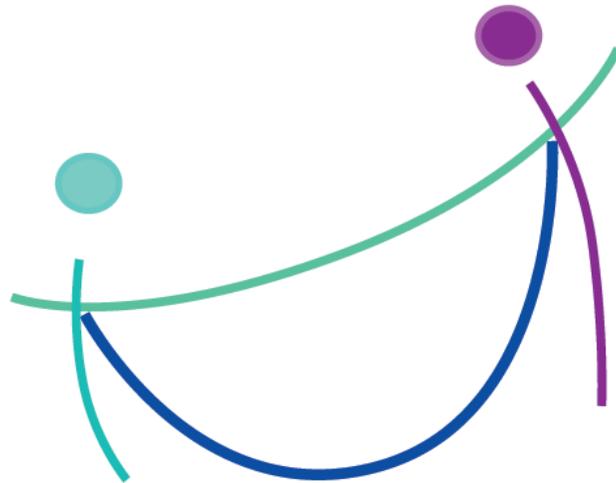


# The Levett School



The Levett School

## Child Protection Policy

<i>Policy agreed on:</i>	13 November, 2018
<i>Ratified by full Management committee:</i>	
<i>Review Date:</i>	September 2019
<i>Agreed frequency of Review:</i>	Annually
<i>Allocated Group/Person to Review:</i>	Headteacher
<i>Signed by Chair:</i>	
<i>Signed by Head teacher:</i>	

Lower School, Melton Road, Sprotbrough, Doncaster, DN5 7SB  
Upper School, Barnby Dun Road, Clay Lane, Doncaster DN2 4RG



Doncaster  
Council

# SAFEGUARDING & CHILD PROTECTION POLICY

## Introduction

The Governing Body and staff of the Levett School take as our first priority the responsibility to safeguard and promote the welfare of students. This is achieved through a culture of vigilance to minimise risk and through working together with other agencies to ensure that rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004, The Education Act 2002 and Working Together to Safeguard Children 2018. This policy reflects the statutory requirements within Keeping Children Safe in Education 2018 (KCSIE 2018).

The responsibilities set out in this policy apply to all members of the school community including students, staff, governors, visitors/contractors, volunteers and trainees working within the school. Levett School recognises that safeguarding encompasses the duties of Child Protection and promoting the rights and welfare of children.

As such, it is:

- It is everyone's responsibility to safeguard children and provide a safe environment in which children can learn.
- All school staff should be prepared to identify children who may benefit from Early Help.
- Everyone who comes into contact with children and families has a role to play
- Everyone working with children maintains an attitude of 'it could happen here'.
- All professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. (KCSiE 2018).
- All staff should be particularly aware of the additional safeguarding needs faced by children with SEN and Disabilities.

And we believe:

- School can contribute to the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support which matches their individual needs, including those who may have experienced abuse.
- Children need to be safe and feel safe in school.

Specifically, these responsibilities apply to all staff, governors and volunteers working in the school, to contractors, supply staff and visitors during any interactions they may have with children.

## Overall Aims of the policy at Levett School

To contribute to the prevention of abusive experiences in the following ways:

- Clarifying standards of behaviour for staff and students
- Introducing appropriate work in the curriculum
- Developing staff awareness of the causes of abuse
- Encouraging student and parental participation in practice
- Addressing concerns at the earliest possible stage
- Recognising the importance of considering wider environmental factors in a child's life, that may be a threat to their safety and or welfare (Contextual Safeguarding)

To contribute to the protection of our students in the following ways:

- Including appropriate work in the curriculum
- Implementing Child Protection policies and procedures
- Working in partnership with students, parents and agencies
- Ensure all children feel safe, are treated as individuals and their rights, values and beliefs are respected.

