Safeguarding & Child Protection Policy

More Than Ed | Independent School

Allegations of abuse made against staff are included in Appendix 3, Section 1.

Date: September 2026
Review Date: September 2027
Responsible Person: Karen Holmes

This edition incorporates updates to reflect Keeping Children Safe in Education 2026, Part One. Text shaded like this shows content that is new or revised for this update.

Contents

1. Aims
2. Legislation and statutory guidance
3. Definitions
4. Equality statement
5. Roles and responsibilities
6. Confidentiality
7. Recognising abuse and taking action
8. Online safety and the use of mobile technology
9. Notifying parents or carers
10. Students with special educational needs, disabilities or health issues
11. Students with a social worker
12. Looked-after and previously looked-after children
13. Complaints and concerns about school safeguarding policies
14. Record-keeping
15. Training
16. Monitoring arrangements
17. Links with other policies
18. Appendix 1: types of abuse
19. Appendix 2: safer recruitment and DBS checks – policy and procedures
20. Appendix 3: allegations of abuse made against staff
21. Appendix 4: specific safeguarding issues
22. Appendix 5: important safeguarding contacts

1. Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff are properly trained in recognising and reporting safeguarding issues
- Safeguarding concerns are identified early and acted on immediately
- A child-centred approach is embedded in all that we do
- Strong partnerships exist with families, the safeguarding partners and other agencies
- Our practice keeps pace with emerging safeguarding risks, including artificial intelligence (AI) and deepfake imagery, financial exploitation and online scams, harmful online cultures including misogyny, and the increasing complexity of safeguarding vulnerabilities This policy comes into force on 1 September 2026, in line with Keeping Children Safe in Education 2026. It has been written in accordance with the Children Act 1989 and 2004, the Education (Independent School Standards) Regulations 2014, Working Together to Safeguard Children, Keeping Children Safe in Education 2026, and the local policies and procedures of the Doncaster Safeguarding Children Partnership (DSCP). It will be updated to reflect any further amendments issued by the Department for Education.

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2026) and Working Together to Safeguard Children (2026), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners. 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 students at the school

- The standard in paragraph 7 is met if the proprietor ensures that— (a)arrangements are made to safeguard and promote the welfare of students at the school; and (b)such arrangements have regard to any guidance issued by the Secretary of State.
- The standard in paragraph 9 is met if the proprietor promotes good behaviour amongst students by ensuring that— (a)a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of student misbehaviour. (b)the policy is implemented effectively; and (c)a record is kept of the sanctions imposed upon students for serious misbehaviour.
- The standard in this paragraph 10 is met if the proprietor ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.
- The standard in paragraph 11 is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- The standard in paragraph 12 is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005(2).
- The standard in paragraph 13 is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.
- The standard in paragraph 14 is met if the proprietor ensures that students are properly supervised through the appropriate deployment of school staff.
- The standard in this paragraph 15 is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006(3).

- The standard in this paragraph is met if the proprietor ensures that
    - (a)the welfare of students at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
    - (b)appropriate action is taken to reduce risks that are identified.
- 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
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2023 are a set of amendments to existing UK childcare regulations, updating the original Childcare (Disqualification) regulations and regulations concerning early years free childcare provision and extended entitlement.

These amendments would have affected what qualifications were needed, the terms and conditions for early years provision, and potentially the eligibility criteria for free childcare, particularly the Extended Entitlement for the Extended Free Entitlement. (referred to in this policy as the "2023 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children.

- 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.
- The Equality Act 2010, which makes it unlawful to discriminate against people in respect of protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). The Act allows us to take positive action to address particular disadvantages affecting students where we can show it is proportionate and requires us to make reasonable adjustments for disabled students.
- The Equality Act 2010, under which we must not discriminate against, harass or victimise students, and must make reasonable adjustments for disabled students. The Public Sector Equality Duty does not apply to independent schools, but we apply the same thinking as a matter of practice. Some students may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination.
- The Crime and Policing Act 2026, which introduces a statutory duty on those in specified roles with responsibility for children to report child sexual abuse of which they are made aware, creates an offence of seeking to prevent someone reporting child sexual abuse, and removes the supervision exemption from the definition of regulated activity from 1 September 2026.
- The Domestic Abuse Act 2021, which introduced the first statutory definition of domestic abuse and recognises children as victims in their own right where they see, hear or experience its effects.
- The Homelessness Reduction Act 2017, which places a duty on local housing authorities to provide meaningful help — including a needs assessment and a personalised housing plan — to anyone who is homeless or at risk of homelessness.
- The Children's Wellbeing and Schools Act 2026, which introduces local authority "Children Not in School" registers and a requirement for parents to obtain local authority consent before withdrawing certain children from school to be home educated.

We also follow the policies, procedures and practice guidance of the Doncaster Safeguarding Children Partnership (DSCP) and take account of local learning from child safeguarding practice reviews.

3. Definitions

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 it is within or outside the home, including online
- Preventing 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 harm. Appendix 1 explains the different 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. Appendix 1 defines neglect in more detail.

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. Children includes everyone under the age of 18.

Child-to-parent abuse refers to abuse perpetrated by children against parents, carers or other family members. It is treated as a safeguarding issue and may indicate unmet safeguarding, mental health or contextual needs.

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

Staff refers to all those working for or on behalf of the school in either a paid or voluntary capacity, including agency workers, contractors and volunteers.

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 and perpetrator are widely used and recognised terms. However, we think carefully about the terminology we use, especially in front of children, because harmful behaviour can itself be an indicator that a child is being harmed.

In line with Doncaster's expectation that settings adopt consistent trauma-informed terminology, and with our own relational and trauma-informed practice. We will normally refer to an alleged allegation when discussing children and will decide what is appropriate on a case-by-case basis.

Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) are the named people with lead responsibility for safeguarding in the school.

LADO is the Local Authority Designated Officer, who deals with allegations against any adult who works with children. DSCP is the Doncaster Safeguarding Children Partnership.

The following 3 safeguarding partners are identified in Keeping Children Safe in Education (2026) (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They

will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The Local Authority (LA)
- Integrated Care Board (ICB)
- The Chief Officer of Police in Doncaster

4. Equality statement

Some children have an increased risk of abuse, 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 (SEND) or disabilities or health conditions (see section 10)
- 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 (see section 12)
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated
- Are at risk of exploitation, including child criminal exploitation and child sexual exploitation
- Are questioning their identity
- Are pregnant, or are young parents
- Are displaying emerging harmful behaviour, including harmful sexual behaviour
- Are affected by child-to-parent abuse
- Are affected by online exploitation networks
- Experience discrimination

We actively promote inclusion, belonging and a safe environment for all. In line with Doncaster's Inclusion Charter, we understand inclusion as belonging: students should not only be present and participating but should feel that they are part of the school community, are safe and are valued.

5. Roles and responsibilities

Safeguarding and Child Protection is everyone's responsibility. This policy applies to all staff 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.

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, and review this guidance at least annually. Any amendments must be read by all staff.

- All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.
- All staff will be aware of:
    - Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, relational policy
    - The role and identity of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL)
    - The online safety policy and the safeguarding response to children who go missing from education
    - The Early Help process (sometimes known as the Common Assessment Framework) 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 FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
    - The signs of different types of abuse and neglect, 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 and radicalisation
    - The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
    - The recording system we use (CPOMS), how to record a safeguarding concern appropriately, the expectation that concerns are recorded the same day, and how to build a clear chronology of events including context, action taken and rationale. Staff also know to speak to the DSL immediately if a student is at risk of harm
    - The development of Family Help arrangements under the Families First Partnership Programme, and the school's role in working with the safeguarding partners so that children and families receive the right support at the right time
    - The fact that children can be at risk of harm inside and outside their home, at school and online, and that harm can occur wholly online
    - The fact that children who are (or who are perceived to be) lesbian, gay, bisexual or trans (LGBTQ+) can be targeted by other children
    - What to look for in order to identify children who need help or protection All staff must also recognise emerging risks, including:
    - AI-generated abuse, including deepfake and nudified imagery
    - Online misogyny and harmful online cultures
    - Financial exploitation, sextortion and online scams
    - Serious violence and weapon-related risk
    - Online extortion networks ("Com networks") – see appendix 4

All staff are expected to exercise professional curiosity: respectfully exploring inconsistencies, asking further questions and seeking further information rather than accepting an explanation at face value. Professional curiosity applies to what we are told by children, by parents and carers, and by other professionals. Section 15 and appendix 4 of this policy outline in more detail how staff are supported to do this.

