210.
- Alternatively, you can contact Behaviour Outreach Support Service on 01302 736295.
- Please consult the checklist below for guidance before implementing a part-time timetable.