To contribute to supporting our students in the following ways:

- Identifying individual needs where possible
- Designing support plans and interventions to meet individual needs
- Through quality teaching, ensure children are able to recognise when they are at risk and know how to get help when they need it

Levett School will fulfil national responsibilities as laid out in the following documents:

- Keeping Children Safe in Education; Statutory guidance for schools and colleges, 2018
- Working Together to Safeguard Children, 2018 (Statutory guidance)
- Statutory guidance on children who run away or go missing from home or care, January 2014
- What to do if you're worried a child is being abused, March 2015
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers, 2018
- Children Act 1989 (as amended 2004 Section 52)
- Education Act 2002 s175/s157
- The Teachers' Standards 2012
- The Counter-Terrorism and Security Act 2015 (section 26 The Prevent Duty)
- Female Genital Mutilation Act 2003
- Serious Crime Act 2015
- Children Missing Education – Statutory guidance for local authorities (DfE September 2016)
- Sexual Violence and Sexual Harassment Between Children May 2018
- Disqualification Under the Childcare Act (2006, as amended 2018)

And all staff must have read:

- Keeping Children Safe in Education (2018) (Part1) and Annex A
- Staff Code of Conduct

- Safeguarding and Child Protection Policy, including policy for Children Missing Education
- School's Behaviour Policy

## **In-School Procedures for Protecting Children**

All staff, governors, volunteers and visitors, as appropriate, will:

- Read and be familiar with Part One of Keeping Children Safe in Education (DfE 2018) (KCSIE 2018)
- Be familiar with the school's Child Protection Policy including issues of confidentiality.
- Remember that the child's welfare and best interests must be the paramount consideration at all times.
- Never promise to keep a secret or confidentiality, where a child discloses abuse.
- Be alert to signs and indicators of possible abuse
- Record concerns
- Deal with a disclosure of abuse from a child. These must be passed to one of the Designated Staff immediately. Staff should not take it upon themselves to investigate concerns or make judgements.
- Be involved in on-going monitoring and recording to support the implementation of individual education programmes and interagency Child Protection / support plans.
- Be prepared to identify children who may benefit from Early Help.
- Be subject to Safer Recruitment processes and checks whether they are new staff, supply staff, contractors, volunteers etc.
- Be expected to behave in accordance with the Guidance for Safer Working Practice for those Working with Children and Young People in Education settings (Safer Recruitment Consortium October 2015).
- Be expected to complete regular training in line with their role and frequency requirement.

## **Types of Abuse**

### **Neglect**

Neglect is the "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 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
- Unresponsiveness to, a child's basic emotional needs.

Examples which may indicate neglect:

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Untreated illnesses/injuries
- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour

### **Physical Abuse**

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.

Examples which may indicate physical abuse:

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations or wealds
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

### **Sexual Abuse**

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. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in

sexually inappropriate ways, or grooming a child in preparation for abuse 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.

Examples which may indicate sexual abuse:

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate
- Thrush
- Persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation or substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, enuresis or soiling
- Frequent or open masturbation or touching others inappropriately
- Depression, withdrawal or isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises or scratches in genital area

### **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve:

- conveying to children 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 the child's developmental capability.
- overprotection and limitation of exploration and learning, preventing the child in participating in normal social interaction
- involve seeing or hearing the ill-treatment of another
- serious bullying (including cyber bullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment.

Examples which may indicate emotional abuse:

- Over-reaction to mistakes or continual self-deprecation
- Delayed physical, mental or emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses or fantasies

- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away or going missing
- Compulsive stealing
- Masturbation
- Appetite disorders e.g. anorexia nervosa, bulimia
- Soiling, smearing faeces or enuresis

Some situations where children stop communication suddenly (known as “traumatic mutism”) may indicate maltreatment.