The Designated Safeguarding Lead (DSL)

The DSL, Heidi Lindle, is a member of the Senior Leadership Team. The DSL takes lead responsibility for Child Protection and wider safeguarding in the school. 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, on 07866498865. When the DSL is absent, the Deputy DSL – Catherine Ford will act as cover. Out of school hours/out of term activities, if the DSL is not available, Catherine Ford will act as cover and can be contacted out of hours, if necessary, on 07951239700.

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
- Lead on Family Help and multi-agency working
- 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
- Ensure that the recording system (CPOMS) is used appropriately by all staff, providing refresher training where necessary and ensuring that clear chronologies are maintained
- Ensure that safeguarding records are transferred securely when a student moves setting
- Promote a strong safeguarding culture across the whole school The school ensures that:
- There are always robust DSL cover arrangements, including during periods of absence
- There are DSL cover arrangements during school holidays

The full responsibilities of the DSL and DDSL are set out in their job descriptions

The DSL will liaise with Local Authority case managers and designated officers for child protection concerns as appropriate.

Availability

During term time the DSL / DDSL should always be available (during school hours) for staff to discuss any safeguarding concerns. Whilst generally speaking the DSL / DDSL would be expected to be available in person, it is a matter for individual schools, working with the DSL / DDSL, to define what "available" means and whether in exceptional circumstances availability via phone or other such media is acceptable. It is a matter for individual schools and the DSL / DDSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage referrals

The DSL / DDSL expected to refer cases:

- Of suspected abuse, neglect and exploitation to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- To the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- Where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and

- Where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police Working with others the DSL is expected to:
- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with the safeguarding partners
- Liaise with the headteacher to inform them of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.
- As required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- Liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators, SENCOs) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- 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 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 at school.

This includes:

- Ensuring that the school knows who its cohort of children 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.
- Supporting teaching staff to provide additional academic support or reasonable adjustments to help children 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
- Information sharing and managing the child protection file the DSL is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should 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
- The DSL / DDSL should ensure the file is only accessed by those who need to see it and where the file or content within is shared, this happens in line with information sharing advice set out in Parts one and two of this guidance.
- Where children leave the school (including in year transfers) the DSL should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main student file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as DSL's and SENCOs or the named person with oversight for SEND in colleges, are aware as required.

- Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising awareness

The DSL should:

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
- Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- Ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- Help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff

Training, knowledge and skills

The DSL / DDSL should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The DSL / DDSL should also undertake Prevent awareness training. Training should provide DSL / DDSL with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required
- Understand the importance of the role the DSL / DDSL has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- Are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- Understand the importance of information sharing, within the school, and with the safeguarding partners, other agencies, organisations and practitioners
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation Full details in Chapter one of Working Together to Safeguard

Children. Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.

- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
- Can recognise the additional risks that children with SEND face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them.
- In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.
- Providing support to staff
- Training should support the DSL in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters.

This includes specifically to:

- Ensure that staff are supported during the referrals processes
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that all children feel heard and understood. Therefore, DSL / DDSLs should be supported in developing knowledge and skills to:

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is out in Parts one, two and five of this document, and therefore the DSL / DDSL should be equipped to:

- Understand the importance of information sharing, both within the school, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- Be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent programme etc. (KCSIE 2026)

The Headteacher

The Headteacher is responsible for the implementation of this policy, including:

Ensuring that staff:

- 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, neglect and exploitation communicate this policy to parents/carers when their child joins the school and via the school website ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3) ensuring the relevant staffing ratios are met, where applicable

The Proprietor

More Than Ed is an independent school and does not have a Governing Board. The functions that KCSIE assigns to governing bodies and proprietors are discharged by the Proprietor, Karen Holmes, who is also the Headteacher. Because these roles are held by the same person, the school commissions Judicium Education to provide independent external monitoring, audit and advice on safeguarding, and uses that external scrutiny in place of the challenge a separate governing board would otherwise provide. The Proprietor 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 that it complies with the law and that it is implemented effectively
- Be aware of the school's obligations under the Human Rights Act 1998 and the Equality Act 2010, and of the local multi-agency safeguarding arrangements
- Ensure that all staff and volunteers 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 safeguarding is a standing item at leadership meetings, and receive termly safeguarding assurance reports from the DSL
- Ensure the completion of the annual section 175/157 safeguarding self-assessment or equivalent audit requested by the local authority, and monitor the implementation of any actions arising
- Review safeguarding trends and outcomes, including attendance, exclusions, CPOMS themes and the impact of the school's inclusion practice
- Ensure that the school has appropriate filtering and monitoring systems in place, that these are reviewed at least annually, and that staff understand their roles and responsibilities in relation to them
- Ensure that the DSL has the appropriate status and authority to carry out the role, including additional time, funding, training, resources and support
- Ensure that the school has procedures to manage any safeguarding concern or allegation that does not meet the harm threshold (a low-level concern) about a member of staff, volunteer or contractor
- Where another body provides services or activities on the school site, seek assurance that it has appropriate safeguarding policies and procedures in place, ensure there are arrangements for it to liaise with the school, and make safeguarding compliance a condition of any agreement to use the premises
- Where an allegation of abuse is made against the Headteacher/Proprietor, it will be reported directly to the Local Authority Designated Officer (LADO) and the case manager function will be discharged by the Managing Director in liaison with the LADO and the school's external safeguarding adviser. Staff may report such an allegation to the LADO directly and are not required to raise it with the Headteacher first.

6. Confidentiality

We ensure confidentiality in line with our GDPR Policy, however, all Safeguarding concerns are shared with the LA SEN Team, parents, and Social Workers, Virtual Schools etc as appropriate. 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 safe. 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. 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

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.

2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.

5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).

7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose. If staff are in any doubt about sharing information, they should speak to the DSL / DDSL

Where a student asks us not to share information

If a student asks the school not to tell anyone about sexual violence or sexual harassment, there is no single answer. Even where a student does not consent to information being shared, staff may still lawfully share it where another legal basis under the UK GDPR applies. The DSL will balance the student's wishes against the duty to protect them and other children, and will consider that:

- Parents or carers should normally be informed, unless doing so would place the student at greater risk
- The basic safeguarding principle applies: if a student is at risk of harm, is in immediate danger, or has been harmed, a referral will 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 will 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

Anonymity

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, all staff will:

- Be aware of anonymity, witness support and the criminal process in general
- Do all they reasonably can to protect the anonymity of any students involved in any report of sexual violence or sexual harassment, for example by carefully considering which staff need to know about the report
- Consider the potential impact of social media in spreading rumours and exposing the identities of those involved Confidentiality is also addressed in this policy with respect to record-keeping in section 14, and allegations of abuse against staff in appendix 3

7. Recognising abuse and taking action

Staff must follow the procedures set out below in the event of a safeguarding issue. Please note – in this and subsequent sections, you should take any references to the DSL to mean "the DSL (or deputy DSL)". If a child is suffering or likely to suffer harm, or in immediate danger, make a referral to children's social care and/or the police immediately. Anyone can make a referral by calling 01302 737777 for a Doncaster child or by contacting the relevant Safeguarding Reporting Team where the child is from. Tell the DSL as soon as possible if you make a referral directly.

If a child makes a disclosure to you

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. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly, and 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

If you discover that FGM has taken place or a student is at risk of FGM

KCSIE explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs". 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'. Possible indicators that a student has already been subjected to FGM, and factors that suggest a student may be at risk, are set out in appendix 4 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 student 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 student is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine students. Any member of staff who suspects a student is at risk of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures. The Police must be informed immediately on 101, and a telephone referral to DSCB must be made immediately.

