



City of
Doncaster
Council



SAFEGUARDING POLICY

1	Summary	Safeguarding Policy		
2	Responsible person	Sarah Hall – Executive Headteacher		
3	Accountable SLT member	Amraz Ali – Deputy CEO		
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff		
5	Who has overseen development of this policy	Jo Howe – Doncaster Learning Standards Adviser, Safeguarding		
6	Who has been consulted and recommended policy for approval	All relevant stakeholders		
7	Approved by and date	The Local Governing Body 1.9.23		
8	Available on		Trust website <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Academy website <input checked="" type="checkbox"/> Y <input type="checkbox"/> N SharePoint <input checked="" type="checkbox"/> Y <input type="checkbox"/> N	
9	Related documents (if applicable)	See para. 3		
10	Disseminated to	<input type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Volunteers		
11	Date of implementation (when shared)	Summer 2023		
12	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N		

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1. 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 2018. This policy reflects the statutory requirements within Keeping Children Safe in Education 2023 (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.

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 pupils at the school.
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- 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
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- 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 their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- The Public Sector Equality Duty (PSED), 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

pupils 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

We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners:

- The local authority (LA)
- Integrated care boards (previously known as clinical commissioning groups) for an area within the LA
- The chief officer of police for a police area in the LA area

1. The purpose of this policy statement

- to protect children and young people at **Brooke Primary Academy** 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 **Brooke Primary Academy**, including senior managers and the board of Governors/Trustees, paid staff, volunteers, sessional workers, agency staff and students.

2. 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 Concern
- Behaviour
- Use of ‘reasonable force’
- Safer recruitment
- Online safety
- Anti-bullying
- Complaints
- Whistleblowing
- Health and safety
- Managing medicines/ Intimate Care
- SEND
- Attendance/ Children Missing in Education

This policy comes into force on 1st September 2023 in line with KCSIE regulations.

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)

3. Important Safeguarding Contacts

	Name, email and contact no.
Designated Safeguarding Lead (DSL)	Sarah Hall
Deputy Designated Safeguarding Lead (DDSL)	Lynsey Baxter
Safeguarding governor	Martin Oldknow
Contact for Operation Encompass	Sarah Hall
Online Safety Lead	Sarah Hall
Mental Health Lead	Sarah Hall
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 Helen Myers LADO@doncaster.gov.uk 01302 737332
Safeguarding Adviser – Local Authority	Jo Howe Jo.howe@doncaster.gov.uk 01302 736975/07816353019
Children's Social Care Safeguarding concern - child at risk report form - City of Doncaster Council	01302 737777 ChildrenAssessmentService@doncaster.gov.uk
Out of hours Children's Social Care	01302 796000
Professionals line – Social Care	01302 737033
Early Help Coordinators Early Help - What is it in Doncaster? - City of Doncaster Council	01302 736250 EarlyHCo@doncaster.gov.uk
Parent and Family Support Services (PAFSS)	Central – 01302 862680 North – 01302 737994 East – 01302 737686 South – 01302 735907
Your Place, Your Family Your Place Your Family Teams Doncaster Safeguarding Children Partnership (dscp.org.uk)	Central – 01302 736409 localsolutioncentral@doncaster.gov.uk North – 01302 736787 localsolutionnorth@doncaster.gov.uk East – 01302 736336 localsolutioneast@doncaster.gov.uk South – 01302 736644 localsolutionsouth@doncaster.gov.uk
Virtual School Virtual School Children in Care team - City of Doncaster Council	01302 737880
Child Missing in Education (CME)	01302 735311 childrenmissingeducation@doncaster.gov.uk
Child Sexual Exploitation (CSE)	01302 737200

Prevent	Emergency – 999 Non-emergency 101 Prevent Inbox@Southyorks.pnn.police.uk Council contact: Rachael Long – Crime & Community Safety Theme Manager 01302 737469
Local Police – PCSO link	Benjamin.Wilson@southyorks.pnn.police.uk
School Nursing Service	Single Point of Contact – 01302 566776 Rdash.doncasterchildrenscaregroup@nhs.net
Channel Helpline	020 7340 7264

4. Introduction

At **Brooke Primary Academy** 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 have a responsibility under section 175 of the Education Act 2002, Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2023 to ensure that the welfare of children is paramount in all the work we do and in all the decisions we take

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 academy'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.