## **Responses from Parents**

Research and experience indicates that the following responses from parents may suggest a cause for concern across all categories of abuse:

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function e.g. a fractured limb
- Incompatible explanations offered or several different explanations or the child is said to have acted in a way that is inappropriate to their age or development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

## **Disabled Children**

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child’s means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting
- Misappropriation of a child’s finances
- Invasive procedures

## **Dealing with a Disclosure of Abuse**

When a student makes a disclosure, the key points for staff to remember are:

- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell them you are pleased that they are speaking to you.
- Never enter into a pact of secrecy with the child. Assure them that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell them that you believe them. Children very rarely lie about abuse but they may have tried to tell others and not been heard or believed.
- Tell the child that it is not their fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that they have a right to be safe and protected.
- Do not tell the child that what they experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what they have told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

It is not education staffs' role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards this must be documented - you must not deal with this yourself. Clear indications or disclosure of abuse must be reported to Children's Social Work Service without delay, by the Designated Safeguarding Staff.

## **Levett School's Role in the Prevention of Abuse**

Levett school will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

Relevant issues will be addressed through the curriculum. For example, self-esteem, emotional literacy, assertiveness, power, sex and relationship education, online safety, online bullying, sexting, Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), preventing radicalisation, peer on peer abuse and anti- bullying. Through this teaching we will support children to recognise when they are at risk and get the appropriate help when they need it.

## **Child Sexual Exploitation**

Child sexual exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into

sexual activity (a) in exchange for something the victim needs or wants and or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Child sexual exploitation is a form of sexual abuse which can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status.

Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them.

Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

### **Potential indicators of child sexual exploitation**

Children rarely self-report child sexual exploitation so it is important that practitioners are aware of potential indicators of risk, including:

- Acquisition of money, clothes, mobile phones etc without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls; • Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours;
- Self-harm or significant changes in emotional well-being.

### **Child Criminal Exploitation and County Lines Activity**

Children who are trafficked, exploited or coerced into committing crimes are victims in need of safeguarding. Criminal exploitation of children is a geographically widespread form of harm and is a typical feature of county lines activity (the police term for urban gangs supplying drugs to suburban areas, market and coastal towns).

County lines activity involves child criminal exploitation, child sexual exploitation, modern day slavery and missing persons, as gangs use children to move drugs and money, with gangs often taking over homes of vulnerable people (cuckooing).

Like other forms of exploitation, county lines exploitation can still be exploitation even if the activity appears consensual, can involve force, coercion, enticement, violence or threats of violence, is typified by some power imbalance and can be perpetrated by individuals or groups. Most cases of county lines exploitation involve some sort of exchange, where the victim carries drugs and is offered money, drugs, clothes, status, protection or perceived friendship.

## **Peer on Peer Abuse**

Peer on peer abuse is any form of physical, sexual, emotional, financial or coercive abuse exercised between children and within children's relationships (both intimate and non-intimate). It can take many forms, including bullying, relationship abuse, domestic violence, child sexual exploitation, youth violence, harmful sexual behaviour and gender based violence.

In order to prevent and tackle peer on peer abuse staff are familiar with a Contextual Safeguarding approach – understanding and responding to children's experiences of significant harm beyond their families, obtained through the different relationships formed in the neighbourhood, school and online (which can feature violence and abuse).

Levett school will not tolerate or dismiss sexual violence or harassment as part of banter or growing up. Staff will challenge behaviour, such as inappropriate touching, comments/threats or sexual harassment/violence.

Staff have received training on the Brooks traffic lights tool, to enable them to make decisions about whether sexual behaviour is harmful or natural and transgender training. In addition, secondary school staff follow statutory guidance relating to teaching of sex education, healthy relationships and the risks associated with "sexting" – including use of the school police officer to cover the legal aspects relating to distribution of child pornography.

Peer on peer abuse and sexting would be recorded as both a behaviour incident and as a safeguarding concern, to ensure that all parties/agencies were made aware and the appropriate action taken, in line with the school behaviour policy and the law. (UKCCIS Guidance: Sexting in schools and colleges, responding to incidents and safeguarding for young people (2017))

## **Domestic Abuse**

All Levett staff recognise signs of domestic abuse and know how to refer concerns to the DSL lead. The early hub acts as a gatekeeper to all referrals and if at immediate risk the DSL will liaise with the referral and response service.