If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Where possible, speak to the DSL first to agree a course of action. If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the Senior Leadership Team (SLT) and/or take advice from LA Children's Social Care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to LA Children's Social Care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

Early Help

Early Help is 'acting on and referring early signs of abuse and neglect and radicalisation including support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse'. (KCSIE 2026) If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. The DSL will keep the case under constant review, and the school will consider a referral to LA Children's Social Care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

If it is appropriate to refer the case to LA Children's Social Care or the police, the DSL will make the referral or support you to do so. If you make a referral directly, you must tell the DSL as soon as possible. The LA will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the LA if this information is not made available, and ensure outcomes are properly recorded. If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

Early Help and the Multi-Agency Safeguarding Hub (MASH)

All staff understand 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. Where a student 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.

All enquiries to MASH are triaged by a social worker. Where the threshold for Early Help is clear, contacts are screened within the Early Help Hub; where the threshold is unclear, the MASH process is used. MASH is available from 8.30am to 5.00pm, Monday to Friday, and telephone messages are responded to within one working day. Staff are aware of the Doncaster Early Help thresholds, which are published by the DSCP.

All staff are alert to the potential need for Early Help for students who have experienced multiple suspensions, or who are at risk of permanent exclusion from a school, college or alternative provision.

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.

We are not able to act as Lead Professional for our families due to the significant workload we already in supporting our families. The school will, however, ensure that an appropriate representative attends Child Protection Conferences, Core Groups, Child in Need meetings, Strategy Meetings, LAC Reviews, EHCP Reviews etc; where this is not possible, apologies will be given and a comprehensive report shared with the chair or social worker in the required format.

Family Help and the Families First Partnership Programme

The Families First Partnership Programme (FFPP) is the most significant reform of children's social care in England for 30 years. It takes a family-focused approach built on family group decision-making and enhanced multi-agency collaboration, so that families can access the right help at the right time and problems are prevented from escalating. Doncaster is implementing this through its practice framework, the Doncaster Family Model. More Than Ed is committed to this way of working. Our wrap-around model already supports parents and carers as intensively as it supports students, and we will ensure that all staff are appropriately trained and equipped to work with the safeguarding partners under these arrangements. This policy will be updated as further changes are implemented. See Families First Partnership programme – GOV.UK.

Mandatory reporting of child sexual abuse

The duty to report known or suspected child sexual abuse for anyone working in regulated activity with children has received Royal Assent and forms part of the Crime and Policing Act 2026. It introduces a statutory duty on individuals undertaking key roles with responsibility for children in England to report child sexual abuse when they are made aware of it, and a person who fails to report may be referred to the Disclosure and Barring Service, which will consider their suitability to work with children. The criminal offence is that of preventing or deterring someone else from reporting. The duty is not yet in force and awaits commencement. It also creates a new criminal offence of seeking to prevent someone from reporting child sexual abuse. Staff will report any concern about child sexual abuse to the DSL immediately and will not delay reporting in order to gather further evidence. The DSL will report the concern immediately to the police and children's social care. Further Government Guidance and training is expected, and this policy will be updated accordingly. The separate mandatory duty on teachers to report female genital mutilation under section 5B of the Female Genital Mutilation Act 2003 is set out at section 7.3 above.

Escalation and professional challenge

The school is aware of the DSCP escalation procedure where there are differences of professional opinion regarding safeguarding concerns and will use it to challenge respectfully and formally where we do not agree with a decision or where a child's situation is not improving. Given the complexity of our cohort and the number of placing and partner authorities involved, staff are expected to escalate rather than wait, and all escalation is recorded on CPOMS.

If you have concerns about extremism:

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action. If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral. Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include the police, or Channel (the government's programme for identifying and supporting individuals at risk of becoming involved with or supporting terrorism), or the local authority children's social care team. The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a student. You can also

email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations. In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

All staff have undertaken up to date Prevent Training.

If you have a mental health concern

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps laid out in above in this policy. If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action. The DSL will then make a referral through One Front Door to the Mental Health Team. If you believe the child to be at immediate risk due to their mental health call 999.

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)

- Inform DSL of the concern as well as adding to CPOMS, DSL reviews concern and discusses with Karen Holmes (Headteacher) & makes decision about next steps.
- Decision made to refer to social care.
- Decision made to monitor the concern.
- Decision made to informally discuss the incident with parents/carers.
- DSL discussed the decision with senior leader / Headteacher and agree to refer to social care.
- Once discussed with parents DSL decides to monitor or refer to Social Care

In exceptional circumstances may be referred directly to Children's Social Care

Actions of all discussions and decisions made are recorded on CPOMS Please see below for more useful contact details:

- Early Help duty line - 01302 736250
- MASH – (Multi Agency Safeguarding Hub)– 01302 737777
- For child/ Young persons mental health – 01302 796191
- Prevent Channel Referrals 0800789321
- Police - 101
- Police emergency - 999

Important changes to One Front Door

From Monday 20th January 2025 the One Front Door form was turned off. That meant a change to the ways you refer to MASH and Early Help.

- If you are worried about a child or believe a child to be at risk of any kind of harm, please select social care. Social services have a statutory obligation to safeguard and promote the welfare of vulnerable children and can provide a wide range of services to children and their parents, usually within the own home environment and co-ordinated by a social worker.

- If you are worried about a child because they are at risk of harm and wish to speak to someone, you can contact Doncaster Multi-Agency Safeguarding Hub (MASH) by calling 01302 737777 in the evening or at weekends call 01302 796000.
- You will no longer be required to follow a referral up in writing. Please make sure that you keep an accurate record of any concerns you have passed on including who you spoke to and the date and time of the call. Also record any next steps or actions agreed within the call.

Concerns about a staff member

If you have concerns about a member of staff, or an allegation is made about a member of staff posing a risk of harm to children, speak to the Headteacher as soon as possible. The Headteacher will then follow the procedures set out in appendix 3, if appropriate. If the concerns/allegations are about the Headteacher, speak to the LADO, Civic Office, Waterdale, Doncaster, DN1 3BU Tel: 01302 737332 Email: LADO@doncaster.gov.uk

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff to the Headteacher, report it the DSL / DDSL, or directly to the LADO.

Allegations of abuse made against other students (Child-on-child abuse)

We recognise that children are capable of abusing their peers. 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 students. We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously. Most cases of students hurting other students will be dealt with under our school's relational 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 students in the school at risk
- Is violent
- Involves students 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) See appendix 4 for more information about child-on-child abuse.

Procedures for dealing with allegations of child-on-child abuse

If a student makes an allegation of abuse against another student: You must record the allegation and tell the DSL, but do not investigate it The DSL will contact the LA Children's Social Care Team and follow its advice, as well as the police if the allegation involves a potential criminal offence

The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed

The DSL will contact CAMHS, if appropriate

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents. To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate students about appropriate behaviour and consent Ensure students are able to easily and confidently report abuse using our reporting systems Ensure staff reassure victims that they are being taken seriously
- Ensure staff are trained to understand:
    - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
    - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
    - That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
    - Children can show signs or act in ways they hope adults will notice and react to
    - A friend may make a report
    - A member of staff may overhear a conversation
    - A child's behaviour might indicate that something is wrong
    - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
    - That a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
    - The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
    - That they should speak to the DSL if they have any concerns

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

- Apply guidance from the UK Council for Internet Safety for all staff and for DSLs and senior leaders.
- Teaching for children and young people follows best practice in delivering safe and effective education.

Your responsibilities when responding to an incident

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. This also includes pseudo - images, which are computer - generated images that otherwise appear to be a photograph or video.

You must not:

- View, copy, print, share, store or save the imagery yourself, or ask a student 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 student to delete it
- Ask the student(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 student(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 student(s) that they will receive support and help from the DSL.

Initial review meeting

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 student(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 (the Police will always be asked to do this)
- 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 students 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 students 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 special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any student in the images or videos is under 13 The DSL has reason to believe a student 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 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. They will hold interviews with the students involved (if appropriate). If at any point in the process there is a concern that a student 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 student at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through dialling 101.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

Curriculum coverage

Students are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our relationship's education and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment Issues of legality
- The risk of damage to people's feelings and reputation

Students also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with students so they are aware of the processes the school will follow in the event of an incident.