5. Safeguarding definitions

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

- protecting children from maltreatment
- 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, and
- taking action to enable all children to have the best outcomes

(Working Together to Safeguard Children 2018 HM Government)

[Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/682001/Working_together_to_safeguard_children_2018.pdf)

More information around aspects of safeguarding and potential issues can be found within KCSIE 2023 [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/682001/Working_together_to_safeguard_children_2018.pdf)

6. Terminology

Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) - the named persons for safeguarding in education establishments.

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

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

DSCP - Doncaster Safeguarding Children Partnership

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

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

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

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

Abuse - a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect - 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. Appendix 1 defines neglect in more detail.

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

Victim - 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) - 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 perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

7. 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. At **Brooke Primary Academy** 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

8. Roles and responsibilities

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

Academy life 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:

- Behaviour policy
- 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)
 - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called

honour-based violence such as forced marriage and FGM and how to access support

- What constitutes sexual harassment and sexual violence and why they're always unacceptable

9.1 Roles and responsibilities of Governors/ Trustees

The Governing Body/ Trustees fully recognise their responsibilities regarding safeguarding and promoting the welfare of children. There is a named safeguarding governor/ trustee who will:

- Ensure that all staff have read at least part 1 of the new KCSIE statutory guidance.
- Ensure that annex A of KCSIE which is a condensed version of part 1, is provided for staff who do not work directly with children if the governing body/ trustees think it will provide a better basis for those staff to promote the welfare of and safeguard children.
- Support the DSL in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity.
- Along with the DSL, ensure that the Local Authority (LA) annual safeguarding audit (S175) is signed off by the governing body/ trustees and submitted to the LA in a timely manner.
- Ensure that the governing body/ trustees has child protection training on their strategic responsibilities to provide appropriate challenge and support for any action and to progress areas of weakness or development in the academy's safeguarding arrangements.
- Ensure that all policies, procedures, and training in **Brooke Primary Academy** are effective and comply with the law at all times in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- Ensure that all governors/trustees receive appropriate safeguarding and child protection training at induction.
- Ensure that children are taught about how to keep themselves and others safe, including online.
- Where services or activities in school are provided separately by another body, we will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place. Any safeguarding incidents or allegations that occur when an individual or organisation uses the school's premises will be reported by school, following safeguarding policies and procedures, informing LADO where necessary.
- Ensure that external providers of activities within our school have the appropriate safeguarding arrangements in place which can be found here. [Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-during-community-activities-after-school-clubs-and-tuition-non-statutory-guidance-for-providers-running-out-of-school-settings)

9.2 Roles and responsibilities of the Executive Headteacher

The Executive Headteacher of **Brooke Primary Academy** will:

- Ensure there is a named DSL who has undertaken the appropriate training, has their DSL role in their job description as outlined in KCSIE and is given appropriate time to conduct their duties as required.
- Recognise the role of the DSL and DDSL and ensure supervision and ongoing training.
- Ensure every member of staff knows:
 - the name of the designated person and deputies and her role
 - that they have an individual responsibility for referring safeguarding and child protection concerns using the proper channels and in a timely manner
 - the definitions of abuse (physical, emotional, sexual and neglect)
 - the signs and indicators of abuse and understand the role of Early Help in supporting children and families.
- Ensure that members of staff are aware of the need to be vigilant in identifying signs of abuse at the earliest opportunity and know how to respond to and support a child/young person who may disclose abuse.
- Ensure that parents/ carers understand the safeguarding responsibility of staff.
- Ensure that children/ young people in our setting know the name of the DSL/DDSL and his/ her role.
- Ensure that relevant topics will be included within Relationships Education (for all primary pupils), and Health Education (for all primary and secondary pupils). When teaching these subjects, we will have regard to the statutory guidance [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/relationships-and-sex-education-rse-and-health-education) (Also see KCSIE 2023 for more information and further useful links to support the curriculum.)
- Provide/ arrange appropriate safeguarding training (including Prevent) for all staff at the point of induction and on an annual basis thereafter. This will include sharing at least part 1 of KCSIE at the point of induction and start of each academic year.
- Ensure all staff receive safeguarding and child protection updates throughout the year (for example, via e mail, e-bulletins, and staff meetings).
- Notify the named social worker, for children/ young people subject to a Child Protection Plan, in addition to normal procedures, if:
 - we should have to suspend a child/ young person either for a fixed term or permanently
 - there is an unexplained absence of more than two days duration
- Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including staff attendance at initial child protection case conferences (ICPCCs), core groups and child protection meetings
- Ensure written reports are provided for ICPCCs and child protection meetings in a timely manner
- Keep records of any concerns about children/ young people (noting the date, event and action taken) on CPOMS
- Ensure all records are kept secure in locked locations and in compliance with the setting's Data Protection Policy
- Ensure policy and procedures are adhered to when dealing with allegations against staff including making a timely referral to the LADO when required.
- Ensure referrals are made to the Disclosure and Barring Service where appropriate.