The joint aims of Levett school and Doncaster council are to:

- Reduce the emotional harm caused by domestic abuse to children;
- Directly support recovery from abuse for victims and their children;
- Significantly reduce repeat victimisation;
- Challenge the acceptance of domestic abuse and violence by families and whole communities; and

- Break the pattern of abuse as it re-presents itself in children and young people.

## **Female Genital Mutilation**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Warning Signs:

A girl at immediate risk of FGM may be unaware, however she may talk about the following things:

- a long holiday abroad or going 'home' to visit family
- relative or cutter visiting from abroad
- a special occasion or ceremony to 'become a woman' or get ready for marriage
- a female relative being cut – a sister, cousin, or an older female relative such as a mother or aunt.

A girl who has been subjected to FGM may:

- Have difficulty walking, standing or sitting
- Spend longer in the toilet or need to toilet more frequently
- Appear withdrawn, anxious or depressed
- Have unusual behaviours following a long absence from school
- Be reluctant to join in PE lessons

It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Under the mandatory reporting requirements teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out (either through disclosure by the victim or visual evidence) on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate (KCSiE, September 2018).

Levett staff are aware of Practices common to certain cultures or groups in society, such as Honour Based Violence, Forced Marriage and Breast ironing/flattening and will make appropriate referrals to safeguard children and young people.

Staff receive training updates, relating to these issues.

## Radicalisation

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups.

The process of radicalisation is different for every individual and is a process, not a one off event; it can take place over an extended period or within a very short time frame.

It is important that staff are able to recognise possible signs and indicators of radicalisation. Children and young people may be vulnerable to exposure or involvement with groups or individuals who advocate violence as a means to a political or ideological end.

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include family members or friends, direct contact with member groups and organisations or, increasingly, through the internet, including through social media sites. This can put children and young people at risk of being drawn into criminal activity and has the potential to cause significant harm.

Potential indicators identified include:

- Use of inappropriate language
- Possession of violent extremist literature
- Changes in behaviour, language, clothing or appearance
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

PREVENT is part of the UK's counter terrorism strategy (from the Counter Terrorism and Security Act, 2015). It focusses on supporting and protecting vulnerable individuals who may be at risk of being exploited by radicalisers and subsequently drawn into terrorist related activity. PREVENT is not about race, religion or ethnicity, the programme is to prevent the exploitation of susceptible people.

Levett school is expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. Levett school will ensure, as a minimum, that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

## **Children Missing Education (CME)**

A child going missing from education is a potential indicator of abuse or neglect.

Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. Levett staff members should follow the school's procedures for dealing with students who are absent or go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

Children going missing during the school day should be reported to the police via 101 and to parents/carers. Children who are absent from school should have their reason for absence verified by a parent/carer on their first day of absence and to ensure this process is possible all parents/carers are required to provide at least 2 emergency contact numbers. Any concerns for the well-being of a child, related to unauthorised absences or suspicious circumstances must be recorded on the school's safeguarding system.

Levett school will comply with the statutory duty to inform the local authority of any student who falls within the reporting notification requirements outlined in Children Missing Education – Statutory guidance for local authorities (DfE September 2016).

For a child missing education, where child sexual exploitation or the risk of it is suspected, staff should pass this concern onto the designated safeguarding team.