Reporting systems for our students

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 students feel safe and comfortable to come forward and report any concerns and/or allegations. To achieve this, we will:

- Put systems in place for students to confidently report abuse
- Create an easily accessible, child-friendly guide to making a disclosure, of which each child will be given a copy
- Ensure our reporting systems are well promoted, easily understood and easily accessible for students
- Make it clear to students that their concerns will be taken seriously, and that they can safely express their views and give feedback

8. Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues. To address this, our school aims to:

- Have robust processes in place to ensure the online safety of students and staff (See Cyber security, Digital strategy and E-Safety policies)
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- Contact – being subjected to harmful online interaction with other users, such as peer-to- peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying
- Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

Artificial Intelligence

The implications AI has for children's privacy, safety, and security fall across a wide spectrum, from benefits related to the ability to understand threats facing children with greater specificity and accuracy than ever before (and respond accordingly), to risks around unintended privacy infringements. The positive and negative implications for children's privacy, safety, and security in an AI age are constantly changing as technology and understanding develops.

As a school, the staff do utilise AI, and AI is included in our curriculum for use by staff where appropriate with careful management and monitoring.

According to documents published by The Children's Commissioner, England, the risks of AI to children and young people include:

- Cyberbullying and sexual harassment: The use of AI-generated text or images to bully or sexually harass children.
- Generative child sexual abuse material (CSAM): The **Internet Watch Foundation** has published on the key risks in this area. These include:
    - AI alteration of CSAM to evade the detection systems used by platforms and law enforcement; AI- generated photorealistic CSAM;
    - AI tools that allow perpetrators to generate CSAM material offline, where detection is not possible; and AI tools that can be used to generate CSAM images from images of real children (e.g., famous children, or children known to perpetrators).

- Disinformation and fraud: The use of plausible-seeming AI-generated text in the service of disinformation or fraud.
- Impacts on education: The use of AI tools that may undermine formal assessments and, ultimately, negatively impact on children's learning.
- Privacy concerns: AI tools rely on large datasets and there are important implications for how children's data is used and their privacy protected.
- Bias or discrimination:
    - Bias in the design of systems or their underlying data leading to discrimination against some groups.
- Our risk assessments relating to online safety include consideration of AI-enabled harms, including nudification apps, deepfakes, AI-generated intimate imagery, impersonation and AI-assisted grooming.
- We adhere to the Department for Education's Generative AI: product safety expectations so that the capabilities and features of generative AI products used in school are safe for our students, and to Using AI in education settings: support materials.
- Under the Contact category of risk above, staff also recognise harmful interaction with generative AI applications that simulate human contact, including companion chatbots.

Filtering and monitoring

We will ensure that appropriate filtering and monitoring systems are in place to protect students when they are online in school, and that these are reviewed at least once every academic year. We adhere to the Department for Education's filtering and monitoring standards for schools and colleges, and will:

- 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 our safeguarding needs
- All staff receive training on the expectations, roles and responsibilities that apply to them in relation to filtering and monitoring on school devices and networks.
- The DSL takes lead responsibility for understanding the filtering and monitoring systems and processes in place.
- The Proprietor provides oversight and will seek evidence of the review cycle and assurances that the standards are met.
- If there are any immediate safeguarding concerns arising from a student's online activity, the DSL will follow the safeguarding procedures set out in section 7 of this policy.

To meet our aims and address the risks above we will:

- Educate students about online safety as part of our curriculum. For example:
- The safe use of social media, the internet and technology
- Keeping personal information private
- Know how to recognise unacceptable behaviour online
- Know how to report any incidents of cyber-bullying, ensuring students are encouraged to do so, including where they are a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year

- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them, so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
- Staff are allowed to bring their personal phones to school for their own use, and to contact each other in cases of emergency due to 1:1 teaching
- Staff will not take pictures or recordings of students on their personal phones or cameras. Evidence for Learning is used on school-authorised devices only, and images are not retained on any device after upload. This matches sections 4.7 and 7.3 of the Staff Code of Conduct.
- Explain the sanctions we will use if a student is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, students and parents/carers are aware that staff have the power to search students' phones, as set out in the DfE's guidance on searching, screening and confiscation
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community

9. Notifying parents or carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure. Other staff will only talk to parents or carers about any such concerns following consultation with the DSL. If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so. In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved.

10. Students with special educational needs, disabilities or health issues

We recognise that students with SEND, or certain health conditions can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers. Additional barriers such as cognitive understanding can exist when recognising abuse, neglect and exploitation in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Students being more prone to peer group isolation or bullying (including prejudice- based bullying) than other students
- The potential for students with SEND, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges We offer extra pastoral support for these students. This includes:
    - 1:1 tutor for all children unless certain criteria is in place to support small groups.
    - Learning Managers for all children

11. Students with a social worker

Students may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health. The DSL and all members of staff will

work with and support social workers to help protect vulnerable children. Where we are aware that a student has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the student's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

12. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads
- We have a Designated Teacher for looked-after and previously looked-after children. Our Designated Teacher is Karen Holmes.
- Looked-after and previously looked-after children are a particular focus of our admissions and induction arrangements. The School Admissions Code does not apply to independent schools, and our Admissions Policy sets out how places are agreed.

Around half of our students are care-experienced or adopted, and the Designated Teacher works with virtual school heads across all placing authorities. As part of their role, they will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children

Students who are Lesbian, Gay, Bisexual or Gender Questioning

LGBTQ+ children and young people face the same risks as all children and young people, but they are at greater risk of some types of abuse. For example, they might experience homophobic, biphobic or transphobic bullying or hate crime. They might also be more vulnerable to or at greater risk of sexual abuse, online abuse or sexual exploitation. Revised guidance on gender questioning children is reflected in KCSIE 2026. Relationships Education, Relationships and Sex Education (RSE) and Health Education became part of the statutory curriculum from 1 September 2026, and all staff will read the guidance.

We will continue to work in partnership with families and agencies so that all students feel supported. We recognise that students who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children. We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL, who will then liaise with the appropriate services if required.

When families/carers are making decisions about support for gender questioning students, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children. When supporting a gender questioning student, we will take a cautious approach as there are still unknowns around the impact of social transition, and a student may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism and/or attention deficit hyperactivity disorder (ADHD). We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the student). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying. Risks can be compounded where

children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where students can speak out or share their concerns with members of staff. Support is offered within a clear decision-making framework, which includes:

- An individual risk assessment for the student
- A presumption of parental involvement unless doing so would create a safeguarding risk
- DSL involvement in any significant decision affecting safeguarding
- Recording of decisions and their rationale on CPOMS
- Reference to school guidance and policies on gender questioning children The DSL understands how to support students and families to access LGBTQ+ support through family and youth hubs, and students needing additional support may access CAMHS or school nursing services. Doncaster's LGBTQ+ youth group can be contacted at LGBTQenquiries@doncaster.gov.uk.

13. Complaints and concerns about school safeguarding policies

Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

Other complaints

Please see the School's Complaints Policy which can be found on our website

Whistle-blowing

Please see the School's Whistleblowing Policy which can be found on our website. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and know that such concerns will be taken seriously. Where a staff member feels unable to raise an issue internally, or feels that their genuine concerns are not being addressed, other channels are open to them:

- Contact the Safeguarding Adviser or the LADO at City of Doncaster Council
- Where the concern relates to the Headteacher/Proprietor, raise it with the Managing Director or directly with the LADO
- Contact the NSPCC Whistleblowing Advice Line on 0800 028 0285
- Contact Ofsted or the Independent Schools Inspectorate, who may request that the local authority investigate any whistleblowing concern

14. 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 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

Concerns and referrals will be kept in a separate child protection file for each child. 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. Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school. Safeguarding records which contain information about allegations of sexual abuse will be retained until the

person's 75th birthday, in line with our retention schedule, reflecting the recommendations of the Independent Inquiry into Child Sexual Abuse, which concluded in 2022.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main student file. 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. Safeguarding records are kept in both paper-based format in the child's Safeguarding File, and electronic format on CPOMs. All paper-based records are kept in the child's separate file under double lock. All information shared with relevant agencies is transferred electronically using password protection.