- Ensure that we follow the Safer Recruitment legal requirements as set out in KCSIE and that appropriate staff are trained in Safer Recruitment. [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/keeping-children-safe-in-education)
- Inform shortlisted candidates that online searches may be done as part of pre-recruitment checks
- In the Early Years Foundation Stage setting
 - Ensure the relevant staffing ratios are met, where applicable
 - Make sure each child is assigned a key person
 - Oversee the safe use of technology, mobile phones and cameras in the setting.

9.3 Roles and responsibilities of the Designated Safeguarding Lead (DSL) and the Deputy Safeguarding Lead (DDSL)

- Ensure each member of staff has access to and understands the setting's child protection policy and procedures.
- Function as a source of support, advice and expertise for all staff.
- Ensure staff are aware of training opportunities and the latest local policies on local safeguarding arrangements.
- Function as a point of contact with the safeguarding partners, ensuring contact can be made during the school holidays.
- Consult with staff on matters of safety and safeguarding and welfare.
- Ensure all safeguarding records are kept up-to-date and information is kept confidential and stored securely, transferring any records to a child's new school within 5 days for an in-year transfer or within the first 5 days of the start of a new term.
- Ensure this policy is reviewed annually and the procedures and their implementation are updated and reviewed regularly, and work with the governing body/ trustees regarding this.
- Promote supportive engagement with parents and/ or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the executive headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement, and achievement. This includes:
 - ensuring that the setting knows who its cohort of children/young people who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and;
 - supporting teaching staff to provide additional academic support or reasonable adjustments to help children/young people who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.
- Take lead responsibility for understanding the filtering and monitoring systems and processes in place to support online safety within the setting.

For a full description of the role of DSL/DDSL see KCSIE 2023

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

9. Child protection procedures (including Early Help)

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Appendix 2 illustrates the procedure to follow if you have any concerns about a child's welfare. If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words, logging the incident on CPOMs. Stick to the facts, and do not put your own judgement on it
- If you have any concerns further to logging the incident, speak to the DSL/ DDSL or a member of the leadership team. Alternatively, if appropriate, make a referral to children's social care and/or the police directly or you can also seek advice from the NSPCC Helpline on 0808 800 5000. Tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.

Bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
 - Not recognise their experiences as harmful
 - Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers
 - None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.
-
- 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 an online referral 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/young person, 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 \(dscp.org.uk\)](http://dscp.org.uk)
- 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.

10. Safeguarding Issues – including local issues and guidance

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

At **Brooke Primary Academy** we maintain an attitude of ‘it could happen here’ and staff in our setting recognise that children and young people are capable of abusing other children and young people (including online). We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All our staff are clear about the policy and procedures regarding anti-bullying, child on child abuse, sexual violence and sexual harassment.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

Staff are aware of and follow the statutory guidance in KCSIE 2023 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 \(www.gov.uk\)](https://www.gov.uk)
[Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
[What is sexual consent? | Rape Crisis England & Wales](#)

11.2 Child Exploitation (Child Criminal Exploitation and Child Sexual Exploitation)

At **Brooke Primary Academy** we recognise that child exploitation is a form of abuse. We understand that children/ young people 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/ young people 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

Useful links:

[Exploitation | Doncaster Safeguarding Children Partnership \(dscp.org.uk\)](https://dscp.org.uk)
[Child Sexual Exploitation \(proceduresonline.com\)](https://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 \(www.gov.uk\)](https://www.gov.uk)
[Here to support young people. | DCST EPIC \(epicdoncaster.co.uk\)](https://epicdoncaster.co.uk)
[Stop child exploitation - SYP \(southyorks.police.uk\)](https://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

11.3 Child Victims of Trafficking and/or Modern-Day Slavery

At **Brooke Primary Academy** 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 and young people 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 and young people. Often the child or young person 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.