## **Responsibilities of the Designated Safeguarding Lead/Officer**

Levett School's named Designated Safeguarding Lead Officer (DSL) from the Senior Leadership Team with lead responsibility and management oversight and accountability for Child Protection is Karen Green, Headteacher, [kgreen@levett.doncaster.sch.uk](mailto:kgreen@levett.doncaster.sch.uk)

The DSL is supported by the following appropriately trained Designated staff:

Claire Whitehead, Deputy Head, [cwhitehead@levett.doncaster.sch.uk](mailto:cwhitehead@levett.doncaster.sch.uk)

Annali Crawford, Deputy Head, [acrawford@levett.doncaster.sch.uk](mailto:acrawford@levett.doncaster.sch.uk)

Karen Short, Safeguarding Officer, [kshort@levett.doncaster.sch.uk](mailto:kshort@levett.doncaster.sch.uk)

Sue Archibald, Well-Being Officer, [sarchibald@levett.doncaster.sch.uk](mailto:sarchibald@levett.doncaster.sch.uk)

Claire Robert, SENCO and Designated teacher for Looked After Children, [crobert@levett.doncaster.sch.uk](mailto:crobert@levett.doncaster.sch.uk)

Bev Craswell, Learning Mentor with Early Help responsibility, [bcraswell@levett.doncaster.sch.uk](mailto:bcraswell@levett.doncaster.sch.uk)

Along with the Headteacher, they are responsible for co-ordinating all Child Protection activity.

The DSL must ensure that all staff involved in direct case work of vulnerable children (where there are Child Protection concerns/issues) have access to regular safeguarding supervision.

Where the school has concerns about a child, the Designated Safeguarding Team will act as a source of support, advice and expertise to staff on matters of safety and safeguarding, and when deciding whether to make a referral by liaising with relevant agencies.

The Designated Safeguarding Team are responsible for referring all cases of suspected abuse to Children's Social Work Service (CSWS). KCSiE (DfE 2018) states that anyone in the school setting can make a referral; if this is the case the DSL should be informed as soon as possible, that a referral has been made. Wherever possible, referrals to CSWS should be done by appropriately trained designated safeguarding staff.

In the case of poorly explained serious injuries or where behaviour concerns arouse suspicion, the designated teacher will consult with Referral & Response Service Professional Advice Lines on 01302 737722/7376361/737033. If out of hours, the emergency Doncaster Childrens Trust Social Care out of Hours team - (ESST) 01302 796000 (after 5.00pm and before 8.30 am weekdays and weekends).

The Designated Safeguarding Team will liaise with the Headteacher to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

The DSL will keep all records on file in a secure locked filing cabinet or secure ICT system and share concerns following information sharing protocols. We adhere to HM Government Information Sharing Advice for Practitioners 2018.

## **Records and Monitoring**

Any concerns about a child will be recorded in writing within 24 hours, on the school's safeguarding recording system, which will send an alert to all designated safeguarding staff. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed.

At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures.

A chronology will be kept in the main school file prior to the commencement of a concern file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the designated person should the number of concerns rise or, in their professional judgement, become significant.

At the point at which a concern file is commenced then the chronology can be transferred to the concern file.

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

- A referral to MASH/Children's Social Care
- A number of minor concerns on the child's main school file
- Any child open to social care

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

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

## **Designated staff Knowledge and Behaviours**

The DSL will undertake appropriate refresher training every two years.

Designated staff:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- 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 to do so.
- ensure all adults (as appropriate) including each member of staff, trainee and volunteer has access to and understands the school's child protection policy and procedures, including new and part time staff.
- are alert to the specific needs of children in need, those with special educational needs and young carers
- have access to resources and attend any relevant or refresher training courses
- promote and encourage a culture of listening to children and taking account of their wishes and feelings, among all staff.
- highlight the importance of demonstrating children's wishes and feelings to all staff and that these are clearly evidenced.

Levett school will ensure all staff including temporary and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the school. All staff will access refresher training at least every three years and regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

## **The Governing Body**

The Nominated Safeguarding Governor for Child Protection at the school is Linda Gill, lgill@levett.doncaster.sch.uk

The Nominated Governor is responsible for liaising with the Headteacher and designated staff over all matters regarding Child Protection issues. The role is strategic rather than operational i.e. they will not be involved in concerns about individual students.