In addition, Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-appointment checks, Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

15. Training

All staff

All staff members will undertake L3 Safeguarding Training and will receive child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the school'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 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 students

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). Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

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.

Recruitment – interview panels - At least one person conducting any interview for any post at the school 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. See appendix 2 of this policy for more information about our safer recruitment procedures.

16. Monitoring arrangements

This policy will be reviewed annually by Karen Holmes (Headteacher)

17. Links with other policies

This policy links to the following policies and procedures:

- Relational
- Staff Code of Conduct
- Complaints
- Health and safety
- Attendance
- Online safety
- Mobile phone use
- Equality
- Relationships and sex education
- First aid
- Curriculum
- Looked-after and previously looked-after children

These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.

18. 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. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. 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
    - 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 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
    - Neglect of, or unresponsiveness to, a child's basic emotional needs.

19. Appendix 2: safer recruitment and DBS checks – policy and procedures

Recruitment and selection process

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training. We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear: Our school's commitment to safeguarding and promoting the welfare of children That safeguarding checks will be undertaken The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

Application forms

Our application forms will: Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity) Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders

Shortlisting

Our shortlisting process will involve at least 2 people and will: Consider any inconsistencies and look for gaps in employment and reasons given for them Explore all potential concerns Once we have shortlisted candidates, we will ask shortlisted candidates to: Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:

- If they have a criminal history
- Whether they are included on the barred list
- Whether they are prohibited from teaching
- Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
- Any relevant overseas information Sign a declaration confirming the information they have provided is true We will also carry out online searches on shortlisted candidates, in accordance with Keeping Children Safe in Education, to help identify any incidents or issues that are publicly available online. Shortlisted candidates are informed that these searches will be undertaken, and anything of concern is explored with the candidate at interview. The outcome of the searches is recorded.

Seeking references and checking employment history

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview. When seeking references we will:

- Not accept open references
- Liaise directly with referees and verify any information contained within references with the referees
- Ensure any references are from the candidate's current employer and completed by a senior person.
- Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- Resolve any concerns before any appointment is confirmed

When we are asked to provide a reference, and when we assess references we receive, we will ensure that the reference confirms whether the referee is satisfied with the applicant's suitability to work with children, and sets out the facts (not opinions) of any substantiated safeguarding concerns or allegations that meet the harm threshold. If references can't be obtained for any reason a robust risk assessment will be put in place to negate any risk they may pose if working 1:1 with children.

Interview and selection

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with children Record all information considered and decisions made

Pre-appointment vetting checks

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below. Michelle Needham (School Business Manager) is responsible for the SCR and the DSL/DDSL checks this record termly, if a "gap" or "Error" is detected this is reported to Michelle. Following this dependant on the error actions are taken accordingly to rectify this. A record of these checks is kept on the SCR.

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below).
- We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service.
- We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed, we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK.
- We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher

Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. Where available, these will include:

- For all staff, including teaching positions: criminal records checks for overseas applicants
- For teaching positions: obtaining a letter of professional standing from the professional regulating authority in the country where the applicant has worked
- Check that candidates taking up a management position* are not subject to a prohibition from management (section 128) direction made by the secretary of state

* Management positions are most likely to include, but are not limited to, headteachers, principals and deputy/assistant headteachers.

- We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.
- Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file.
- This will include our evaluation of any risks and control measures put in place, and any advice sought.
- Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not From 1 September 2026, under the Crime and Policing Act 2026, the supervision exemption is removed.

Any unpaid person who teaches, trains, instructs, cares for or supervises children is therefore in regulated activity if this is carried out frequently or meets the period condition, namely:

- On more than three days in a 30-day period, or
- Overnight

Everyone who falls into this category must have an enhanced DBS check with children's barred list information, whether or not they are supervised. The single central record (SCR) covers all staff, including trainee teachers, agency and third- party supply staff, contractors and volunteers, and records the following pre-appointment checks:

- Identity check
- Right to work in the UK
- Enhanced DBS check, with barred list information where the role is regulated activity
- Prohibition from teaching check
- Section 128 direction check (management positions)
- Overseas checks, where applicable
- Professional qualifications
- Childcare disqualification check, where applicable

Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff.

These circumstances are when:

- There are concerns about an existing member of staff's suitability to work with children
- An individual moves from a post that is not regulated activity to one that is
- There has been a break in service of 12 weeks or more

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in relevant conduct
- We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009
- We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm)
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left
-

20. Appendix 3: allegations of abuse made against staff

Section 1: allegations that may meet the harms threshold

This section applies to all cases in which it is alleged that a current member of staff

- Behaved in a way that has harmed a child, or may have harmed a child, and/or Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation. Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension of the subject of the allegation until the case is resolved

Suspension of the member of staff will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal.

In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment, and parents/carers have been consulted
- If in doubt, the case manager will seek views from the school's HR Company and the LADO as well as the police and children's social care where they have been involved.

Definitions for outcomes of allegation investigations

- Substantiated: there is sufficient evidence to prove the allegation
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation False: there is sufficient evidence to disprove the allegation
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- Discuss the allegation with the LADO.

This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police before consulting the LADO – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

In such cases, the case manager will:

- Notify the LADO as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary).

Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies

Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place.

Advice will be sought from the LADO, police and/or children's social care services, as appropriate

Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care

If immediate suspension is considered necessary, agree and record the rationale for this with the LADO. The record will include information about the alternatives to suspension that have been considered, and why they were rejected.

Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details

If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the LADO what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation

If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate

Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.

The individual can seek advice and support from their Union, ACAS, or from the school's independent HR Company; details of whom will be made available to them.

Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to

seek legal advice Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)

Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child If the school is made aware that the Secretary of State has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Timescales:

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days
- However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required. If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this. The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, unfounded, false or malicious reports

If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps.

- If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate

- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is:

- Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps.
- If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and information sharing

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file). For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate. Where records contain information about allegations of sexual abuse, we will preserve these until the person reaches their 75th birthday, in line with the recommendations of the Independent Inquiry into Child Sexual Abuse, which concluded in 2022.

We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

After any cases where the allegations are substantiated, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future. This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened. We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations. Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Section 2: concerns that do not meet the harm threshold

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above. Concerns may arise through, for example:

- Suspicion Complaint Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

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

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
- Using inappropriate sexualised, intimidating or offensive language

Sharing low-level concerns

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

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns as per section 7.7 of this policy Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses
- The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the School's Code of Conduct and Low-Level Concerns Policy.

Record keeping

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 action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.
- Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the LADO
- Retained at least until the individual leaves employment at the school
- Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the dLADO and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

21. Appendix 4: specific safeguarding issues

Children missing from education

A child with unexplainable and/or persistent absences from education, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child

criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage. There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm, neglect or exploitation
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, neglect and exploitation including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm, neglect or exploitation we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity. It may involve an exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence. The abuse can be perpetrated by males or females, and children or adults. It can be a one- off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people. Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

County lines

County lines is a term used to describe gangs and organised criminal networks that exploit children and vulnerable adults to move, store and sell drugs and money, using dedicated mobile 'deal lines'. This activity can happen locally as well as across the country — no minimum distance of travel is required — and offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure victims' compliance.

In addition to the indicators of CCE and CSE set out above, additional indicators that a student may be involved in county lines include a student who:

- Goes missing from school or home and is later found in areas away from where they live
- Has been the victim, perpetrator or alleged perpetrator of serious violence, such as knife crime
- Is exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- Is found in accommodation with which they have no connection — often called a 'trap house' — or where 'cuckooing' or drug activity is suspected
- Owes a 'debt bond' to their exploiters
- Has their bank account used to facilitate drug dealing

Where a member of staff identifies a potential victim of county lines exploitation, this is treated as a modern slavery concern. The DSL will ensure that the relevant child protection and modern slavery referrals are made in line with the Modern Slavery statutory guidance, in addition to any referral to children's social care and the police.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. It may involve an exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence. The abuse can be perpetrated by males or females, and children or adults. It can be a one- off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non- contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images. In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background.