11.4 Children Missing Education (CME)

At **Brooke Primary Academy** we recognise that all children/young people, 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/young person identified as CME following the DSCP procedures and statutory guidance outlined in children missing education – statutory guidance for local authorities 2016.

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 \(windows.net\)](#)

Please also read/ ask to read the Brooke Primary Academy Attendance Policy.

11.5 Children in Care (CIC)

At **Brooke Primary Academy** 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 \(www.gov.uk\)](https://www.gov.uk)

Please also read/ ask to read the Brooke Primary Academy Admissions Policy.

At **Brooke Primary Academy** we have a Designated Teacher (DT) who is responsible for championing the needs of children in care in our school – Sarah Hall.

11.6 Dangerous Dogs

At **Brooke Primary Academy** 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 \(proceduresonline.com\)](https://proceduresonline.com/dangerous-dogs-practice-guidance)

At **Brooke Primary Academy** 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 \(live.com\)](#)

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/ young person 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/ young person, 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](#)

11.7 Domestic Abuse

At **Brooke Primary Academy** we recognise that prolonged or regular exposure to domestic abuse can have a serious impact on a child's/young person's development and emotional well-being, despite the best efforts of the non-abusing parent to protect the child.

Domestic abuse impacts on children/ young people 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/ young people 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 **Brooke Primary Academy** if we become concerned that a child/young person 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/young people in our setting 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 **Brooke Primary Academy** 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](#)

11.8 Elective Home Education (EHE)

The overall aim is for all children and young people 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 **Brooke Primary Academy** we respect that parent's may decide to educate their children/young people 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/young person 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 \(live.com\)](#)

Please also read/ ask to read the Brooke Primary Academy Admissions Policy.

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

At **Brooke Primary Academy** we recognise that FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’. Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”. 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.

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.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in Appendix 3 of this policy.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl’s physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children’s social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is at risk of FGM or suspects that FGM has been carried out should speak to the DSL and follow our local safeguarding procedures.

At **Brooke Primary Academy** all staff have received FGM awareness training as part of the whole school safeguarding training.

Useful links:

[Female Genital Mutilation \(FGM\) \(proceduresonline.com\)](https://proceduresonline.com)

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

[Female Genital Mutilation - Prevent & Protect | NSPCC](https://safeguardinghub.co.uk/breast-ironing-a-guide/)

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

11.10 Forced Marriage

At **Brooke Primary Academy** 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/young person, we will report this immediately to Children's Social Care.

Useful links:

[Forced Marriage \(proceduresonline.com\)](https://proceduresonline.com)

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

11.11 Honour Based Abuse

At **Brooke Primary Academy** 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 \(www.gov.uk\)](https://www.gov.uk)

['Honour' Based Abuse \(proceduresonline.com\)](https://proceduresonline.com)

11.12 LGBTQ+ support

At **Brooke Primary Academy** 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.

Brooke Primary Academy plays a vital role in supporting LGBTQ+ children and young people. We create an inclusive environment where all learners feel welcome and valued.

- The fact that a child or young person 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/setting will access the range of support available to help counter homophobic, biphobic and transphobic bullying and abuse.

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

Useful links:

[Schools & colleges | Stonewall](#)

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

Please also read/ ask to read the Brooke Primary Academy Relationships and Sex Education Policy.

11.13 Online Safety

At **Brooke Primary Academy** we will ensure that in accordance with KCSIE 2023, appropriate filters and monitoring systems are in place and regularly reviewed to protect children/ young people when they are online in school. We will follow the guidance in KCSIE 2023 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 Governors/ Trustees 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 \(www.gov.uk\)](#)

At **Brooke Primary Academy** 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 \(www.gov.uk\)](#)

- 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.

Useful links:

[Appropriate Filtering and Monitoring - UK Safer Internet Centre](#)

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

[Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](#)

[Cyber security training for school staff - NCSC.GOV.UK](#)

[Protecting children from online abuse | NSPCC Learning](#)

Please also read/ ask to read the Brooke Primary Academy E-Safety Policy and Venn Social Media Guidance.

11.14 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 \(www.gov.uk\)](#)

For more information about supporting Ukrainian arrivals in the UK:

[Situation in Ukraine: Information for guests, sponsors and families - City of Doncaster Council](#)

At **Brooke Primary Academy** we 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.