The Nominated Safeguarding Governor will support the Designated Safeguarding Team in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and Child Protection activity.

The DSL and Safeguarding Governor (Linda Gill) are responsible for providing an annual report to the governing body of Child Protection activity. The local authority annual review monitoring return for safeguarding should be sufficient as an annual report for governors.

The Governing Body should have Child Protection training every three years, on their strategic responsibilities in order to provide appropriate challenge and support for any action to progress areas of weakness or development in Levett's safeguarding arrangements.

The Chair of governors is nominated to liaise with the local authority and/or partner agencies on issues of Child Protection and in the event of allegations of abuse made against the Headteacher.

In the event of allegations of abuse being made against the Headteacher, allegations will be reported directly to the Local Authority Designated Officer (LADO) within one working day.

Under no circumstances will governors be given details of individual cases. However, Governors may be provided with a report at the end of the academic year, outlining the number of cases dealt with and other statistics which do not identify individual students.

## **Working with Parents and Other Agencies to Protect Children**

Parents or carers should be aware that Levett school will take any reasonable action to safeguard the welfare of our students. In cases where the school has reason to be concerned that a child maybe suffering significant harm, ill treatment or neglect or other forms of harm, staff have no alternative but to follow procedures and contact Children's Social Work Service to discuss concerns.

In general, we will discuss concerns with parents or carers before approaching other agencies and will seek consent / to inform parents or carers when making a referral to another agency.

Appropriate staff will approach parents or carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents or carers of a referral to another agency may increase the risk of significant harm to the child.

Levett school works in partnership with other agencies in the best interests of the children.

Where necessary, Levett school will liaise with the school nurse and doctor, and make referrals to Children's Social Work Service (CSWS).

Where a child already has a Child Protection Social worker, the school will immediately contact the Social Worker involved or in their absence the Social worker's manager.

Levett school will co-operate with CSWS in accordance with the requirements of the Children Act and allow access to child and child protection records for them to conduct section 17 or section 47 assessments.

Levett school will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.

Where a child in school is subject to an inter-agency Child Protection plan or any multi-agency risk management plan, the school will contribute to the preparation implementation and review of the plan as appropriate.

### **Early Identification, Recognising and Responding to Safeguarding Needs**

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

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

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

The Data Protection Act 2018 and GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe; this includes allowing practitioners to share information without consent.

## **Safer Recruitment, Selection and Pre-Employment Vetting**

Levett school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined part three of Keeping Children Safe in Education (2016).

The school maintains a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK.

All recruitment materials include reference to the school's commitment to safeguarding and promoting the wellbeing of students.

Levett school ensures that all recruitment panels include at least one person that has undertaken safer recruitment training.

Levett school will ensure that a person who is prohibited from teaching will not be appointed to work as a teacher in the school.

As a school working with children under the age of 8 years, Levett school will ensure that where relevant, individuals are not disqualified under the Childcare Act 2018. As a school working with children age 8 to 14 years, relationships and associations that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff must speak to the school.

Levett school ensures that appropriate DBS risk assessments will be undertaken as required.

## **Allegations Against a Member of Staff or Person in School (Whistleblowing)**

These procedures will be followed in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved in a way that indicates they are unsuitable to work with children

A safeguarding complaint that meets the above criteria must be reported to the Headteacher immediately.

If the complaint involves the Headteacher then the next most senior member of staff must be informed and the Chair of Governors.

The Headteacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. In all allegations the LADO will advise on the action to take by calling 01302 737748. The emergency social services team should be contacted outside normal working hours 01302 796000.

Staff are encouraged to raise issues relating to child protection failures within the school by Whistleblowing, to the Headteacher, or the chair of governors, if the complaint relates to the Headteacher.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

Any staff or volunteers who are dismissed by the school for gross misconduct or cumulative misconduct relating to safeguarding will be referred to the DBS for consideration of barring.