Older children may also experience domestic abuse and/or violence in their own personal relationships. Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children, including where they see, hear or experience its effects.

We use the Domestic and Sexual Abuse Toolkit for Education to identify abuse and to teach about healthy relationships. We recognise that the impact of domestic abuse is likely to be exacerbated where it is combined with substance misuse or mental ill health.

Operation Encompass

Operation Encompass is an information-sharing scheme between the police and relevant education settings, operating in all police forces across England and Wales. Since November 2025, a new statutory duty has required the police to notify a child's education setting — and, where relevant, the local authority — where they have reasonable grounds to believe a child may be a victim of domestic abuse. This duty covers every child connected to a household where officers attended a domestic abuse incident, whether or not the child was physically present at the time, and applies to all children from reception age up to 17, across maintained, independent, alternative provision and further education settings. Police forces must also notify the local authority where the child is electively home educated or missing from education.

A notification may include the child's details, their relationship to those involved, the police reference number, the location, time and date of the incident, whether the child was present, the voice of the child, and the wider circumstances of the incident. Notifications must not disclose any reference to sexual offences, so that victim anonymity is preserved.

Appropriate staff understand Operation Encompass, have accessed the relevant training and have signed the agreement in order to receive notifications of domestic abuse. Our nominated Key Adult for notifications is Karen Holmes. The DSL will provide support according to the child's needs and update records about their circumstances. Operation Encompass does not replace our statutory safeguarding procedures and applies solely to domestic abuse incidents; any welfare concern arising from a notification will still be referred to children's social care in the usual way. We are also aware of the MARAC (Multi-Agency Risk Assessment Conference) process and work with the local authority to ensure that relevant information is shared in respect of students linked to those being discussed at MARAC.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, or a family being asked to leave a property.

The DSL and deputies will be aware of contact details and referral routes into the local housing authority so they can raise or progress concerns at the earliest opportunity, in accordance with local procedures. This does not, and will not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

Under the Homelessness Reduction Act 2017, local housing authorities have a duty to provide meaningful help — including an assessment of needs, a personalised housing plan, and support to retain or find accommodation — to anyone who is homeless or at risk of homelessness. Where a 16 or 17 year old is living independently of their parents or guardians, local authority children's social care is the lead agency, and the DSL will ensure appropriate referrals are made based on the child's circumstances.

The Children's Wellbeing and Schools Act 2026 places a new duty on local housing authorities to notify us, along with health visiting services and GP practices, when a student is placed in temporary accommodation, where consent has been given by the parent, those with parental responsibility, or the student themselves (for 16-17 year olds living independently). Where we receive such a notification, the DSL will use it to put

timely, informed support in place at the earliest opportunity. This notification does not replace our existing safeguarding duties or a referral into children's social care where a child has been harmed or is at risk of harm.

Children with family members in prison

Approximately 193,000 children in England and Wales have a parent in prison each year. They are at increased risk of poor outcomes as a result of poverty, stigma, isolation and poor mental health.

Staff understand that children who have experienced parental imprisonment are more likely to be absent or excluded than their peers, more likely to experience mental ill health and drug or alcohol misuse, and less likely to be in education, training or employment in later life. Staff will provide tailored, trauma-informed and sensitive support that helps mitigate potential harm and encourages stability, recognising the particular relevance of this to our cohort. Where appropriate, we will signpost families to the Prisoners' Families Helpline for free, confidential support and advice.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing. Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

We recognise that breast ironing (also known as breast flattening) is child abuse and is illegal. As with FGM, it is pre-pubescent girls who are most at risk. Any suspicion or disclosure will be referred to children's social care and, where a criminal offence may have been committed, to the police.

FGM

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. Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a student is at risk of FGM. Indicators that FGM has already occurred include:

- A student confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/student 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 bathroom or 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 student 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.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them. If a member of staff suspects that a student is being forced into marriage, they will speak to the student about their concerns in a secure and private place. They will then report this to the DSL. The DSL will:

- Speak to the student about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Refer to children's social care, and seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fcdo.gov.uk
- Refer the student to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to:

- negate or destroy the fundamental rights and freedom of others
- undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights.
- intentionally create a permissive environment for others to achieve the results in (1) or (2). Terrorism is an action that:
- Endangers or causes serious violence to a person/people.

- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. Schools have a duty to prevent children from becoming involved with or supporting terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

The school has a Prevent Risk Assessment in place, which is reviewed and updated in line with the current threat level. The DSL, DDSL and senior leaders have familiarised themselves with the Prevent duty guidance for specified authorities in England and Wales and are aware of local procedures for making a referral.

From information provided through the annual Counter Terrorism Local Profile briefing, we recognise emerging issues that are particularly relevant to education settings:

- A rising number of young people becoming involved in terrorism-related offending
- The impact of gore and exploitation content on young people's susceptibility to radicalisation
- The role of online spaces, including messaging platforms, gaming communities and emerging technologies such as 3D printed firearms
- Risks related to Violence Fixated Individuals
- We will ensure that suitable internet filtering is in place and equip our students to stay safe online at school and at home. There is no single way of identifying an individual who is likely to be susceptible to radicalisation into terrorism. Radicalisation can occur quickly or over a long period. Staff will be alert to changes in students' behaviour. The government website Educate Against Hate and charity NSPCC say that signs that a student is being radicalised can include:
- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities, they used to enjoy
- A sudden change in identity or ideology, where it is accompanied by other indicators of risk
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

Channel

Where a referral is made because of a radicalisation concern, it may be considered by Channel: a voluntary, confidential, multi-agency programme that provides early support to people assessed as being susceptible to being drawn into terrorism. Prevent referrals are first assessed by the police and may be passed to a multi-agency Channel panel, which decides whether the person is at risk of being drawn into terrorism and what support should be offered. A representative of the school may be asked to attend a Channel panel to help with this assessment. Support is only provided once the individual has given their consent.

If staff are concerned about a student, they will follow the procedures set out in this policy, including discussing their concerns with the DSL. Staff should always act if they are worried.

Child on Child abuse

Child on Child abuse is when children abuse other children. This type of abuse can take place inside and outside of school and online. Child on Child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about child on child abuse, or a child makes a report to them, they will follow the procedures set out in this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all

likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe.

A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Some groups are potentially more at risk. Evidence shows that girls, children with SEND and/or disabilities, and lesbian, gay, bisexual and gender questioning (LGBT) children are at greater risk. Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting skirts.

Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Assessing adult-involved nude and semi-nude sharing incidents

All adult-involved nude and semi-nude image-sharing incidents are child sexual abuse offences and require an immediate referral to police or social care through the MASH or equivalent.

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include a student who:

- Has an increased absence from school
- Shows a change in friendships or relationships with older individuals or groups
- Shows a significant decline in performance
- Shows signs of self-harm or a significant change in wellbeing
- Shows signs of assault or has unexplained injuries
- Has unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation — see above)

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery
- Having used drugs or alcohol in early adolescence
- Having previously been a victim or a perpetrator of violence

We recognise that serious violence often peaks in the hours immediately before and after the school day, when students are travelling to and from school and may concentrate in particular places. We work with

local partners to understand where these risky times and places are for our students, informed by listening to children and consulting staff, and to help promote their safety around the school day.

South Yorkshire's Violence Reduction Unit (VRU) coordinates local violence prevention and includes at least one local education representative in its core membership. The Police, Crime, Sentencing and Courts Act 2022 places a Serious Violence Duty on specified authorities — including the police, local government, youth offending teams, health and probation services — to work collaboratively, share data and plan to prevent and reduce serious violence locally; as an educational institution we cooperate with this duty when asked to do so. We make use of the Youth Endowment Fund's practical guidance and accompanying self-assessment tool to embed evidenced practice for preventing students becoming involved in violence.

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a student being involved in, or at risk of, serious violence, they will report this to the DSL.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff Visitors are expected to sign in on the electrical system and wear a visitor's badge. Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views and the staff member who wishes to incite this visit will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise students or staff.