11.15 Power to Search – searching, screening and confiscation

At **Brooke Primary Academy** we recognise that children/ young people may bring prohibited items onto the academy site. To ensure the safety of all children/ young people and staff on site, The Executive Headteacher 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. Academy 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

Academy 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)

11.16 Prevent

At **Brooke Primary Academy** 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 **Brooke Primary Academy** 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/>

11.17 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 **Brooke Primary Academy** 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 \(www.gov.uk\)](#)

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

At **Brooke Primary Academy staff** recognise that the sharing of nude and semi-nude images poses a number of significant risks for children; losing control of the image, blackmail and bullying, being involved with sharing nudes of others, experiencing online sexual harassment.

If you 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'), you must report it to the DSL immediately.

You must not:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) 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 pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved
- You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care

- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to SEN)
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the executive headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks. If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through [insert details of your existing arrangements, e.g. a safer schools officer, a police community support officer, local neighbourhood police, dialling 101].

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded.

Useful links:

[Sharing nudes and semi-nudes | NSPCC](#)

[Sharing nudes and semi-nudes: how to respond to an incident \(overview\) - GOV.UK \(www.gov.uk\)](#)

11.19 Suicide Prevention

At **Brooke Primary Academy** staff have appropriate training through Zero Suicide Alliance and know where to signpost in order to support children/ young people and families who are affected by suicide.

Useful Links:

[Papyrus UK Suicide Prevention | Prevention of Young Suicide \(papyrus-uk.org\)](#)

[Contacting Childline | Childline](#)

[Doncaster Samaritans](#)

[Support After Suicide](#)

11.20 Supporting children/young people at risk (mental health)

At **Brooke Primary Academy** 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.

11.21 Young Carer's Service

At **Brooke Primary Academy** we recognise that a young carer is a child or young person who provides regular and on-going care and emotional support to a family member with physical or mental health problems, has a disability, or misuses drugs or alcohol.

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 \(barnardos.org.uk\)](#)

11. The use of 'reasonable force' in schools and colleges

At **Brooke Primary Academy** 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 2023 \(publishing.service.gov.uk\)](#)

At **Brooke Primary Academy** 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 \(www.gov.uk\)](#)

[Reducing the need for restraint and restrictive intervention - GOV.UK \(www.gov.uk\)](#)

Please also read/ ask to read the Brooke Primary Academy Restrictive Physical Intervention Policy.

12. 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 **Brooke Primary Academy** all staff are aware of the Venn Wide Whistleblowing policy and know what to do if there are concerns about safeguarding practices within the setting.

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/Principal, these should be raised with the Chair of Governors
- 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 \(proceduresonline.com\)](#)

Please also read/ ask to read the Venn Wide Complaints Policy and the Venn Wide Whistleblowing Policy.

13. Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will all be logged as an incident on CPOMs and include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that the CPOMs transfer will be authorised and/ or their child protection file is forwarded as soon as possible, securely, and separately from the main pupil file. To allow the new school/college to have support in place when the child arrives, this should be within:

- 5 days for an in-year transfer, or within
- The first 5 days of the start of a new term

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

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

At **Brooke Primary Academy** 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 \(proceduresonline.com\)](https://proceduresonline.com/Responding-to-Allegations-Against-Staff-Carers-or-Volunteers)
[Allegations against adults working with children referral form \(LADO\) - City of Doncaster Council](#)

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

Please also read/ ask to read the Venn Wide Code of Conduct and the Venn Wide Whistleblowing Policy.

16. Training

16.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the academy's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Be in line with advice from the 3 safeguarding partners
- Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring
- Have regard to the Teachers' Standards to support the expectation that all teachers:
 - Manage behaviour effectively to ensure a good and safe environment
 - Have a clear understanding of the needs of all pupils

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).

Volunteers will receive appropriate training, if applicable.

16.2 The DSL and DDSL

The DSL and DDSL will undertake child protection and safeguarding training at least every 2 years. In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). They will also undertake Prevent awareness training.

16.3 Governors

All governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

16.4 Recruitment – interview panels

At least one person conducting any interview for any post at the **Brooke Primary Academy** will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

17. Review Information

This Safeguarding Policy will be reviewed and updated annually, or sooner if significant changes occur.

All policies will be reviewed in line with the latest DfE guidance on policies required by Law. [Statutory policies for schools and academy trusts - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/statutory-guidance-keeping-children-safe-in-education)

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

Revised: 12th July 2023

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Safeguarding**

Review date: July 2024 (or when changes occur)

Appendix 1: types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

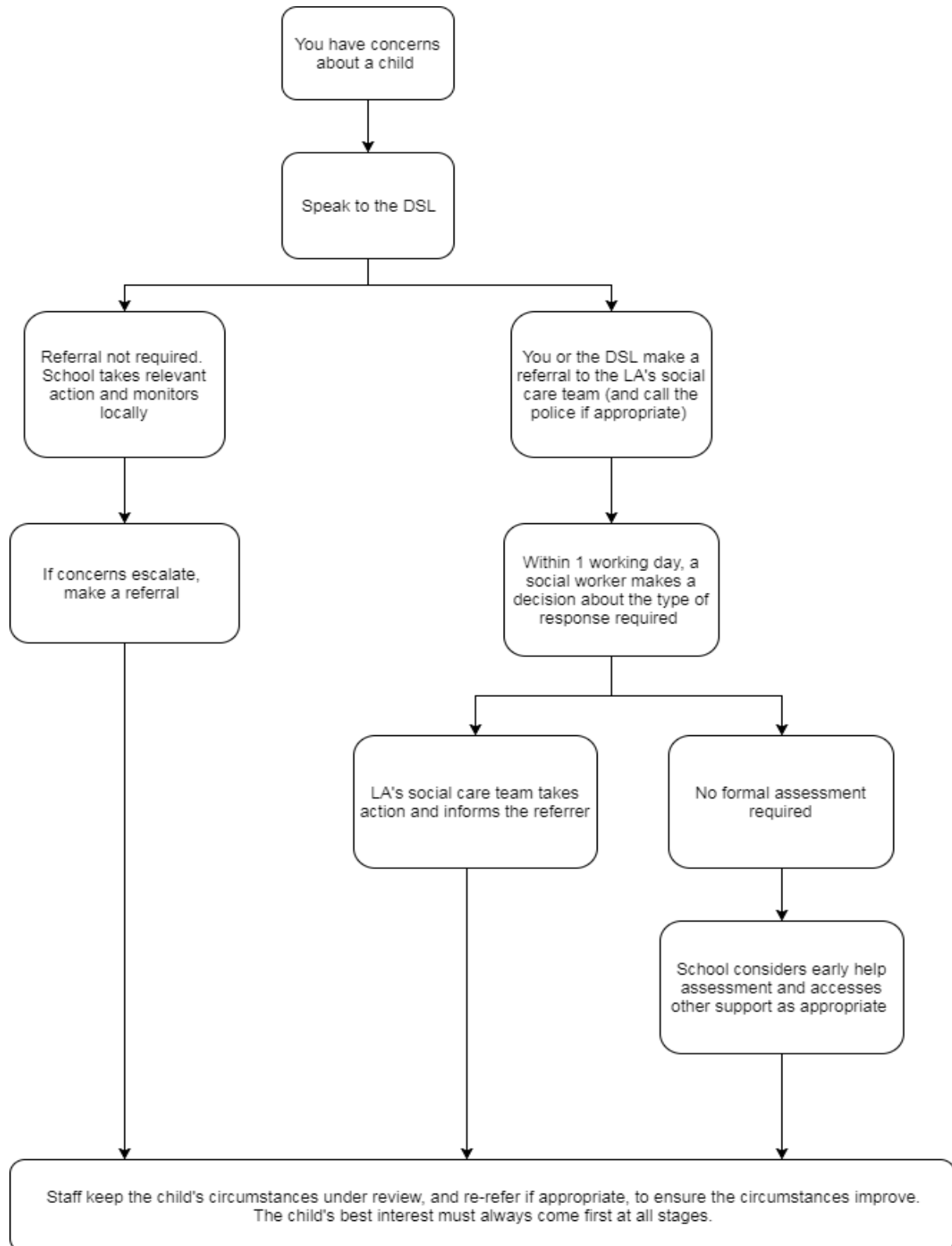
Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)



Appendix 3: Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
 - Being reluctant to undergo any medical examinations
 - Asking for help, but not being explicit about the problem
 - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - Being unexpectedly absent from school
 - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.