Missing students

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

- Call 999 immediately and report that the child is vulnerable, and share information of all special needs
- Send staff immediately to look for the child
- Contact parent/carer immediately

Allergy safety

We maintain a standalone Allergy Policy. The statutory duties apply to state-funded schools from September 2026 and are expected to extend to independent schools from 2027; we adopt them now as good practice, under Benedict's Law. Allergy safety is treated as a core safeguarding duty here, not optional practice. We therefore:

- A dedicated Allergy Policy
- Spare adrenaline auto-injectors held on site
- Mandatory staff training
- Individual Healthcare Plans for students with a diagnosed allergy
- Appointed oversight through a designated allergy lead Our designated allergy lead oversees allergy safety, incident reporting and compliance across the school. See Allergy safety in schools – GOV.UK.

Child-to-parent abuse

We recognise that some students may cause harm to parents, carers or other family members. This behaviour may indicate unmet safeguarding, mental health or contextual needs requiring assessment and intervention, and it is treated as a safeguarding matter rather than solely as a behaviour matter. Given the profile of our cohort, staff are alert to indicators of child-to-parent abuse disclosed by parents and carers during daily transport contact and wrap-around support. Concerns will be recorded on CPOMS and discussed with the DSL, who will consider a referral to children's social care, an Early Help offer, or a referral to specialist support for the family.

Child victims of trafficking and modern slavery

Trafficking of persons means the recruitment, transportation, transfer, harbouring or receipt of persons by means of threat or use of force or other forms of coercion, abduction, fraud, deception, abuse of power or of a position of vulnerability, or 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 can be trafficked into, within and out of the UK. Parents, carers or other family members may be involved in the exploitation, and the child may not realise this. Modern slavery and trafficking are child abuse. Any potential victim will be referred immediately to children's social care, as they may be suffering significant harm, and consideration will be given to a referral through the National Referral Mechanism. Children referred into the National Referral Mechanism in England and Wales may also be entitled to the support of an Independent Child Trafficking Guardian (ICTG), who provides advocacy for the child and helps promote and support their recovery. See Modern slavery: how to identify and support victims.

Com networks and online extortion

Staff are aware of "Com networks": transnational virtual networks of criminal actors who engage in a range of illegal acts, or coerce others to do so, for personal gain, notoriety or ideological reasons. They can broadly be divided into three subgroups:

- Sextortion Com – groups operating online, primarily involved in extorting minors to commit digital and real-world sexual offences, criminal acts against people, property and animals, and the promotion of self-harm and suicide
- Offline Com – groups acting online who hold an extremist mindset and promote a violent nihilistic worldview, encouraging damage to property, harm to individuals and potentially acts of terrorism
- Cyber Com – groups with a common purpose of conducting criminal activities that maliciously use digital technologies to target commerce or infrastructure, for example through network intrusion or ransomware Com network involvement is assessed as potential child criminal exploitation. The online nature of these offences means they are likely to involve multiple perpetrators and victims across a wide geographical span. Where staff have concerns, referrals will be made in line with local procedures, including sharing intelligence with the police.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as 'cyber-enabled' (crimes that could happen offline but are enabled at scale and speed online, such as the Com network activity described above) and 'cyber-dependent' (crimes that can only be committed using a computer).

Cyber-dependent offences under the Computer Misuse Act 1990 include unauthorised access to computers or networks — for example, accessing the school's network to look for test answers or change grades — 'denial of service' ('DDoS' or 'booting') attacks, and making, supplying or obtaining malware such as viruses, spyware or ransomware.

We recognise that students with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. Where staff have a concern in this area, the DSL will consider a referral into Cyber Choices, a nationwide preventative police programme, supported by the Home Office and led by the National Crime Agency, that aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and to divert them towards a positive use of their skills. Cyber Choices does not cover cyber-enabled crime such as fraud, buying illegal drugs online, or child sexual abuse and exploitation, nor general online safety concerns such as online bullying — these continue to be handled under our online safety and child-on-child abuse procedures.

Third party intelligence

Intelligence about actual or suspected criminal activity, including child exploitation, concerning associations and notable changes, can and should be shared with the police through the South Yorkshire Police Third Party Intelligence portal. This often adds a richer picture for the police and statutory partners when assessing exploitation offences involving children. The source of the information is always protected and is not disclosed, even to other police officers. The DSL will decide whether sharing is appropriate in the circumstances and will record the decision on CPOMS.

Dangerous dogs

We are aware of the DSCP Dangerous Dogs practice guidance. The Dangerous Dogs Act 1991 prohibits the possession of dogs of types bred for fighting, enables restrictions to be imposed on other types of dog that present a serious danger to the public, and makes provision for dogs to be kept under proper control. Any member of staff who becomes aware of a dog that could be prohibited or considered dangerous will refer to the police and/or children's social care without delay. Where a student has been injured by a dog, or exposed to the risk of injury or significant harm either directly through the dog's behaviour or indirectly through its impact on hygiene in the home, a referral to children's social care will be considered, taking account of:

- The nature of the injuries
- The circumstances of the attack or incident
- Whether the parents or dog owner sought medical advice
- Whether the dog has previously shown any aggression
- What action the owner has taken to prevent a recurrence Because our staff collect and drop off every student at home each day, staff are well placed to notice these risks and are expected to record them on CPOMS.

Educational neglect

Staff recognise the indicators of educational neglect, which can include:

- Persistent absence – missing school regularly or for long periods without a substantiated reason. Falling below 90% attendance is a recognised academic risk, while severe absence (below 50%) is strongly linked to neglect
- No alternative provision – a child is not registered at a school and is not receiving any other suitable education
- Lack of parental engagement – caregivers refuse to engage with the school, the local authority or relevant support agencies to improve their child's attendance
- Developmental delay – falling significantly behind age-related expectations and failing to reach academic potential Persistent and severe absence will be treated as potential indicators of harm and responded to accordingly. We recognise the associated risks and impacts, including becoming not in education, employment or training (NEET) in later life; extra-familial harm, including criminal or sexual exploitation; and being a victim of wider abuse or neglect. Where we have concerns of educational neglect, appropriate referrals will be made. We are conscious that many of our students arrive having previously had very low or near- zero attendance elsewhere. Staff understand that a

student's attendance history before admission may itself indicate historic educational neglect, and this is considered as part of admission and transition planning.

Elective home education

We respect that parents may decide to educate their children at home. However, we recognise that home education can mean some children become less visible to the services that keep them safe. Where we become concerned that a student is suffering or at risk of suffering significant harm, we will make a referral to children's social care.

Under the Children's Wellbeing and Schools Act 2026, local authorities will maintain a "Children Not in School" register, and parents will be required to obtain local authority consent before withdrawing a child from school to home educate where the child is:

- Subject to an enquiry under section 47 of the Children Act 1989
- Subject to a child protection plan
- All of our students hold an EHCP and attend a school that is specially organised for students with special educational needs, although More Than Ed is not a special school within the meaning of section 337 of the Education Act 1996. Where a student is registered at a special school under local authority arrangements the consent requirement applies to any request to withdraw a student from More Than Ed for home education. Any such request will be discussed with the DSL, the placing local authority and the SEN team before a student's name is removed from the admission register.

Harmful sexual behaviour

The DSL, DDSL and other relevant safeguarding staff have knowledge and understanding of harmful sexual behaviour (HSB) and are aware of the support available for students displaying it. HSB exists on a continuum, ranging from concerning internet use and lower- level sexualised language through to allegations and convictions of sexual assault or rape. Where there are concerns about HSB, staff will report to the DSL, who will seek advice from the Children, Young People and Families Psychology Service and, where appropriate, refer to children's social care and the police. We will draw on the NSPCC HSB framework and the Lucy Faithfull Foundation and Shore resources, and will consider the developmental stage and trauma history of the student alongside the risk presented to others.

Private fostering

Private fostering is when a child is cared for by someone who is not a close relative for 28 days or longer. A close relative means a step-parent, grandparent, brother, sister, aunt or uncle, either by blood or by marriage. A child in this context is anyone under the age of 16, or a disabled young person under 18. All private fostering arrangements must be reported to City of Doncaster Council. In principle this should happen before the arrangement is made, but if it has not, it should be reported immediately. Staff recognise that we have a statutory duty to encourage parents to notify the local authority of a private fostering arrangement, and to follow this up by reporting it ourselves.

Searching, screening and confiscation

We recognise that students may bring prohibited items onto the school site. The Headteacher, and staff authorised by the Headteacher, have a statutory power to search students and their possessions without consent where they have reasonable grounds for suspecting that the student may have a prohibited item. Staff can also search a student for any item if the student agrees. Staff will always follow DfE guidance on searching, screening and confiscation. Prohibited items are: knives or weapons; alcohol; illegal drugs; stolen items; tobacco, vapes and cigarette papers; fireworks; pornographic images; any article suspected to have been used or likely to be used to commit an offence or to cause personal injury or damage to property; and items banned by the school rules.

Key rules and procedures:

- Reasonable suspicion – staff must have reasonable grounds to believe a prohibited item is concealed before conducting a search without consent
- Witnesses – a search should generally be carried out by a member of staff of the same sex as the student, with another member of staff present as a witness
- Strip searches – school staff cannot carry out strip searches. If a strip search is considered necessary, the police must be called and the student's parents or carers and an appropriate adult involved
- Force – the law permits reasonable force to be used when searching for weapons, alcohol or drugs, but not for items banned only under school rules Consistent with our relational and trauma-informed model, searching is a last resort. Staff will seek to resolve concerns through relationship and conversation first, will involve the DSL and a senior leader before any search without consent, and will not use force to search a student. Where a search without consent appears necessary and cannot be avoided, the senior leadership team will make the decision, will consider the student's trauma history and communication needs, and will record the decision, the search and the rationale on CPOMS. Parents and carers will be informed.

Use of reasonable force and physical intervention

More Than Ed does not use restraint, physical holds or restrictive physical intervention as a planned behaviour management strategy. Our model is relational, trauma-informed and built on high warmth and high structure, with no punishments and no planned physical holds. Dysregulation is met with relational de-escalation, a change of face, movement, space and senior leadership support.

All staff are trained by React UK, so that where a student is about to come to serious harm, or to cause serious harm to another person, staff are able to act safely and lawfully rather than improvising. Restraint is used only where it is absolutely necessary to prevent injury, and never to secure compliance or as a punishment. The law permits all school staff to use reasonable force in the exceptional circumstance where it is necessary to prevent a student from injuring themselves or others, or from causing serious damage to property; this school restricts its own use of force to the prevention of injury. Reasonable force means using no more force than is needed, and may involve passive contact, such as standing between students, or active contact, such as guiding a student away from danger. In the exceptional event that reasonable force, restraint or seclusion is used, we will:

- Use it only as a last resort, for the shortest possible time, and only to prevent injury or serious damage
- Record the incident in writing on the appropriate React UK School Positive Handling form as soon as practicable, and on CPOMS the same day, including what happened beforehand, what was tried first, what was done and why, meeting the requirements of the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Inform parents or carers on the same day
- Hold a debrief with the staff involved, and consider an individual risk assessment for the student if required
- Recognise the additional vulnerability of students with SEND, mental health needs or medical conditions, and the potential for physical contact to re-traumatise Any concern that force was used inappropriately, or was not reasonable or proportionate, will be treated as an allegation against a member of staff and handled under appendix 3. Full detail of our approach to physical intervention is set out in our Positive Handling Policy, and the consequences for a placement, including where an emergency restraint has been required or where physical intervention becomes a recurring feature are set out in our Ending a Placement Policy and Statement.

Suicide prevention and support after suicide

We recognise that mental and physical health are both relevant to safeguarding, and that mental health concerns can become safeguarding concerns. All of our staff are trauma- informed trained, and staff know that any concern about a student's safety must be reported to the DSL immediately and recorded on CPOMS

the same day. Staff do not attempt to manage such concerns alone. Where there is an immediate risk to a student's safety, staff will call 999. Where there is a concern that is not immediately life-threatening, the DSL will make a referral through the appropriate Doncaster route and can seek advice from the Mental Health Specialist Advice Line on 01302 796191. The DSL will involve parents and carers, the placing authority, the allocated social worker and CAMHS as appropriate, and will ensure a support plan and risk assessment are in place and reviewed. We also recognise our role in supporting students, families and staff affected by a suspected suicide, and will seek specialist postvention advice and support. Staff know where to signpost families for support, including Papyrus, Samaritans, Support After Suicide and Amparo. Our in-house drama psychotherapist and clinical supervision arrangements form part of the support available to students and staff. This section should be read alongside our Mental Health and Wellbeing Policy.

Young carers

A young carer is a child or young person who provides regular and ongoing care and emotional support to a family member who has a physical or mental health condition or a disability, or who misuses drugs or alcohol. Staff understand that the key feature of being a young carer is that the caring responsibility continues over time, and that it can make a young carer vulnerable where the level of care and responsibility becomes excessive or inappropriate and risks affecting their emotional or physical wellbeing, educational achievement and life chances. Staff are aware that Doncaster has a team of workers who support children identified as young carers. They can be contacted on 01302 736099 or at young.carers@doncaster.gov.uk. Where a student is identified as a young carer, the DSL will ensure that this is recorded, that the family is offered Early Help, and that the student's timetable and support plan take account of their caring role.

Students arriving from Afghanistan and Ukraine

Where we admit a student who has arrived in the UK under the Afghan or Ukraine resettlement schemes, the DSL will consult the appropriate professionals and follow the relevant government guidance. We will provide interpretation or bilingual support so the student can access the full curriculum, provide pastoral care, identify a key person to liaise with the family and their sponsors, and remain alert to the specific vulnerabilities that can arise from displacement, including exploitation and unsuitable sponsorship arrangements.

22. Appendix 5: important safeguarding contacts

This appendix is reviewed at least annually and whenever a post-holder or a local authority contact changes. Placing authorities other than Doncaster will have their own contacts;

where a student is placed by another authority, the DSL will also record that authority's social care and LADO contacts on the student's file.

School safeguarding roles

Role Name and contact details

Designated Safeguarding Lead (DSL) Heidi Lindle 07866 498865

Deputy Designated Safeguarding Lead Catherine Ford (DDSL) 07951 239700

Headteacher and Proprietor Karen Holmes Managing Director Charlotte Hopkins.

Doncaster and national contacts

Service Contact details Local Authority Designated Officer (LADO) Milovan Orlandich / Tony Dobbs LADO@doncaster.gov.uk 01302 737332

LADO referral form Safeguarding Adviser – Local Authority Jo Howe Jo.howe@doncaster.gov.uk 01302 736975 / 07816 353019

Children's Social Care 01302 737777 ChildAs@doncaster.gov.uk Child at risk report form Out of hours Children's Social Care 01302 796000

Emergency Social Services Team (ESST) 01302 736000 Professionals line – Social Care 01302 737033 MASH Early Help 01302 734110 Early Help Coordinators EarlyHelpHub@doncaster.gov.uk 01302 736250 EarlyHCo@doncaster.gov.uk Mental Health Specialist Advice Line 01302 796191

Virtual School 01302 737880 Children Missing Education (CME) childrenmissingeducation@doncaster.gov.uk

Child Exploitation Team 01302 737200 ceteam@doncaster.gov.uk (Monday to Friday, 9am to 4.30pm) Young Carers 01302 736099 young.carers@doncaster.gov.uk

Service Contact details Prevent Emergency 999 / non-emergency 101 PreventSouth@ctpne.police.uk Anti-terrorist hotline 0800 789 321

Doncaster Safeguarding Children 01302 737777

Partnership (DSCP) dscp.org.uk

School Nursing Service Single point of contact 03000 218997

Rdash.doncasterchildrenscaregroup@nhs.net Third Party Intelligence (South Yorkshire Share community partnership intelligence Police)

NSPCC helpline 0808 800 5000 NSPCC Whistleblowing Advice Line 0800 028 0285

Forced Marriage Unit 020 7008 0151 fmu@fcdo.gov.uk

DfE counter-extremism helpline 020 7340 7264 counter.extremism@education.gov.uk